

The Effect of Parents Parenting Style to Early Childhood *Akhlak*: A Study in RA Bakti 33 Sioban South Sipora Sub-District Mentawai Islands Regency

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Abstract

This research is motivated by the following problems: 1). Many children do not understand noble behavior, such as misbehaving, both in words and deeds; 2). Children have not been able to differentiate between good and bad behavior; 3). Many children are not used to behaving politely towards others, both their friends and their teachers. Based on these problems, this study aims to: 1). They identify parenting styles for early childhood in RA Bakti 33 Sioban, South Sipora Sub-District, Mentawai Islands Regency; 2). They know early childhood morals in RA Bakti 33 Sioban, South Sipora Sub-District, Mentawai Islands Regency; 3). Knowing how much influence parents parenting styles have on early childhood morals in RA Bakti 33 Sioban, South Sipora Sub-District, Mentawai Islands Regency. The method used in this research is an empirical approach, namely, an approach that processes data factually from field research results. Data collection was carried out through observation techniques, interviews, questionnaires, documentation studies, and literature studies. The data were analyzed qualitatively and quantitatively with the formula for the percentage of the product-moment. From the results of this study, it is found that parents' parenting style in RA Bakti 33 Sioban uses authoritarian patterns of 63.3%, followed by democratic parenting as much as 20%, and permissive parenting of 16.7%. Meanwhile, the children's morals in RA Bakti 33 Sioban were 43.3% in the moderate category, 30% in the poor category, and 26.7% in the good category. Data analysis results on the variables of parenting parents and children's morals obtained the sig value. 0.002. Value 0.002 < 0.05. It can be concluded that there is a relationship between parenting styles and early childhood morals in RA Bakti 33 Sioban.

Keywords: Parenting Style, Early Childhood, and *Akhlak*

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Introduction

In childhood, children's behavior is in the process of formation. Apart from genetic, environmental factors are also very influential in shaping their personality. The character of early childhood development is imitative (imitating). Whatever they see, they will imitate and follow, regardless of whether it is good or bad. Early childhood cannot distinguish what is right and what is harmful, appropriate, or inappropriate. Thus, early childhood can be the age most sensitive to their environment's influence (Gunarti, 2009: 3).

The basis, function, and purpose of education in Indonesia are by the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System in Chapter II articles 2 and 3, which states: National Education is based on Pancasila and the 1945 Constitution of the Republic of Indonesia (Pasal 2); The function of National Education is to develop capabilities and

shape the character and civilization of a nation with dignity to educate the nation's life, aiming at developing the potential of students to become human beings who believe and fear God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen (Law of the Republic of Indonesia No. 20 of 2003).

The family is the first and foremost educational environment experienced by children and has a significant role in fostering a child's future lifestyle. This is as stated by Hasbullah (2009: 38) that the family environment is the first educational environment, because in this family children first get education and guidance is also said to be the immediate environment because most of the child's life is in the family, so education most children accept in the family even though there has been a lot of education in Indonesia as we know, both formal and informal education.

Based on a preliminary study by researchers at RA Bakti 33 Sioban, Sipora Selatan District, Mentawai Islands Regency, it was found that most of the parents had done good care for their children. However, the reality is that many children act up, such as acting up, towards their parents, fellow friends, and teachers, both in their words and in their actions. Researchers assume that this behavior is influenced by the environment, especially the family environment, where they first received an education. Therefore, the researcher wanted to find out more about this cause by conducting a study entitled *The Effect of Parents Parenting Style to Early Childhood Akhlak (Morals): A Study at RA Bakti 33 Sioban, South Sipora Sub-District, Mentawai Islands*.

Literature Review

According to the Indonesian Dictionary, pattern means a fixed pattern, model, system, working form (structure). Meanwhile, the word foster can mean looking after (caring for and educating) small children, guiding (helping; training and so on), and leading (heading and administering) an agency or institution (KBBI, 2008). Parenting is an essential factor in developing or inhibiting the growth of creativity. A child accustomed to an open family atmosphere respects each other, accepts each other, and listens to his family members' opinions. He will grow into an open, flexible generation, full of initiative and productive likes challenges and is confident (Yeni Rachmawati & Euis Kurniati, 2012: 8).

According to Al. Tridhonanto, parenting style is an overall interaction between parents and children, where parents encourage children by changing their behavior, knowledge, and values that are considered the most appropriate for parents, so that children can be independent, grow and develop healthy and optimal, have self-confidence, curiosity, friendly, and oriented to success (Al. Tridhonanto, 2014: 5). Thus, parents use the parenting style to care for, care for,

educate, and raise their children while their children grow and develop in their environment.

