



Parenting Styles and Impact on Temper Tantrums in Early Childhood

Farazia Rezki Putri¹, Eva Latipah²

UIN Sunan Kalijaga Yogyakarta¹²

19204032005@student.uin-suka.ac.id¹

eva.latipah@uin-suka.ac.id²

Received: 7 June 2022

Reviewed: 14 June 2022

Accepted: 30 June 2022

Abstract

Temper tantrums are angry reactions from early childhood that often occur when children show negative attitudes. This study aims to determine how the effect of parenting on temper tantrums in early childhood at RA Al-Azhar Langsa. This type of research is field research with a qualitative approach. Sources of data used are people who are the target of research, namely children, teachers, and parents. The data collection technique used is observation followed by interviews. To compose a research analysis, three lines of activities co-occur data reduction, presentation of three data, and concluding/verification. The author can suggest that parents can use appropriate parenting patterns to overcome children's temper tantrum behavior because there are positive things that can be seen from children's temper tantrum behavior. Namely, with temper tantrums, the child wants to show independence, desire, expression of expression, and frustration.

Keywords: parentin, temper tantrum, early childhood.

Introduction

Parenting is a system of education, coaching, and guidance in the family that parents give to their children. Another definition is parenting which means leading, guiding, and helping to solve children's problems/problems, such as emotional development problems that usually occur in children, including emotional disturbances in children, namely, temper tantrums. Early childhood is unique. In reviewing this uniqueness, there needs to be assistance from educators and parents so that children can find out their potential (Nurul Fauziah, 2022). According to Nuraini and Tawil, temper tantrums are disorders that occur or are shown in children's habits as an attempt to impose their will on their parents. Usually conducted in the form of screaming, shouting, crying, hitting, and rolling on the floor (Paramita Nuraini dan Tawil, 2017). According to Soetjningsih, children with temper tantrums generally tend to react negatively/angry, quickly feel frustrated, often cry, involve themselves in daily routine things irregularly, adjust and accept new experiences, and have irregular sleeping and eating schedules. In addition, usually, about 10 percent of babies can be categorized by these emotions (Soetjningsih, 2014).

Based on the survey results, children's temper tantrums usually reach their peak around 18 to 3 years, sometimes even in children aged 5 or 6 years (Oktaviana & Srianggita, 2021). According to parents' opinion, temper tantrums in children rarely occur after that age and will gradually disappear on their own. Tantrums often occur in children, but if this is not handled

correctly, it can lead to negative behavior in children, such as aggressive and self-harm or hurting others in the future (Nurfadilah, 2021). Laforge revealed that if a child's tantrum behavior is too late to be handled by parents, then the tantrum behavior will become a permanent trait in the child as he approaches adulthood (Rahayuningsih, 2014). Because psychologically, temper tantrums are always considered a negative thing for a child's development, they have some positive things. It could be a child's temper tantrum behavior to show his independence (self-reliance), self-expression, anger, frustration, and desire to his parents (Itryah, 2015). Observing the opinion above, the phenomenon of children with temper tantrums in society today is behavior that causes them to cry, scream, kick, and roll on the floor in the market and other places.

Children who behave like this make their parents feel ashamed and irritated because all the eyes of society are on them (Zuniarsih et al., 2021). However, what happens is that the child continues to show tantrum behavior regardless of others, while the parents are increasingly embarrassed by their child's behavior (Kausar & Suyadi, 2020). In the end, what parents do is do whatever their child wants. Another reason is how parents take care of their children can influence and cause the emergence of temper tantrum behavior in children. This study aims to determine how the influence of parenting patterns on temper tantrums in early childhood at RA Al-Azhar Langsa.

Literature Review

Other researchers have done many things based on the references that researchers have studied relating to parenting and temper tantrums in children. Still, no one has been thorough with the researcher's title. Here are some of the literature that the researcher cites. The journal by Paramita Nuraini and Tawil is entitled "Improving Parents' Understanding of Temper Tantrums in Early Childhood". This research uses a descriptive method. The target of this study was 80 participants from the parents of Masyithoh 3 Kindergarten students in Magelang City. The training is provided by providing knowledge about temper tantrums in early childhood and handling tantrum behavior in early childhood with discussion and stimulation to see the understanding of this training participant using pretest and posttest measuring tools in-class discussion (Paramita Nuraini dan Tawil, 2017).

