Abstract

The social development of early childhood is greatly influenced by parental parenting patterns, but many children still show delays in the ability to interact and manage emotions. This study aims to determine the relationship between parental parenting patterns and the social development of children aged 3–5 years at Permata Preschool. The type of research is quantitative analytic with a cross-sectional design. The research sample consisted of 38 respondents, taken using a total sampling technique. The instruments used were a parenting questionnaire and a child's social development observation sheet. Data analysis was carried out univariately and bivariately with the chi-square test at a 95% confidence level. The results showed that the majority of parents applied a democratic parenting pattern (57.9%), while permissive (23.7%) and authoritarian (18.4%) parenting patterns were fewer. The majority of children's social development was in the normal category (57.9%), while the suspect category reached 42.1%. The chi-square test produced a p value = 0.002 (<0.05) which means there is a significant relationship between parenting patterns and the social development of preschool children. In conclusion, democratic parenting patterns contribute positively to children's social development, while permissive and authoritarian parenting patterns are more at risk of causing delays or suspect categories. This finding emphasizes the importance of implementing appropriate parenting patterns to support the optimal development of early childhood.

Keywords: *parenting patterns, parents, social development, early childhood, Permata preschool.*