**THE EFFECT OF PARENT PARENTING PATTERNS ON CHARACTER FORMING**

 **EARLY CHILDREN 5-6 YEARS OLD DURING THE COVID 19 PANDEMIC**

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**ABSTRACT**

The problem in research at Al-Khairat Sipi Kindergarten, Sirenja Donggala District, regarding the influence of parenting patterns on the formation of early childhood character has not developed well. The aim is to determine the effect of parenting on the character formation of early childhood 5-6 years. Qualitative research methods and types of correlational research observation sheets and documentation. The research subjects involved 20 children consisting of 6 boys and 14 girls. Data collection techniques were carried out through observation, documentation, and interviews. Data processing is done by using percentage and t-test techniques. Based on the results of the recapitulation of the formation of the character of early childhood, aged 5-6 years. The results of parenting in the formation of children's character show an average percentage of 9 children, there are 45%, in the BSB category, there are 22.22% in the BSH category, there are 22, 22% in the MB category and 44,44% in the BB category. There are 11.11 After being given the treatment, the results obtained in the BSB category are 55.56%, the BSH category are 22.22%, the MB category are 11.11% and the BB category is 11.11%. Furthermore, the calculation of the data is done by using the t-test technique. According to the results of the r-test calculation data, it can be explained that the calculated r value is -0.443 with a significance of 0.000. because the significance is < 0.000, it can be concluded that H0 is rejected and H1 is accepted, which means that there is an effect of parenting on the character formation of early childhood, 5-6 years during the covid-19 pandemic

**. Keywords** : *Parenting Patterns, Character formation, Early childhood*

INTRODUCTION

Education plays an important role in human life, none of human success in this life is achieved through the educational process. The education process itself takes place in the family, school and community environment. Based on lessons learned during the COVID-19 pandemic, it has changed the world order and has had tremendous impacts and changes in all fields, including health, economy, socio-culture, as well as education. To prevent the transmission of COVID-19, the Minister of Education and Culture (Mendikbud) Nadiem Anwar Makarim issued Circular Letter Number 4 of 2020 concerning the Implementation of Education in the Coronavirus Disease (Covid-19) Emergency Period. One important point is related to learning from home. The learning activities and tasks may vary between students, according to their respective interests and conditions, including in terms of access gaps/learning facilities at home (SE Mendikbud NO 4 of 2020: 2020).

In addition, several regions have taken policies to dismiss students from the kindergarten to university levels to prevent the spread of the Corona virus or Covid-19 chain. While at the provincial level, there is a Central Sulawesi Governor's Circular on Preventing the Chain of Spread of Covid-19, teaching and learning activities starting from Early Childhood Education to upper secondary level are closed from March 16 to March 29, 2020 and change according to the circular letter. latest. A new challenge for Early Childhood Education teachers, who have never implemented online learning for teaching and learning activities. With the existence of WFH at the level of Early Childhood Education, it is hoped that teachers can still monitor the development and activities of children studying at home for 2 times a week, learning is adjusted to the theme. Children study for 3 hours, from 8 to 10, children study at home, and continue to interact with children and parents. By maintaining health protocols. (Sugiyono, 2007).

Early childhood education, aged 0-6 years, has long been the concern

of parents, education experts and the government. Early childhood education also has an important role in determining the next child's development. According to the Regulation of the Minister and Culture of the Republic of Indonesia Number 137 of 2014 Chapter IV Article 10 states about the Standards of Achievement Content. Early Childhood Development. There are six aspects of child development, which include the development of religious and moral values, physical motoric, cognitive, language, social emotional, and art. According to Kompas.com, there are four different types of parenting commonly used by parents, namely permissive, authoritative, authoritarian and uninvolved parenting, parenting is the best parenting style, however, each parenting style has its own pros and cons. Each style carries a different character and has a different impact on children.

