
Research Article

Relationship between Parenting and Cultivation of Character Education by Teachers and the Application of Discipline by Institutions with the Independence of Early Childhood in PAUD Al-Hidayah, Banjarbaru City

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ABSTRACT

The independence of students is a goal that is always wanted by every PAUD institution. Many factors influence it, including parenting, instilling character education by teachers, and applying discipline by institutions. This study proposes to uncover the relationship between parenting patterns, the cultivation of character education by teachers, and the application of discipline in institutions with students' independence in PAUD Al-Hidayah Banjarbaru. The method used is the analytic, quantitative, and verification description. The research instrument used is observation and questionnaire. The research sample is 35 parents of students and 15 PAUD Al-Hidayah teachers as respondents. The study results showed a significant relationship between parenting patterns and children's independence, as evidenced by the number of sig value of $0.003 < 0.05$. There is a significant relationship between the inculcation of character education by teachers with children's independence, as evidenced by the sig value of $0.001 < 0.05$. Furthermore, there is a significant correlation linking the application of institutional discipline with children's independence, as evidenced by the sig value of $0.041 < 0.05$. Furthermore, there is a significant relationship between parenting style and character education by teachers and the application of discipline by institutions with children's independence, as evidenced by a sig value of $0.024 < 0.05$.

Keywords: Parenting, character education, application of the discipline and independence of children

Introduction

Children are the potential and successor to the nation's ideals, which have been laid down by the previous generation (Pritchard & Williams, 2011). Children who are well educated will grow and develop appropriately according to their developmental stages (Restiani, 2017). Education is part of the healthy development for the children. Educational success can be seen as getting related to the opportunities and chances in the educational system. It also correlates with the individual characteristics of children and their parents (De Valk & Crul, 2008). Thus, homes,

where the children are growing up and getting nurtured, influence this development and educational success (Martin, et al., 2014). A conducive and supporting environment at home becomes the foundation for the children to be able to learn and absorb the education and knowledge outside, especially from the formal educational institution.

Education becomes a central key to achieve bringing success for the children. Education is defined as physical and spiritual guidance. The primary definition of education shapes the child's personality to guide physical and physical skills as concrete behavior to the benefit of

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the child's life in the family or community (Hamid, 2013). Early childhood education, especially in PAUD institutions, is essential (Daries, Engdahl, & Otieno, 2009) and is one of the first levels of education in our country Indonesia (Octarra & Hendriati, 2017). According to Hasan (2011) mentions that early childhood education is the first level of education before primary education, which is an effort to coach children, from childbirth to six.

Early childhood education is a provision of efforts to stimulate, guide, maintain, and provide learning activities that produce children's abilities and skills (Burger, 2010). It includes all the efforts and actions taken by educators and parents in the process of caring for and providing education to children by creating an environment where they explore experiences that provide opportunities for them to understand the experiences gained in the environment, through observation, imitation, and experimentation (Rachmawati, 2019).

PAUD is the level of formal childhood education after kindergarten (Novitawati, 2017). One level of achieving the development of children's abilities on children's moral values is to get used to Masnival's disciplinary attitude (2012).

Parenting is defined as how parents treat their children's attitudes, care for, educate, guide, and protect children in achieving maturity, and form norms in the child that are expected by society in general (Palupi, 2007). In other words, parenting is when the parent or family is nurturing and supporting the children to be fully developed as a person. How parenting is done will have an impact on children's characteristics. Hence, the relationship between parents and children is vital as the impact will follow the rest of the children's lives. In this understanding, parents have a great responsibility.

The relationship between parenting and child discipline is an effort by parents to lay the foundations of self-discipline values for children and help them develop self-discipline (Grusec et al., 2017). In addition to being disciplined, parents also guide and teach character education to children (Sabaruddin & Mansur, 2018).

Parenting is fundamental in character formation (Sumargo, Soedjarwo, & Roesminingsih, 2019). Paragon attitudes are very much needed for children's development because they imitate their immediate environment (Adawiah, 2017).

Etymologically the word character comes from the Greek "eharassein" which means "to engrave" which can be translated by carving, painting, carving, etching. This understanding is the same as the term "character" in English (character), which also means carving, painting, carving, or scratching (Suyadi, 2013). The two meanings are almost no different. Character education that is instilled since early childhood can spur independence (Amollo & Lilian, 2017).