Next is the thesis was written by Agustina Wulandari entitled "Effective Communication Training to Increase Mother's Knowledge in Overcoming Tantrums in Preschool-Age Children". This study uses a one-group pretest-posttest training design. The intervention used in this study was practical communication training to overcome tantrums in pre-school children. This training material includes preschool children's characteristics and developmental tasks, tantrum development, effective communication, and overcoming tantrums. Data analysis in this training consists of qualitative and quantitative data, using paired sample t-tests and interviews. Indeed, the data analysis was carried out to generalize quantitative data with a significant difference in the mother's knowledge in dealing with tantrums in preschool-aged children and with effective communication after the test. Further data quantification was strengthened by

interview results (Wulandari, 2013). The themes discussed are certainly not the same as one another. However, the point is that these writings were done to identify the behavior of temper tantrums in children. However, from some of these writings, there is no research or scientific paper that is precisely the same as this research in terms of research variables, research subjects, research methods, and even research locations.

Methods

This type of research is field research (field research). The research approach used is qualitative. According to Moleong, a qualitative approach is a research design using natural methods that aim to interpret the phenomena that occur in the research and involve various existing methods (Lexy J. Moleong, 2007). According to Rakhmat, the qualitative approach tends to focus on observations and observations that take a naturalistic setting (Rakhmat, 1984). Sources of data used are people who are the target of research, namely children and parents. The objects studied were parenting patterns, temper tantrums, and the character of early childhood. According to Sugiyono, data collection is the most critical goal in conducting research, while the main research is to obtain research data (Sugiyono, 2014). Data collection in this study was done through observation and interviews. In the research analysis, there are three activity lines described by Miles and Huberman that coincide: data reduction, data presentation, and conclusion drawing/verification.

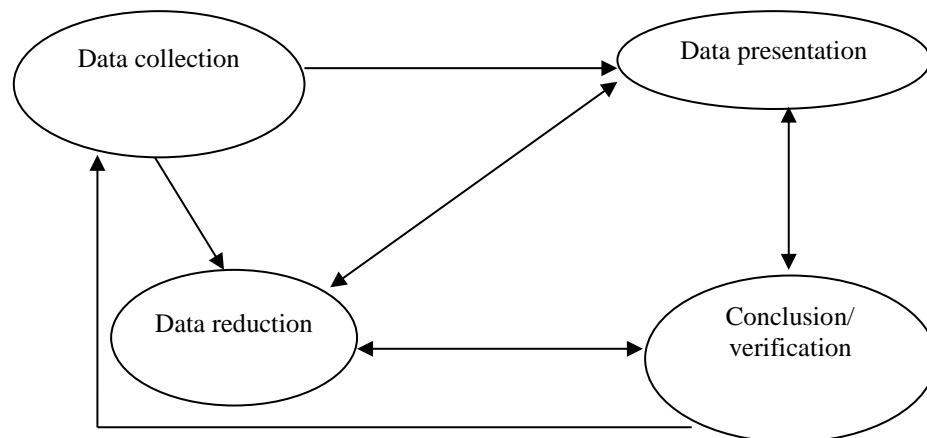


Fig 1. Qualitative Data Analysis Techniques

Based on the chart above, it can be seen that the analysis continues continuously, simultaneously in different forms, and follows each other. In research, it is also called interactive analysis.

Result

Problems like this are often faced by some parents who send their children to RA Al-Azhar Langsa. This is based on the observations made by researchers on 15 early childhood children (6 years old) who attend RA Al-Azhar Langsa. By observing the children's behavior when they want something from their parents, the researchers found many differences in the temper tantrum behavior of the children who were the object of the researcher's observation. When a child's wish is not granted/indirectly granted by the parents, eight people cry and get angry. Three people scream (scream) while stomping their feet and throwing things away, two people roll around, and two people throw their bodies to the floor, hitting their bodies, hitting/kicking people around them, and cursing. Based on the results of observations made from the 15 early childhood children, there was a child who made the researchers astonished and feel pity.

