

Parents Education Style In Shaping Children's Social Behavior In The School Environment

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Submitted: 13th Oct 2022 | **Edited:** 23rd Dec 2022 | **Issued:** 01st January 2023

Cited on: Rakhma, D. (2023). Parents Education Style In Shaping Children's Social Behavior In The School Environment. *AKADEMIK: Jurnal Mahasiswa Humanis*, 3(1), 21-30.

ABSTRACT

Parents are role models for their children, everything that is attached to them is assessed and used as a reference in the child's daily life, so that starting from the nature, attitude, behavior, and way of thinking the child will have a tendency towards the characteristics of his parents. This becomes very important, how parents consciously provide life education through daily behavior at home, thus forming a good child's personality. In line with this background, this research was conducted to see the style of educating parents towards their children, so that it has an influence on the way children live their lives in the community. In uncovering these objectives, then set a qualitative method with descriptive analysis. This research was conducted on a number of parents in the buffer city of the capital city of Jakarta, as many as 100 people with a simple randomized questionnaire distribution technique. The results of the study explain that the growth and development of children is greatly influenced by the nature, behavior, attitudes and thinking patterns of parents. There is a tendency that is the same or linear, between the behavior of children and their parents. This is inseparable from the way parents educate their children, both formal and informal. Parents with high awareness of educating their children tend to be more motivated to shape their children's attitudes and behavior according to the values and norms that their parents believe to be true. This becomes a learning capital and experience for children to then become part of themselves in living their own lives in society.

Keywords: Parents Education Style, Parental Awareness, Children's Social Behavior, Early Childhood School , Family Education

INTRODUCTION

Based on Law Number 20 of 2003 explains that Early Childhood Education is a coaching effort aimed at children from birth to the age of six which is carried out through the provision of educational stimuli to help physical and spiritual growth and development so that children have readiness to enter education. further (Saputra, 2018). The education system for pre-school children is a form of providing education towards physical growth and development, intelligence, socio-emotional language and communication in accordance with the uniqueness and developmental stages assessed by

early childhood, so that children are ready to enter basic education and secondary education. further (Istiana, 2017).

Cultivating good emotions requires proper parenting so that social growth and development can be used as control for a child. Appropriate parenting from dominant parents is the result of a legal marriage bond that can form a family that will form children who have good social intelligence. According to Santrock, parenting here can be interpreted as a way of caring for and educating children by dominant parents in the best way, aiming to make children have high intelligence (Huliyah, 2016). Appropriate parenting style of parents will form children who have positive social intelligence. The ability to process emotions well in oneself and others, using those feelings to guide thoughts and actions using social intelligence. According to Agustian, social intelligence is a person's ability to manage his social life with intelligence, maintain emotional, social harmony, and express it through self-awareness skills, self-control, self-motivation, empathy and social skills (Ashadi, 2016).

In order to fulfill social intelligence in children, parents play a big role. Parents are the first education a child will experience, education in the parental environment can influence the child's social life to grow and develop according to the level of achievement of the child's development such as religious, social and emotional morals.

Cultivating the right emotions will form a child's character that is strong and able to understand and control emotions according to the circumstances in their environment. However, in reality the cultivation of social skills in early childhood and especially in pre-school children is mostly still not appropriate, causing social problems in children (Widodo, 2020). Appropriate parenting style of parents will form children who have positive social intelligence. The ability to manage emotions and socially well in oneself and others, using those feelings to guide thoughts and actions. In fact, parents also see that the future success of their children is only determined by the child's intellectual intelligence. Parents are the most important educators, teachers and peers who are the second environment for children. This is in accordance with the opinion that good and correct parental education will greatly affect the social development of children. The needs provided through parenting parents will provide opportunities for early childhood to show that they are part of the people around them.

THEORY

According to Thorndike in (Citrowati & Mayar, 2019), humans have three types of intelligence, namely: (1) Abstract intelligence, namely intelligence related to the ability to understand mathematical symbols and language (2) Concrete intelligence, namely a person's ability to understand real objects (3) Social intelligence, namely the ability of a person to understand and manage a social relationship. This social intelligence is the root of emotional intelligence.

Charles Handy in (Yenti & Maswal, 2021) divides human intelligence into seven types (1) Logical intelligence, this intelligence is closely related to human ability to reason and calculate (2) Verbal intelligence, human ability to establish relationships with other people the ability to convey something or communicate (3) Practical intelligence, the human ability to practice the ideas in his mind (4) Musical intelligence, the ability to feel tones and rhythms that can be developed will be able to create good musical rhythms (5) Intrapersonal intelligence, one's ability to be able to understand everything related to himself (6) Interpersonal intelligence, intelligence related to a person's ability to understand and establish relationships with other people (7) Spatial intelligence, human intelligence in exploring space or dimensions, lines and colors.

