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RELATIONSHIP OF CHILDREN'S SELF-CONCEPT AND PARENTS' PARENTING PATTERNS WITH SCHOOL AGE CHILDREN'S LEARNING INDEPENDENCE

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ABSTRACT

Introduction: The learning independence of school-age children during the COVID-19 pandemic has not developed optimally, as indicated by their dependence on people around them and their limited confidence in their abilities. This study aimed to examine the relationship between children's self-concept, parenting patterns, and the learning independence of school-age children during the COVID-19 pandemic. **Method:** This study employed a cross-sectional, descriptive correlation design. The population consisted of 50 mothers and children at SDN Sangen 2, Geger District, and Madiun Regency. Stratified random sampling was used to obtain a sample of 44 mother-child pairs. The study measured three variables: children's self-concept, parenting patterns, and children's learning independence. The instruments included the child's Self-Concept Questionnaire, the Parenting Style and Dimension Questionnaire, and the Learning Independence Questionnaire. Data were analyzed using descriptive statistics, Spearman correlation test, and chi-square test with a significance level of 0.05. **Results:** There was a significant relationship between children's self-concept ($p = 0.015$) and parenting pattern ($p = 0.038$) and children's learning independence. **Conclusion:** Positive self-concept and authoritative parenting patterns may contribute to higher learning independence among school-age children. However, these findings reflect data collected only at the elementary school level and cannot be generalized to all educational levels.

Keyword: Child learning independence, Child self-concept, Parenting pattern, School-age children

INTRODUCTION

Learning independence is very important to be instilled from an early age so that children can explore their abilities (1). In line with the development of school-aged children in the final school period (9-12 years), children of this age should be able to carry out learning activities independently (2). Learning independence can be successful if children have high motivation to learn, understand

concepts, utilize diverse learning resources, manage time, control themselves in the learning process, and are not dependent on people around them (3); however, the learning independence of elementary school children has not been able to develop optimally characterized by dependence on the people around them and distrust of oneself with one's abilities (4).

The results of preliminary observations that were carried out by researchers in grade IV of the SDN Sangen 2 Madiun Regency on March 8, 2022, explain that the existence of somewhat decreased learning independence was evident when teaching and learning activities took place in one of the classes, namely in grade IV with a total of 20 students. It was found that six children who had a back seat were still joking with their friends when given an assignment; the boys preferred to look at their friends' work rather than search and find the answer to each question on their own.

Learning at school can be successful if children have high independence, and this is greatly influenced by parenting styles at home (5). Factors that influence parents in choosing parenting include age, gender, education, experience, marital relationship, socioeconomic status, and the surrounding culture (6). Parenting can be divided into three types: authoritarian parenting (authoritarian), authoritative parenting (democratic), and permissive parenting (permissive). Independence in children also starts from the family and is influenced by parental parenting and factors within themselves, such as the child's self-concept that is formed (7). Self-concept is a picture that a person has about himself or herself and is not innate but can continue to develop based on the experience he has gone through (8). In addition to self-concept, other factors within the self are motivation, attitudes, interests, and learning habits.

The problems described above are closely related to the relationship between parents and children, where parents still limit creativity and lack understanding related to the selection of parenting styles; children who have different self-concepts need to be considered by parents so that they are not wrong in applying parenting patterns to children. Barnard's 1994 nursing theory developed an assessment format to evaluate children's health behaviors, growth, and development as measured by parent-child interactions influenced by the individual of each member, namely the characteristics of

parents, children, and the environment that have been developed in the concept of Child Health Assessment Interaction Theory. It is hoped that the results of this research can inform children and parents about what kind of concepts children must have to increase learning independence, and what kind of parenting patterns are suitable to be applied so that children can increasingly optimize themselves to be independent in each learning so that they can prepare themselves to sail the ark of school life at each level.

Some items that can be used as a reference to differentiate this research from previous research are the conditions under which the research was carried out, the research subject, and the location of the research. The research was carried out when there was still an international disaster, namely the COVID-19 pandemic. The subjects in this study were school-age children and parents, and the research was carried out at SDN Sangen 2, Kec. This study aimed to examine the relationship between children's self-concept and parenting styles and the learning independence of school-age children during the COVID-19 pandemic.

METHOD

This study employed a correlational design with a cross-sectional approach involving 44 mother-child pairs as respondents. The independent variables were children's self-concept and parenting style, while the dependent variable was their learning independence. Data were collected using three structured questionnaires: a self-concept questionnaire, a learning independence questionnaire administered to children, and a parenting style questionnaire administered to mothers. All instruments passed the content validity assessment through expert judgement in pediatric nursing and child psychology and demonstrated good reliability with Cronbach's alpha values exceeding 0.70.

