

The Influence Of Parenting Patterns On The Character Formation Of Third Grade Elementary School Students Paper's

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ABSTRACT

This study aims to analyze the influence of parenting styles on the character formation of third-grade students at Darul Hikmah Elementary School in Makassar. The research uses a descriptive quantitative approach with independent variables in the form of parenting styles, including authoritarian, democratic, and permissive parenting styles, and a dependent variable in the form of character formation of the students. The research population consisted of 110 students, with a sample of 55 students determined thru simple random sampling technique. Data collection was conducted using closed questionnaires and documentation, while data analysis was carried out thru instrument tests, prerequisite analysis tests, and hypothesis tests with the help of SPSS version 27.0. The research results showed that all research instruments were declared valid and reliable, and the data were normally distributed. Multiple linear regression analysis shows a significant influence of parenting styles on the character formation of students, with a coefficient of determination (R^2) value of 0.955. These findings indicate that parental upbringing contributes 95.5% to the character formation of students, with democratic parenting being the most dominant style. Thus, it can be concluded that parental upbringing plays an important role in shaping the character of elementary school students and needs serious attention in efforts to strengthen character education.

I. INTRODUCTION

Every human being is endowed with potential and abilities by Allah Swt. from the moment they are born into the world [1], [2]. Children are born with innate nature, talents, and different tendencies, which require guidance and optimal development so that these potentials can grow and develop well [3], [4], [5], [6], [7], [8], [9]. The process of developing a child's potential is greatly influenced by the surrounding environment, especially the family environment, which serves as the first and primary educational setting for the child [10], [11], [12], [13], [14], [15]. The family plays a strategic role in the process of shaping a child's personality and character [16], [17], [18]. Law Number 52 of 2009 on Population Development and Family Development emphasizes that the family is the oldest educational institution, informal, natural, and serves as the main foundation in the formation of human resources. In this regard, parents bear full responsibility for nurturing, caring for, protecting, and educating their children to grow and develop optimally, both physically, mentally, socially, and morally.

As the first social environment known to a child, the family becomes the main container in the process of internalizing values, norms, and behaviors [19], [20]. The intense and continuous interactions within the family allow the child to learn about attitudes, habits, and behavioral patterns that gradually shape their personality [9], [21], [22], [23], [24], [25]. Family conditions, including economic background, parental education levels, and parents' ability to implement parenting styles, greatly influence the spiritual development, character, and educational success of children in the future [26], [27], [28], [29], [30]. In the Islamic perspective, children are a trust and a gift from

Allah Swt. that must be cared for and guided with full responsibility. Every child is born in a state of purity (fitrah), so the family environment and parenting style become the main factors that determine the direction of character formation in children. The right parenting pattern is expected to shape a child's character to be virtuous, possess a positive character, and firmly adhere to the values of religion and national culture. Childhood, especially at the elementary school age, is a crucial phase in character formation [31], [32]. Developmental psychology experts state that in early life, brain cell development occurs very rapidly. The experiences that children acquire during this phase will be strongly recorded and will influence their thinking, attitudes, and behavior in the future. Therefore, the quality of parental upbringing becomes a dominant factor in shaping positive experiences that impact the development of a child's character [33], [34].

Parenting can be understood as the pattern or method by which parents care for, nurture, guide, educate, and direct their children from birth until they reach adulthood. The parenting style applied by parents directly influences the emotional, social, moral, and character development of the child. A family environment based on love, exemplary behavior, effective communication, and the instillation of religious values will shape a child's positive and moral character. Islam explicitly places the responsibility of educating children on the shoulders of parents. This is as emphasized in Q.S. At-Tahrim verse 6, which commands parents to protect themselves and their families from the fire of hell. The verse contains the message that religious education and character formation from an early age are the primary duties of parents for the safety of their children in this world and the hereafter. However, the reality on the ground shows that the process of character building in children has not yet been fully optimized. Based on initial observations at Darul Hikmah Elementary School in Makassar, several behaviors among third-grade students were found that reflect a decline in character values, such as a lack of politeness, low respect for teachers, and the emergence of defiant behavior and the use of inappropriate language in social interactions. This phenomenon indicates a problem in the character formation of students that cannot be separated from the influence of parental upbringing in the family environment.