Table 1. Temper tantrums showed in children in RA Al-Azhar

Attitude type	Quantity
cry	7
scream	3
rolling around	2
throwing their bodies to the floor	1

Because his tantrum behavior is very unusual, as if the child's needs have never been met by his parents, even though the child's parents are wealthy, his father and mother have middle to upper income (his life is very well established). According to various literature, despite many influencing factors, the parenting style is the main factor that causes tantrums, which children often carry out in public places. From the observations, children raised with authoritarian parenting tend to behave in fairly high temper tantrums because parenting behaviors considered cruel and harsh by children can trigger temper tantrums. Especially when the child does not get something he wants from his father and mother, he will use tantrums to get it on other closest family parties, such as grandfather, grandmother, brother/sister.

Based on the observations made by the researchers on parents in dealing with children who behave with temper tantrums, the best form of parenting from parents. If the child behaves in temper tantrums, the child should be hugged or hugged lovingly while stroking his head until he feels comfortable. Still, if he screams, hits, or kicks the parent, it is better not to do this kind of an action because it triggers the child to act rudely to the parent. As much as possible, parents remain calm, do not panic, and try to control the child's emotions to stay stable. Suppose the child shows his emotional outburst in public places (public spaces) such as markets, mini markets, and public transportation. In that case, the parents let the child temporarily pay attention to his movements so as not to behave that hurt him.

At that time, the way parents did it was to persuade, seduce, and give advice that the child understood to be quiet. Suppose parents are even involved in expressing emotions and

getting angry. In that case, yelling is like "pouring gasoline in a fire" the child will not be silent, but on the contrary, the child is increasingly venting his angry emotions. In addition, some parents order their children to be quiet with the lure of gifts or promises of facilities are also actions that need to be avoided. The most important thing that needs to be avoided is that parents force children with harsh words or give physical punishment such as pinching, hitting, locking up in the bathroom, tying up, etc.), because this can be revenge for the child, even for example not good. After all, one day, the child may vent to other people.

Many factors influence parenting patterns towards Temper Tantrums in Early Childhood. Based on researcher interviews with teachers at RA Al-Azhar Langsa, several factors were found first: Self-Efficacy of Parents. The supporting factor for parenting in overcoming the child's temper tantrum behavior is the parents' self-confidence and ability to change the child's behavior. This is what is called self-efficacy. Self-efficacy can also be a major determinant in influencing how parents deal with their child's temper tantrum behavior. Parents with high self-efficacy will be more likely to understand their children's needs during a child's temper tantrum, and even parents can prepare themselves to relieve their child's tantrums. In addition, the depth of self-efficacy in parents also affects the parenting style chosen for children. For example, parents who have a democratic parenting style mainly reduce the nature of children who do not have high anger, but parents who have authoritarian parenting mainly reduce the nature of children who are irritable and emotionally unstable. Therefore, self-efficacy is a supporting factor to mediate (explain) the components that affect the quality and quantity of parenting, such as children becoming angry, frustrated, and so on.

Second, parental social support, in social relations, the initial environment that is directly attached to the child is parents, siblings, and close relatives who live at home or are called family. So far, it can be proven that there is a need for social support provided by each family for children so that their emotions are controlled even though the implementation is different. Here, we can immediately see that parents can give the limits of reasonableness, and it will be given. Still, if the child's desire is beyond the boundaries of the parents' ability, the parents will rethink it and look for other alternatives so the child will still feel happy. Based on the explanation above, parental social support can be a supporting factor for parenting in overcoming temper tantrum behavior in early childhood. Thus, it was concluded that the social support of parents in overcoming temper tantrum behavior in early childhood in Langsa Baro District was a supporting factor in reducing children's temper tantrum behavior. Social support from parents always helps the development of children's talents and creativity and allows children to be able to adapt to the environment. Suppose parental social support is not shown to children at an early age. In that case, the child can cause uncontrolled behavior, a bad personality, and even a lack of good social relations with other people. Therefore, parental social support for children is an important thing that children need to get through their child's temper tantrum behavior.