Descriptive analytical methods were used to summarize respondent characteristics, while

Spearman's rank correlation test and chi-square test were employed to examine the relationships among the variables. Ethical approval for this study was obtained from the Research Ethics Committee of the Faculty of

Nursing, Universitas Airlangga, under approval number 2604-KEKP, issued on July 20, 2022.

RESULT

Table 1. Demographic characteristics of maternal respondents

Yes	Respondent Demographics	Category	Frequency (f)	Percentage (%)
1	Age	21 – 30 Years	3	6,8
		31 – 40 Years	23	52,3
		41 – 50 Years	14	31,8
		51 – 60 Years	4	9,1
		Total	44	100
2	Marital Status	Marry	42	95,5
		Widow	2	4,5
		Total	44	100
3	Final education	SD/MI	9	20,5
		Junior High School/MTS	9	20,5
		SMA/MA/SMK	23	52,3
		Diploma (D1, D2, D3, D4)	2	4,5
		S1	1	2,3
		Total	44	100
4	Work	Employee/Employee	2	4,5
		Housewives	32	72,7
		Self employed	10	22,7
		Total	44	100

Table 1 contains information related to the demographics of 44 respondents representing the mothers of SDN Sangen 2 students in July 2022. Most respondents were mothers aged 31-40 years as many with 23 respondents (52.3%) predominantly

married, and 42 respondents (95.5%). The final education level of the mothers' respondents was dominated by mothers with an equivalent of high school education, namely 23 respondents (52.3%). Most of the respondents were mothers (32 respondents, 52.3%).

Table 2 Demographic characteristics of children

Yes	Respondent Demographics	Category	Frequency (f)	Percentage (%)
1	Age	9 Years	7	15,9
		10 Years	15	34,1
		11 Years	17	38,6
		12 Years	5	11,4
		Total	44	100
2	Gender	Man	19	43,2
		Woman	25	56,8
		Total	44	100

Table 2 contains information related to the demographics of the 44 respondents

representing school-age children at SDN Sangen 2 in July 2022. The majority of

respondents were girls, with 25 respondents (56.8%), and the rest were boys with an age distribution of 11 years, with 17 respondents (38.6%). 10-year-olds amounted to 15

children (34.1%), 9-year-olds with seven respondents (15.9%), and the least were 12-year-olds with five respondents (11.4%).

Table 3. Children's self-concept

Yes	Variable	Category	Frequency (f)	Percentage (%)
1.	Self-concept in children	Positive	22	50
		Negative	22	50
		Total	44	100

Table 3 shows that self-concept in elementary school children aged 9-12 years at SDN Sangen 2 obtained balanced results;

namely, 22 children (50%) had a positive self-concept and the remaining half had a negative self-concept.

Table 4. Parenting

Yes	Variable	Category	Frequency (f)	Percentage (%)
1.	Parenting	<i>Authoritative</i>	18	40,9
		<i>Authoritarian</i>	10	22,7
		<i>Permissive</i>	16	36,4
		Total	44	100

Table 4 shows that the majority of parenting used by parents of students aged 9-12 years at SDN Sangen 2 is the authoritative parenting type, which amounts to 18

respondents (40.9%), while the remaining 10 respondents (22.7%) used authoritarian parenting and as many as 16 respondents (36.4 %) used permissive parenting

Table 5. Children's learning independence

Yes	Variable	Category	Frequency (f)	Percentage (%)
1.	Children's learning independence	Low	24	54,5
		Tall	20	45,5
		Total	44	100

Table 5 shows that the learning independence of students at SDN Sangen 2 mostly had a low level, namely 24

respondents (54.5%), while others had a high level, namely 20 people (45.5%)

Table 6. The relationship between children's self-concept and children's learning independence

Self-concept	Learning independence				Total	
	Low		Tall		f	%
	f	%	f	%		
Negative	16	36,4	6	13,6	22	50
Positive	8	18,2	14	31,8	22	50
Total	24	54,5	20	45,5	44	100
<i>Spearman's rho</i>		<i>Correlation Coefficient = 0.365**</i> <i>Sig. (2-tailed) = 0.015</i>				

Table 6 shows that the Spearman correlation statistical test was obtained ($p = 0.015$), and it can be interpreted that there is a relationship between the child's self-concept and learning independence in children, and also obtained a correlation coefficient of positive value (0.365), which

means that the level of strength of the relationship between the child's self-concept and learning independence is related to the direction of the positive relationship, which means that if the child's self-concept increases, the children's learning independence also increases.

