

The Relationship Between Parents' Communication Patterns and Development In Pre-School Children (Kb-Tk) Tbs Kajan, Krandon Kudus

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Abstract.

The research method used was quantitative with a correlative descriptive design and a cross-sectional approach. The research sample amounted to 66 children aged 4–5 years who were selected using the purposive sampling technique. The research instruments were a questionnaire on parental communication patterns and the Denver Developmental Screening Test (DDST). The results of the study showed that most parents have good communication patterns and the majority of children are in the normal developmental category. The statistical test showed a p-value of 0.000 ($p < 0.05$), which indicates a significant relationship between parental communication patterns and preschool child development. The conclusion of this study is that parental communication patterns have an important role in supporting the optimal development of preschoolers. Open, empathetic, and responsive communication patterns are able to create positive stimulation for children so that children's development can take place comprehensively and continuously. Therefore, parents are expected to continue to improve the quality of communication with children as an effort to support optimal children's growth and development.

Keywords: *Communication Patterns; Parents; Child Development and Early Childhood.*

I. INTRODUCTION

Preschoolers are in dire need of attention during their developmental and growth stages because they have the best potential to develop if they are taken care of from an early age. As the next generation of the nation's struggle, children must pay attention to the progress and progress of the country. Children with a good growth start will be healthier when they grow up, which is influenced by a combination of genetic factors and environmental factors. This will lead to a better life later on. Development is a stage that shows how the body's tools become more mature. Children at the age of the first six years are very important because they are a phase of rapid growth and development for a child. Early childhood has unique patterns of growth and physical development. (Daro et al. 2022). Communication patterns between parents and children are one of the important factors that affect children's development, especially at the preschool stage. At this age, children experience various significant developments, both in physical, cognitive, social, and emotional aspects. Effective communication between parents and children can promote the development of language and social skills, which are essential for children's interactions in their social environment. (Luthfiyah and Yuliana 2023). The age of year is an important time in his social and emotional development because a child begins to understand that the body, mind, and emotions he has belong only to him. Children will understand the difference in feelings of happiness, happiness, fear or anger.

Therefore, parents play an important role in educating, guiding, nurturing, directing children, and supporting their children's language development, both oral and written. However, young children are able to quickly absorb and process information from their environment. This stage is often referred to as the golden age because the potential is rapidly developing in many aspects and the child can learn quickly without experiencing many failures. (Dhea Alfira and Siregar 2024). Data from the World Health Organization (WHO) has reported that between 5% and 25% of preschool-aged children have developmental disorders. Developmental problems in children, such as delays in motor skills, language acquisition, and social behavior, have become increasingly common in recent years. In Indonesia, the prevalence of developmental problems in children is estimated to be between 13% and 18%. Brauner and Stephens point out that about 9.5% to 14.2% of preschoolers exhibit social-emotional problems that negatively impact their school development and readiness. In addition, other research shows that about 8% to 9% of preschoolers

experience psychosocial problems, specifically socio-emotional difficulties such as anxiety, difficulties in adaptation, difficulties in socializing, problems with separation from parents, behavior management problems, and aggressive behavior, which are some of the most common problems faced by children in the preschool age group. (Firmawati and Biahimo 2021).

Preschool-age children are in a critical phase of development that will affect their quality of life in the future. According to the World Health Organization (WHO) in the Global Child Development Report 2021-2023, about 43% of children under the age of 5 in developing countries are at risk of not reaching their optimal developmental potential. One of the key factors that affect children's development is the communication patterns applied by parents in daily life. Parental communication patterns are a consistent way in which parents interact, conveying messages, values, and expectations to their children. WHO emphasizes that the quality of communication between parents and children at the age of 4-5 years has a significant impact on various aspects of development, including cognitive, social-emotional, language, and adaptability. Longitudinal studies conducted by WHO in 45 countries during the period 2021-2023 showed that children who grew up in an environment with positive and responsive communication patterns had 40% better developmental rates than those who did not. In all aspects of life, including in the family, communication is very important. Every family wants to form intense, dynamic, and harmonious family communication. The role of the parent's family is very important for the formation of children's character, especially when children begin to enter the preschool period. Growth and development in children is highly regarded by experts because it explains the process of a person's physical and psychosocial growth.

