

PARENTING MODELS AND CHARACTER BUILDING OF ADOLESCENTS

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ABSTRACT

This article presents the results of the study of parenting patterns and character building of adolescents in North Aceh District. The purpose of the study is to find out (1) the correlation between authoritarian parenting to character building of adolescents, (2) the correlation between democratic parenting to character building of adolescents, (3) the correlation between permissive parenting to character building of adolescents, (4) the impact of authoritarian parenting on the character building of adolescents. This study used both quantitative and qualitative approaches. The sample size used in this study for the purpose of data collection is 480 people that consist of 240 parents and 240 adolescents. The results show that there is a significant correlation between authoritarian parenting model and character building of adolescents, low correlation for democratic parenting model, and strong correlation for permissive parenting model. This study also reveals that the authoritarian parenting model has an impact on the adolescent character building.

Keywords: parenting model, character building

INTRODUCTION

Parenting is an activity or process related to education, fostering, and guidance to develop the nature of children. The development of human nature in the family is a good means for children to gain knowledge, skills, interests, emotional values, and attitudes. Parental help and responsibility guides the children toward maturity to obtain peace and tranquility in their life.

Pribadi & Subowo (1981) stated that parenting could be divided into three models: authoritarian, permissive, and democratic. Firstly, authoritarian parenting, that has seven characteristics: 1) children must obey the rules created by parents and must not argue; 2) parents tend to look for children's mistakes and punish them; 3) parents tend to give orders and prohibitions to their children; 4) if there is disagreement between parents and children, the children are considered as the rebel; 5) parents tend to enforce discipline; 6) parents tend to impose everything for children, and the children are only as implementers; 7) there is no communication between parents and children. Secondly, permissive parenting model, that has four characteristics: 1) the interests of children is the centre; 2) parents or caregivers do not dare to rebuke the children; 3) parents afraid that the children will cry and worry that the children will be disappointed; 4) sometimes parents do everything for their children, so the children behave arbitrarily. Thirdly, democratic parenting, that has eleven characteristics: 1) children are trained to be responsible; 2) parents implement discipline; 3) parents provide opportunities for children to make decisions freely and communicate well; 4) parents support the freedom of children; 5) parents show positive emotions to the children; 6) children's cognitive development; 7) parents prioritise the children's interests and guide children towards independence; 8) parents guide children to maintain good habits and leave bad ones; 9) parents guide children attentively; 10) parents can create harmony in the family; 11)

parents can create a communicative atmosphere between themselves and other family members.

Characters are the one's nature, personality, behaviour, or moral that can distinguish him/her and the others. In addition, characters are the values of behaviour related to the Almighty God, oneself, other human beings, environment, and nation; they are manifested in people's mind, attitude, feeling, word, and action based on some religious, laws, and cultural norms. They can be religious, honest, discipline, responsible, independent, obedient, as well as grow and develop healthily and optimally.

The previous opinions indicate that parents have a big responsibility in nurturing their children; even the parents have to teach Islam to their children based on the character values in *Al-Qur'an* and *Al-Hadith*. Thus, various forms of educational activities carried out by parents for their children are also their religious responsibility that has to be accountable to the Almighty God, Allah SWT.

Parents have to do the following parenting activities to build adolescent's characters: 1) faith education consisting of faith to Allah SWT and the Prophet Muhammad SAW; 2) worship education, such as educating the children to pray five times in a day and fasting in Ramadan; 3) moral education, improving the character of children by educating the soul of the child to obey the commands of Allah SWT and Prophet Muhammad SAW; 4) physical education, for example, providing good and nutritious foods and teaching children to exercise so that they can grow and develop healthily and enthusiastically; 5) reasoning education to improve children's intellectual abilities, science, and modern technology skills so that they can adapt to the knowledge development; 6) social education aiming to teach children how to socialize in the society by implementing the principles of Islamic law, for instance, the principle of *Ukhuwah Islamiyah* in helping each other, togetherness, and empathy between Muslim (Ulwan, 2016).

Regarding the previous issue, the government has conducted a great effort by designing guidance for character education based on the goal of national education. The Guidance of Character Education Implementation established by *Kementerian Pendidikan dan Kebudayaan* and Culture explains that the purpose of character education is to develop the nation who are tough, competitive, have excellent moral, tolerant, cooperative, patriotic, dynamic, as well as knowledge and technology-oriented based on the belief in the Almighty God and *Pancasila* as the basis of the country. A character education aims to: (1) develop basic competence of the students, so they become a good-hearted, good-minded, and well-behaved people; (2) strengthen and develop the behaviour of a multicultural nation; (3) improve the competitiveness of the nation in the global world (*Kementerian Pendidikan dan Kebudayaan*, 2011).