Table 7. The relationship between children's self-concept and children's learning independence

Parenting	Learning independence				Total	
	Low		Tall		f	%
	f	%	f	%		
<i>Authoritative</i>	8	18,2	10	22,7	18	40,9
<i>Authoritarian</i>	9	20,4	1	2,3	10	22,7
<i>Permissive</i>	7	15,9	9	20,5	16	36,4
Total	24	54,5	20	45,5	44	100
<i>Chi-square</i>	$(p) = 0.038$					

Table 7 shows the relationship between parenting styles and children's learning independence. The Chi-square test resulted in $p = 0.038$, indicating a significant association between the two variables. When percentages are viewed within each parenting style (horizontal percentage = 100% for each row), the distribution of learning independence becomes clearer and avoids bias due to the unequal numbers of respondents per parenting group. Authoritative parenting demonstrated the highest proportion of children with high learning independence (55.6%), followed by permissive parenting (56.3%), although permissive parenting remained slightly lower in magnitude. Conversely, authoritarian parenting shows a markedly different pattern, with 90% of the children exhibiting low learning independence. These findings reinforce that authoritative parenting is most supportive of high learning independence, while authoritarian parenting is consistently associated with low independence. Meanwhile, permissive parenting also contributes to higher independence, though less strongly than authoritative parenting, suggesting that parental warmth without an adequate structure may still encourage autonomy, but not as effectively as balanced,

democratic parenting.

DISCUSSION

a. Children's self-concept

The results of the children's self-concept questionnaire at SDN Sangen 2 Geger District, Madiun Regency during the COVID-19 pandemic were relatively balanced because the results showed that 22 children had a positive self-concept and the rest had a negative self-concept with the same number.

In line with Fajrin et al. (2022), self-concept in children is not innate from birth, but develops according to the child's age, which results in a relatively balanced self-concept. At the end of school age, it is still in the stage of emotional development, self-concept development, intellectual development, social development, and responsibility development (10). Children's self-concept during the Covid-19 pandemic tends to change due to the lack of social interaction with friends, people around them, and teachers during the transition from online to offline (11).

Children's self-concept varies individually

and is influenced by several internal and external factors. Theoretically, children with a positive self-concept tend to display more adaptive behaviors, whereas those with a negative self-concept are more likely to experience difficulties in behavioral and academic functioning. Factors such as age and developmental stage contribute to the formation of self-concept; older school-age children generally demonstrate greater cognitive maturity and self-understanding than do younger children.

However, in this study, no empirical analysis was conducted to compare self-concept based on gender or age group, and the results did not show differences in self-concept between boys and girls. Therefore, statements about gender-related differences in self-concept are based on theoretical perspectives from the literature and not on the findings of this study. The interpretation of the results should focus only on the variables analyzed and supported by the data, namely the overall relationship between self-concept and children's learning independence.

b. Parenting

The results of the parenting questionnaire for parents of children at SDN Sangen 2, Geger District, and Madiun Regency during this pandemic were dominated by those who applied authoritative parenting. The dominant parenting style after that was permissive parenting, and the least used was authoritarian parenting.

This is in line with Audina and Yaswinda's research that many parents apply to educate their children during the Covid-19 pandemic, namely, democratic parenting or authoritative parenting (12). Authoritative parenting is characterized by parents who are responsive and always consider the child's desires and circumstances (13).

The parenting style developed by parents, which is most widely applied during the Covid-19 pandemic is authoritative (democratic) parenting. This is influenced by the age of the majority of mothers who are still relatively young, namely 31-40 years old with married status, which makes mothers still able to obtain good information from socialization media. The last educational factor of mothers is dominated by high school

graduates, who are better cognitive and able to absorb information. The work factor is dominated by housewives who spend more time at home so that they can understand the development of their children.

c. Children's learning independence

The results of the children's learning independence questionnaire at SDN Sangen 2, Geger District, and Madiun Regency during the Covid-19 pandemic predominantly showed low learning independence. This can be due to the lack of assistance in habituating to the independence of children who are still beginning to develop.

This is consistent with the findings of Fitriana et al. (2021), who reported that the learning independence of elementary school-aged children tended to decline during the Covid-19 pandemic and did not fully return to pre-pandemic levels. Learning independence requires continuous habituation, and a disruption in this process, such as during prolonged school closures, may affect children's ability to adapt when school routines resume (14).

In the context of this study, the decline in learning independence appears to be more closely related to the transition period at the end of the pandemic (the new normal era) than to the peak of the pandemic itself. During this transition, students shifted from online learning, which often involved high parental assistance, to offline learning, in which they were expected to manage tasks independently. Not all children were able to adapt smoothly to this shift, leading to difficulties in understanding the material, increased dependence on others, and challenges in solving academic tasks, without direct guidance. Therefore, the situational background of this study is best described as the post-pandemic transition period in which children were readjusted to in-person learning and rebuilding their learning independence.

d. The relationship between children's self-concept and children's learning independence

The results of the analysis showed that children's self-concept and learning independence are closely related to the level

of relationships. A positive child's self-concept tends to result in high learning independence during the Covid-19 pandemic. A child's self-concept is a child's description, assessment, and perception of himself, which is formed from the experience and information obtained (15). Self-concept is divided into positive and negative self-concepts; positive self-concept usually means children are more confident in their own abilities, feel that everyone is the same, and do not feel ashamed when they succeed and are given praise, while negative self-concept tends to make children tend to be pessimistic, feel disliked by others, and dislike criticism(16).