In the midst of globalization and the rapid development of information technology, children are increasingly vulnerable to the negative influences of social environments and digital media. Various cases of behavioral deviations among children and adolescents, such as violence, delinquency, and moral degradation, pose serious challenges in the field of education. These conditions emphasize the importance of parental roles in providing supervision, guidance, and continuous character education to children. Therefore, character formation in children from elementary school age becomes very important as a preventive effort in instilling moral values, ethics, and noble character. Parental upbringing plays a central role in this process, as the family remains the primary center of education even after the child has received formal education at school. Based on the description, this research is deemed important to thoroughly examine the influence of parenting styles on the character formation of students. Thus, this research carries the title "The Influence of Parenting Styles on the Character Development of Third Grade Students at Darul Hikmah Elementary School Makassar."

II. METHODS

This research uses a descriptive quantitative approach aimed at empirically analyzing the influence of parenting styles on the character formation of students [35]. The quantitative approach was chosen because it allows for the objective measurement of variables thru numerical data that is statistically analyzed. The independent variable in this study is parenting style, which includes authoritarian, democratic, and permissive parenting styles, while the dependent variable is the character formation of the students. The research subjects are third-grade students of Darul Hikmah

Elementary School in Makassar, with a population of 120 students. The determination of the sample was conducted using the Slovin formula at a 10% error level, resulting in 55 respondents, who were selected thru the simple random sampling technique with the assumption of population homogeneity [36]. Data collection was carried out using closed questionnaire techniques and documentation. The questionnaire is used as the main instrument to obtain data on parenting patterns and the character development of students, which is structured based on the indicators of each variable and measured using a predetermined assessment scale. Documentation is used as supporting data to obtain information on the school profile, facilities and infrastructure, as well as student data. Before being used in the research, the questionnaire instrument is tested for validity and reliability to ensure the accuracy and consistency of the measuring tool in measuring the research variables. Data analysis was conducted thru several stages, including instrument testing, prerequisite analysis testing, and hypothesis testing with the aid of SPSS software version 27.0. Validity testing was performed using the Product Moment correlation, while reliability testing used the Cronbach's Alpha method. Data normality testing was conducted using the Kolmogorov-Smirnov method as a prerequisite for parametric analysis. Next, hypothesis testing is conducted using multiple linear regression analysis to determine the influence of parenting patterns on the character formation of students, both partially and simultaneously, with a significance level of 5%.

III. RESULTS AND DISCUSSION

1. Research Results Data

Data regarding the influence of parenting styles on the character formation of students was obtained thru the distribution of questionnaires to third-grade students at SD Negeri 22 Maros. The research questionnaire consists of two parts: 1) Parent Parenting Style Questionnaire (Variable X): Contains 15 statements. 2) Child Behavior Questionnaire (Variable Y): Contains 15 statements. Each question item provides 4 alternative answer choices with the following Likert scale assessment standards: • Score 4: Answer SL (Always) • Score 3: Answer SR (Often) • Score 2: Answer JR (Rarely) • Score 1: Answer TP (Never) Based on the questionnaire score data, descriptive statistical analysis was conducted using SPSS version 27. Here are the data analysis results:

a. Description of Research Variable Data (In General)

Table 4.2
 Descriptive Statistics (Variables X and Y)

Variable	N	Minimum	Maximum	Mean	Std. Deviation
Parental Parenting Style (X)	55	32	41	36.02	2.670
Student Character (Y)	55	32	58	47.02	9.217
Valid N (listwise)	55				

Source: Processed with SPSS 27 application.

Based on Table 4.2 above, the results of the Descriptive Statistic analysis show:

1. Variable X (Parenting Style): With a sample size of 55 students, a minimum score of 32, a maximum score of 41, and an average score (mean) of 36.02 (SD = 2.670) were obtained.

2. Variable Y (Student Character): With a sample size of 55 students, a minimum score of 32, a maximum score of 58, and an average score (mean) of 47.02 (SD = 9.217) were obtained.

b. Categorization of Variable Indicators The research instruments are categorized based on the dimensions or types of each variable, as follows: Variable X (Parenting Style): X1 (Authoritarian): Instrument items 1–5, X2 (Democratic): Instrument items 6–10, X3 (Permissive): Instrument items

11–15. Variable Y (Student Character): Y1 (Religious): Instrument items 1–3, Y2 (Responsible): Based on Table 4.4, the character aspect with the highest average is Religious (10.87), while the aspect with the lowest average is Curiosity (5.51).