According to Kompas, com as happened in Central Sulawesi. The use of character in learning activities at school is increasingly being encouraged to produce superior personalities and develop leadership qualities. Schools are expected to be a comfortable and fun place for children. Teachers and parents are also encouraged to be inspirational for students. The importance of character education for children as the next generation of the nation, can fortify children so that they do not fall into the wrong association. Character education can be the first step to find identity as a dignified and useful human being for others, the birth of wise leaders depends on the success or failure of their character education. Due to the low character education of children in Central Sulawesi, Palu, so many children and adolescents become perpetrators of crimes such as theft, burglary, using illegal drugs and even many other crimes. because of the lack of parental supervision and the lack of character education for children, therefore character education is very important to be instilled from an early age and people who play an important role in inculcating this character are parents, families and teachers, children's character education is very important for students to improve very good education.

Based on the results of observations and interviews, the teacher found several problems, such as the lack of knowledge and understanding of parents, related to parenting patterns for character building. children still do not understand and apply the values ​​of discipline, independence and manners, for example children still often disturb friends when learning is in progress, lack of child discipline, lack of habituation carried out by children when entering class there are still those who do not say hello, and throw garbage not at school. the place. This happens because parents unknowingly give full freedom to children, so that children have the opportunity to carry out activities according to their own wishes by being given a little punishment from parents if they do something wrong. Children have different characters from one another and they also have different backgrounds, both differences in social background, living environment, and the type of parenting of the child's parents themselves. This difference is a factor in the formation of children's character.

LITERATURE REVIEW

1. *Early Childhood Education.*

Early childhood education basically includes all efforts and actions taken by educators and parents in the process of caring for, nurturing, and educating children by creating an environment where children can explore experiences and provide opportunities for children to know and understand the learning experiences gained from learning. environment, through observing, imitating, and experimenting which takes place repeatedly and involves all the potential and intelligence of children. According to Solehudin (2004:45), "Early Childhood Education (PAUD) is a coaching effort aimed at children from the age of birth to the age of six years which is carried out through the provision of educational stimuli to help physical and spiritual growth and development so that children have readiness in entering further education.

According to Sujiono (2009: 7), "early children are children who are newborn to the age of 6 years. This age is a very decisive age in the formation of a child's character and personality. This age is one form of education that focuses on laying the foundation for the development of religion and morals, cognitive, language, physical *motor*, social *emotional* and art for further growth and development as an effort to achieve educational goals. Based on the above opinion, it can be concluded that children Early childhood is children aged 0-6 years who are at an age stage that experiences rapid growth and development.

Based on Permendikbud 137 of 2014 concerning the National Standards for Early Childhood Education, it is stated that the PAUD Standards consist of Standards for Child Development Achievement Levels, Content Standards, Process Standards, Assessment Standards, Educators and Education Personnel Standards, Facilities and Infrastructure Standards, Management Standards and Financing Standards. PAUD standards aim to ensure the quality of early childhood education in order to provide a basis for conducting educational stimulants in assisting physical and spiritual growth and development in accordance with the level of achievement of child development, *optimizing* children's development *holistically* , knowledge and skills.

attitudesEarly childhood education is the first educational institution, its existence is very *strategic* to foster noble attitudes, behavior and character in children. And develop various potentials of children from an early age as preparation for the next stage, so that they can finally adapt to their environment.

1. *Parenting Parenting****.***

Parenting is a system or way of educating parents. The parenting pattern of parents towards children is to care for and educate them with love. According to Suparyanto in Teviana, (2012). Parenting is a way for parents to care for and educate, and nurture their children with love. so that social behavior can develop properly. Parenting is a pattern of interaction between parents and children, namely how, attitudes, or behavior of parents when interacting with children. There are three parenting styles, namely, authoritarian, permissive and *democratic*.

Markum: 1999 argues that parenting is the way parents educate their children and raise their children which is influenced by many factors, including cultural, religious, customs and beliefs factors, as well as the influence of the parents' personality (the parents themselves or the parents who take care of them) (M Enoch Markum 1999). According to Ira Pertanto (2005:3) parenting is the behavior applied to children is relatively consistent from time to time. Then, according to Tarsis Tarmudji (2005: 1) parenting is an interaction between children and parents during parenting. Bakhrul Khair Amal (2005: 2) also edits the material for parenting as a system or method of education, guidance by parents to their children. Meanwhile, according to *Taty Krisnawaty* (In Tarsis Tarmuji, 2005:3), parenting is the attitude of parents in interacting with their children.