Children's self-concept and learning independence have a positive and significant relationship. This is in line with research (Utami, 2018) that states that the level of student self-concept is closely related to the level of student learning independence. The results of this study are also in accordance with research conducted by (Lestari, 2017) which states that there is a positive and significant relationship between students' self-concept and student learning independence. This relationship indicates that the higher the self-concept of students, the higher their learning independence. A positive self-concept can affect learning independence because students with a positive self-concept usually have a good self-image and confidence. Therefore, students can master the material well. (17). A positive child's self-concept has an impact on their high learning independence in the learning environment, both at home and at school. The self-concept that children grow depends on their state of experience and view of themselves, in relation to the interactions carried out by children during the Covid-19 pandemic. Children with a positive self-concept tend to have high confidence in working on problems, not depending on others when studying, confident in the answers that have been worked on, and always learn on time according to the schedule made so that these activities can give rise to a habit that is ultimately able to increase learning independence in children.

e. The Relationship Between Children's Self-Concept, Parenting

Style, and Learning Independence in School-Age Children

The results of the analysis revealed a relationship between parental parenting and learning independence among children. The results of the study also stated that the low learning independence in children was highest in the application of authoritarian parenting (authoritarian), while the child's independence was high from parents who applied authoritative (democratic) parenting. Theory (18): Revealing parenting is the attitude of parents to interact, guide, foster, and educate their children in daily life in the hope of making children successful in living this life. According to Hourlock, parents' parenting style is differentiated into authoritarian (authoritarian), authoritative (democratic) and permissive (free) (19). The way parents take care of or educate children will affect the development of their children's independence and greatly affect a child's attitudes, habits, and learning patterns, which, if applied appropriately, will increase their learning independence during the Covid-19 pandemic (20).

This research is in line with the research conducted by Wicaksono (2018), which states that there is a relationship between parenting patterns and the learning independence of elementary school students. This research is also in accordance with the research conducted by Ayu et al., who stated that parental parenting during the Covid-19 pandemic has a relationship to students' learning independence, but with different relationships, parents who apply the right parenting style will be better for children's learning independence (22). Another study also explains that, from the overall parenting style applied, it can be seen that democratic parenting (authoritative) has a positive relationship with student learning independence rather than parenting authoritarianism, in which authoritative parenting style can increase children's learning independence (23). In accordance with Barnard's theory, good parent-child interaction is a preventive way to avoid behavioral problems during the child's growth and development process (24). Parenting authoritative is a way of parenting that often invites children to discuss, has warmth, and encourages children to perform activities

independently by providing certain limits, while authoritarian parents emphasize more on children to do what they want and give a lot of rules and are less willing to discuss with children regarding the circumstances of the child (25).

Kathryn E. Barnard's theory of 1994 also states that changes in a person's behavior are influenced by interaction, which includes parent-to-child interaction, child-to-parent interaction, and interaction with the surrounding environment. Parental awareness of providing childcare at the level of child independence is very important. This is related to the selection of parenting styles in accordance with the habits applied to increase children's learning independence. The authoritative parenting style applied by a family is characterized by always bringing warmth to the family environment, trying to always be responsive to the feelings and desires of the child, giving high expectations to the child, and following clear and supportive rules between family members. The results of the application of this parenting style usually show that the child has high independence, high academic achievement, more confidence, and a good social life. Authoritarian parenting is characterized by many prohibitory sentences given to children without a clear reason, high family expectations followed by rigid rules, less responsive and demanding obedience to these rules, which usually makes it difficult for children to socialize, low self-esteem, poor academic achievement, and low independence in children.

CONCLUSION

The results of the study show that children's self-concept is relatively balanced between positive and negative self-concepts. The most dominant parenting style applied by parents is authoritative (democratic) parenting, while the level of children's learning independence is still relatively low, although it is not very different from the high category. These findings show that positive self-concept contributes to increased learning independence, and that there is a significant relationship between parental parenting and learning independence, where authoritarian parenting appears to have a greater influence on children's independent learning outcomes.

The implication is that the roles of parents and educators are very important in fostering a positive self-concept and implementing parenting that encourages children's independence. Collaboration between families and schools needs to be improved so that children are more confident, responsible, and able to manage their learning processes independently.

The limitations of this study lie in the limited number of samples and areas; therefore, the results cannot be generalized. In addition, external factors such as peer influence, school environment, and digital media have not been studied in depth; therefore, follow-up research with a wider scope and qualitative approach is recommended for more comprehensive results.

Conflicts of Interest

The author states that there are no conflicts of interest that affect the implementation or results of this study.

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