Children today spend a lot of time watching television shows, watching movies, and playing games through various types of technological media. Parents don't talk to their child, but for some parents, their child feels safe and comfortable at home. The child eventually becomes an alien when he meets a person his age while going out. The role of parents is to create a social environment at home through mother's communication, both verbally and nonverbally. This problem of personal social development cannot be separated from the way children learn to interact with parents (mothers) at home. Personal social development tends to be hampered by explanation, understanding, and consistent application of rules. In addition, people who scold children or show their disappointment with children tend to hinder their development. (Cahyono 2023). Based on research conducted by Diva Ayu A, it shows that data on parents' communication patterns in the interaction model indicator, as many as 96.2% show that parents are more proactive in communicating about their children's academics.

As many as (94.1%) parents responded that the topic of self-confidence needs to be communicated to children in a clear and easy-to-understand way in the classroom. Of the parents surveyed, 95.6% said they encourage their children to start a conversation. Parents who were actively involved in their children's schoolwork obtained the highest overall scores (96.2%) in the communication component. (Ayu Ambarwati et al. 2023). The results of a preliminary survey conducted by researchers at PAUD (KB-TK) TBS KAJAN, KRANDON KUDUS on February 20, 2025, From the results of a brief interview with the principal, he said that there were 212 pre-school age education children aged 4-5 years. The results of observation using the Denver Developmental Screening Test (DDST) sheet from 10 children, it was found that there were a total of 3 children who experienced failure in fine motor aspects, such as making straight lines, and drawing simple shapes. In addition, in the language aspect, there were 5 children who were still late in conveying what they wanted in a simple sentence, and children seemed less responsive to interact with their peers, and the overall results were obtained that there were 2 children who were declared normal.

II. METHODS

This study is a quantitative research with a type of correlation analytic research, which aims to determine the relationship between independent and dependent variables. (Angelica, Stella, and Solehudin 2024). In this study, it will correlate the relationship between parental communication patterns and child development in preschool children in PAUD (KB-TK) TBS Kajan, Krandon Kudus. This study uses the *cross sectional* It is a type of research that prioritizes time measurement or single observation over independent and dependent data. The population in this study is all children aged 4-5 years in PAUD (KB-

TK) TBS KAJAN, KRANDON KUDUS who are registered as active students in kindergarten A class, and kindergarten B totaling 212 respondents. The sample used in this study was 66 respondents. The sampling technique used is purposive sampling taken from the research population, namely children aged 4-5 years in PAUD (KB-TK) TBS KAJAN, KRANDON KUDUS who are registered active students in kindergarten A and kindergarten B classes. (M Teguh Saefuddin¹, Tia Norma Wulan² and 1, 2, 3 2023). The data analysis methods used were univariate, bivariate analysis, validity and reliability tests.

III. RESULT AND DISCUSSION

Respondent Characteristics

Age

Table 1. Distribution of Respondent Frequencies Based on the Age of Children in Kindergarten Classes A and B in PAUD (KB-TK) TBS Kajan Krandon Kudus

Yes	Age Number	Percentage %
1.	4 years 31	47.0
2.	5 years 35	53.0
	Total 66	100.0

Table 1 shows most of the large resonances in kindergarten A and B students, namely 5 years old with a percentage of 53.0%. Furthermore, in second place in the 4-year-old respondents, there were 31 children with a percentage of 47.0%.

Gender

Table 2. Distribution of Respondent Frequency Based on Gender of Children in Kindergarten Classes A and B at PAUD (KB-TK) KAJAN, KRANDON KUDUS

Yes	Gender Total	Percentage %
1.	Female 30	45.5
2.	Male 36	54.5
	Total 66	100.0

Table 2 shows the number of male and female children in kindergarten A and B grades at PAUD (KB-TK) TBS KAJAN, KRANDON KUDUS the majority of male sex amounted to 36 children with a percentage of 54.5%.