Research Instrument

Testing Validity and reliability tests are conducted to ensure the research instrument is suitable for use. Here are the results of the testing using SPSS 27:

Instrument items 4–5, Y3 (Honest): Instrument items 6–7, Y4 (Tolerance): Instrument items 8–9, Y5 (Curiosity): Instrument items 10–11, Y6 (Communicative): Instrument items 12–13, Y7 (Hardworking): Instrument items 14–15. Here is the statistical description based on these aspects/indicators: Here is the statistical description based on the aforementioned aspects/indicators:

Table 4.3
Descriptive Statistics (Parenting Style Aspect)

Parenting Style Aspect	N	Minimum	Maximum	Mean	Std. Deviation
Authoritarian (X1)	55	5	20	9.73	5.366
Democratic (X2)	55	9	20	15.18	4.452
Permissive (X3)	55	7	20	11.11	4.162
Valid N (listwise)	55				

Source: Processed results using SPSS 27.

Based on Table 4.3, it is known that the Democratic Parenting Style has the highest average (15.18), followed by Permissive (11.11), and Authoritarian (9.73).

Table 4.4
Descriptive Statistics (Student Character Aspect)

Character Aspect	N	Minimum	Maximum	Mean	Std. Deviation
Religious (Y1)	55	7	12	10.87	1.634
Responsible (Y2)	55	3	8	6.44	1.844
Honest (Y3)	55	2	8	5.76	1.825
Tolerance (Y4)	55	2	8	5.89	1.524
Curiosity (Y5)	55	3	8	5.51	1.709
Communicative (Y6)	55	4	8	6.49	0.979
Hardworking (Y7)	55	4	8	6.05	1.297

Character Aspect	N	Minimum	Maximum	Mean	Std. Deviation
Valid N (listwise)	55				

Source: Processed results using SPSS 27.

a. Parent Parenting Style Variable (X)

1) Authoritarian Parenting Style (X1)

Table 4.5: Validity Test of Authoritarian Parenting Style Items
 (Pearson Correlation Summary)

Item	Pearson Correlation	Sig. (2-tailed)	Remarks
S1	0.975	0.000	Valid
S2	0.960	0.000	Valid
S3	0.849	0.000	Valid
S4	0.939	0.000	Valid
S5	0.967	0.000	Valid

Based on Table 4.5, with N=55, the r-table value (5%) is 0.261. All items (S1-S5) have $r_{\text{count}} > r_{\text{table}}$ (0.261) and Sig. value < 0.05 . Therefore, all items of the Authoritarian variable are declared valid.

Table 4.7: Reliability Test of Authoritarian Parenting Style

Cronbach's Alpha	N of Items
0.966	5

The Cronbach's Alpha value of 0.966 > 0.60 . Therefore, the Authoritarian variable is declared reliable.

2) Democratic Parenting Style (X2)

Table 4.9: Validity Test of Democratic Parenting Style Items
 (Pearson Correlation Summary)

Item	Pearson Correlation	Sig. (2-tailed)	Remarks
S6	0.564	0.000	Valid
S7	0.902	0.000	Valid
S8	0.959	0.000	Valid
S9	0.922	0.000	Valid
S10	0.778	0.000	Valid

All items (S6-S10) have $r_{\text{count}} > 0.261$ and Sig. < 0.05 , thus declared valid.

Table 4.10: Reliability Test of Democratic Parenting Style

Cronbach's Alpha	N of Items
0.873	5

The Cronbach's Alpha value of 0.873 > 0.60, thus this variable is declared reliable.

3) Permissive Parenting Style (X3)

Table 4.11: Item Validity Test of Permissive Parenting Style
 (Pearson Correlation Summary)

Item	Pearson Correlation	Sig. (2-tailed)	Remarks
S11	0.930	0.000	Valid
S12	0.872	0.000	Valid
S13	0.975	0.000	Valid
S14	0.904	0.000	Valid
S15	0.330	0.014	Valid

All items (S11-S15) have $r_{hitung} > 0.261$ and $Sig. < 0.05$, thus they are declared valid.

Table 4.13: Permissive Parenting Style Reliability Test

Cronbach's Alpha	N of Items
0.890	5

The Cronbach's Alpha value of 0.890 > 0.60, thus this variable is declared reliable.

4) Total Reliability of Variable X (Parenting Style)

Table 4.15: Total Reliability Test of Variable X

Cronbach's Alpha	N of Items
0.783	15

Overall, the Parenting Style variable (15 items) has a Cronbach's Alpha of 0.783 > 0.60, thus it is declared reliable.

b. Variables of Student Character (Y)

1) Religious Character (Y1)

Table 4.16: Validity Test of Religious

Item	Pearson Correlation	Sig. (2-tailed)	Remarks
S1	0.837	0.000	Valid
S2	0.884	0.000	Valid
S3	0.953	0.000	Valid

All items are valid because $r_{\text{hitung}} > 0.261$.

