

# Hubungan pola asuh ibu bekerja dengan perkembangan kognitif anak usia prasekolah (3-6) tahun di TK Kelurahan Cipayung Jakarta Timur = Correlation between parenting styles of working mother and cognitive development of preschool aged children (3-6 years old) in kindergartens at Administrative Village of Cipayung, East Jakarta

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## Abstrak

Ibu bekerja pada umumnya memiliki waktu yang terbatas untuk berinteraksi dengan anaknya padahal anak usia prasekolah sedang mengalami puncak perkembangan kognitif. Penelitian ini bertujuan untuk mengidentifikasi kekuatan dan arah hubungan antara pola asuh ibu bekerja dengan perkembangan kognitif anak usia prasekolah. Desain penelitian yang digunakan adalah Cross Sectional yang melibatkan 45 responden ibu bekerja beserta anaknya di dua TK di Kelurahan Cipayung Jakarta Timur dengan teknik Cluster Sampling.

Hasil uji Korelasi Rank Spearman menunjukkan bahwa terdapat hubungan yang lemah dan negatif antara pola asuh otoriter ( $r = -0,071$ ) dan permisif ( $r = -0,164$ ) dengan perkembangan kognitif anak usia prasekolah, namun terdapat hubungan yang lemah dan positif antara pola asuh demokratis ( $r = 0,036$ ) dengan perkembangan kognitif anak usia prasekolah. Penelitian ini merekomendasikan kepada praktisi kesehatan untuk memberikan informasi kepada ibu yang bekerja tentang jenis pola asuh yang dapat mendukung perkembangan kognitif anak.

.....Most of working mothers have limited time to interact with their children while preschool-aged children reach their peak cognitive development. This research is aimed to identify the power and the linear relationship between parenting styles and cognitive development of preschool-aged children. Design used in this research is Cross Sectional which took 45 respondents of working mothers and their children in kindergartens at administrative village of Cipayung East Jakarta as the sample of the study who were chosen by using Cluster Sampling technique.

The result of Spearman's Rank Correlation test showed there were weak and negative correlation between authoritarian parenting ( $r = -0,071$ ) and permissive parenting ( $r = -0,164$ ) with the cognitive development of preschool-aged children, however there were weak and positive correlation between authoritative parenting ( $r = 0,036$ ) and the cognitive development of preschool-aged children. This research is recommended to the health practitioner to give information to working mothers about the type of parenting styles that can support children's cognitive development.