Univariate Analysis

Table 3. Frequency Distribution Based on Parental Communication Patterns

Category	Frequency	Percentage
Good	58	87.9
Enough	8	12.1
Less	0	0.00
Total	66	100.0

Based on the results of the univariate analysis in Table 3, most of them were in the good category, namely 58 respondents (87.9%). A total of 8 respondents (12.1%) were in the sufficient category, and there were no respondents in the less category (0%). These results show that the conditions studied are generally in the good category, although there are still a small number of respondents who are in the adequate category and require further attention or improvement.

Table 4. Frequency Distribution Based on Development in Preschool Children in Early Childhood Education (KB-TK) TBS Kajan, Krandon Kudus

Development	Frequency	Percentage
Normal	58	87.9
Deposit	8	12.1
Delay	0	0
Total	66	100.0

Based on the results of the univariate analysis in Table 4, most of them were in the normal development category, namely 58 respondents (87.9%). A total of 8 respondents (12.1%) were in the caution category, and no respondents were found in the delay category (0%). These results show that in general, children's development is in good condition and **in accordance** with the age stage, although there are still a

small number of children who need follow-up monitoring and stimulation so that their development can be optimal.

Bivariate Analysis

The relationship between parental communication patterns and development in preschool children at PAUD (KB-TK) TBS KAJAN, KRANDON KUDUS in the table below:

Table 5. The Relationship between Parents' Communication Patterns and Development in Pre-School in Early Childhood Education (KB-TK) TBS Kajan, Krandon Kudus

Communication Patterns Parents	f	%	Child Development	f	%	p-value
Good	58	87.9	Normal	58	87.9	0.000
Enough	8	12.1	Deposit	8	12.1	
Less	0	00,0	Delay	0	00.0	
Total	66	100.0		66	100.0	

Based on the results of the bivariate analysis in Table 4.7, it is known that most parents have good communication patterns, namely 58 respondents (87.9%), while as many as 8 respondents (12.1%) have sufficient communication patterns. There were no respondents with poor communication patterns. The distribution is in line with the results of child development, where all indicators of child development including social personal, fine motor, language, and gross motor show consistent results, namely as many as 58 children are in the good/normal category and 8 children are in the moderate/abnormal category out of a total of 66 respondents. This distribution alignment shows that children who are cared for by parents with good communication patterns tend to have normal development in all aspects of development.

The results of the statistical test showed a p-value of 0.000 ($p < 0.05$), which indicates a statistically significant relationship between parental communication patterns and child development indicators. This indicates that the better the communication pattern applied by parents, the more optimal the child's development, both in terms of personal, social, fine motor, language, and gross motor aspects. On the other hand, in the group of parents with sufficient communication patterns, children with development are still found in the moderate/abnormal category, which shows that the quality of parental communication plays an important role in supporting the overall growth and development process of children. Therefore, a positive, responsive, and stimulating parental communication pattern is an important factor in supporting the development of preschoolers.

Discussion

Univariate Analysis Parental Communication Patterns

The results of the univariate analysis of parental communication patterns showed a significant dominance in the "Good" category, which was 87.9% (58 respondents), while the rest were in the "Sufficient" category of 12.1% (8 respondents) In addition, the absence of respondents in the "Less" category (0%) showed that all parents in this study had relatively adequate communication skills with their children. The high percentage in this good category reflects the awareness of parents on the importance of assertive transmission of information and values, thereby minimizing communication barriers that can trigger conflicts in the relationship between parents and children. The results obtained from the researcher were that the most dominant communication pattern was the authoritative communication pattern that was more open to parents with the female gender as many as 54 respondents or 88.5%.