Based on the understanding of parenting styles from some of these experts, it can be concluded that parenting for education or guidance provided by parents is *relatively consistent* from time to time in establishing a relationship or interacting with their children.

1. *Parenting patterns and their effects on children*

Every parent would want the best for their children. This desire will then form a parenting pattern that parents will instill in their children. Parenting according to Diana Baumrind (1967) in principle is parental control, namely how parents control, guide and assist their children to carry out their developmental tasks towards the maturation process. Diana Baumrind (1967, in Santrock, 2009) divides parenting into three forms, namely, (1) Authoritarian parenting. Parents with this type of parenting usually tend to limit and punish. They authoritarianly urge children to follow orders and respect them. Parents with this pattern are very strict in providing firm boundaries and control over their children, as well as verbal communication that occurs in one direction. Authoritarian type parents generally view children as objects that must be formed by parents who feel "know more" which is best for their children. Children who are cared for in an authoritarian way often look less happy, afraid to do something because they are afraid of being wrong, feel inferior, and have weak communication skills. Examples of parents with this type of parenting, they forbid boys to play with girls, without giving an explanation or reason, (2) Democratic/authoritative parenting (authotitative parenting). Authoritative parenting style is positive and encourages children to be independent, but parents still get boundaries and control over their actions. This type of parent gives freedom to children to choose and take an action, and the approach taken by parents to children is also warm, in this pattern, communication occurs in two directions and parents are nurturing and supportive. Children who are cared for with this pattern will look more mature, independent, cheerful, able to control themselves, achievement-oriented, and able to handle stress well, (3) Permissive parenting. Parents with this parenting style never play a role in the child's life. Children are given the freedom to do anything without parental supervision. Parents tend not to reprimand or warn, little guidance, so often this pattern is favored by children (Petranto, 2005). Parents with this parenting style do not consider the overall development of the child. Children who are cared for with this pattern tend to commit violations because they are unable to control their behavior, are immature, have low self-esteem and are alienated from the family.

According to Monks et al, giving an understanding of parenting as a way, namely father and mother in giving love and parenting that has a big influence on how children see themselves and their environment. This study shows that parenting is important in an effort to provide a more complete model for children. The role of parents in raising children is not only important to maintain the development of the child's soul from negative things, but also to shape his character and personality so that he becomes a spiritual person who always obeys his religion. There are several things that parents need to do to be able to provide good parenting patterns to their children, namely: (1) Give praise for the efforts that have been made by children (2) Avoid children from physical and psychological trauma (3) Full of compassion (4) Not authoritarian (5) Give responsibility (6) Meet nutritional needs (7) Create an environment that positive (8) Active in communication (9) Do not compare children with other children. Thus, the care and education of children in each family has a different parenting pattern from one family to another. Through parenting carried out by parents, children learn a lot about many things, including character, meaning that the type of parenting applied by parents to their children determines the success of children's and family's education. According to Gunarsa Singgih in a book on adolescent psychology, parenting is the attitude and way of parents in preparing younger family members including children so that they can make their own decisions and act on their own so that they experience a change from being dependent on their parents to being independent and responsible. alone. The education and parenting of parents in shaping the personality of a child is also determined by the method chosen by the parents, namely 1) exemplary method 2). habitual method 3). Method of attention 4) method of advice and 5). Methods of punishment (sanctions)

1. *Understanding Character*

Characters must be formed from an early age which aims to foster good values ​​in children which later can become a positive habit that can be their guide when growing up and as a provision of knowledge to take education levels next (Fitriyah, 2017; Suyanto, 2012). Inculcating character education values ​​in children requires the role of teachers in providing character values ​​in early childhood, according to Lickona, Schaps, and Lewis and Azra (in Suyanto, 2010) educators are expected to be able to provide direction that the character of students emerges through responsibility. , independence and participate in making decisions that contribute to self-confidence (Purwanto et al, 2017). The role of educators is needed to always accompany early childhood in the formation of character education so that the cultivation of character education develops optimally and according to the stages of child development. The new challenges faced by educators and parents can accompany children to learn from home makes parents feel difficult and object to the tasks given to students, because parents are not able to accompany their children in learning and parents are indecisive not to obey their children's wishes, so that inhibiting the provision of developmental stimulation to children because the process of planting character education in early childhood does not run optimally.

