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Analysis of the Effect of Parenting Patterns on the Character in RA Al-Iqro Cigugurgirang

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A B S T R A C T

This study aims to determine the effects of parenting patterns on the character of early childhood with research in RA Al-Iqro, Cugugurgirang. The research method used is qualitative research with data collection methods. The results show that the achievement of indicators of children's character education, the sub-indicators of fairness and leadership spirit as well as indicators of Good and humility, which is 61%, the highest total achievement of children's character is at 97.22% with very well-developed criteria. Analysis of parenting patterns that seek to shape, control, and evaluate the attitudes and behavior of their children following the rules of parents, 94% for parenting always give love and affection sincerely to children, and with. Different parenting styles will determine the character of the child, which will have a direct and significant impact on the child's learning process.The relationship between parenting style and character values in early childhood at RA Al-Iqra in Cigugurgirang Village is a general illustration of how parenting styles are fundamental for early childhood, which is determined by the formation and good habits at home other than at school carried out by the teacher.

A R T I C L E   I N F O

1. INTRODUCTION

The future of a nation is determined by the formation of the character of the next generation. Its application is evident, especially from an early age, full of natural feeling in its acceptance. According to Aristotle, the nation has two advantages and greatness, which is called human excellence. First, excellent thought, namely excellence and greatness in thinking. Second, excellence of character, namely excellence and greatness in character. The second advantage and greatness determine the success of a nation, while the second excellence and greatness are its supporters (Blank, 2019).

Character education will be very appropriate if implemented early because early age is the stage for children to respond and see things for the first time, whether good or bad. Character education for early childhood has a more dominant meaning than moral education because character cultivation is not only related to the problem of right and wrong but how to apply habits (habits) regarding various good behaviors in life so that early childhood has awareness, good understanding high, caring, and commitment to do good in everyday life.

Children are unique individuals; they have their existence and sense of soul and have the right to grow and develop optimally through their unique rhythm. Most of the child's life is in the family sphere. In a psychological sense, the family is people who live and gather together in a place where each member feels a sense of inner connection so that there is mutual influence, attention, and surrender. The pedagogical notion is a family of "one" life fellowship woven by the love between a couple of two types of humans. This is confirmed by the existence of a marriage that aims to perfect each other. To complement and perfect each other, there is the realization of roles and functions as human beings (Chen and Adams, 2022).

In the family, there is a captain of success in realizing good children's character, namely parents. Father and mother are essential people in parenting; parents are responsible for children's education in the family. That is, everything, no matter how small, that has been done and done by anyone, including parents, will be questioned and accounted for before Allah SWT. Because they are the most responsible people in family education, parents should be able to provide the best exemplary attitude or model that should be imitated for their children (Hasanah and Deiniatur, 2020).

In the hadith, it is stated that the religion of a child depends on his parents, Rasulullah SAW said which means: "Hajib bin al-Walid told us (saying) Muhammad bin Harb told us (who came from) from al-Zubaidi (who was accepted) Darfi al-Zuhri (who said) Sa'id bin al-Musayyab told me (who said) accepted) from Abu Hurairah that he said, the Messenger of Allah said: "Every child is born (in a state of) fitrah, his parents (have a share in) making the child a Jew, Christian, or even a Magian, just as a cattle breeds an animal. Perfect limbs). Do you know that among the animals there are defects / broken (ears or other body parts) "(Hadith History of Muslim). The above hadith explains the importance of parenting because it has a dominant influence in shaping one's personality compared to other factors. Both parents have a greater responsibility to educate their children. Therefore, parents must be good role models and as the first madrasa who will teach their children religion and good morals and character (Hasanah, 2021).

Parents and children are a soul bond. Therefore, parents will have a sense of nurturing, raising, educating, and protecting them. For parents, the child is a precious thing that will be the foundation of the future. Guiding him by helping train him to be a bright, polite, independent, responsible, and creative child can benefit many people. Parents are the first basis for forming a child's personality and shaping excellent and bad behavior. Parents are also supporters in shaping the child's personality or behavior in the home and environment

(Nudin, 2020). Every parent has a different way of educating their children. In general, education which includes part of parenting to know the development of children, is democratic, authoritarian, and permissive parenting. Democratic parenting is parenting that prioritizes the interests of children but does not hesitate to control them. Parents with this behavior are rational, always basing their actions on ratios or thoughts. This type of parent is also realistic about the child's abilities, not expecting too much that exceeds the child's ability. This type of parent also gives freedom to the child to choose and take action, and his approach to the child is warm (Farkas, 2018).

