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Research Article

THE EFFECTS OF PARENTING TO CHILD'S MOTIVATION OF CREATIVITY (RESEARCH EXPOST FACTO ON GROUP B STUDENTS OF ISLAMIC KINDERGARTEN IN KARAWANG, WEST JAVA)

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ABSTRACT

The purpose of this study is to determine the effects of parenting to child's motivation of creativity in Karawang, West Java. This research is using ex post facto research method with factorial design 2 x 2, with 40 children as the sample. The results shows that: 1) There is influence to children creativity with democratic and authoritarian parenting. The creativity of children raised by democratic parenting (43.07) is higher than authoritarian parenting (40.93). 2) There is no significant difference in creativity between children with high and low motivation. Result of research $F_h = 1,329 < F_t (\alpha 0,05) = 4,26$. 3) There is influence to children creativity with high motivation between democratic and authoritarian parenting. Highly motivated children with early childhood education with democratic upbringing shows 45.29 as a result, and authoritarian parenting shows only 39.86. 4) There is no significant difference in children's creativity with low motivation raised with democratic parenting patterns and authoritarian parenting. The results shows $= 0.81 < t_{tab} = 1.71$. 5) There is an effect of the interaction between parental parenting and child motivation. The result is $F_h > F_t (10,983 > 4,26)$.

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INTRODUCTION

The family holds a central role in fostering children's creativity early on. Creativity is a very important and meaningful process in human life, because creativity involves the process of the ability to think creatively, behave dynamically, and have flexible skills to adjust with the environment.

Santrok (2007: 342) argues that creativity is the ability to think things in new, unusual ways and create a unique and productive solution to problems. Smith in Joanne Hendrick (1986: 281) argues that creativity is the process of "sinking down taps into our past experiences and putting together patterns into new patterns, new ideas or new products".

Many factors can influence the lack of development of child creativity, in this case one of the causes is the selection of the parenting received by children in the family environment so that the motivation is neglected, and results in the children becoming less confident and therefore there is also less motivation to develop creativity. Harlock (2003: 15) develops the following types of parenting: (1) authoritarian parenting, that of parents dominates and rejects the opinions of children, tends to violence, rebuke, yell, impulse, irrational, and often

blame the child. 2) democratic parenting, parenting that has a blend of dominating and receiving. Therefore the characteristics of this parenting is its tendencies to feel worried and not let the children be physically punished, (3) permissive parenting, parenting that spoils the child. In this case the child is influenced by the attitude of succumbing and accepting, so that the parenting character is that it is always obeying the will of the child, give awards and excessive attention, (4) pattern indifferent (let's) indifference, because of the attitude of succumbing and rejecting, its characteristics are: the attitude of the careless parent tends not to notice, to be ignorant, and to succumb when the child is difficult to manage.

The results of research conducted by Fearon *et al* (2013), found that the creativity of children with parents who is caring with authoritarian parenting is the children is less creative due to a fear in pouring ideas. Children should be given the freedom in pouring ideas so that children's creativity can be awakened.

The results of Zarbakhsh *et al* (2012) study, found that parents with authoritarian parenting give birth to children who have low social skills and low self-esteem. While democratic parents give freedom of thought to their children and encourage children. Support of parents in every child work will result in

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the children being more confident so that children have the courage to try.

Research conducted by Mehrinejad *et al* (2015), authoritarian parenting can help improve children's creativity. This authoritarian tactic shows that children with low creativity can increase their creativity with authoritarian parenting.

Idit Katz (2011) revealed that the role of parents in providing motivation to children depends on the pattern of care that is applied at home. The result of the study proves that the involvement of parents in the motivation of the child towards the homework has proven to be able to grow the responsible attitude of the child to do his homework. Brophy (2004: 4), said that motivation is ... "A theoretical construct used to explain the initiation, direction, persistence, and quality of behavior, especially goal-directed behavior. Motives are hypostatical construct used to explain why people are doing whatthey are doing ". Kastin and Roseinzweig in Jaali (2011: 102) revealed that motivation is the impulse that comes from within a person to perform certain actions.