1. *Steps for character*

building Efforts to build character through schools can also be done simultaneously through value education with the following steps: First, applying the "modeling" or "exemplary" or "uswah hasanah" approach. That is to socialize and familiarize the school environment to revive and enforce correct moral and moral values ​​through models or examples. Every teacher and other education personnel in the school environment should be able to become a living exemplary for every student. They must also be open and ready to discuss with students about these good values. Second, explain or clarify to students continuously about various good and bad values. This effort can also be accompanied by steps; rewarding and cherising good values ​​and conversely criticizing and discouraging bad values; affirming the values ​​of good and bad values ​​openly and continuously; provide opportunities for students to choose various alternative attitudes and actions based on values; make choices freely after carefully weighing the various consequences of each choice and action; get used to behaving and acting on good intentions and prejudices (husn al-zhan) and ideal goals; get used to behaving and acting with good patterns that are repeated continuously and consistently. Third, implementing character-based education. This can be done by applying a character-based approach to each of the existing value subjects in addition to special subjects for character education, such as religious studies, civic education (PKn), history, Pancasila and so on.

1. *The Influence of Parenting Patterns on the Formation of Early Childhood Character*

According to Mulyasa (2012, p. 71) suggests that "The government has set 18 character values ​​that must be instilled in children including religious, honest, *tolerance*, discipline, hard work, *creative*, independent, *democratic*, curiosity, national spirit, love for the homeland, appreciate achievements, friendly or *communicative*, love peace, love to read, care for the environment, care for social and be responsible.

In the process of character building, parenting plays an important role in this regard. Etymologically, nurturing comes from the word "custody" which means leader, mentor, so that caregivers are people who carry out the task of guiding, leading, or managing. Parenting is meant here is raising children. Parenting is educating and caring for children, such as taking care of their food, drink, clothes and success in the first period to adulthood. With this understanding, it can be understood that child care in question is leadership and guidance carried out on children related to the interests of their lives.” (Hasan, 2009, p. 21). Meanwhile, according to Rosyadi (2013, p. 25) that "Parenting is the ways in which parents take care of their children to help and guide their children to live independently.

Different from the opinion above related to parenting patterns of parents which have so many models, Meity H Idris (2012, pp. 38-42) outlines that there are 5 types of parenting for children including: (1) achild becomes disobedient self-confident, inferior or cowardly (2) children tend to be rebellious and can even be chaotic (uncontrolled) (3) children tend to hate the "ruler" figure (4) inhibits the development of children's creativity (5) Permissive parenting

1. The Role of Teachers and People Elderly in Early Childhood Character Education.

Character is formed as a result of understanding the relationship with oneself, with the environment (social relations and the natural surroundings), and the relationship with Allah swt (triangle relationship). However, the development of children's character is most influenced by the environment, especially from parents. In developing children's character, the role of parents and teachers is very important, especially at an early age. (Sugiyono, 2007)

Many things must be done by teachers and parents to develop the character of early childhood, according to (Sugiono, 2007) the following are some efforts that can be made by teachers and parents in building the character of early childhood: (1) treating children according to the characteristics of children, (2) develop a positive understanding in children from an early age, (3) meet the basic needs of children, including the need for love, providing nutritious food, (4) get used to socializing and interacting with the surrounding environment, ( 5) the pattern of teacher education with parents carried out both at home and at school are interrelated, (6) provide support and appreciation when children display commendable behavior, (7) provide environmental facilities that are appropriate for their developmental age, (8) be assertive, consistent and responsible.

So character is character, nature, or character. Every child has a different character. The environment is also very influential on the character of children, children who live in a positive environment then the child's character will be positive. Conversely, if the child lives in a negative environment, then the child's character will be negative. The role of teachers and parents is also very important in the formation of children's character. The duties of teachers and parents are different, the teacher is tasked with instilling character only in schools, while parents are in charge of maintaining the pattern of character education that their children get at school to be maintained and developed in their social environment.

