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Parenting Pattern in Instilling The Character for Children From an Early Age

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Abstract
The educational process starts from the family, so that the family becomes a good place to teach moral values and good character education. This research is aimed at knowing the parental roles in developing the children's character since early age in Bakung Ilir Gedong Meneng. The reseasrch used qualitative method with fenomenology method which focused on natural paradigm based on the fenomenolgy point of view. The research findings shows that the caring model of families in inplanting the charachter to children of early age in Bakung Ilir as follows: (1) inplanting the religious values to children, (2) inplanting the moral values, (3) the way how the children behave in their daily activities, (4) training children's intrerests and talent, (5) teaching bravey to children, (6) training responsibility to children, and (7) training independent life to children. The family is the first learning environment that children get and will be a strong foundation to shape character in the future.

Keywords: *Parenting; character; children of early age*

Abstrak
Proses pendidikan dimulai dari keluarga, sehingga keluarga menjadi tempat yang baik untuk mengajarkan nilai moral dan pendidikan karakter yang baik. Penelitian ini bertujuan untuk mengetahui peran orang tua dalam mengembangkan karakter anak sejak dini di Bakung Ilir Gedong Meneng. Penelitian ini menggunakan metode kualitatif dengan metode fenomenologi yang menitikberatkan pada paradigma natural berdasarkan sudut pandang fenomenologi. Hasil penelitian menunjukkan bahwa model pengasuhan keluarga dalam penanaman karakter pada anak usia dini di Bakung Ilir sebagai berikut: (1) penanaman nilai-nilai agama kepada anak, (2) penanaman nilai-nilai moral, (3) cara bagaimana anak berperilaku dalam aktivitas sehari-hari, (4) melatih minat dan bakat anak, (5) mengajarkan keberanian kepada anak, (6) melatih tanggung jawab kepada anak, dan (7) melatih kemandirian anak. Keluarga merupakan lingkungan belajar pertama yang diperoleh anak dan akan menjadi pondasi yang kuat untuk membentuk karakter dimasa depan.

Key Words: *pola asuh; karakter; anak usia dini*

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INTRODUCTION

The education process starts from the family, so that the family becomes a good place to teach moral values and good character education. The family is the first learning environment that children get and will be a strong foundation to shape the character of adults afterwards (Syuraini, Wahid, Azizah, & Harun Pamungkas, 2018). The above conditions require every family to realize that they have a very important role in instilling moral values as the foundation of character for children from an early age. Reinforced by the opinion of Hapsari & Iftayani, (2017) & Badu, (2019) instilling moral values, especially character from an early age, is very important for the preparation and future success of children later.

According to Zaqiah & Hasanah, (2017) & A. Kamaruddin, (2012) Character is divided into three interrelated, namely: moral knowledge, moral feelings and moral behavior, habits of action. Early characters in early childhood are sensitivity to others, cooperation, concern for fellow human beings, help, able to solve social problems, be honest, and obey social and moral norms (Berkowitz & Grych, 2000). While the opinion of Hapsari & Iftayani, (2017) one aspect of character in early childhood is a disciplined attitude that is important for achieving a life that is in accordance with the norm. According to Hadisi, (2015) the value of character education in early childhood, namely: religious, honest, tolerance, discipline, hard work, creative, independent, domoctasi, have national values, nationalism, appreciation of others, communicative, love peace, literacy skills, environmental care, social care, responsibility.

The importance of instilling character in early childhood because at the age of 0-6 years the child's brain development period is very rapid, so it is necessary to instill good norm values in children with the aim of habituation when children are adults (Hadisi, 2015; Mislikhah, 2019). Character can be obtained or influenced by the child's environment, such as: parents, teachers and friends around the child (Iswantiningtyas & Wulansari, 2018). If parents can instill good character from the start, then when children grow up they are not easily influenced by a negative environment.

Based on the research results of Mei-Ju et al., (2014) that the factors that influence the character of children are the relationship between children and parents. The evaluation results obtained are 0.426, about 42.6% of the total weight, this shows that the relationship between children and parents affects the child's character. Good character in children can strengthen the bond between children and parents and can affect the child's environment, one of which is school. Prasanti & Fitriani, (2018) shows that the formation of early childhood character starts from the family, school, and children's play environment such as tutoring or other institutions. In line with the results of Utami, (2021) that the development of a child's character, one of which is discipline, is influenced by parenting patterns.