The types of parenting styles are: 1) Authoritarian, *orang tua* is central, meaning that all the words, words, and wishes of the parents are used as a benchmark that must be obeyed by children (Meity, 2012: 38). The characteristics of this parenting, namely: a). Parents always try to shape, control, evaluate, behave, and act according to the rules; b). Compliance is a priority value by imposing punishments when there is a violation; c). Parents do not respect children's opinions; d). Parents are less sensitive to children's needs and perceptions (Sri Lestari, 2012: 48). 2) Permissive parenting style is the opposite of authoritarian parenting. Permission patterns are usually carried out by parents who are too kind. They tend to give children a lot of freedom by accepting and tolerating all the behavior, demands, and actions of children, but less demanding responsibility and regularity of children's behavior (Sri Lestari, 2012: 48). The characteristics of permissive parenting are a). Parents have high acceptance but low control. Children are allowed to make their own decisions and do as they wish; b). Parents give freedom to children to express their encouragement and desires; c). Parents do not impose punishments on children, and they almost do not use punishment (Al. Tridonanto, 2014: 14). 3) Democratic, the pattern's essence is communication or deliberation between children and parents in determining matters related to children (Meity, 2012: 42). The characteristics of this parenting are a). Children are allowed to be independent and develop internal control; b). Children are recognized as individuals by parents and are involved in decision making; c). Establish rules and regulate children's lives; d). Prioritize children's interests, but do not hesitate to control them; e). Be realistic about the child's abilities, do not expect too much that goes beyond the child's abilities; f). Give freedom to children to choose and take action; g). The approach to children is warm (Al. Tridonanto, 2014: 16).

The word *akhlak* (morality) comes from Arabic, namely *khuluqun*, which means character, temperament, behavior, and character (Suwaid, 2003: 222). The definition of morals in language can be interpreted as character, character, and temperament (Al Barry, 2001: 9). According to Imam al-Ghazali, *akhlak* are carried out sincerely without thought. Still, those actions are ingrained and inherent in the soul so that when doing evil deeds, it requires consideration and thought. *Akhlak*, according to al-Ghazali, is a *diffat* that is embedded in the soul from which actions arise quickly and does not require prior consideration and thought (Nata, 2006: 3)

According to Muhammad Abdullah Darraz in Anwar (2010: 29), the scope of *Akhlaks* consists of 1) Personal morals, including the morals that are ordered, the morals that are prohibited, the morals that are allowed, and the morals in an emergency. 2) Family morals, including obligations between parents and children, obligations of husband and wife, and relatives' obligations. 3) Social morals, including morals that are prohibited, morals that are ordered, and rules of manners. 4) State morals, including relations between leaders and the people and relations with foreign countries. 5) Religious morals, including obligations to Allah SWT and His Messenger.

Early childhood children are groups of children who are in a unique process of growth and development, in the sense that they have a growth and development pattern (fine and gross motor coordination), intelligence (thinking power, creativity, emotional intelligence, and spiritual intelligence), social emotions (attitudes, behavior, and religion), language and communication specifically by the level of growth and development of children (Hasan, 2009: 88). The characteristics of early childhood are: 1) Children are selfish. In this development, children tend to see from the point of view of sensory self-interest;

2) Great curiosity, in this development children are learners who have a great sense of curiosity; 3) Are unique, children are unique from their character, capacity interests, and different backgrounds; 4) The concentration is short, in general, the investigators have concentrated for a long time; 5) Children are a potential learning period, at this time almost all potential children experience a sensitive period to grow and develop rapidly and violently (Hartati, 2005: 8-11).

Methodology

Based on the problems in this study, the method used in this research is descriptive. While the approach that researchers used in this study was a quantitative approach in the form of numbers and then analyzed using statistics. This analysis's results are explained descriptively to answer the first and second problems using percentages (%). To answer the third problem formulation, researchers used the product-moment. This research was conducted at Raudhatul Athfal (RA) Bakti 33 Sioban, South Sipora Sub-District, Mentawai Islands Regency starting from August - December 2020 M. The data sources in this study were 15 students of RA Bakti 33 Sioban, South Sipora Sub-District, Mentawai Islands Regency. The data was also taken from the children's parents in RA Bakti 33 Sioban, totaling 30 people. Therefore the sampling technique used is saturated. This is based on the opinion of Arikunto (2006: 134) if the population is less than 100, then it is better for all of them, so the research is a population study.