Thus, a character education management model is needed that is in accordance with the current pandemic conditions, according to (Nugroho et.al, 2020). Character education can be carried out through stages, namely: 1) moral knowing (moral awareness, knowing moral values, perspective-taking, moral reasoning, decision-making, and self-knowledge); 2) moral feeling (concience, self-esteem, empathy, loving the good, self-control, and humanity); and 3) moral action (competence, will, and habit) (Dahliani, 2015). This is supported by the opinion of Khan (Rokhman, Hum, & Syaifudin, 2014) which states that efforts to realize values ​​in the life of society, nation and state, one of which is carried out by implementing character education, namely the system of applying moral values, ethics and morals to students. students through knowledge, awareness or willingness, and the implementation of these values, both in themselves, others, the environment, nation and state as well as God Almighty, so that they become human beings who have good character, which aims to introduce, instill, and strive to instill noble values ​​so that students can truly have character.

METHOD

RESEARCH RESULTS AND

METHOD

This study uses correlational research methods to determine the extent of the influence of one variable on another variable, while the variables to be achieved are parenting style variables and children's character formation variables at school. Approaches to analyze and classify using questionnaires and observations. Data collection techniques were carried out through interviews, observation, and documentation.

The types of data used are quantitative data and qualitative data. The sources are primary data and secondary data. The data was collected through observation, interviews, and documentation. The data obtained will be managed descriptively to obtain qualitative data from the observation sheet. The analytical technique used to measure the child's ability is in accordance with the assessment rubric that has been determined. If they have developed beyond the teacher's expectations, they are given the BSB category (Developing Very Well) or given a 4 star score. the developing process is given the MB category (Starting to Develop) or a 2 star score and children who have not been able to meet the teacher's expectations, are given BB (Not Developed) or 1 star score.

**Table 1 Distribution of Frequency and Percentage**

|  |  |
| --- | --- |
|    | Very Well Developed (BSB) |
|    | Developing as Expected (BSH) |
|   | Starting to Develop (MB) |
|  | Not Developing (BB) |

After the data is collected, then the data will be processed using the percentage technique, then the processed results are analyzed descriptively. Meanwhile, to analyze the data using the percentage calculation ( % ). The formulation of Anas Sudjiono (1991:40) is as follows:

***P* =** $\frac{f}{N}$ **x 100%**

Information:

P = Percentage achieved

*f* = Number of answers from each alternative answer

N = Number of children

 100% = Fixed number / rounding

Based on observations which is carried out in the table below based on the observed aspects, as follows:

Table 1 Observations of Parenting Patterns on Children's Character Formation.

|  |  |  |
| --- | --- | --- |
| **Category** | **Aspects Observed** | **(** |
| **Discipline** | **Courtesy** | **Mandiri** |
| ***BSB*** | % | ***55.56*** | % | ***37.04*** | % |
| 5 | 3 | 33.33 | 2 | 33.33 | 2 | 22.22 | BSH |
| 22.22 | 3 | 22.22 | 2 | 25 | ) | Average | %,92 |
| MB | 1 | 11,11 | 2 | 22,22 | 4 | 44,44 | 25,92 |
| BB | 1 | 11,11 | 1 | 11,11 | 1 | 11,11 | 11,11 |
| **Total (n)** | **9** | **100** | **9** | **100** | **9** | **100** | **100** |

According to table 1, it can be It is known that of the 9 students who were the sample of the research on democratic parenting on the character of the child. The average presentation results are 37.04% in the Very Good Developing (BSB) category, for the Developing as Expected (BSH) category there are 25.92% in the Starting to develop (MB) category there are 25.92% and 11.11% are included in the category of Undeveloped (BB). By looking at the percentages obtained from observing the social behavior of children with democratic parenting patterns, it is clear that the category developed very well, developed according to expectations and began to develop, reaching a percentage of 88.88% more than the social category of children in the underdeveloped category which only reached 11 .11%.

