

Relationship Between the Role of Parents and the Social Character of Preschoolers in Cahaya Kasih Christian Kindergarten in Keay Village and Recovery Christian Kindergarten 2 in Jengan Danum Village

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Abstract

Introduction: The Preschoolers period is a golden period in the process of child development, meaning that it is a golden period for all aspects of human development, one of which is the development of children's socializing characters, therefore it is necessary for the role of parents to teach their children from an early age so that they can learn to interact with others. **Objective:** To determine the relationship between the role of parents and the social character of preschoolers in Cahaya Kasih Christian Kindergarten in Keay Village and Recovery Christian Kindergarten 2 in Jengan Danum Village. **Methods:** The research design in this study was descriptive correlation using a cross-sectional approach. The study was carried out in April 2022. **Results and Discussion:** The role of parents in the very good category (93.4%). The children's social character is in the good category (86.8%). Statistical test of the relationship between the role of parents and the social character of preschoolers $p\text{Value} = 0.00 < 0.05$. **Conclusion:** There is a relationship between the role of parents and the social character of preschoolers in Cahaya Kasih Christian Kindergarten in Keay Village and Recovery Christian Kindergarten 2 in Jengan Danum Village.

Keywords: Associating Character; Preschoolers; Role of Parents;

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Introduction

Preschoolers (preschool) is the golden age period in the process of child development. This means a golden period for all aspects of human development, one of which is the development of children's social character, therefore the role of parents is needed to teach their children from an early age so that they can learn to interact with others (Latifah, 2020). At preschool age, feelings of self-esteem also develop that demand recognition from the environment, this is referred to as the stage of children experiencing the development of social character (WANDA et al., 2017)

Character is also interpreted as a way of thinking and behaving that is unique to each individual to live and work together, both within the scope of family, society, nation and State (Rosmi, 2016). Character can be considered as human behavioral values related to God Almighty, oneself, fellow humans, the environment, and nationality that are manifested in thoughts, attitudes, feelings, words, and deeds based on religious norms, laws, manners, cultural customs, and aesthetics (Putry, 2019). Character is behavior that appears in everyday life both in behaving and acting (Sultonurohmah, 2017)

The character of getting along with children is the sensitivity of children to understand the feelings of others when interacting in everyday life (Lubis, 2019). The level of interaction of children with others starts from parents, friends, playmates to the wider community. It is understood that the development of getting along characters is inseparable from each other. The development of sociable character is one of the developments that must be handled specifically, because the development of children's sociable character must be fostered in early childhood or can be called the formation period

Early social experience is very important, because starting from the child's social experience is what determines the child's personality after he becomes an adult. The number of unpleasant experiences in childhood will cause unhealthy attitudes towards children's social experiences, these experiences can encourage children to be unsocial, anti-social, even children tend to be insecure (Handayani, 2015).

Assessment of children's social character needs to be done to find whether the child's development is in accordance with his age or not. Motor development in children, one of which can use the *Denver Developmental Screening Test* (DDST) is a screening test for developmental abnormalities in the child's sociable character and is not a diagnostic test. DDST meets all the necessary requirements for a good screening method. This test is easy and fast because it only takes about 15-20 minutes, besides that it can also show high validity (Celikkiran et al., 2015)

In addition, the cause of character problems getting along in preschoolers is caused by the role of parents. A role that emphasizes *adanaya*. Parents are first and foremost educators of their children. Thus, the first form of education is found in family life (Muslih, 2021). Parents have a big role in instilling a basic personality that determines the pattern and image of a person's personality after adulthood (Mariani, 2016).

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If the family fails to conduct character education in its children, it will be difficult for other institutions outside the family to improve it. Parents in the formation of children's personalities start from the family, because children's behavioral personalities are very easily influenced from outside, especially in today's digital era (Nurlina, 2019). So that the family is the basic beginning in education, in educating, nurturing, and introducing all positive things to children so that they can socialize well in society as social beings by making a positive contribution to the environment (Lestari et al., 2021).

Because the family is a basic education environment that is quite effective and efficient in an effort to deliver the next generation in equipping the child's abilities as well as possible so that they can become a reliable, skilled, tough and characterful generation. So the role of parents is very important in the family as the main informal educational institution (Maifani, 2016)

Method

The study uses descriptive correlation with a *cross-sectional* approach that aims to describe and examine the relationship between variables, namely the Relationship between Parental Roles and the Character of Sociable Children Preschoolers in Cahaya Kasih Christian Kindergarten Kampung Keay and Recovery Christian Kindergarten 2 Jengan Danum Village (Kyle, 2015).

The study was conducted in April 2022. The sampling technique in this study is *total sampling*, which is a sampling technique from all members of the population (Sugiyono, 2017). Thus, the sample size in this study was 76 preschool-age children and met the selection criteria included in the study until the total required subjects were met.

a. Inclusion Criteria

- 1) Express willingness in writing to be a research respondent by signing *informed consent*.
- 2) The child is enrolled as a student at Cahaya Kasih Christian Kindergarten Kampung Keay and Recovery Christian Kindergarten 2 Kampung Jengan Danum.
- 3) The child lives with the mother.
- 4) Housewives have children aged 4-6 years.

b. Exclusion Criteria

- 1) The child or mother did not deign to be a respondent to the study.
- 2) Children who are sick while being researched.