Based on the problems that have been proposed, the following research problems isformulated: 1) Is there any difference in the creativity of children who are cared for by democratic and authoritarian parenting? 2) Is there a difference in the creativity of children with high motivation and low motivation? 3) Is there a difference in the creativity of children with high motivation nurtured by democratic and authoritarian parenting? 4) Is there a difference in the creativity of children with low motivation cared for by democratic and authoritarian parenting? 5) Is there an influence of interaction between parenting and child's motivation toward creativity?

RESEARCH METHOD

The method used in this research is the research method ex post facto. Kerlinger (1973: 373) reveals that ex post facto research is a comparative causal research that is a systematic empirical research in which the researcher does not control the independent variables directly because the existence of the variables have occurred.

The design used is the design of treatment by level (2x2). The installation of the above variables can be seen in the research design Table 1. below.

Table 1 Research Design with Factorial Design 2 X 2

Parenting Patrons	Motivation	
	A ₁ Democratic Patrons	A ₂ Authoritarian Patrons
High (B ₁)	A ₁ B ₁	A ₂ B ₁
Low (B ₂)	A ₁ B ₂	A ₂ B ₂

The data collected in this study are parenting data, which is divided into two groups of parenting pattern of democratic parenting and authoritarian parenting pattern, motivation in two groups of high motivation and low motivation. The variables of parenting pattern, and motivation are obtained from the dissemination of instruments in the form questionnaires, meanwhile for the creativity data of children begins with the test figural, observing the work of the child, followed by spreading the questionnaire to assess the work of the child.

RESULT

This study is using three types of data variables, which are the dependent variable, independent variable, and attribute variable. The dependent variable in this study is the creativity of children with data acquisition taken through the figural test followed by giving the instrument in the form of questionnaire / questionnaire from the observations given to the sample of students from Kindergarten Al Irsyad Al Islamiyyah Karawang. Independent / dependent variables in this research are parenting and motivation. Furthermore, for the parenting variables as Hurlock states, the pattern of parenting is divided into 3: (1) Authoritarian parenting patterns, (2) Democratic parenting patterns, and (3) Permissive parenting patterns, and there are limitations of the researchers on some things, so then in this study the sample is distinguished in only 2 groups of children respectively, which are children who are raised with democratic parenting and children cared for by authoritarian parenting. As for the motivation variable is classified into 2 groups of children, children with high motivation and children with low motivation. The following is a statistical description of the data groups presented in table 2 as seen below:

Table 2 Deskripsi Statistik Kelompok Data

Motivation (B)	Parenting Patrons (A)		Σ	
	Democrat ie (A ₁)	Authoritarian (A ₂)		
	Y _i	Y _i		
HIGH (B ₁)	n	7	7	14
	\bar{X}/\bar{Y}	45,29	39,86	42,57
	Mo	45	38	45
	Me	45	39	42,5
	SD	2,98	1,95	3,72
	Min	40	38	38
	Max	50	43	50
LOW (B ₂)	n	7	7	14
	\bar{X}/\bar{Y}	40,86	42	41,43
	Mo	38	42	38
	Me	40	42	41,50
	SD	3,02	2,38	2,68
	Min	38	38	38
	Max	45	45	45
Σ	n	14	14	28
	\bar{X}/\bar{Y}	43,07	40,93	42
	Mo	45	38	38
	Me	45	41	40
	SD	3,69	2,37	3,23
	Min	38	38	38
	Max	50	45	50

The research hypothesis was tested by using variance analysis (ANAVA) Factorial 2 x 2. Before the ANAVA test, first the ANAVA requirement that is test of normality of variance to data have been obtained. Normality test was conducted to find out whether the study sample came from normal distributed population data, while homogeneity test was done to find out whether the sample came from homogeneous population.