Third, the role of the community of experts who have expertise in dealing with the problem of temper tantrums in children is very much needed today. In this case, the expert community in question is usually a psychologist. Here, psychologists play a significant role in

helping direct and develop the potential of children. So in dealing with children who experience temper tantrums, parents must cooperate with psychologists. By understanding that every child is unique and has their advantages, thus parents do not feel inferior even though their child has a temper tantrum, but there is an excellent side to the child. In addition, the psychologist also directs the child to take advantage of his advantages with positive and useful things for developing his potential. We also understand that not all parents understand the psychology of children because there are no schools for raising children. Every parent will appreciate their parenting when they have a family and have children. Wise parents are parents who like to ask about how to raise children experts (psychologists) and ask parents who are experienced in dealing with children who behave with temper tantrums. Because not all parents have a lot of good parenting experience, moreover they are parents with careers.

Fourth, namely: Parents who always obey the wishes of the child. Parental mistakes in dealing with children's temper tantrum behavior are often an obstacle to parenting patterns in overcoming temper tantrum behavior in early childhood, always obeying the child's wishes. One of the mistakes that parents often make is that it is so easy to persuade a child who is having a tantrum with the lure. For example, children cry at the kiosk. The interest convinces children to be given ice cream or toys. Eventually, this will become a habit, and children will recognize this pattern. One of the effects of authoritarian parenting in dealing with children with temper tantrums is that children become introverted (closed). Children often lock themselves in their rooms and don't get along with neighbors or peers. This could be because the child feels disappointed with his parents. In addition, children also feel less cared for and get less love. In addition, parents limit children's association, which causes children to be less good at socializing with friends and the surrounding environment because children do not feel confident in getting along with friends or their environment. The freedom to socialize with the environment will make it easier for children to interact with others without having to experience insecurity.

Fifth, namely: the inability of children to express their expressions. Early childhood will face obstacles when they want to express themselves. This will be exacerbated when parents fail to understand the child's expression. The impact is that if parents don't understand the child's wishes, the child will behave in a temper tantrum by throwing tantrums, banging, leaning against the ground, banging his head against the wall, and even throwing things around him. Those unable to express feelings must be able to direct the child in describing behavior because it can lead to various perceptions of others. Expressing good emotions in children can lead to a positive (positive) assessment.

In contrast, the expression of emotions that are not good can lead to an assessment that is not pleasant (negative). Finally, the impact of temper tantrum behavior on children causes them to be shunned by their friends because they are judged as angry, angry, or emotional. In addition, the impact that children get from the surrounding environment results in negative self-formation so that children are also unable to adapt to their environment. This is due to the inability of children to express their expressions, while parents also do not understand the child's condition. Incidents like this are usually experienced by parents who have not been trained (experienced) in caring for children and are also shared by parents who are busy working. One

solution for this, parents and children need to build open communication so that children can express their desires and parents understand the child's condition.

Parents can use solutions in dealing with children who behave with temper tantrums: 1) Stay calm, 2) Invite children to communicate, 3) Avoid obeying their wishes, and 4) Give love and affection. These solutions are certainly understood by people who understand the world of children and parenting methods for children. Because this is proven, parents who follow the advice of the psychologists above have an easier time dealing with children who behave with temper tantrums. The next task for parents is to evaluate why temper tantrums occur. Is it the child who made a mistake, the wrong parent responding to the child's wishes, or because the child feels tired, frustrated, hungry, or sick?

Suppose the child is always considered wrong by the parent. In that case, the parent should be able to distinguish between positive emotions as a form of the child's desire that cannot be conveyed by his words, such as being hungry, sleepy and wanting to play. Parents need to discuss a lot with experts or other people. Indeed, a quiet and comfortable time for children is when a temper tantrum has not occurred. Still, if the parents understand how to deal with the emergence of temper tantrum behavior in children, it will be better. Parents play a significant role in guiding and regulating children's emotions and facilitating their lives so that their temper tantrums do not continue to behave in temper tantrums. Some suggestions and solutions from psychologists can be helpful to parents, especially for young mothers/fathers who do not have experience caring for children with temper tantrums.