Data collection techniques are using observation, documentation study, and literature study. while the interview technique could not be done because it was still constrained by the covid-19 atmosphere.

Table 1. Respondent Data

No	Child's Name		L/P	Parents		Address
				Father	Mother	
1	Abdurrahman		L	Imam	Ratih N	Sioban
2	Azzam Al-Ghifari		L	Abjil Iman	Fifi S	Sioban
3	Jibril Tew Sakobu		L	Mansyur	Marisa	Sioban
4	Medika Dwisun H		L	Indra	Hernita	Sioban
5	Zahwa Ramadhani		P	Efendi	Citra F	Sioban
6	Khairatu Najwa A		P	Robi N	Nora H	Sioban
7	Krisna Dewaki		L	Ali Akbar	Rina	Sioban
8	Liliana Silvana Puteri		P	Khamidi	Efrita	Sioban
9	Aqira Puteri Ayunda		P	Gusmendra	Yusmariati	Sioban
10	Najwa		P	Aldi A	Rina	Sioban
11	Rindi		P	Aldi A	Rina	Sioban
12	Aida Rafa Azzahra		P	Anom S	Fitriani	Sioban
13	Rifqi Ramadhan		L	Buyung A	Erawani	Sioban
14	Gibran		L	Prima H	Afni K	Sioban
15	Muhammad Arfan		L	Yohan P	Idesmi	Sioban

Data Analysis

The data obtained from the distribution of the questionnaire is rechecked if anything is forgotten. The data collected needs to be analyzed to make meaning as follows: To find conclusions on the data collected, data analysis is needed. The data analysis used is as follows: 1) To answer sub-problems 1 and 2, percentage (%) data analysis techniques are used, according to Suharsimi Arikunto (2006: 235). The formula for the percentage is $X\% = n / N \times 100\%$, where X% is the percentage you are looking for; n is the

number of samples who answered one choice, while N is the total number of samples. To determine how early childhood parenting and *Akhlak* (morals) are at TK Bakti 33 Sioban, Mentawai Islands, here are the benchmarks:

Table 2. Percentage Range

No	Percentage (%)	Interpretation
1.	$0 \leq 33 \%$	Low/Less
2.	34 - 66 %	Moderate/Sufficient
3.	67 - 100 %	High/Good

To make it easier for researchers to perform calculations, researchers use the Statistical Product and Service Solution (SPSS) computer

program. According to Santoso, "Analysis of the SPSS program is carried out using correlation analysis and regression analysis." Correlation analysis is used to determine how much strength the relationship between variables, namely the independent and dependent variables. Furthermore, to determine the effect between the independent and dependent variables, the regression test is used.

Results

Parents Parenting Style at RA Bakti 33 Sioban

Table 3. Percentage of Parenting Style

Questionnaire	Parents Parenting Style	Frequency	%
Parents Parenting Style	Democratic	6	20 %
	Authoritarian	19	63,3 %
	Permissive	5	16,7 %
Total		N=30	100%

Early Childhood *Akhlak* (Morals) at RA Bakti 33 Sioban

Table 4. Percentage of Early Childhood *Akhlak*

Interval	Category	Frequency	%
$0 \leq 33$ %	Low/Less	9	30 %
34-66 %	Moderate	13	43,3 %
67-100 %	High/Good	8	26,7 %
		N=30	100 %

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Table 5. Correlation test results

	Parenting Style	Children's <i>Akhlak</i>
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Parenting Style	Pearson Correlation Sig. (2-tailed) N	1 30	.568** .002 30
Children's <i>Akhlak</i>	Pearson Correlation Sig. (2-tailed) N	.568* * .002 30	1 30

Table 6. Linear Regression Test Results

	Unstandardized Coefficients		Unstandardized Coefficients		
Model	B	Std. Error	Beta	t	Sig.
(Constant)	25.977	6.392		4.068	.000
POLASU H	.698	.195	.568	3.556	.001

Table 7. Linear Regression Test Results

			Adjusted R	Std. Error of the Estimate
Model	R	R Square	Square	
1	.568 ^a	.311	.291	6.293

Discussions

Based on table 3, the relationship between parenting style and children's morals can be seen from the table's percentage. The table above shows six people with a democratic parenting style with a percentage of 20%. There were 19 parents with an authoritarian pattern of parenting, with a percentage of 63.3%. Meanwhile, there

were five permissive parenting styles, with a percentage of 16.7%. Thus, parents' parenting form is mostly practiced by parents in authoritarian parenting, followed by democratic and permissive parenting.