Table 3 Recapitulation of Sample Normality Test Result with Lilliefors Test

Group	Number of Samples	L _{hitung} (L _o)	L _{tabel} (L _t ; α=0,05)	Conclusion
A ₁	20	0.199	0.237	Normal
A ₂	20	0.152	0.237	Normal
B ₁	20	0.184	0.237	Normal

B ₂	20	0.132	0.237	Normal
A ₁ B ₁	20	0.252	0.335	Normal
A ₁ B ₂	20	0.195	0.335	Normal
A ₂ B ₁	20	0.195	0.335	Normal
A ₂ B ₂	20	0.161	0.167	Normal

The variance analysis test (ANOVA) Factorial 2 x 2., the result is as follows

Table 4 Results of Anava Analysis

Source Varians	JK	db	RJK	F _h	F _t α = 0,05
BetweenA	32.143	1	32.143	4.671	4.260
BetweenB	9.143	1	9.143	1.329	4.260
Interactioni	75.571	1	75.571	10.983**	4.260
In	165.143	24	6.881		
Total	282.000	27			

Information:

- dk = Degree of freedom
- Jk = The sum of squares
- RJK = Average number of squares
- ** = Very significant at α = 0.01

Based on the above table, the result of variance analysis can be explained as follows:

1. Ho stating that there is no difference in the creativity of the child nurtured by the democratic parenting pattern and the overall authoritarian pattern is rejected because $F_h > F_t$, since $F_h = 4.67 > F_t (\alpha 0.05) = 4.26$. This shows that the creativity of children raised by democratic parenting is higher than authoritarian parenting. There is influence of parenting pattern to children creativity.
2. Ho who states that there is no difference in creativity of children who have high motivation and low because the value of $F_h < F_t$, because $F_h = 1.329 < F_t (\alpha 0.05) = 4.26$. This shows that children's creativity between high and low motivated children does not differ significantly. So it can be concluded that there is no influence of motivation on children's creativity.
3. Ho who states that there is no difference in creativity of children with high motivation who is nurtured with the pattern of democratic parenting and authoritarian parenting as a whole is rejected because to t_{tab} means there is a difference in creativity of children with high motivation cared for by the pattern of democracy and authoritarian parenting. With value $t_o = 3.87 > t_{tab} = 1.71$.
4. Ho who states that there is no difference in the creativity of children with low motivation cared for by the pattern of foster democracy and authoritarian parenting as a whole is accepted because to t_{tab} means there is no significant difference in the creativity of children with low motivation raised by the pattern of democratic and authoritarian parenting. With the value $t_o = 0.81 < t_{tab} = 1.71$.
5. Ho stating that there is no interaction effect between parental parenting and child motivation is rejected, because $F_h > F_t$ in other words there is a significant effect of the interaction between parenting and child motivation as a whole because $10,983 > 4,26$.

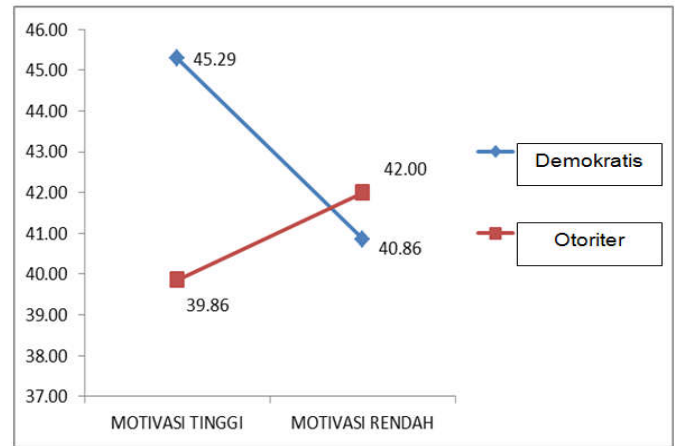


Figure 1 Visualization of interaction between foster Parenting and Motivation to children's creativity

DISCUSSION

The results of the research on the first hypothesis shows that the children's creativity level that are cared for by the democratic parenting are higher than children cared for by authoritarian parenting. Baumrind in Sunarto (2004: 64) states that children who gets authoritarian care methods have an uneasy character, and are cowards, and very dependent on mood, irritable, and so they are easily angry, and problematic. This fostering pattern makes the child not independent, and even with decision-making, they depend entirely on the parents.

Based on the findings in the 2nd hypothesis in this study it is proven that the results of children's creativity test between children who have high motivation and children who have low motivation with ANAVA statistical test shows that there is no significant difference between the creativity of children with high motivation and this study shows that children's motivation (high and low) does not significantly influence the development of children's creativity. Creativity variables are influenced by other factors within the child such as talent, gender, IQ level, as well as external factors such as family environment, school and community where children grow and interact. Gunarsa(2008:51) stating that "extrinsic rewards, when used correctly, can help develop intrinsic motivation".