Discussion

As a parent, you should be able to use appropriate parenting patterns to overcome the child's temper tantrum behavior because positive things can be seen from the child's temper tantrum behavior. With temper tantrums, the child wants to show his independence, self-expression, desires, and anger and frustration (Putriyanti & Selvi, 2021). However, this does not mean that temper tantrums must be encouraged or encouraged, but that children's temper tantrums can be removed from children. Parents should also discuss a lot with experts (psychologists) regarding appropriate parenting patterns or with parents who have had children with temper tantrums at an early age so that parents experience more in dealing with children with temper tantrums (Pascarella et al., 2020). The research results that have been carried out are expected to be a reference for further research by taking the same theme. Still, slightly different variables provide additional references to more child psychology studies. Researchers suggest that further research can add research informants or connect children's temper tantrums to social interaction.

This is in line with the journal by Paramita Nuraini and Tawil entitled "Improving Parents' Understanding of Temper Tantrums in Early Childhood". This research uses a descriptive method. The target of this study was 80 participants from the parents of Masyithoh 3 Kindergarten students in Magelang City. The training is provided by providing knowledge about temper tantrums in early childhood and handling tantrums in early childhood with

discussion, stimulating to see these participants' knowledge using pretest and post-test measuring instruments in class discussions. In this case, the author defines temper tantrums as destructive behavior manifested in journals, such as hitting, biting, pushing, crying, whining, screaming, and even injuring oneself and others. The research results showed an increased knowledge of understanding the problem of temper tantrums in early childhood in the parents of Masyithoh 3 Kindergarten students in Magelang City. This means that the community service provided is declared effective per the stated objectives (Paramita Nuraini dan Tawil, 2017).

Suppose look closely at the research conducted by Paramita Nuraini and Tawil. In that case, variables and research methods are the same as the research to be carried out, namely parents' understanding of early childhood temper tantrums, and the method used is descriptive. However, the significant difference is in the research conducted by Nuraini and Tawil related to increasing parental understanding aimed at children's temper tantrums. In contrast, the research that will be conducted relates explicitly to parenting patterns in overcoming temper tantrum behavior in early childhood in RA Al. Azhar. As a parent, you should be able to use the right parenting style in overcoming the child's temper tantrum behavior because there are positive things that can be seen from the child's temper tantrum behavior. Namely, with temper tantrums, the child wants to be independent and expressive and express expression and frustration. However, this does not mean that temper tantrums must be paid for or agreed upon, but children's temper tantrums can be removed from their children. Parents should also practice a lot with experts (psychologists) or consult with parents who have had children with temper tantrums at an early age so that parents are more experienced in dealing with children with temper tantrums.

Conclusion

Research shows that parenting patterns are very influential in early childhood temper tantrums. Authoritarian parenting tends to make children behave Temper Tantrums. Parents show authoritative parenting to children, which requires children to obey parental rules. Parents tend to ignore children's activities. Moreover, when children make mistakes, parents show their disapproval by giving laws that require children to follow them. Children who behave with temper tantrums are producing children with introverted personalities because they are afraid that no one will understand them and find it difficult to contain their anger. The permissive parenting pattern gives the child more freedom to do various activities that the child likes, but there are no limits in giving rules to the child. The impact on children who behave with temper tantrums is that children find it difficult to control their behavior and like to demand whatever they want.

In addition, children who behave impulsively (act as they wish suddenly) are spoiled and selfish. Parents who have democratic/authoritative parenting tend to give their children time to carry out two-way communication while providing input or advice and listening to their children. This kind of parenting is certainly an ideal parenting style. Democratic parenting patterns for children who behave with temper tantrums can educate and instill children's independence, but parents still impose limits on every child's actions. That means that parenting

applied by parents can develop children to be independent but are still given limitations in children's activities. Parents can use solutions in dealing with children who behave with temper tantrums: 1) Stay calm, 2) Invite children to communicate, 3) Avoid obeying their wishes and 4) Give love and affection. These solutions are certainly understood by people who understand the world of children and parenting methods for children. Because this is proven, parents who follow the advice of the psychologists above have an easier time dealing with children who behave with temper tantrums. The next task for parents is to evaluate why temper tantrums occur.