Table 4.18: Reliability Test of Religious Character

Cronbach's Alpha	N of Items
0.836	3

The Cronbach's Alpha value of $0.836 > 0.60$ (Reliable).

2) Responsibility Character (Y2)

Table 4.19: Validity Test of Responsibility Items

Item	Pearson Correlation	Sig. (2-tailed)	Remarks
S4	0.978	0.000	Valid
S5	0.986	0.000	Valid

All items are valid because $r_{\text{hitung}} > 0.261$.

Table 4.21: Reliability Test of Responsibility

Cronbach's Alpha	N of Items
0.949	2

The Cronbach's Alpha value of $0.949 > 0.60$ (Reliable).

3) Honest Character (Y3)

Table 4.22: Validity Test of Honest Items

Item	Pearson Correlation	Sig. (2-tailed)	Remarks
S6	0.947	0.000	Valid
S7	0.941	0.000	Valid

All items are valid because $r_{\text{hitung}} > 0.261$.

Table 4.24: Reliability Test of Honest Items

Cronbach's Alpha	N of Items
0.877	2

The Cronbach's Alpha value of $0.877 > 0.60$ (Reliable).

4) Tolerance Character (Y4)

Table 4.25: Tolerance Item Validity Test

Item	Pearson Correlation	Sig. (2-tailed)	Remarks
S8	0.888	0.000	Valid
S9	0.906	0.000	Valid

IV. CONCLUSION

This research was conducted in 2025 on third-grade students at Darul Hikmah Elementary School in Makassar. The research population consisted of 110 students, with a sample size of 55 students determined using the simple random sampling technique, which is a sampling method that randomly selects participants without considering strata within the population, assuming that all members of the population have an equal chance of being selected as respondents. This technique was chosen to obtain a representative sample so that the research results could be generalized. Data collection was conducted thru questionnaires and documentation. The questionnaire instrument is used to measure the variable of parenting style (X) and the character development of students (Y). The variable of parenting style consists of 15 statement items divided into three dimensions: authoritarian parenting (X1) in items 1–5, democratic parenting (X2) in items 6–10, and permissive parenting (X3) in items 11–15. Meanwhile, the variable of character development of students consists of 15 statement items covering seven aspects of character, namely religious character, responsibility, honesty, tolerance, curiosity, communicativeness, and hard work. The results of the validity test show that all items on both variables are declared valid, with a reliability value of 0.783 for variable X and 0.802 for variable Y, indicating that the research instrument is reliable and suitable for use.

The prerequisite analysis test in the form of a normality test was conducted using the SPSS application, with a significance value of $0.200 > 0.05$, indicating that the data is normally distributed and meets the criteria for parametric analysis. Based on the results of the descriptive analysis, the total score for the parental upbringing variable is 1981, with a criterion score of 3300. If reviewed based on the dimensions of parenting styles, scores of 535 for authoritarian parenting, 835 for democratic parenting, and 611 for permissive parenting were obtained, with criterion scores of 1100 each. These results indicate that democratic parenting has the highest percentage, at 75%, thus it can be concluded that democratic parenting is the most dominantly applied parenting style by the parents of the students. The results of the inferential analysis show a significant influence of parental upbringing on the character formation of students. This is evidenced by a coefficient of determination (R^2) value of 0.955, which means that parental upbringing contributes 95.5% to the character formation of students, while the remaining 4.5% is influenced by other factors outside the research variables. In addition, the F-test results show an F-value of 358.483 with a significance value of $0.000 < 0.05$, indicating that the regression model is significant. Thus, it can be concluded that authoritarian, democratic, and permissive parenting styles simultaneously have a significant impact on the character formation of students.

Based on these results, the alternative hypothesis (H_a) stating that there is an influence of parental upbringing on the character formation of third-grade students at Darul Hikmah Elementary School Makassar is accepted, while the null hypothesis (H_0) is rejected. These findings reinforce the view that students' character is not formed instantly, but is strongly influenced by the family environment, particularly the parenting patterns applied by parents in daily life. The character of

students also plays an important role in the learning process and the level of understanding of the subject matter. Traits such as intrinsic motivation, discipline, responsibility, and openness to new experiences encourage students to be more active and focused in their learning. Students with positive character traits tend to be more responsive to teachers' instructions, able to accept feedback constructively, and more easily adjust to effective learning strategies. Thus, the formation of good character not only contributes to the moral and social aspects of students but also serves as an important foundation in enhancing the quality of the learning process and outcomes holistically.

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