The findings of the third hypothesis proved that the results of the creativity tests of children who have high motivation who are cared for a by democratic parenting pattern is higher than children who are raised with authoritarian parenting is accepted. With democratic parenting, the motivation of children to try something new becomes high, this is the embryo of the development of creativity in children. This is in accordance with the opinion of Santrock (2007: 343) that suggests a strategy to guide children's creativity is by: 1) make children engage in brainstorming and bring up as many ideas as possible. 2) provide an environment that stimulates children's creativity. 3) do not over-control. 3) encourage internal motivation. 4) acquaint children with creative people.

The findings of the fourth hypothesis proved that the results of the creativity tests of children who have low motivation that is cared for by democratic and authoritarian parenting is rejected or in other words there is no significant difference between children's creativity with low motivation raised with the pattern

of democratic parenting and authoritarian parenting style. Basically motivation is closely related to a desire, intention, need, or willingness that exists within a person. That motivation determines whether an action is initiated, forwarded, brought to a certain direction, and ultimately must be stopped. Ebata (2008) states that there are three factors that can affect the motivation of children, which are: 1) confidence, 2) successful experience and 3) satisfaction, good relationships between teachers and students. Children with low motivation, tend to be less like to try something new, even though he was raised with the pattern of foster democratic and authoritarian, the result is not maximal. Research conducted by Widowat concluded that high learning motivation is shown by having interest to learn, student will study hard and try to solve problem in learning, and student have creativity in learning.

The findings of the fifth hypothesis proved that there was effects on the interaction between the variables of parenting and the motivation for children's creativity. The creativity of children in both types of parenting (democratic and authoritarian), and the value obtained with each group of data based on the level of motivation of children (high and low) has a mutually supportive interaction relationship. Children with democratic parenting with a high level of motivation, has higher creativity level. This applies vice versa. It is reinforced by research by Fearon *et al*, (2013) that with authoritarian parenting style, the result of the child's creativity level is low.

CONCLUSION

Based on the processing, data analysis, hypothesis testing, and discussion of research findings, here are the conclusions:

1. There is a difference in the creativity of children who are nurtured with the pattern of democratic parenting and authoritarian parenting. Result of research $F_h(4,67) > F_t(\alpha 0,05) = 4,26$ shows that the creativity of children raised by democratic parenting (43.07) is higher than authoritarian parenting (40,93), so it can be concluded that there is an influence of children's creativity with democratic and authoritarian parenting.
2. There is no difference in creativity between children who have high motivation and low. Result of research $F_h = 1,329 < F_t(\alpha 0,05) = 4,26$ shows that children's creativity between high and low motivated children does not differ significantly. The value of creativity of children with high motivation is 42.57 while children with low motivation 41.43. This value is not significantly different, so it can be concluded that there is no influence of motivation on children creativity.
3. There is a difference of creativity of children with high motivation that is nurtured with the pattern of democratic parenting and authoritarian parenting. The result value $t_o = 3.87 > t_{tab} = 1.71$. Highly motivated children with early childhood education with democratic upbringing is 45.29 and authoritarian parenting is 39.86. This implies that there is an effect of children's creativity with high motivation between democratic and authoritarian parenting.
4. There is no difference in the creativity of children with low motivation cared for by the pattern of

democratic parenting and authoritarian parenting. The results showed that $t_o = 0.81 < t_{tab} = 1.71$. The result of creativity of students who have low motivation with democratic parenting 40.86 and authoritarian parenting 42.00. This value is not significantly different, so it can be concluded that there is no significant difference in the creativity of children with low motivation that is taken care of with the pattern of democratic parenting and authoritarian parenting.

5. There are effects of interaction between parental parenting and child motivation. The results showed that $F_h > F_t(10,983 > 4,26)$. This shows that children's creativity in both types of parenting (democratic and authoritarian), and the value obtained with each group of data based on the child's motivation level (high and low) have a mutually supportive interaction relationship. Children with democratic parenting with a high level of motivation, has the higher the creativity of the child.

Some of the research findings have implications for (1) parental efforts in applying appropriate parenting patterns to children and developing children's motivation to be creative children, (2) teacher's role in developing children's motivation to be creative children.

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