Based on the results of the research above, the difference between this research and the previous one is that the researcher analyzes the role of parents in developing character from an early age and what characters parents develop. The purpose of this research is to know the role of parents in developing the character of early childhood in Bakung Ilir Gedong Meneg, Lampung.

METHOD

This study uses a qualitative approach, with the phenomenological method. This research refers to a natural paradigm that is based on a phenomenological view. In this study, the focus of research is the efforts made by parents in instilling character in early childhood, in Bakung Ilir village, Gedung Meneng district, Tulang Bawang regency, Lampung province. The sources of data include: the words and actions of parents, children, and the community of Bakung Ilir village which were collected in the form of written notes, audiotapes, photos, and video recordings. Moreover, the written sources were in the form of village monographs. Sampling in this study using purposive sampling with consideration of certain characteristics. There are three families who became informants in this research, namely: the "MN" family,

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"HD" family, and the "MA" family. The following Figure 1 represents the stages of the research.

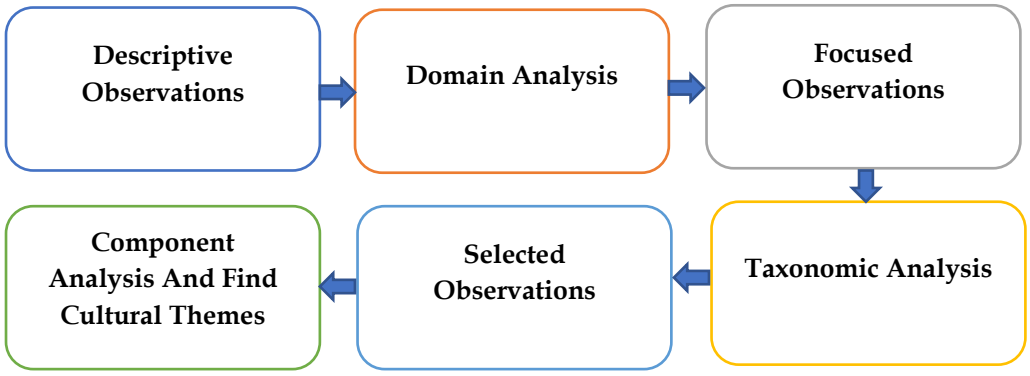

Figure 1. Research stages of the model (Devi, Masitoh, & Bachri, 2018)

The data analysis technique of this research follows the model (Rahmatika, Kurniawati, & Pranoto, 2020) which starts from the fifth step, namely: Making domain analysis, making taxonomy analysis, making component analysis, and making theme analysis.

Result And Discussion

The first step in this study was to observe early childhood and families in Bakung Ilir Village, Gedung Meneng District, Tulang Bawang Regency, Lampung Province. The results obtained are that early childhood in this village can swim in the river, fish, ride a boat, help their parents sell fish around the village, can count money, and have a high social attitude. In addition, children are accustomed to living independently, for example eating, drinking, bathing, dressing, and taking care of themselves. Meanwhile, the status of the parents of early childhood is underprivileged. The last educational status of mother and father is elementary school graduate. The work of parents is mostly fishing in the river and part of the workforce. Based on data analysis, the results found from 3 (three) families in Bakung Ilir Village in instilling character values from an early age are as follows:

The families interviewed and observed said that character values were taught to their children from the age of 4 years. "We always teach and explain the good and bad things that our children can and cannot do. We always teach worship to children, being polite to people, honest, responsible" (MH)

Based on the interview, it is intended that children can know what can be done and what cannot be done. The moral values taught include: religious values, manners, honesty, responsibility, discipline, and independence. Forming good character in early childhood is starting from religious education and learning all good values and norms in society (Nofianti, 2019). The opportunity given by parents to their children to get to know the world will enable children to grow up to be responsible adults. This is because children feel their presence is very useful and coveted by their parents.