Observations of Authoritarian Parenting Patterns and Child Character

|  |  |  |
| --- | --- | --- |
| **Categories** | **Observed** | **Average (%)** |
| **Discipline** | **Courtesy** | **Independent** |
| ***27.78*** | % | ***BSB*** | % | ***33.33*** | % |
| 16.67 | 2 | 33.33 | 1 | 2 | 2 | 33 | BSH |
| , | 2 | Aspect33 | 3 | 50 | 1 | 16.67 | 33.33 |
| MB | 1 | 16.67 | 1 | 16.67 | 1 | 16.67 | 16.67 |
| BB | 1 | 16.67 | 1 | 16.67 | 2 | 33.33 | 22.22 |
| **Total (n)** | **6** | **100** | **6** | **100** | **6** | **100** | **100** |

According to table 2, it can be seen that of the 6 students who were the sample of the research on permissive parenting on the character of the child. The average presentation results were 27.78% in the Very Good Developing Category (BSB), for the Developing According to Expectations (BSH) category there were 33.33%, the Beginning to Develop (MB) category was 16.67% and there were 22.22% in the Category Not yet Table 3 3. Developing (BB). By looking at the percentages obtained from observing the social behavior of children with authoritarian parenting, it is clear that the category developed very well, developed according to expectations and began to develop reaching a percentage of 77.78% more than the social category of children who were not yet developed which reached 22.22%. .

Table 3 Observations of Permissive Parenting Patterns and Children's Character.

|  |  |  |
| --- | --- | --- |
| **Category** | **Aspects Observed** | **Average (** |
| **Discipline** | **Polite** | **Independent** |
| ***Manners*** | % | ***BSB*** | % | ***%*** | % |
| 20 | 1 | 20 | 1 | 20 | 1 | 20 | 20 |
| BSH | 1 | 20 | 1 | 2 | 2 | 40 | 26.67 |
| MB | 2 | 40 | 1 | 40 | 1 | 20 | 33.33 |
| BB | ) | 20 | 1 | 20 | 1 | 20 | 20 |
| **Total (n)** | **5** | **100** | **5** | **100** | **5** | **100** | **100** |

According to table 3, it can be seen that of the 5 students who were the sample of the research on permissive parenting on the character of children. The average presentation results are 20% in the Very Good Developing Category (BSB), for the Developing as Expected (BSH) category there are 26.67%, the Starting to Develop (MB) category there are 33.33% and there are 20% in the Undeveloped category ( BB). By looking at the percentages obtained from observing the social behavior of children with primitive parenting patterns, it is clear that the category developed very well, developed according to expectations and began to develop, reaching a percentage of 80% more than the socially undeveloped category of children reaching 20%

​​Table 4 Test results correlation between parenting patterns on the formation of children's character.

|  |
| --- |
| **Correlations** |
|  | Parent\_parent\_value\_child\_character\_values | ​​Parent\_pattern |
| .945 | Pearson Correlation | 1 | \*\*Sig |
| . (2-tailed) |  | .000 |
| N | 20 | 20 |
| .945 | Correlation\_child\_value | Pearson\*\* | 1 |
| Sig. (2-tailed) | .000 |  |
| N | 20 | 20 |
| \*\*. Correlation is significant at the 0.01 level (2-tailed). |

Based on the results of the calculations above, it can be seen that the variable X (parental care) with the Y variable (child character) after being correlated, it can be seen from the Pearson correlation value or the calculated r value of 0.945 to test whether the hypothesis is accepted or rejected, then consulted on the r table with N = 20 at the 95% significance level, the value of r table is 0.443. The results of the analysis show that r count > r table 0.945 > 0.443 thus the statistical hypothesis (Ho) is rejected which states that there is an influence on parenting on the formation of children's character during the covid 19 pandemic in group B Al Khairaat Kindergarten, Sipi Village, Sirenja District, Donggala Regency. This means that the alternative hypothesis (Ha) proposed has been tested for truth, the conclusion obtained is that there is a significant influence on parenting patterns on children's character development during the COVID-19 pandemic.

DISCUSSION

1. DISCIPLINE.

Discipline is a sense of obedience and adherence to the values ​​that are trusted and become their responsibility. In other words, discipline is a sense of obedience to the rules or supervision and control. Discipline is an attempt to give an object a sense of value or an obsession to obey rules.The application of character education at school and at home must be done by habituation. It is hoped that children will form good characters so that they are in accordance with the norms in society and the school's vision and mission. One of the habits that are applied is to get children to be disciplined. Kismini in (Yunita, et al, 2021:108) also said that "Early childhood is the right time for parents to instill character and morals in children". Discipline is obedience, adherence to rules or rules of the game that apply anywhere, whether at home, at school or in the community. Discipline is one of the benchmarks for whether or not an individual is moral and responsible. The following is an example of moral values ​​in discipline.

