Parenting Patterns in Shaping Children's Islamic Character

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Abstract

Basically, each family's parenting style varies from one family to another. Differences in parenting styles in families make each individual or child have a different character. This research aims to analyze the parenting patterns applied by parents in shaping children's Islamic character. This research uses a qualitative method with a phenomenological type of research. Research data was taken through direct interviews with six informants, three parents and three children. All interview data was then analyzed using the Miles and Huberman analysis technique. Overall, this research found that there are three parenting patterns for parents in cultivating their children's Islamic character at home with different characteristics. The three parenting styles and their characteristics are: i) democratic has the characteristics: providing rules that suit the child's needs, parents always providing direction and understanding towards the child, and an attitude of openness between parents and children. ii) authoritarianism has characteristics: parents apply absolute rules to their children, parents emphasize an attitude of submission and obedience to established rules, parents' parenting style is harsh and emotional. iii) permissiveness has the following characteristics: parents allow their children to make their own decisions, parents have few rules, and parents are tolerant, their attitude is accepting of the children's wishes and encouragement. The results of this research can be used as initial data for subsequent researchers in studying different issues related to this problem as well as various other issues relevant to this concept.

INTRODUCTION

Parenting is a method used to help children grow and develop by caring for, guiding and educating, so that children achieve independence (Sari & Rasyidah, 2019). Basically, parenting is an attitude and practice carried out by people, including how to feed children, provide stimulation, give love so that children can grow and develop well (Ariyanto, 2016; Ariyati, 2016; Putri & Lestari, 2018).

Each family has a different parenting style in educating a child and is usually inherited by the parenting style received from previous parents (Anisah, 2017; Hariyani, 2017; Novitasari et al., 2019; Nurbaena, 2019). Parenting patterns can be defined as a pattern of interaction between children and parents which includes fulfilling physical needs

(such as eating, drinking, etc.) and psychological needs (such as feeling safe, affection, etc.), as well as socializing the norms that apply in the family. society so that children can live in harmony with their environment (Cahyono, 2016; Handayani & Nurwidawati, 2013; Haryono et al., 2018; Marpaung, 2017).

The family environment is a place where a child grows and develops, so the environment plays a large role in shaping a person's personality and character and for most children, the family environment is an environment that influences the child's development, after that the school and then society (Arifin & Fitria, 2017; Sari, 2019; Yahya, 2015). Family is seen as an early environment built by parents and those closest to them. Every family is always different from other families, in this case what is different is for example the way the family is educated, the economic situation of the family and every family has a history of struggle, values and habits that have been passed down from generation to generation which will subconsciously shape the child's character (Siahaan, 2013; Syarif, 2012).

The influence of the family is very large in forming the foundation of a child's personality (Pratama, 2019). Families that fail to shape children's personalities are usually families that are full of conflict or are unhappy (Syarifah, 2017). The tough task of parents is to ensure that their family function is truly safe and comfortable for their children and that the home is a paradise for children, where they can be intelligent, pious, and of course physically and mentally fulfilled. Parents are the main educators in shaping a child's character and the parenting style applied by parents at home can influence a child's character (Adawiah, 2017; Adnan, 2018; Fimansyah, 2019).

The main and first character education for children is the family environment, education in the family is very important and is the main pillar of character development for a child, the family as the smallest social unit is the most important educational environment and is responsible for educating its children (Lestari, 2019). The education provided by parents should provide the basis for children's education regarding the socialization process and their life in society (Rakhmawati, 2015).

The factors of gender and parenting style have a significant influence on adolescent religiosity, but the factors of parental age, parental education level, socio-economic status and cultural background do not have a significant influence. Meanwhile, the factor that has the most influence on adolescent religiosity is parental parenting (Sriyanto et al., 2014).

Parenting patterns with early childhood character formation, education from parents in the family in laying the foundations of character in children is very important (Ratnasari, 2017). Education from parents in the family is very influential for the development of children, children who are instilled with character from an early age will have self-regulation based on religious values, cultural values, social rules, outlook on life, and attitudes towards life and be meaningful for themselves, society, nation, and country.