Howard Gardner argues that human intelligence is divided into eight types including intellectual intelligence, a person's potential ability to learn something by using thinking tools, this intelligence can be measured in terms of a person's verbal and logical strength (Tanu, 2017). This intelligence can generally be developed and encouraged by parents, including formal education in schools. Then emotional intelligence intelligence has at least five main components namely self-awareness, emotional management, motivation, empathy and managing a social relationship. This emotional intelligence was discovered by Daniel Goleman in his book *Emotional Intelligence*. Daniel stated that the contribution of IQ to one's success is only about 20% and the remaining 80% is determined by a series of factors which he calls emotional intelligence (Khaironi, 2017). While spiritual intelligence is intelligence that elevates the function of the soul as an internal device of the self that has the ability and sensitivity to see the meaning behind a particular fact or event. Spiritual intelligence is closely related to abilities that lead to soul enlightenment.

This study aims to determine the effect of parenting style on the social intelligence of early childhood in the urban city of Jakarta. Parenting patterns are ways of interacting with children and ways of disciplining children. There are three types of parenting styles, namely: Authoritarian, controlling the interaction between parents and children, children are expected to mature and do what their parents say; Authoritative, sets clear boundaries for children, enforces rules and expects mature behavior; Permissive, parents don't have many rules or consequences for children and don't expect much mature behavior (Putri & Kurniawan, 2018).

Social intelligence is a social ability that includes the ability to control oneself, have endurance when facing a problem, be able to control impulses, motivate oneself, be able to regulate moods, ability to empathize and build relationships with others. This social intelligence was first revealed by psychologists Peter Salovey and John Mayer (Fitriani & Adawiyah, 2018).

The results of the research that Daniel previously revealed that intellectual intelligence only contributes 20% to one's success in life. Meanwhile, 80% is very dependent on emotional intelligence, social intelligence and spiritual intelligence (Ratnantari & Putri, 2017). Even in success in the world of work, intellectual intelligence only contributes as much as 4%. Why is that? Someone who has good social intelligence will have many friends, be good at communicating, easily adaptable in a social environment, and his life can be beneficial not only for himself, but also for others. It's really abilities like that that are really needed by our children so that later it will be easier to face the challenges of life in an era that is increasingly fierce in competition. Thus our children will be easier to achieve success.

The closeness of a parent to their child begins when the parents conceive their child. While in the womb, a child has a physiological and psychological relationship that cannot be separated from his parents. Many studies have concluded that the psychological state of a parent is closely related to their child. When a parent feels happy, relaxed, able to establish a comfortable communication relationship with their parents, it will also be seen that the attitude and psychological condition of the child becomes similar to that of their parents, that is, the child looks cheerful, comfortable and able to explore well the things that are around them. around him. But what happens is the opposite, when a parent is stressed, anxious, afraid, unable to think clearly, experiences unstable emotions, then the

child will also show unpleasant attitudes, such as fussing, fighting, seeming to experience excessive fear and attitudes. others which if left unchecked will be bad for the growth and development of children. This is where the real role of parents is very important for the education of their children. If it is so does not mean the role of a father is not important. However, it must also be admitted that a person's closeness to his child is usually reduced due to two exclusive factors (not being pregnant and breastfeeding his child), also because in terms of time, usually a father still loses out to his parents who are closer to their children.

METHOD

Methodologically, this research was conducted with the following scientific principles, including:

1. The research philosophy is qualitative with an inductive thinking structure.
2. The research was conducted in an urban city, a buffer for the capital city of Jakarta.
3. Research correspondents are men or women who are parents (having children aged 2 years – 6 years)
4. The number of informants is 100 people with a simple random sample technique
5. The research questionnaire was distributed via google form
6. Data analysis was carried out descriptively
7. The observations/observations were carried out on several early childhood children as a sample, which confirmed the informant's statement.

RESULTS

Correspondent Profile

The results of the interviews obtained information about the identity of the respondents, more than 60% of the respondents were mothers (women), the rest were fathers (men). Then the profession of the respondents was dominated by private employees as much as 57%, teachers/lecturers as much as 31%, housewives as much as 12%.

Observational Analysis

Based on the results of research in the field, the influence of the parenting style applied by parents to their children greatly influences social and emotional intelligence,

this can be seen from the observations. Based on the results of observations of 30 early childhood children, it can be seen that children's social-emotional changes often occur when they arrive at school: the emotions that appear are frowning, crying, and even wanting to go back home. Description of the observation as follows:

1. Ten percent of the 30 children observed showed social emotions and happy and sad conditions,
2. Approximately 50% of children understand the rules of discipline and show empathy.
3. 20% of children are persistent (do not give up easily).