Meanwhile, authoritarian parenting is a parenting style that tends to set standards that absolutely must be obeyed, usually accompanied by threats; for example, if you do not want to eat, you will not be spoken to. This type of parent tends to force, command, and punish. Permissive parenting is a parenting style that provides opportunities for children to do things without sufficient supervision from them. They tend not to reprimand or warn children when children are in danger, and very little guidance is given, so they are often liked by children (Tan and Yasin, 2020).

A parenting pattern is an interaction between children and parents during the child's care. In parenting activities, it does not only mean how parents treat children but also how parents educate, guide, discipline, and protect children from reaching maturity following the norms prevailing in the society in general, as is the case regarding the duties and obligations of each parent and their role for each of their children. The importance of parenting for children means that education in the family is an essential foundation for the personal development of children. Parents who can realize their responsibilities and functions will be able to position themselves better and apply education patterns more precisely according to the needs of their children (Bi et al., 2018)

This study aims to determine the relationship between parenting patterns and the formation of character values in early childhood at RA Al-Iqra, Cigugurgirang Village, as the output of community service programs in the education sector through community service programs that focus on the target subject of early childhood with research benefits. To provide information about the importance of parenting in forming early childhood character and a reference to the habituation of children's character education patterns. Every parent has a different way of educating their children. In general, education includes part of parenting.

2. METHODS

This descriptive research is applied to RA Al-Iqro students and their parents. The research method used in this study is a qualitative method with descriptive analysis techniques. This research was conducted at RA Al-Iqro, having its address at Jalan Cigugurgirang, Cigugurgirang Village, Parongpong District, West Bandung Regency. The research was conducted on a sample of jasmine classes with homogeneous student characteristics. The number of students and parents used as research subjects was 17. Data collection was carried out through the stages of student observation, distributing questionnaires, and interviews. Primary data sources are taken from observations, and the results are observations of children's characters. Meanwhile, interviews and literature reviews from several relevant journals or articles were obtained as secondary data sources.

The data analysis technique in this research is descriptive analysis. The supporting instrument used is field notes. The data were analyzed using descriptive statistics, namely the average score of the answers. The research method used is descriptive analysis. The

descriptive analysis examines the status of a group of people, an object, a set of conditions, a thought system, or a class of events in the present. The data to be analyzed are data sourced from literature studies. Literature studies are a series of activities related to collecting literature data, reading and recording, and managing research materials (Busetto et al., 2020). The instrument for the observation stage is presented in can be seen in **Table 1**. The average results are then made with specific criteria can be seen in **Table 3** for the observation sheet for children's characters and **Table 4** for the assessment criteria on the questionnaire.

Table 1 . Character Indicators in Observed Children

Variable	Indicator	Sub Indicator	Items	No Statement	
				Positive	Negative
Analysis of Parenting Patterns for Early Childhood Characters	1. Parenting Style	a. Give motivation	2	1	2
		b. Give verbal pressure	2	3	4
		c. Give freedom to children in behavior	2	5	6
		d. Give a few rules at home	2	7	8
		e. Give love and affection sincerely	2	9	10
	2. Early Childhood Character	a. Love for Allah and Truth	1	1	-
		b. Responsible, disciplined and independent	1	2	-
		c. Trust	1	3	-
		d. Respect and courtesy	1	4	-
		e. Love, care and cooperation	1	5	-
		f. Confident, creative and never give up	1	6	-
		g. Fair and spirited leadership	1	7	-
		h. Kind and humble	1	8	-
		i. Tolerance and peace-loving	1	0	-

Table 2 . Questionnaire Scoring Guidelines

Information	Score
Totally Agree	4
Agree	3
Disagree	2
Totally Disagree	1

Table 3. Achievement Criteria for Children's Character Indicators

Criteria	Score
Visible and consistent	4
Visible	3
The wildest but inconsistent	2
Not yet	1

3. RESULTS AND DISCUSSION

The implementation of activities using the learning cycle stages was carried out over 1 month, from July 25, 2022, to August 25, 2022. The preparation stage is by determining the object of research and analyzing the problems that occur, namely within the scope of parenting. The data collection stage is carried out through children's observation activities based on classroom learning activities that are indicators of children's character. Interview data are used as data reinforcement to directly determine the relationship between observation data and children's character. The research stages include implementation, data processing, and report preparation.