This is supported by research by Dwi Lestari (2020) that parents' active communication patterns from mothers have a positive effect on children's language development. Mothers who often communicate actively and positively can stimulate children's language development better. This also affects the age of parents, the most parents are 30-39 as many as 33 respondents. This is supported by research by Trianingsih, (2022) that the age of the parents of the most parents of this researcher is 31-39 as many as 21 respondents. (At et al. 2025) This is corroborated by the statement of Handayani & Yuliana (2022) who stated that fathers as the head of the family often do not have much time to communicate with children because fathers work more often than mothers. Mothers will spend more time with their children and that will create a communication, where there will be a sense of sympathy, happiness, the influence of attitudes, and an action taken. Thus, it can be said that these characteristics appear when the child and mother have carried out effective communication (Ryanti 2025).

Child Development

The results of this study show that the synchronization of children's developmental achievements in personal, social, fine motor, language, and gross motor aspects is mostly in the normal category (87.9%), which indicates that the process of nerve maturation and environmental stimulation runs simultaneously and continuously, where effective parental communication patterns play an important role in facilitating the sensory integration and functional maturity of children holistically. Although there are still some children in the *caution* category (12.1%) who require further monitoring and stimulation, while the absence of the *delay* category reflects that in general the development of children is in good condition and adaptive according to their age stages. The results obtained from the researcher regarding the development of children were obtained that with the most gender, namely men as many as 33 respondents. This is supported by tiara research. (2022) The results were obtained that the development in children was found that with the most gender, namely males with a total of 49. This also has an effect on the age of the most children is 5 years old as many as 33 respondents. This is supported by the research of Putri (2020) found that development is more in the 5th year with a total of 16 respondents. The results obtained regarding language development are known to have the number of children who have language development with a sufficient category of 38 respondents which cause children to use words as symbols, children use simple sentences, children who understand commands, The child speaks simple words, and develops vocabulary. This is in line with research supported by Rizka (2024). The results of Clara Sinta Pawestri's research show that most children are in the age-appropriate development category in all aspects of development, namely personal social, language, fine motor, and gross motor.

In the personal social aspect, as many as 58 children (87.9%) were in the age-appropriate development category, which shows that the majority of children have been able to interact with the social environment and show basic independence according to their developmental stages. This finding is in line with the opinion of Santrock (2024). which states that the personal social development of children is influenced by the quality of social interaction and parenting applied by parents. In the language aspect, as many as 55 children (83.3%) were in the age-appropriate development category, which was shown by the child's ability to understand simple instructions and communicate verbally. This is supported by Hoff's (2024) theory which states that active and consistent stimulation of verbal communication plays an important role in optimizing children's language development. Furthermore, in the fine motor aspect, as many as 57 children (86.4%) showed age-appropriate development, characterized by the ability to do hand and finger coordination such as grasping, arranging objects, and drawing simple. This is in line with the opinion of Soetjningsih and Ranuh (2024) who stated that fine motor development is influenced by the maturity of the nervous system and stimulation through activities involving small muscles. In the gross motor aspect, as many as 59 children (89.4%) were in the age-appropriate development category, which was shown by the child's ability to perform physical activities such as walking, running, and jumping. This finding is in accordance with the opinion of Wong, Hockenberry, and Wilson (2024) who stated that adequate physical activity plays an important role in supporting optimal gross motor development of children. (Preschool 2026).

Bivariate Analysis

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The results of the statistical test showed a p-value of 0.000 ($p < 0.05$), which indicates a statistically significant relationship between child development indicators. These findings show that child development in one aspect tends to be closely related to development in other aspects. In other words, children who show good social personality development tend to also have good language, fine motor development, and gross motor skills. This reflects the holistic and mutually continuous nature of child development between developmental domains. The findings of this study are in line with the theory of child development put forward by Santrock (2024), which states that child development is a multidimensional process and affects each other between aspects, both social-emotional, cognitive, and motor aspects. In addition, Wong, Hockenberry, and Wilson (2024) also emphasized that delays in one aspect of development have the potential to affect other aspects of development, so early detection and stimulation are very important.