In building children's character, the efforts made by parents are by teaching moral values, applying rules, and fostering children's behavior. based on the results of interviews conducted with HD's family are: "Building character from childhood is very important for us. We always instill moral values, apply rules and lead to good behavior. Usually we give examples of the habits we do that can be seen directly by the child. when children do good things we give praise to children. Through praise, our children are able to do good things for themselves and others. We also teach about the rules at home, just small examples such as being responsible for tidying up the toys." (HD)

In building children's character, the efforts made by parents are in the way to teach moral values applying rules, and fostering children's behavior. Teaching moral values is done

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by explaining good behavior, giving examples of behavior, directing children through stories, and giving rewards when the child d oes something good. Meanwhile, several regulations applied are adapted to the stage of childhood development. These regulations aim to give guidelines for the children to behave. The rules include: washing hands before eating, praying, putting the item or toy back in its place. Those rules are implemented and repeated by parents daily. If the children do a good action, they need to be rewarded for their behavior. Hence, they are motivated to repeat their good actions. On the contrary, when they are out of the rules and act in a bad manner, they need to get a warning from their parents. It is an endeavor done by parents since early childhood, because in early age, especially in the ages 4-6 years, children can already form the concept of social and physical reality, begin to learn in involving oneself emotionally with the environment, and be able to differentiate which one is right and which one is wrong (Noviansah, 2020).

Value is something that is believed to be true and good. Value also determines what should be done and how to behave. The moral values taught in the three families observed are: courtesy, discipline, responsibility, independence, honesty, and religious values. Those are taught in everyday life by: introducing, explaining, familiarizing, and giving examples (Saputra, Yonanda, & Yuliati, 2020).

In implementing parenting patterns, discipline becomes an important part to be given to children from an early age. Discipline means keeping or doing something without prompting. Besides, in the observed family, the children are introduced to some easy tasks that they can do according to their age, such as: washing hands before eating, and put the toys in its place. Parents are also hoped to provide examples of behavior with full of affection.

In the three families, communication plays an important role and needs to be developed. All three families said they tried to spend time with their children and listen to the children talk or tell stories. This condition can be used to build mutual understanding between parents and children. “Every night before going to bed, we try to make time for our children. usually we listen to stories or children's activities while playing with their friends”. (MA)

The above is in line with, the formation of children's character starts early because, at that time, children still needed guidance and role models from those around them. If a child is educated with prohibitions and commands whose behavior is controlled by a reward system (rewards and punishments), does not get the opportunity to develop a strong ego, then the child will act and think according to norms without knowing the meaning, without being accompanied by critical thoughts, and unable to be invited. To do something new, which in the end the actions taken by children are not based on responsibility, but are solely based on fear or the desire not to feel ashamed (Adi Widnyana et.al, 2020).

Parenting are several models or forms of changes in expression from parents that can affect the inherent genetic potential of individuals to nurture, care for, guide, foster, and educate their children, both young and immature so that they become independent adults in the future. Some forms of expression (parenting patterns) of parents in caring for or caring for their children can be in the form of verbal or non-verbal attitudes or actions (Supriyatno & Susilawati, 2020). Furthermore, substantially very influential on the child's potential in intellectual, emotional, and personality aspects, social development, and other psychological aspects. All parents want their children according to the wishes of their parents, for this reason, a number of expressions or a number of forms of care, education, and guidance are carried out by parents as much as possible so that the future children according to their expectations (Supriyatno & Susilawati, 2020).

A child whose parents always invite him to think, always explain why something is ordered or prohibited, who orders and reprimands his child's actions by first asking for his motivation, then the child will be able to develop a strong ego and a healthy superego as well. So parents should guide their children to have moral awareness and adult moral attitudes. Therefore, parents and adults as role models for thirsty children are very careful in instilling attitudes and behaviors (Dewi, Darnowo, & Kusmayadi, 2020).

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Many character values that can be instilled in children from an early age. Children learn from something close, from what they see and what is usually imitated since childhood. So parents should be aware of this, and become democratic figures so that noble character grows in their children. On the other hand, parents should stay away from permissive and authoritarian parenting, because it is proven to form a bad character in their children. It can be understood that parents must underline that mistakes in parenting will result in failure to build good character in children (Salasiah, Asniwati, & Effendi, 2018).

The toddler period is a golden period for the development of a child, not only physically, but also in the spirit of social life. Wrong sharpening, misgivings, and wrong parenting can have bad consequences. Providing proper nurturing, love, and upbringing can affect the character of the child. Sharpening is the stimulation that is given. Asih is love given by parents.

CONCLUSION

Parenting patterns greatly influence in instilling the character of children. As a parent, you should set a good example for your children, especially early childhood. Because early childhood is a very crucial age. Parenting applied to early childhood must emphasize the introduction, teaching, habituation, and exemplary good behavior. If all of this is done early on by parents, then the child will have internal motivation and good morals so that they can live in a harmonious family. The limitation of this research is that the research subject is only in Bakung Ilir Village, Gedung Meneng District, Tulang Bawang Regency, Lampung Province.

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