Factors that support the development of children's independence are the contributions of parents and qualified teachers (Rusmiati, 2019). Their contributions are direct influences toward children's independence attitude both at home and school. The understanding between both parties will create a better chance for children to actively learning being independent.

Independence is attitude or behavior that comes from within the child (Lizhu & Xiaoyan, 2005) to find a way out of the problems faced (according to his age). Can have the initiative, a sense of responsibility, perseverance, confidence, being able to do something without the help of parents or people others, able to interact with others, have self-control, allow children to act freely, be able to act appropriately, and have an exploratory attitude (Hazizah, 2018).

The results of the study (Febriana, 2018) entitled "The Relationship between Parenting Parents and Early Childhood Characteristics in Mutiara Hati TPA in Tegal Arum Village, Saempu District, Banyuwangi District" showed indeed a very high relationship between parenting patterns and children's character at an early age in Mutiara Hati TPA, Tegal Arum Village, Sempu Subdistrict, Banyuwangi District. It is proven by a rho of 0.863. The results concluded that there is a positive relationship.

In Al Hidayah PAUD, the teacher's character planting is based on the compulsory character

values made by the institution to be implemented, as well as the institution's discipline is very high. However, there are still children who have not been able to be independent and cannot obey the rules made by the school include: not arriving on time, using hands to punch, pinching friends, using feet to kick friends, using words that are not polite (dirty), bully friends (taunting friends), parents removing the children's shoes, parents took off and put the children's bags in a locker, during one month of the new school year there were still some children who did not want to separate from parents.

Children who arrive late will be allowed to wait outside the fence until the end of the joint activity then is only allowed to enter. The parents are not allowed to wait for their children in the institution's yard and are welcome to go home and pick up when they come home. However, there are still children who arrive late, even though the application of the rules is as much as possible for a variety of reasons, after being asked by the teacher, among others: children have difficulty getting up, watching cartoons, having breakfast at a stall.

Based on the description above about the lack of discipline and independence of children in the Al Hidayah PAUD Banjarbaru City, it is necessary to conduct a study "Relationship between Parenting Parenting and Cultivation of Character Education by Teachers and the Application of Discipline by Institutions with Early Childhood Independence in Al Hidayah PAUD in Banjarbaru City."

Material and Methods

This research uses analytical descriptive quantitative, and verification methods. This study's population was 35 parents of kindergarten age children and 15 Al Hidayah PAUD teachers as informants. Because all members will be examined, so in this case, the sample used is from all parents of students, namely 35 respondents. The study utilized a questionnaire to conduct this research. Data collection procedures are following these steps (1) observation method, (2) the questionnaire method, (3) instrument development. The simple linear regression analysis calculation technique, as

the researcher mentioned above, the calculation uses SPSS 16.0 for Windows software.

Testing the significance of the coefficient and multiple regression coefficients using the t-test and F test is used to determine the dependent variable's independent variables' effect (simultaneously). Significant means the relationship that occurs can apply to the population.

These variables are parenting (X1), karate education (X2), the application of discipline (Z) as the independent variable, and the child's independence (Y) as the dependent variable.

Results and Discussion

T-Test's partial test uses the SPSS 16 program to determine whether individually independent variables (parenting, character education, and discipline application) affect the dependent variable (children's independence).

These variables are described in alpha significance values using a 5% significance level or a 95% confidence level. If the sig value > 0.05, then there is no significant relationship between the independent and dependent variables. Conversely, if the sig value < 0.05, it can be decided that there is a significant relation connecting the independent variable with the dependent variable.

Data from each research variable is presented as follows, the sig value for the parenting variable (X1) is 0.003, the sig value for the character education variable (X2) is 0.001, sig value of the discipline application variable (Z) is 0.041.

A simultaneous test commonly referred to as the F test is to determine whether together, the independent variables (parenting, character education, and the application of discipline) have a significant relationship with children's level of independence. The sig value obtained from this test is 0.024.