Based on table 4, it is found that there are eight children with the right attitude with a percentage of 26.7%. 13 children had good attitudes with a percentage of 43.3%. Meanwhile, nine children had less attitude towards morals, with a percentage of 30%. Thus, much early childhood Akhlak (morals) in RA Bakti 33 Sioban are short positions, followed by low and kind attitudes.

Based on the data in table 5, it can be seen that the significant value is 0.002. Value $0.002 < 0.05$. It can be concluded that there is a relationship between parenting styles and early childhood morals in RA Bakti 33 Sioban.

Table 6 shows that the simple linear regression line equation is as follows: $Y = 25.977 + 0.698X$. From the table, it can be seen that the X variable (parenting style variable) has a positive relationship with the Y variable (early childhood morals). If the X variable (parenting style) increases, then the Y variable (early childhood morals) will increase by 0.529. Likewise, if the X variable (parenting style) is lowered, then the Y variable (early childhood morals) decreases by 0.529. This can be interpreted that the better the parents' parenting style, the better the Akhlak (morals) of early childhood at RA Bakti 33 Sioban. On the other hand, the worse the parents' parenting style, the worse the child's morals will be.

From Table 7, R Square obtained a value of 0.311, and this can be interpreted that the parenting style has a contribution of 31% in influencing early childhood akhlak. There has been much evidence that the person's upbringing is fundamental in the family. Childcare activities will work well if the communication patterns created are based on love

and affection by positioning the child as an object that must be nurtured, guided, educated, and not as a mere object (Djamarah, 2014:).

In a hadith of the Prophet Muhammad, conveyed in (Ulwan, 2007: 171):

"Every child is born in a state of nature. So, it was the two parents who made the child Jewish, Christian, and Majudi ..."
(Narrated by Bukhari).

In Islam, this hadith explains that parents' role is very important in shaping the morals of their children. Family is the first school for the child. Both of his parents were their first teachers. Thus parents must provide an example to their children, and parents must also have several concepts in educating their children. Children will grow in kindness and have good Akhlak if they see their parents giving suitable examples. Likewise, the child will grow up with bad morals if he sees his parents as a bad example.

Nashih Ulwan (2007; 178) writes in his book that parents' influence on their children's morals is enormous. This he wrote with the following strokes:

A child who sees his parents lying is unlikely to learn to be honest. A child who sees both his parents are betraying him cannot possibly learn trust. A child who sees his parents always indulging in lust is unlikely to learn virtue. Children who hear their parents say dirty, insult, and reproach make it impossible for them to learn to speak sweet. Children who see their parents angry, tense and emotional, will not possibly learn to be patient. There is no way to learn compassion for a child who sees his parents being strict and violent.

Based on this study's results, there is a contribution to the parenting style variable (variable X) in influencing children's morals (variable Y) by 31.1%. This shows that it turns out

that other factors besides this affect children's morals. These factors can be internal and external (society, peers, school environment, and family conditions). These factors have contributed 68.9%).

Conclusion

From the results of the research above regarding the influence of parenting styles on early childhood *Akhlak* (morals) in RA Bakti 33 Sioban, Mentawai Islands, it can be concluded that the following are: 1) In general, the parenting style used by the parents in RA Bakti 33 Sioban, Mentawai Islands is in the authoritarian category. The details are as follows: authoritarian parenting was 63.3% (19 people); democratic parenting 20% (9 people); and permissive parenting as much as 16.7% (5 people). 2) In general, early childhood morals in RA Bakti 33 Sioban, Mentawai Islands are in a good category. The details are as follows: morals with good category as much as 43.3% (as many as 13 people); morals with a low category of 30% (as many as nine people); and morals with good categories as many as 26.7% (as many as eight people). 3) The data analysis results on the variables of parenting parents and children's morals obtained the sig value. 0.002. Value 0.002 < 0.05. It can be concluded that there is a relationship between parenting styles and early childhood *Akhlak* (morals) in RA Bakti 33 Sioban.

Limitations and Future Studies

This study's limitation is the influence of parenting styles on early childhood morals, so the focus of the study only focuses on this aspect. This is due to time constraints and also conditions that are still in a pandemic state of Covid-19. Therefore, future studies can be continued with more in-depth research on this, such as factors that influence parenting, government policies in early childhood education, society's role in developing early childhood morals at RA Bakti 33 Sioban, Mentawai Islands, and others.

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