Table 4. Data From Questionnaires To Parents Regarding Parenting Of Children.

No.	Statement	Type	Score				Amount	PN
			Totally Agree	Agree	Disagree	Totally Disagree		
1.	I as a parent always control and evaluate the behavior of children with various rules.	Positive	12	0	5	0	17	18%
2.	I as a parent do not always control and evaluate the behavior of children with various rules.	Negative	5	11	1	0	17	48%
3.	As a parent, I often put pressure on verbally and did not pay attention to the problem of mutual acceptance between parents and children.	Positive	2	7	4	3	16	20%
4.	As a parent, I never put pressure on verbally and did not pay attention to the problem of mutual acceptance between parents and children.	Negative	1	9	5	2	17	40%
5.	As a parent, I give freedom to children in their behavior.	Positive	3	2	7	5	17	30%
6.	As a parent, I never give freedom to children in their behavior.	Negative	2	13	0	2	17	57%
7.	As a parent, I have a few rules at home to be followed by all family members.	Positive	1	1	6	9	17	53%
8.	I as a parent have no rules at home.	Negative	6	10	1	0	17	44%
9.	I as a parent always give love and affection sincerely to our children.	Positive	0	0	1	16	17	94%
10.	As a parent, I have never given true love and affection to our children.	Negative	12	5	0	0	17	70%

The achievement criteria applied are as follows **Table 5**.

Table 5. Achievement Criteria

Achievement Percentage	Criteria
86%-100%	Excellent
76%-85%	Good
60%-75%	Sufficient
55%-59%	Fair
≤ 54%	Poor

Based on the results of the questionnaire from statement items number 1 and 2 with indicators providing motivation, it was found that 12 people answered Strongly Disagree and

five people answered Agree for item 1. Five people answered Strongly Disagree, 11 people answered Disagree, and one answered Agree for item number 2 with a final percentage of 18% and 48%, which fell into the low category. This shows that parents' supervision is still low in evaluating their children's behavior. Children need to be controlled and evaluated because interactions at school and at home are indeed different. Children will be involved in the social sphere with their peers at school and carry out activities together. Evaluation should be given by providing motivation and rules that build children's understanding of behaving well at school.

Then, the results of the questionnaire from statement items number 3 and 4 about giving verbal pressure showed that two people answered Strongly Disagree, seven people answered Disagree, and four people answered Agree. Three people answered Strongly Agree for item number 3. Meanwhile, for item number 4, one person answered Strongly Disagree, nine answered Disagree, and five answered Agree. Two people answered Strongly Agree, with the final percentage of 20% and 40%, which fall into the low category. Based on the final percentage, most parents never give verbal pressure and ignore the problem of mutual acceptance between parents and children. So, it has an unfavorable impact on forming early childhood character.

Verbal communication through two communicative directions will form a sense of comfort with the child, with a note that the delivery of language is following the child's grasping power. Giving verbal pressure will begin to be understood by children. When children have not been able to understand the meaning of verbal pressure well, if the words are not good, then this will have an impact on student interactions with one another, such as scolding others or even the ability to discuss and negotiating with children becomes essential in terms of learning and sharing.

Furthermore, the questionnaire results from statement items 5 and 6 with indicators giving children freedom in behavior showed that three people answered Strongly Disagree, two answered Disagree, and seven answered Agree. Five answered Strongly Agree for item number 5. Meanwhile, for item number 6, two people answered Strongly Disagree, 13 people answered Disagree, and two answered Strongly Agree with the final percentage of 30%, which falls into the low category and 57%, respectively, fall into the excellent category. Thus, most parents have given their children the freedom to behave fixedly, with the parents being wary of them. Freedom to behave as long as the activities carried out are positive are certainly allowed. However, do not let the child cross the boundaries of deviant behavior and get out of the rules, let alone disturb other people in the learning process. The freedom given must be reasonable by giving the child an understanding that all things have rules that must be obeyed, and the freedom that exists cannot be wholly owned when the child's environment is different from home.