The positive relationship of parenting parents and early childhood independence in PAUD Al- Hidayah Banjarbaru

T-test analysis results show that parenting influences the independence of early childhood in PAUD Al Hidayah Banjarbaru. Indicated by a significance value of 0.003 less than 0.05, there

is a positive and significant influence of parenting parents on young children's independence in early childhood Al Hidayah Banjarbaru.

Parenting itself has a definition of how parents treat children, educate, guide, and discipline and protect children in reaching the process of maturity, to the efforts to establish norms expected by society in general (Palupi, 2007).

In this parenting activity, parents give children the freedom to look for ideas or initiatives, provide attention, regulations, discipline, gifts, and punishment, and respond to their children's wishes. The parents' attitude to their children will be absorbed in the child and turn into a habit of doing things alone without help. As accustomed to doing things that make them independent, starting from home, then that independent attitude will become a child's character.

When children have entered formal institutions such as schools, parents still provide education that children do not get in parenting (Lemmer, 2007), because children are more often with their parents. Parents should not be negligent in guiding, nurturing, and educating children because children's development and growth need attention from their parents (Charmila, 2019). The parents should actively encourage the children to be confident and enthusiastic about what they have learned during school.

It shows that forming and growing children's independence at the school where children significantly learn parenting parents influence (Bayer, Sanson, & Hemphill, 2006).

This study's results are in line with research by Suskandeni (2018) with the title "Relationship of parenting parents to the independence of pre-school age children in TK Negeri Pembina Barat Lombok 2017. The research is a quantitative one with correlational research designs using cross-sectional methods. The research was conducted at the West Lombok Pembina State Kindergarten in April-May 2017. The results showed a strong relationship with preschoolers' independence who were positive at the West Lombok Pembina State Kindergarten in 2017 with a significance value of 0.002 ($p \leq 0.05$).

The positive relationship between the cultivation of character education by teachers and the independence of children in PAUD Al-Hidayah Banjarbaru

T-test analysis results show that character education's inculcation influences early childhood independence in Al Hidayah Banjarbaru PAUD. It is indicated by a significance value of 0.001, which is smaller than 0.05, which implies a positive and significant effect of character education inculcation on early childhood independence at PAUD Al Hidayah Banjarbaru.

Education is the teacher's guidance or conscious leadership to students' physical and spiritual development towards the formation of the prominent personality (Mansur, 2009).

Character is a way of reasoning and behaving, behaving that is the hallmark of every human being to live and work together, both in the immediate environment of his family, the nation's people, and country.

Character is composed of three related and interrelated parts: moral knowledge, moral feelings, and moral behavior (Hawley & John Geldhof, 2012). Good character consists of knowing about goodness, wanting to do well, and doing well (Hsu et al., 2007). The implementation of character education to educational institutions aimed at helping children personally to live and actualize themselves, their families, communities, and countries (Sipiana, 2019). Through character education, children will learn about the right things they should do and should not do. As it will bring benefit for the children when they grow up. With the solid foundation of good character within them, it will help children to adapt and survive as a strong, independent individual within the society.

Character education will be more meaningful if done since early childhood (Amaluddin, Das, & Nasir, 2018). It is because early childhood education is the basis of the character of the formation of children (Kusumandari, 2013). Children are like a brand new sponge that able to absorb a fast and large amount of water. The children can learn the knowledge and education in a fast pace and stays longer within their memory. What has been instilled

during childhood will stay strong in their life even when they grow into an adult. Suriansyah & Aslamiah (2015) stated that the teacher's strategy in forming character is an example, habituation, and heart touching.

It indicates that how an educator applies to character depends on his behavior when learning (Kulshrestha & Pandey, 2013). What is heard and seen is considered right, and the child will follow him (Becker et al., 2014). Educators first carry out the character values that have been made by the institution in daily activities, which are then applied to students. The planting character education method carried out at the Al Hidayah PAUD institution in Banjarbaru is divided into the primary method, the exemplary method, and the habituation method.