References

- Itryah. (2015). Pola Asuh Orang tua dengan Temper Tantrum Anak Pada Warga Rumah Susun di Kotamadya Palembang. *Prosiding SNaPP2015 Sosial, Ekonomi, Dan Humaniora*, 780.
- Kausar, A., & Suyadi, S. (2020). Problematika Motivasi Belajar Dalam Teori Operant Conditioning Pada Pembelajaran Pai Di Sdn Nogopuro Sleman. *Jurnal Pendidikan Dasar Dan Keguruan*, 5(2), 1–8. <https://doi.org/10.47435/jpdk.v5i2.398>
- Lexy J. Moleong. (2007). *Metodologi Penelitian Kualitatif. Edisi Revisi*. PT Remaja Rosdakarya.
- Nurfadilah, M. F. I. (2021). Modifikasi Perilaku Anak Usia Dini untuk Mengatasi Temper Tantrum pada Anak. *Jurnal Pendidikan Anak*, 10(1), 76.
- Nurul Fauziah, S. P. (2022). *Application of parenting education program to improve aspects of cognitive development of early childhood*. 2(June), 16–27. <https://doi.org/10.14421/joyced.2022.21-02>
- Oktaviana, A., & Srianggita, I. (2021). Cognitive Development of Children Aged 4-7 Years During The Covid-19 Pandemic. *JOYCED: Journal of Early Childhood Education*, 1(2), 127–138. <https://doi.org/10.14421/joyced.2021.12-06>
- Paramita Nuraini dan Tawil. (2017). Peningkatan Pemahaman Orang Tua terhadap Temper Tantrum Anak Usia Dini. *Journal The 6th University Research Colloquium Universitas Muhammadiyah Magelang*.
- Pascarella, G., Strumia, A., Piliago, C., Bruno, F., Del Buono, R., Costa, F., Scarlata, S., & Agrò, F. E. (2020). COVID-19 diagnosis and management: a comprehensive review. In *Journal of Internal Medicine* (Vol. 288, Issue 2). <https://doi.org/10.1111/joim.13091>
- Putriyanti, D., & Selvi, I. D. (2021). Increasing The Character Of Courage In Early Childhood

- Through Mother Tongue. *JOYCED: Journal of Early Childhood Education*, 1(2), 88–114.
<https://doi.org/10.14421/joyced.2021.12-04>
- Rahayuningsih. (2014). Strategi ibu mengatasi perilaku temper tantrum pada anak usia toddler di Rumah Susun Keudah Kota Banda Aceh. *Idea Nursing Journal*, 5(1).
- Rakhmat, J. (1984). *Metode Penelitian Komunikasi Dilengkapi Contoh Analisis Statistik*. Remaja Rosdakarya.
- Soetjningsih, C. H. (2014). *Perkembangan Anak Sejak Pembuahan Sampai dengan Kanak-Kanak Akhir, Cet ke-2*. Prenadamedia Group.
- Sugiyono. (2014). *Metode Penelitian Kuantitatif, Kualitatif, dan R & D*. Alfabeta.
- Wulandari, A. (2013). *Pelatihan Komunikasi Efektif Untuk Meningkatkan Pengetahuan Ibu Dalam Mengatasi Tantrum Pada Anak Usia Prasekolah*. Universitas Indonesia.
- Zuniarsih, Z., Maemonah, M., & Dwi Selvi, I. (2021). Love Cards: Media Orang Tua Menerapkan Perilaku Hidup Bersih dan Sehat pada Anak Usia Dini di Masa Pandemi COVID-19. *Golden Age: Jurnal Ilmiah Tumbuh Kembang Anak Usia Dini*, 6(2), 57–66.
<https://doi.org/10.14421/jga.2021.62-01>