Based on statements 7 and 8 with the indicator "Giving a few rules at home," the results show that there is still a low lack of parents in providing rules at home. At point 7, the indicator shows the percentage value of the questionnaire results by 53% (less) with varying respondents, namely one person answering Strongly Agree, one person answering agree, six people answering Disagree, and nine people answering Strongly Disagree. Furthermore, at point 8, the indicator shows the percentage value of the questionnaire results is 44% (low) with varying respondents, namely six people answering Strongly Agree, ten people answering Agree, and one person answering Disagree. So it can be concluded that on the indicator "Giving a few rules at home," the percentage of the questionnaire score does not meet the appropriate criteria. That is, parents can still not provide firmness for children in the house, one of which is providing rules at home. The rules at home should be given in small things

such as rules for playing and studying at the right time, reading the Koran every night, to small rules that make children disciplined. Children's obedience in carrying out the rules at school will be able to be carried out and appropriately fulfilled if, indeed, at home, the rules given by parents are also monitored properly and run and obeyed by all family members.

Then the results of the questionnaire on statements number 9 and 10 with the indicator "Giving love and affection sincerely" show that one respondent answered Disagree, and 16 answered Strongly Disagree on item number 9 with a percentage of 94% (Very well). Furthermore, item 10 shows that 12 respondents answered Strongly Agree and five answered Agree with a percentage value of 70% (Enough). So it can be concluded that the indicator "Giving love and affection sincerely" shows that the percentage of the questionnaire value is sufficient to meet the appropriate criteria. This means that parents have optimized their role in giving sincere love and affection to their children. Love and sincere love from parents will shape the personality of children who love each other and care for friends and their environment. It can be manifested by the ability to support each other's friends and care for one another.

The following is data from observations of children conducted during the study of 17 children with homogeneous characteristics. Each sub-indicator of the dependent variable of the child character is given initialization of letter coding with the following conditions:

A: Love for Allah and the truth
B: Responsible, disciplined, and independent
C: Trust
D: Respectful and polite
E: Love, care, and cooperation
F: Confident, creative, and never give up
G: Fair and have a leadership spirit
H: Kind and humble
I: Tolerant and peace-loving

In this observation using observation guidelines with the following criteria:

1: Developed very well in the score range of 76-100%
2: Develop as expected in the 56-75% score range
3: Begins to develop in the range of scores of 41-55%
4: Has not developed in the range of scores < 40%

Table 6. Table of Characters Student Observation

No	Student Initials	A	B	C	D	E	F	G	H	I	RN	PN	Criteria
1	ASA	3	4	4	3	4	2	2	4	4	30	83.33333333	Developed very well
2	AN	3	2	3	3	4	2	3	4	2	26	72.22222222	Develop as expected
3	ADA	2	3	3	4	4	2	2	3	3	26	72.22222222	Develop as expected
4	ADRF	4	4	3	3	3	4	2	4	4	31	86.11111111	Developed very well
5	AAW	3	3	2	3	4	3	3	4	4	29	80.55555556	Developed very well
6	BAKA	2	3	3	3	4	3	2	4	3	27	75	Develop as expected

No	Student Initials	A	B	C	D	E	F	G	H	I	RN	PN	Criteria
7	DPE	4	4	4	4	4	4	4	4	4	36	100	Developed very well
8	FAAR	4	3	3	4	2	4	2	4	3	29	80.55555556	Developed very well
9	MAF	2	2	2	3	2	2	2	3	2	20	55.55555556	Develop as expected
10	NAF	2	1	3	2	3	2	2	4	3	22	61.11111111	Develop as expected
11	RSA	4	4	4	4	4	4	4	4	4	36	100	Developed very well
12	RAR	1	2	1	1	3	3	2	2	1	16	44.44444444	Begins to develop
13	RI	2	4	2	2	3	4	3	4	3	27	75	Develop as expected
14	RPS	3	2	4	4	3	2	2	3	4	27	75	Develop as expected
15	SA	3	2	4	2	2	4	2	3	3	25	69.44444444	Develop as expected
16	SRT	4	4	4	4	4	4	3	4	4	35	97.22222222	Developed very well
17	VN	2	2	2	2	2	2	2	3	4	21	58.33333333	Develop as expected
Final Score		48	49	51	51	55	51	42	61	55	27.23	75.65359477	Developed very well