This study aligns with the research by Cahyaningrum (2017) entitled "The Development of Early Childhood Character Values through Habit and Modeling." This research design tests the implementation of character education values, using the R & D cycle stages (Borg & Gall, 1983) toward PAUD service institutions, kindergartens throughout the Ngemplak sub-district, Sleman Regency, Special Region of Yogyakarta. The results of his research revealed that the process of implementing character education in PAUD institutions in Ngemplak district could be seen from the emphasis of 4 characters in the learning process. The four characters are religious, honest, tolerant, and discipline.

The positive relationship between the application of discipline by the institution and the independence of early childhood at PAUD Al-Hidayah Banjarbaru

T-test analysis results indicate that the application of discipline affects the independence of early childhood in PAUD Al Hidayah Banjarbaru. They were indicated by a significance value of 0.041, which is smaller than 0.05, which means a positive and significant effect of discipline on early childhood independence in PAUD Al Hidayah Banjarbaru.

Discipline is a voluntary behavior (without coercion) that shows the internal regularity of existing regulations or made by (Kostelnik & et.al, 1999). Someone is said to have discipline

if they can distinguish or understand the right and wrong behavior and obey the rules well without being rewarded and punished. This disciplined attitude will make someone readily accepted by their environment because discipline can form positive social interactions.

According to Suryadi (2013) discipline is defined as a system, a method of control applied by teachers/educators towards students to learn and function in society. Syahril & Hadiyanto (2018) also argue about discipline, that discipline is a condition where students' attitudes and appearance are per the order of values, norms, regulations, and provisions that apply in schools.

Through discipline, the child learns about how to behave or behave in ways that are per the social group's standards where he is, according to the roles established by the cultural group (Papaioannou, 1998). So, it is clear that parents, in this case, the father and mother, are the first people responsible for forming their children's moral behavior at home (Alpiyanto, Hamda, & Dalle, 2012). Mistakes and disobedience to instill this discipline have a significant influence on the formation of children's behavior. In contrast, the cultivation of excellent and appropriate discipline will result in the formation of excellent or positive moral behavior of all parents' desires (Pala, 2011).

Based on observations and questionnaire analysis, the type of discipline applied in Al Hidayah PAUD is based on the Horlucok discipline, a democratic and authoritarian discipline, combining the two types used according to situational conditions.

In democratic disciplines, the teacher explains, invites the child to discussion and reasoning to help the child understand why certain behaviors are expected (Millei, 2011). This method emphasizes the educational aspect of discipline rather than the aspect of punishment. The democratic discipline uses punishments and rewards (Ching, 2012), with a greater emphasis on rewards than authoritarian disciplines that place more emphasis on punishment. In this democratic discipline, the enforcement of punishment is never harsh and usually not in corporal punishment. It is only used if there is evidence that the child consciously refuses to do what is expected of them.

However, if the child's behavior meets the expected standard, democratic teachers will appreciate it (Kiprop, 2012).

The authoritarian discipline uses strict rules and regulations to impose students' desirable behavior (Baumrind, 1997). Authoritarian discipline means always controlling through external forces in punishment, especially corporal punishment (Firmin & Castle, 2008). An example is a teacher who gives strict rules in the class. If the child does not do the task until the finish, the child must not rest and eat with friends who have finished working (Hurlock, 1999).

This study's results align with Machfiroh's research (2019) with the title "Formation of Disciplinary Character of Early Age Children through Habituation Methods in Kindergarten Aisyiyah Bustanul Athfal 33 Malang". This research results showed that in Kindergarten, Aisyiyah Bustanul Atfhaf 33 did the formation of discipline character through habituation. The forming process of the character of early childhood discipline through the method of habituation, according to its findings, includes the teacher accustoming students to always arrive

on time (not late). The teacher accustoms children always to return toys, books, or items that have been used to the original place. The teacher accustoms children to tidy up the toys used after playing in the classroom or outside the classroom. The teacher accustoms the child to be patient and orderly, waiting for his turn to arrive in an orderly manner (Wiyani, 2019).

Data normality test results

This test is to determine whether the dependent and independent variables have a normal distribution or not. This study uses the Kolmogorov-Smirnov One sample method with the Asymp Sig 2-tailed so that if the significance value is less than 0.05, the data is not normally distributed and vice versa (Priyatno, 2016).