Analyzes Univariat

Univariate analysis aims to explain or describe each research variable Notoatmodjo, (2012). In this study, univariate analysis was used to determine the characteristics of respondents as well as research variables

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$$p = \frac{f}{n} \times 100\%$$

Information:

p= presentasi

f= category frequency

n= Total sample

Bivariate Analysis

Bivariate analysis is an analysis carried out on two variables that are thought to be related or correlated Notoatmodjo, (2010).

In this study, the formula used is *chi square* with a meaning limit of $\alpha=0.05$. This correlation is used in statistical tests of at least ordinal data (Sugiyono, 201: 7). Conclusion drawn if obtained t count (*pvalue* value) < 0.05, then the hypothesis Ha is accepted and Ho is rejected.

Results and Discussion

Result

Cahaya Kasih Christian Kindergarten located in Keay Village and Recovery Christian 2 is in Jengan Danum Village, Peace District, West Kutai District, East Kalimantan Province. These two kindergartens were established as a form of attention to early childhood, even though early childhood has not yet entered compulsory education to educate the nation's life. The background of the establishment of Cahaya Kasih Christian Kindergarten and Recovery 2 Christian Kindergarten is to accommodate community children around Keay village and Jengan Danum village, Damai District. Cahaya Kasih Christian Kindergarten and Recovery Christian Kindergarten 2 students come from the Kampung keay community and Jengan Danum Village and surrounding areas. The curriculum that applies in Cahaya Kasih Christian Kindergarten and Recovery Christian Kindergarten 2 continues to be continuously refined in line with the dynamics of the global era, scientific and technological advances, which are useful as a reference for evaluation and guidance for Early Childhood Education organizing institutions.

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Table 1
Characteristics of Respondents

No.	Characteristic	Total	
		n	%
1	Father's Age		
	Early Elderly (46-55 years)	9	11.8
	Late Adult (36-45 years old)	33	43.4
	Early Adult (26-35 years)	34	44.7
2	Mother's Age		
	Early Elderly (46-55 years)	4	5.3
	Late Adult (36-45 years old)	20	26.3
	Early Adult (26-35 years)	52	68.4
3	Father's Education		
	College	14	18.4
	SHS	29	38.2
	CENTURY	19	25.0
	IT	14	18.4
4	Mother's Education		
	College	11	14.5
	SHS	33	43.4
	CENTURY	15	19.7
	IT	17	22.4
5	Father's Work		
	Self employed	45	59.2
	Farmer	24	31.6
	Pegawai Negeri Sipil	4	5.3
	Does not work	3	3.9
6	Mother's Work		
	Self employed	18	23.7
	Farmer	6	7.9
	Pegawai Negeri Sipil	2	2.6
	Does not work	50	65.8
7	Gender		
	Man	38	50.0
	Woman	38	50.0
	Total	76	100

Based on table 1 on the characteristics of respondents, it shows that the most fathers in the early adult category are 34 people (44.7%), the maternal age of the early adult category is 52 people (68.4%), the most high school fathers have education (38.2%), the most high school maternal education is 33 people (43.4%), the most fathers' jobs as self-employed people are 45 people (59.2%), the most mothers do not work/take care of the house as many as 50 people (65.8%) and the gender of children men and women are equally balanced, totaling 38 people (50.0%).

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Table 2
Parental Roles

Parental Roles	Total	
	n	%
Good	71	93.4
Good enough	5	6.6
Total	76	100

Based on table 2 on the role of parents, it shows that the most in the good category is 71 people (93.4%).

Table 3
Character Sociable Children *Preschoolers*

Character gets along with <i>preschoolers</i>	Total	
	n	%
Good	66	86.8
Good enough	10	13.2
Total	76	100

Based on table 3 about the character of getting along *with preschoolers* that the most in the good category as many as 66 people (86.8%).

Parent role relationship with the character of associating children *preschoolers*

Table 4

The relationship of the role of parents with the character of associating children *preschoolers*

		Kids Character Get Along		Total	<i>p-value</i>
		Good	Good enough		
Parental Roles	Good	65	6	71	0,00
		85.5%	7.9%	93.4%	
	Good enough	1	4	5	
		1.3%	5.3%	6.6%	
Total		66	10	76	
		86.8%	13.2%	100.0%	

Based on table 4 analysis conducted using the *Chi-Square* test, obtained the value of *p-value* = 0.00 is smaller than the value of $\alpha = 0.05$ or ($0.00 < 0.05$), it means that there is a significant relationship between the role of parents and the character of getting along with *preschoolers*.