Basically, research and issues related to parenting patterns in shaping children's character have been studied by many previous researchers. However, previous studies only focused on parenting patterns in shaping children's character, for example, parenting styles in shaping children's character (Fimansyah, 2019; Ramadhani et al., 2018); parenting styles and its implications for the formation of children's character (Anisah, 2017); Social Media and its Influence on Religious Awareness as a Result of Parenting Patterns and the Role of Teachers in Schools (Ibdalsyah et al., 2019). As for other perspectives, studies that discuss parenting patterns towards their children are related to children's academics at school, including the relationship between types of parenting patterns and emotional quotient (EQ) in preschool age children (3-5 years) at the Al-Fattaah Islamic Kindergarten. Sumampir, North Purwokerto (Achmad et al., 2010).

Several articles that the author mentioned above show that parenting patterns in shaping children's character in an Islamic way is an interesting topic for the author to study further. This is due to the importance of the parenting style applied by parents in shaping their children's Islamic character. However, after the author read and studied previous

articles, nothing was found that specifically discussed the parenting patterns applied by parents in shaping their children's character in an Islamic way.

METHODS

This research uses a qualitative method with a phenomenological approach (Anggraeni, 2019; Astuti & Masykur, 2015; Ramadhani et al., 2018). Data sources were taken from six informants through direct interviews with six informants, three parents and three children. All interview data was then analyzed using the Miles and Huberman analysis technique (Cantika et al., 2018; Putri et al., 2018; Waldi et al., 2018). The selected informants have fulfilled four criteria, namely understanding the problem under study well, having time to provide information to researchers, and providing information in accordance with the facts that occur in the field (Engkizar et al., 2018). After the researcher carried out observations and interviews, the author then carried out an analysis using the Miles and Huberman analysis technique. According to Clarke & Braun, (2018); Engkizar et al., (2018) analysis using the Miles and Huberman analysis technique is a data analysis technique so that it can be presented and understood (Elkhaira et al., 2020; Pahrudin et al., 2019).

RESULT AND DISCUSSION

Based on the results of the author's interviews with six informants, three parents and three children, the results of research on three parenting patterns in shaping children's Islamic character were found. Three parenting patterns in shaping children's character in an Islamic way are i). democratic, ii) authoritarian, iii) permissive. To make it easy to understand the three parenting patterns in shaping a child's character and their characteristics, the author displays them as seen in the picture below.

Fig 1. Parenting Patterns in Shaping Children's Islamic Character

Based on the picture above, it can be seen that there are three parenting patterns that parents often apply to their children as well as the characteristics of the parenting patterns that are applied. To make it more interesting, below the author will describe excerpts from interviews with informants based on the three parenting patterns shown in Figure 1 above. The description of the interview that the author presents is in the form of a quote from a short statement from the informant when the interview was conducted. Although the interview quotations were conveyed by the informant in slightly different language, the aims and objectives were more or less the same.

First, democratic parenting. According to informants, one of the parenting patterns they use in educating children Islamically in the family is a democratic pattern. This theme was conveyed by informants as quoted below:

As a parent, I give my child the freedom to choose to take an action, as long as the behavior does not conflict with religious teachings (I-1). When I am in the family I never force my child to do something, I always discuss all actions with the child. and option (I-2), in educating children, I always give my full attention to my children and increase my time with my family (I-3).

Both authoritarian parenting styles. According to some informants, apart from a democratic parenting style, parents can also form a family with an authoritarian parenting

style. As quoted from the interview delivered by the following informant:

> *In educating children, I sometimes act firmly so that children obey what I order (I-4), in inviting children to pray, I always insist that children pray on time and in congregation (I-5), when my children make mistakes, I give appropriate punishment. teach them so that these mistakes do not happen again (I-6).*

The three parenting styles are permissive. According to informants, permissive parenting can also be applied to children when forming an Islamic family. As quoted from the interview conveyed by the informant below:

> *My parents always give me freedom at the slightest sign of supervision (I-2), my parents do not reprimand or warn their children when they are in danger and provide very little guidance so that I am free to act (I-4).*

Based on research that the author has conducted, the three parenting patterns that the author has found will be discussed based on theory, expert opinion and the results of previous research which discusses this problem in more or less the same context and issues.

First, democratic parenting. Parenting patterns in educating children can be seen in independence, recognizing and understanding themselves, being able to make choices and being able to plan their future (Masni, 2017). Several forms of expression (parenting patterns) of parents in caring for or looking after their children can be in the form of verbal or non-verbal attitudes or actions which substantially influence the child's potential in intellectual, emotional and personality aspects, social development and other psychological aspects (Padjrin, 2016). The parenting style used by parents for children is the main factor that determines a child's potential and character (Putro et al., 2020).