Data linearity test results

The linear test is to determine whether there is a linear relationship between research variables. The linearity test in this study used the Test for Linearity with a significance level of 0.05. Two variables are declared to have a linear relationship if the significance of linearity > 0.05 (Priyatno, 2016). The following table displays the results as:

Table 1. Normality test results

One-Sample Kolmogorov-Smirnov Test				
		Parenting Pattern (X1)	Character Education (X2)	Discipline Implementation (Z)
N		35	15	15
Normal Parameters a,b	Mean	.6752509	.07543578	.7634350
	Std. Deviation	.40455578	.887855565	.78675535
Most Extreme Differences	Absolute	.261	.247	.426
	Positive	.214	.276	.324
	Negative	-.261	-.157	-.353
Kolmogorov-Smirnov Z		.640	.742	.315
Asymp. Sig. (2-tailed)		.808	.604	.539

Test distribution is Normal; b. Calculated from data (Source: SPSS Output 16, 2019)

Table 2. Parallel Linearity Test Results Variable Parenting Parents (X1), Character Education (X2), Application of Discipline (Z) and Independence of Children (Y)

No.	Variable	Linearity	Information
1.	X1 and Y	0,514	Linear
2.	X2 and Y	0,422	Linear
3.	Z and Y	0,142	Linear

Source: Data processed from research results, 2019

Table 3. Homogeneity test results

No.	Variable	<i>P-value / sig</i>	Information
1.	X1 and Y	0,432	Homogenous
2.	X2 and Y	0,563	Homogenous
3.	Z and Y	0,092	Homogenous

Source: SPSS Output 22, 2019

Table 4 Results of multiple regression analysis

Model	Unstandardized Coefficients		Unstandardized Coefficients		sig
	B	Std. Error	Beta	t	
(Constant)	12.068	44.672		.270	.792
Parenting (X1)	.090	.160	.144	.562	.586
Character Education (X2)	.212	.232	-.233	-.914	.381
Application of Discipline (Z)	1.019	.521	.504	1.954	.077

a. Dependent Variable: Independence of Children (Y)

Based on table 1, the significance value (Asymp Sig 2-Tailed) is 0.808. It means that the sig value is more than 0.05, so it can be concluded that the data are normally distributed. The significance value (Asymp Sig 2-Tailed) for the character education variable (X2) was 0.604. It means that the sig value is more than 0.05, so it can be concluded that the data are normally distributed. The significance value (Asymp Sig 2-Tailed) for the discipline application variable (Z) is 0.539. It means that the sig value is more than 0.05, so it can be concluded that the data are normally distributed.

Based on table 2, the variables' overall linearity's significance value is more significant than 0.05. It concluded that between parenting variables (X1), character education (X2), application of discipline (Z) to children's independence (Y), there is a linear relationship.

Based on table 3 above, shows that the total value of $p > 0.05$, then the data is taken from a homogeneous sample. The results of the multiple regression analysis shown in table 4.

Based on table 4, multiple linear regression analysis is obtained as follows:

$$Y = 12,068 + 0.90 + 212 + 1,019$$

The number 12,068 in the multiple regression equation above means that without parental care, character education, and the application of discipline, the independence of children in PAUD Al-Hidayah Banjarbaru is Rp. 12,068.

The parenting variable's regression coefficient is positive, meaning a direct relationship between parenting parents on children's independence in PAUD Al-Hidayah Banjarbaru. It means that when parenting is good, children's independence in PAUD Al-Hidayah Banjarbaru will also be useful.

The character education variable's regression coefficient is positive, meaning that there is a direct relationship between character education on children's independence in Al-Hidayah PAUD Banjarbaru. It means that when the teacher's character education is right, then the independence of children in PAUD Al-Hidayah Banjarbaru will also be better. The regression coefficient of the discipline application variable is positive, meaning a direct relationship between applying the discipline to children's independence in PAUD Al-Hidayah Banjarbaru. It means that when the teacher's discipline is good, children's independence in PAUD Al-Hidayah Banjarbaru will also be better.

Conclusion and Recommendation

The research found a partial and simultaneous influence of parenting, character education, and the application of discipline to children's independence in PAUD Al-Hidayah Banjarbaru. For parents, teachers, and institutions as references relating to parenting, character education, and discipline in children's independence.

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