Discussion

1. Characteristics of Respondents

The results showed the characteristics of respondents that the most paternal age in the early adult category was 26-35 years as many as 34 people (44.7%) and the maternal age of the early adult category was 52 people (68.4%). Younger parents tend to be democratic and permissive compared to those who are old. They tend to lack control over their children. The readiness of parents in carrying out parenting patterns can be done with good education, besides that the age range of parents is too young or young so they cannot carry out the role optimally because physical and psychological strength is needed (Zamarah, 2014). This result is in line with Afrizal's research, (2017) showing that the highest age of parents is 26-35 years (38.5%). While Lindawati's research, (2015) shows that the age of most parents is over 35 years (73.7%).

The researchers' assumption that the age of parents is classified as early adulthood, is still included in the productive age category, mentally and mindset is considered capable of educating children towards good character development.

The highest number of fathers in high school education was 29 people (38.2%) and the highest school education for mothers was 33 people (43.4%). Parents are educators first and foremost by striving for all children's abilities both affective (the ability of a person to react negatively or positively to the situation he faces), cognitive (the ability to think, understand and explore things around him), and psychomotor (also known as intelligence, which is the ability to move the whole body to express ideas, thoughts, and feelings). Then sufficient education is needed to become a parent (Afrizal, 2017). Education for parenthood. Parents who learn how to take care of children and understand the needs of children will use democratic parenting more than parents who do not understand how to care for children (HIDAYAH & CK, 2016)

The assumptions of education researchers play a role in the patterns of thinking, attitudes, and behavior of parents in educating children. The higher the level of education, the better the way he guides the child.

The most father's work as an entrepreneur is 45 people (59.2%) because in the area where parents live, the most livelihood is as a trader or working in a mining company. At most 50 mothers do not work/take care of the house (65.8%), indicating that mothers do not work formally in certain offices or institutions, but live their lives as housewives.

The researchers' assumption is that some mothers do side jobs by selling, but it is not a priority, they mainly take care of the household.

The Gender of boys and girls is totally balanced, which is equal intotal 38 people (50.0%). Gender differences will affect emotional development mainly due to hormonal differences between men and women. Gender differences will affect emotional development mainly due to hormonal differences between men and women. Gender roles and social demands according to Gender will also affect children's emotional development (Sugianingsih et al., 2016), the researchers' assumptions of Gender roles and Gender-appropriate social demands will also affect children's emotional development.

2. Therole of parents with the character of getting along with children

The results of the study in table 4.2 on the role of parents showed that the most in the very good category was 71 people (93.4%). These results fit with the theory that parental care in the family is crucial to child development. Family is the first environment that children often encounter. The family environment will affect the child's behavior. Therefore, parents must guide and set a good example for children (Indragiri, 2010). The results of the study in table 4.3 about the character of children that most in the good category were 66 people (86.8%).

The results of bivariate analysis based on table 4 on the relationship between parental roles and children's sociable characters showed that the most were very good category parental roles with good category children's sociable characters as many as 65 people (85.5%). The family is the first and main institution in a child's life. Based on the experience of interacting with the family, it will determine the pattern of children's behavior towards others in their environment. In the formation of children's personality, the family has a great influence on the emotional development of children (Sulistiyawati, 2014)

Many factors in the family affect the emotional development of a child, including parenting, communication patterns in the family, and parental education level. Parenting is the attitude of parents in interacting with their children. This parental attitude includes the way parents give rules, rewards and punishments, the way parents show their authority, and the way parents give attention and responses to their children's behavior (Desiningrum, 2012).

The researcher's assumption that the character possessed by children is a manifestation of the cultivation of habits, attitudes, good behavior from his family, especially the role of parents so that a child understands, or feels so that the child can carry it out.

The results of this study showed that there was a significant relationship between the role of parents and the sociable character of *preschoolers*. This result is in line with Caterina's research, (2021) shows that the role of working parents affects the social/character development of preschool-age children. The results are in line shown by (Maifani, 2016) that there is a relationship between the role of parents and the formation of children's social character.

Similarly, Irmilia, (2015) shows that there is a meaningful relationship between the role of parents and the development of children's social character. The role of parents in educating is very important in shaping children to be able to have good character in getting along where parents have roles as educators, encouragers, facilitators, and guides (Nur, 2015).

Preschoolers are in a period of unique personality development, often appearing stubborn, obnoxious, and against parents. Children begin to get acquainted and learn to deal with disappointment when what is desired is not fulfilled (Mulyasa, 2012). Disappointment, anger, sadness is natural and natural. In the preschool period also

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develops feelings of self-esteem that demand recognition from their environment (Mursid, 2015).

If the environment (parents) does not recognize the child's self-esteem, such as treating the child harshly, or not loving him, then the child will develop attitudes including stubbornness or opposition, giving up being obedient, lack of self-esteem, and being shy (Desiningrum, 2012).

The researchers' assumption is that the role of parents in educating is very important in shaping children to be able to have good character in getting along where parents have roles as educators, encouragers, facilitators, and guides.

Conclusion

The conclusion of this study is that there is a relationship between the role of parents and the character of *preschoolers* in Cahaya Kasih Christian Kindergarten in Keay Village and Recovery Christian Kindergarten 2 in Jengan Danum Village ($p\text{-value}=0.00$).

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