Therefore, the results of this study confirm the importance of monitoring child development as a whole, not only focusing on one specific aspect of development, but also considering the relationship between aspects of development to support optimal child growth and development. (Bahasa et al. 2025).

The results of the study on permissive parental communication patterns were obtained by 19 respondents (31.1%). Permissive communication patterns cause parents to not set many rules or standards of behavior for children, parents do not give clear responsibilities for children, parents rarely discipline or give consequences to children, parents who do not limit children's playing time. This is in line with the research supported by Hamsir (2020) that the permissive communication pattern of this study is that parental communication is not caring about what will happen to their children, parents tend not to respond or not respond, if the child talks or expresses their problems. (Pola et al. 2023) The results of the study show that there is a relationship between parental communication patterns and child development, especially in the (Luthfiah and Yuliana 2023) Language development pack for children aged 4–5 years. Open, responsive, and positive parental communication patterns have proven to be important in creating effective communicative interactions between parents and children. Rich and quality communicative interactions, such as two-way conversations, mindfulness, and emotional support from parents, contribute significantly to children's language development. Children who are often involved in active communication with their parents tend to have better language skills than children who lack communication stimulation.

This shows that parental communication patterns are a determining factor in optimizing children's language development at a critical age of 4-5 years. In addition, the creation of a supportive communication context, such as reading books together, asking open-ended questions, and providing positive feedback on children's responses, has been proven to improve children's vocabulary, speaking skills, and language understanding. Communication activities that involve imagination, narrative, and discussion also provide opportunities for children to express their thoughts and feelings, thus strengthening their overall language skills. Parents' open and empathetic communication patterns not only affect language development, but also contribute to the formation of children's character. A family environment that encourages open, respectful, and emotionally supportive communication provides a solid foundation for a child's social, emotional, and personality development. (Luthfiah and Yuliana 2023). The results of this study show that there is a significant relationship between parental communication patterns and the development of preschool children in PAUD (KB–TK) TBS Kajan, Krandon, Kudus. The p-value of 0.000 ($p < 0.05$) confirms that child development is interrelated between aspects, namely personal social, language, fine motor, and gross motor.

Children who have good development in one aspect tend to show good development in other aspects as well, so that children's development cannot be seen partially. Parental communication patterns have proven to have an important role in supporting children's development, especially in the language aspect. An open, responsive, and supportive communication pattern allows for quality communicative interaction between parents and children. This interaction is the main means for children to develop vocabulary, speaking skills, and language understanding at a critical age of 4-5 years. On the other hand, the permissive communication pattern that is still found in some respondents shows a tendency for parents to lack clear boundaries, directions, and responsibilities to their children. This condition has the potential to hinder the optimization of children's development, both from language aspects and other developmental aspects. A lack of parental response and involvement in daily communication can reduce the stimulation that children need to grow and develop optimally. Thus, the results of this study confirm that parental communication patterns are a key factor in supporting the development of preschool children holistically. The active role of parents in creating a positive, empathetic communication environment.

IV. CONCLUSION

Based on the research conducted by the researcher entitled "The Relationship between Parental Communication Patterns and Development in Preschool Children", the following conclusions can be drawn:

1. The communication pattern of parents to preschool children at PAUD (KB-TK) TBS Kajan, Krandon Kudus is mostly in the good category, which is characterized by open, responsive, and involving children in daily interactions.

2. The development of preschool children in PAUD (KB-TK) TBS Kajan, Krandon Kudus based on the results of measurements using the Denver Developmental Screening Test (DDST) shows that most children are in the category of normal development, which includes personal, social, language, fine motor, and gross motor aspects.

3. The results of the statistical test showed a p-value = 0.000 ($p < 0.05$), which means that there is a significant relationship between parental communication patterns and preschool child development. Children who get good parental communication patterns tend to have more optimal development in various aspects of development.

4. Child development is holistic and mutually sustainable, so that good development in one aspect, such as personal social, is closely related to the development of other aspects such as language, fine motor, and gross motor.

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