Based on the observational data of children observed from nine different sub-indicators, it shows that the sub-indicator of love to Allah and truth with the criteria of sub-indicator of the character of love to Allah and the truth is 48% included in Begins to develop. The character of love for God is shown through habituation that is carried out in an instructional manner at school, followed by students, such as starting activities by praying, saying the shahada, takbir sentences, and reading prayers while doing activities (Wiyani, 2020). Most of the students are on the Begins to develop criteria because there are still students who are not focused when taking lessons in class for worship activities.

The character of responsibility and discipline by 29%, including Begins to develop. Discipline is reflected in how students focus on carrying out the tasks given in learning, carrying out what is ordered, and staying away from what is prohibited during class learning by the teacher. Students must familiarize sensitivity to respond with some stimulation from the teacher on how the responsibility for children in the home environment appears when children come out during learning to play outside and leave the classroom (Neitzel, 2018)

Amanah's character of 51%, including Begins to develop, can be seen from how Amanah's children can spend pocket money for proper needs and use it well. The habit of bringing provisions and spending it becomes a good habit to form the character of Amanah in children (Usman et al., 2022). The respectful and polite character of 51%, including Begins to develop, can be seen in how students respect the teacher, such as kissing the teacher's palm when entering and leaving school or when passing by on the street. The form of respect is also carried out between peers by saying politely and politely (Lukman et al., 2021). The character of love, care, and cooperation is 55%, including fairness, and this is shown in activities that

involve small groups in learning, as well as when project-based learning is carried out, all are actively involved. In groups and contribute (Haslip et al., 2019).

The result of Munasti and Rosmiati (2019) Confident, creative, and never give up character 51% with the Begins to develop criteria in the activity of giving open questions to students and children who dare to answer can train confidence and courage to try from a young age. The fair character and leadership spirit of as much as 42% in the Begins to develop category can be seen in how students can position themselves in groups so that learning takes place effectively. Excellent and humble characters with a percentage of 51% in the Begins to develop category with no sense of arrogance shown by students to each other, and still need to be developed, as well as tolerance and peace-loving characters of 55% in the Begins to develop category where students can appreciate differences with each other in the group and understand each other (Mufidah and Jamain, 2020).

The overall average of students against all sub-indicators in children's character is 75.65%, with the category Developed very well. On the sub-indicators of the character of justice and leadership of the soul as well as the Good and humble indicator, which is 61% with an average achievement, and the total achievement of children's character is as high as 97.22% with verywell developed criteria. Different children's characters show the correct parenting pattern that will affect the child's character. Parenting provided at home will impact how children behave at school. The urgency of applying good parenting for early childhood can not only be helpful for now. However, it will shape the character into adulthood because parenting becomes the foundation for children, with the family as the closest learning environment (Haslip et al., 2019).

Children who get a good upbringing pattern from their parents will become more disciplined, dare to make decisions, be kind to their friends and those older than them, and be polite. If children are educated about authoritarian parenting by their parents, they become shy and lack self-confidence. Permissive parenting, such as asking children, tends to make children insist on always getting what they want by doing various ways. The correct ash pattern must be adapted to the conditions and situations the child faces to be better prepared to grow and develop in the surrounding environment.

4. CONCLUSION

Based on the results of the study, it can be concluded that parenting at home affects the character of children in Raudhatul Athfal Al-Iqro, Cugugurgirang village, with the highest criteria of parenting in parents always giving love and affection sincerely to children by 94%, and the character of children which shows the highest results in the Good and humble sub-indicator, which is 61%, the highest total achievement of children's character is at 97.22% with very well-developed criteria. Good parenting from parents who show exemplary following the personality of the child who wants to be formed is expected to be one of the accelerations of learning and how students are adaptive to the surrounding environment with positive character growth.

5. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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