1. Courtesy Courtesy

is a value that upholds good behavior such as respecting, having noble character and respecting those who are older and loving those who are easier. Courtesy is a hereditary culture that must be passed on to children and grandchildren. According to Haerudin (Risthantri & Sujarat, 2015:200) states that "courtesy requires inculcating behavior through habituation". Courtesy is not easy to get and takes a long time, therefore from an early age children are taught to be polite through habits such as saying thank you and how to behave. This was also expressed by Hendriana & Jacobus (Rejeki et al., 2020:99) who said that "It is very necessary to have character education in schools to realize the nation's civilization by providing examples and habituation". A person's polite attitude can be recognized when the actions and words are in accordance with the norms and can be accepted by society. The following is an example of moral values ​​in manners: Courtesy is a moral value that has existed since time immemorial. Courtesy, such as the attitude of *tabe'* or excuse me when you want to walk in front of an older person is an attitude that is rarely found in children today, inculcating the value of politeness is not easy to take for granted. Therefore, it is very important to instill the values ​​of good manners from an early age by educating and applying habituation methods to children

1. Independent

According to Elizabeth B. Hurlock in the book of developmental psychology (2001), independence is being alone and not depending on others. Independent means free from dependence on others, able to regulate behavior personally, able to make decisions and dare to be responsible for what is done. In addition, independence is one of the goals of character education which includes the understanding of various terms such as autonomy, independence and self-reliance (Basyori, 2006)

It is very important for children to be independent skills to be taught from an early age so that children become individuals who do not depend on others until they reach their teens. as well as adults. Especially in pre-school early childhood, children's independence needs to be formed to help children do simple activities independently in order to meet their own needs.

Number of parenting styles:

1. Democratic Parenting on Character Building.

(Sari, nd) Democratic parenting is a parenting pattern in which parents encourage children to be independent, but still provide boundaries or rules and control children's behavior. Parents are warm, nurturing with love and care. Parents also provide space for children to talk about what they want or expect from their parents.

Figure 1. Democratic parenting



Parents and children cannot do anything arbitrarily. Children are given trust and trained to take responsibility for their actions. As a positive result of this parenting, the child will become an individual who trusts others, is responsible for his actions, is not hypocritical, and is honest. However, as a negative result, children will tend to undermine the authority of parents' authority, always feel right, children will tend to rely on other people, if everything must be considered by children and parents.

Based on the observations obtained from 20, children of 9 children classified as democratic parenting in the discipline aspect in the category (BSB) there are 5 children (55.56%) there are 2 children (22.22%) in the category (BSH) there are 1 child (11.11%) in the category (MB) there is 1 child (11.11%) in the category (BB).

Furthermore, of the 9 children classified as democratic parenting in group B Tk Al Khairaat Sipi Village in terms of manners in the category (BSB) there are 3 children (33.33%) there are 3 children (33.33%) in the category (BSH) there are 2 children (22.22%) in the (MB) category and 1 child (11.11%) in the (BB) category.

Then of the 9 children classified as democratic parenting in the independent aspect in the category (BSB) there are 2 children (22.22%) there are 2 children (22.22%) in the category (BSH) there are 4 children (44.44%) in the category category (MB) there is 1 child (11.11%) in the category (BB).

1. Authoritarian Parenting Against Character Building.

Santrock (2011) authoritarian parenting is a restrictive and punitive style when parents force children to follow their directions and respect their work and efforts (Muis & Dhieni, 2012).