Democratic parenting is a parenting style that prioritizes children's interests, but does not hesitate to control them (Padjrin, 2016; Sukamto & Fauziah, 2020; Tabi'in, 2020). Parents with this kind of parenting style are rational, always basing their actions on ratios or thoughts (Anggraeni, 2019; Muslima, 2015). This type of parent is also realistic about their child's abilities, not having excessive expectations that exceed the child's abilities. This type of parent also gives children the freedom to choose to take warm actions and approaches. Democratic parenting can also be interpreted as where the positions of parents and children are equal, decisions are taken together by considering both parties (Suteja, 2017). Democratic parenting has the following characteristics: warm parents, characterized by giving full attention, affection and a willingness to continuously provide guidance and direction to children (Malik et al., 2020).

Second, authoritarian parenting. Authoritarian parenting is a parenting pattern that is the opposite of democratic parenting, namely that it tends to set standards that absolutely must be followed, usually accompanied by threats. This form of parenting emphasizes parental supervision or control shown to children to obtain obedience. This authoritarian parenting style explains that parents' attitudes tend to force children to do things according to their parents' wishes. This parenting style is a parenting style where parents give rules to their children and children must obey the rules made in the family environment (Fadhilah et al., 2019; Taib et al., 2020).

Authoritarian parenting tends to set standards that absolutely must be followed, usually accompanied by threats, for example, if you don't want to eat, you won't be spoken to. This type of parent tends to force, order and punish. If the child does not want to do what the parents say, then this type of parent does not hesitate to punish the child. This type of parent also does not recognize compromise and communication is usually one-way (Hayati & Susanti, 2018). This form of authoritarian parenting has the characteristics of parents acting firmly, liking to punish, giving less love, less sympathy, forcing children to obey rules, and tending to restrain children's desires. Apart from that, the authoritarian parenting style has low levels of acceptance (responsiveness) and high parental demands (demandingness). The tendency of authoritarian parenting causes children to lack initiative, become undisciplined, tend to doubt, and get nervous easily. Boys with authoritarian

parenting are more likely to behave aggressively (Adnan, 2018).

Based on theory and relevant previous research, it can be concluded that analysis of the authoritarian parenting style applied by parents can influence children's moral development with both positive and negative impacts. The positive impact is that if children are forced to do something that is legally obligatory, for example praying, worshiping and obeying their parents, it will have a positive impact on morals, while the negative impact is if children are given lots of rules, are pressured, often shouted at, cursed at, and make demands on eating children will have a negative impact on children's moral behavior (Mukarromah et al., 2020).

Third, permissive parenting style. In a permissive parenting style, parents give complete freedom and the child is allowed to make their own decisions about what steps to take, parents never give directions and explanations to the child about what the child should do, in a permissive parenting style there is almost no communication between the child and parents and no discipline at all. Perception of a parent's permissive parenting style is a process by which a child finds out, interprets and evaluates a parent's permissive parenting style which gives complete freedom to the child regarding his or her characteristics and other conditions within the parent, so that a picture of the pattern is formed permissive parenting (Jojon et al., 2017; Saputra & Yani, 2020). Permissive parenting gives children the opportunity to do things without sufficient supervision from them. They tend not to reprimand or warn children if the child is in danger and they provide very little guidance, so they are often liked by children (Novasari & Suwanda, 2016).

The impact of permissive parenting is that it hampers children's independence when compared to democratic or authoritarian parenting. In this research, independence is one part of the development of social-emotional aspects of early childhood. Children with a permissive parenting style will be more creative and confident, but in addition, children with this parenting style tend to lack good self-control, dominate, lack respect and cannot establish good relationships with their friends (Susiati et al., 2020).

CONCLUSION

Parents are the first teachers who double as mothers and fathers who are not only tasked with earning a living but are also tasked with forming their children's Islamic character by introducing and teaching the Islamic religion to their children. This research has succeeded in revealing three parenting patterns in shaping children's Islamic character and their characteristics. The three parenting patterns and their characteristics are: i) democratic has the characteristics: providing rules that suit the child's needs, parents always providing direction and understanding to the child, and an attitude of openness between parents and children. ii) authoritarianism has characteristics: parents apply absolute rules to their children, parents emphasize an attitude of submission and obedience to established rules, parents' parenting style is harsh and emotional. iii) permissiveness has the following characteristics: parents allow their children to make their own decisions, parents have few rules, and parents are tolerant, their attitude is accepting of the children's wishes and encouragement. This research can be used as a reference or the latest issue from different aspects of the problem for further research.

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