Child's Condition Understanding

Almost all respondents answered that they understood the child's condition, although not 100%. When parents are able to fulfill their child's wishes that do not cross the line by providing guidance to children and good communication because when the child's wishes are fulfilled, the child becomes smart. From this answer, it can be seen that his social emotional intelligence at school often changes because some of the children's requests are fulfilled and some are always fulfilled, when the child's wishes are always fulfilled, the child will be happy and excited to go to school or study at home, this is very good for development. social intelligence in the school environment and outside of school, it's just that a few more parents are there to fulfill the child's wishes that often the child's social emotional changes often (Nurjannah, 2017).

Discipline

The answers from the respondents in disciplining children are in different ways every day, in this way they can discipline with parenting that is not excessive because children here are not too forced to comply with these rules, only children are taught every day to learn to get up early and eat when want to go to school with a happy feeling. Different disciplines affect children's social intelligence when children feel sad when they are bathed in the morning, so emotional changes occur when they are at school which also affects their social abilities (Robbiyah, et al., 2018).

Motivation

Respondents' answers in providing motivation in different ways but all respondents motivated children with objects and some were in the form of words for children. Respondents here are quite good at providing motivation to children even though there are some respondents who do not provide motivation to their children every day, causing

children's emotions to vary every day. It is better for parents to motivate their children at all times so that the child's social intelligence is always stable at school and becomes good with teachers and friends at school (Rahmi, 2020).

Respect

The answers of all respondents were that they had given praise/gifts to their children in different ways, namely giving praise/gifts to their children with words and gifts to children. When children are given praise/prizes by their parents, children will be happy to go to school and study at home. The results of the study show that the impact of mother's parenting style on the social intelligence of early childhood has a positive impact (Naimah, 2019). This is very influential on the social intelligence of children. Researchers found that the impact of parenting style on children's social intelligence was based on the level of education, experience, and profession.

Based on the results of observations, there are social changes in children who often change up to school. The results of the interviews show that parents have shown good parenting styles for children. However, the social changes that occur when children arrive at school are caused by the impact of parenting patterns that habituate the wishes of children to always be obeyed. So that when parents cannot fulfill their child's wishes, emotional and social changes occur which cause the child not to want to go to school.

Discussion

The results of this study are in line with the expression of Shofiyah, et al. (2020) which states that parents must be properly involved in all the development (physical, cognitive, social and emotional) of children. This is because early childhood is the first rank found in the school environment, they should have been equipped with relevant and amazing abilities.

The word interaction in general can be interpreted as interconnected or mutually reacting and occurs in two or more individuals. While social is related to society (Nur, 2021). Therefore, in general, social interaction can be interpreted as a relationship that occurs in a group of individuals who are interconnected both in communicating and carrying out social actions.

Social interaction is one of the integrity principles of the learning curriculum which includes communication skills, working together which can foster harmonious communication between individuals and their environment (Irzalinda, et al., 2022).

Max Weber, explained that the act of social interaction is the action of an individual who can affect other individuals in the social environment (Pradana & Masyitoh, 2019). In acting or behaving socially, an individual should take into account the existence of other individuals in his environment. This is important to note because the act of social interaction is an embodiment of a relationship or social interaction. It can be concluded that social interaction is a relationship or communication carried out by two or more people with the aim of mutually influencing one another to achieve certain goals, in this case it can be interpreted that social interaction is in the relationship between individuals, groups, which is a relationship done by humans to act on something on the basis of the meaning that is owned by humans.

The development of children's social behavior is characterized by an interest in the activities of friends and an increasing strong desire to be accepted as a member of a group, and is dissatisfied when not with his friends. Children are no longer satisfied playing alone at home or with siblings or doing activities with family members. Children want to be with their friends and will feel lonely and dissatisfied if they are not with their friends.

Personality: Children who feel inadequate or have low self-esteem are more influenced by the group than those who have high self-esteem and who are more self-accepting. According to Masyitoh & Pradana (2019) that social interaction has dynamic characteristics and is not static. This means that the characteristics of social interaction can be viewed from various aspects according to the characteristics of human interaction. This means that the characteristics of the interaction will be seen in detail in the interaction model carried out by humans. In general, the characteristic model of social interaction can be interpreted as a model of social interaction individually, in groups and in groups with groups.

CONCLUSION

The results of the study show that the way parents treat children and their daily behavior becomes a reference for children in living their lives outside the home, for example at school. Children who have active, sociable, emotional and irritable behavior are changes in behavior that are obtained from the home environment. This is important for parents, to be able to create conditions/a healthy home atmosphere by enlivening family learning based on religious, social and state values. Early childhood social

intelligence is very important for the overall personal development of children. Social intelligence determines the ability of early childhood to foster self-concept and control emotions so that they can adapt in an environment so that they can be accepted and appreciated. The development of social intelligence is strongly influenced by the upbringing and encouragement of parents, the extent to which the success of parental education is the extent to which parents are involved and play a role in the lives of their children.

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