Figure 2. Authoritarian parenting



The research results obtained from 20 children, from 6 children classified as authoritarian parenting in the discipline aspect in the category (BSB) there are 2 children (33.33%) there are 2 children (33.33%) in the (BSH) category there is 1 child (16.67%) in the (MB) category and 1 child (16.67%) in the (BB) category. Furthermore, of the 6 children classified as authoritarian parenting in the polite aspect in the (BSB) category there is 1 child (16.67%) there are 3 children (50%) in the (BSH) category there is 1 child (16.67%) in the category (MB) and 1 child (16.67%) in the (BB) category. Then from 6 children classified as authoritarian parenting in the independent aspect in the category (BSB) there are 2 children (33.33%) there is 1 child (16.67%) in the category (BSH) there is 1 child (16.67%) in the category (MB) there are 2 children (33.33%) in the (BB) category (40%) in the (MB) category there is 1 child (20%) in the (BB) category. Furthermore, of the 5 children classified as permissive parenting in the polite aspect in the (BSB) category there is 1 child (20%) there is 1 child (20%) in the (BSH) category there are 2 children (40%) in the (MB) category there are 1 child (20%) in the category (BB). Then of the 5 children classified as permissive parenting in the independent aspect in the category (BSB) there is 1 child (20%) there are 2 children (40%) in the category (BSH) there is 1 child (20%) in the category (MB) there is 1 children (20%) in the category (MB).

1. Permissive Parenting Patterns Against Character Building

According to Kearney (2010:10) a permissive-neglectful parenting style parents do not interfere in their children's lives. In adolescence they experience behavioral deviations, such as not attending school, juvenile delinquency. Thus the child shows poor self-control and cannot handle freedom well.

Figure 3. Permissive Parenting



The research results obtained from 20 children from 5 children classified as permissive parenting in the discipline aspect in the category (BSB) there is 1 child (20%) there is 1 child (20%) in the (BSH) category and 2 children (40%) in the (MB) category and 1 child (20%) in the (BB) category. Furthermore, of the 5 children classified as permissive parenting in the polite aspect in the (BSB) category, there is 1 child (20%) there is 1 child (20%) in the (BSH) category and 2 children (40%) in the (MB) category. 1 child (20%) in the category (BB). Then of the 5 children classified as permissive parenting in group B Tk Al Khairaat Sipi Village in the independent aspect in the category (BSB) there is 1 child (20%) there are 2 children (40%) in the category (BSH) there is 1 child (20% ) in the category (MB) there is 1 child (20%) in the category (MB).

CONCLUSION

Based on the results of the study, it isan activity of caring for, nurturing and educating children in their survival. Shows that the handover of care to parents occurs due to several factors, namely divorce, death and working time parents who have to delegate parenting responsibility to parents. The parenting style used by parents is in the form of authoritarian, democratic and permissive parenting by using methods of explanation, giving examples and habituation. In the parenting style used by parents, it has a good impact in shaping the character in the form of discipline, responsibility, honesty, religion and independence in their children. With the formation of a child's character well, getting children used to implementing health protocols by living clean and healthy also goes well. there are three conclusions according to the formulation of the problem and the proposed research hypothesis, that.

* 1. The development of children's discipline in group B of Al Khairaat Kindergarten, Sipi Village is increasing, as evidenced by this being marked by changes in the development of the child's character after being given treatment from the most prominent average percentage, namely the aspect of giving tasks and responsibilities can be seen from the number of children who complete given by the teacher and also children who obey the rules that exist at school, Furthermore, the politeness aspect can be seen from the increase in children who are accustomed to greeting when entering and leaving class, accustomed to being independent in carrying out activities, and attitude What is lacking in improvement is the aspect of self-exemplary because from the results of the presentation there are still children who are late to come to school, tidying up stationery.
	2. The parenting pattern applied is a democratic form of parenting 9 (45%) authoritarian parenting 6 (30%) and permissive parenting 5 (25%).
	3. There is an influence of parenting patterns, there is the formation of children's character in aspects of discipline, courtesy and independence. From the results of the recap of observations there is an increase, namely democratic parenting patterns in all aspects, there are 37.04% very well developed (BSB), 25.92% developing as expected (BSH), 25.92% starting to develop (MB) and 11.11% not developing (BB) Authoritarian parenting in all aspects there are 27.78% (BSB), 33.33% (BSH), 16, 67% (MB), and 22.22% (BB) for permitive parenting in all aspects there are 20% (BSB), 26.67% (BSH), 33.33% (MB) and 20% (BM). There is a significant influence on parenting patterns on the formation of children's character at a significant level of 95%.

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