Concerning parenting, there is an issue in the coastal area in North Aceh District, especially for the parent (father) who works as a fisherman. The parent is less concerned, provides lack of support, involvement, and monitoring in caring for their children since they are busy earning money resulting in inadequate time to educate their children, especially in religious education. Hence, many adolescents are less religious and dishonest. They also have a lack of responsibility, discipline, and respect for each other. Based on these facts, three research questions are formulated in this study:

1. Is there any correlation between an authoritarian parenting model applied by parents and the character building of adolescents at the coastal communities in North Aceh District?
2. Is there any correlation between a democratic parenting model applied by parents and the character building of adolescents at the coastal communities in North Aceh District?

3. Is there any correlation between a permissive parenting model applied by parents and the character building of adolescents at the coastal communities in North Aceh District?

RESEARCH METHOD

This study employed a Mixed Method. It is a research method combining qualitative and quantitative research. Sugiyono (2012) argued that a mixed method is a research method combining quantitative and qualitative study to gather a comprehensive, valid, reliable, and objective data.

The quantitative method used in this study was a correlation analysis employing correlation formula of Pearson Product Moment R_{xy} . The analysis aimed to examine whether there was a significant correlation between parenting models and the characters of adolescents. In addition, a correlation test designed to measure the coefficient correlation between two variables (X and Y variables). The analysis of the study was intended to reveal the correlation or relationship between one and the other variables separately, three X and one Y variables.

The qualitative method used in this study aimed to observe the impact of authoritarian parenting model applied by parents to the adolescents at the coastal area in North Aceh District by using a phenomenological approach. This approach was used to gather real data without any sensory or ideas limitations. Furthermore, the phenomenological approach involves all awareness to gather the actual situation (Shochib, 2000).

Population and Sample

This research used a random cluster sampling and a random sampling technique. The first sample area was by random cluster sampling, so the selected samples were Baktiya Barat Subdistrict for Eastern Region, Syamtalira Bayu Subdistrict for Central Region and Dewantara Subdistrict for the Western Region. For the second sample, the researcher used purposive random sampling to select parents as the samples, 80 people for each subdistrict, so the total of parents as samples in this research was 240 people. In addition, the adolescents aged 12-18 years old were also selected in the area; 80 people for each subdistrict were chosen based on purposive sampling, making a total of 240 people. Thus, the total sample used in this research including parents and adolescents was 480 people.

Data Collection

Nasution (1996) revealed that "data collection technique is a way to classify information in a relevant form." Several methods can be used in the data collection process, such as interview (as needed), observation, and questionnaire depending on the aims of the study. The study used a questionnaire to examine the correlation between parenting and character variables, while an interview method used to gather the qualitative data. The interview is a data collection technique involving direct communication between the interviewer and the interviewees or respondents.

Data Analysis

The data analysis technique used for quantitative data in measuring the parenting and the character variables was a statistics method. Besides, statistics is expected to provide a reliable basis for drawing a sound conclusion and decision. Descriptive statistics were used to gather the score of data (high, medium, and low), mean, and standard deviation. The description was based on an in-depth analysis of the data gathered. Furthermore, the data was analysed using SPSS 20.0 for Windows.

RESEARCH FINDINGS

1. The Significant Correlation between the Authoritarian Parenting Model (X1) and the Adolescent Characters Building (Y)

The results of the study concerning the parents in North Aceh District show that there is a significant correlation both simultaneously and partially between the parenting model and the adolescents' characters. The results of the study identified that the simultaneous correlation coefficient (r) is 0.962, close to 1, indicating that the relationship between independent and dependent variables is significant. The determinant coefficient (R^2) is 0.925, meaning that 92.5% of adolescent's characters are built by the authoritarian parenting model applied by their parents. The partial research findings also reveal that the authoritarian parenting model strongly influenced the characters building of adolescent, the partial correlation (r) is 0.961 close to 1, indicating that there is a significant relationship between the independent (authoritarian) and dependent (characters) variables.

2. The Significant Correlation between a Democratic Parenting Model (X2) and the Adolescent Characters Building (Y)

The simultaneous results of the research show that there is a significant correlation between democratic parenting model and characters building. However, it shows a low correlation coefficient ($r = 0.364$) meaning that the association is weak. This research finding also indicates that there are several parents, who work as fishermen at the coastal area in North Aceh District, implement the democratic parenting model to build their children's characters. The parents develop discipline, polite and honest communication in every parenting activity. However, the parenting model is not popular in the coastal communities.

3. The Significant Correlation between a Permissive Parenting Model (X3) and the Adolescent Characters Building (Y)

The simultaneous research results reveal that there is a significant correlation between the permissive parenting model and the characters building of the adolescent. It shows that the correlation coefficient (r) is 0.570, close to 1. The result indicates that the correlation between the independent (permissive) and the dependent (character) variables is high. It can also be concluded that parents also implement a permissive parenting model to build the characters of adolescents.

4. The Impact of an Authoritarian Parenting Model towards the Characters Building of Adolescents

The educational level of parents is a substantial factor in educating children in the family; the higher the educational level of parents, the more they understand how to educate their children well. If the parents have a low educational level, they will have less capability and less understanding in educating their children, including how to communicate, support, involve, control, and monitor their children; to develop discipline, to build the bond between parents and children; thus parent educational level has an impact on children's characters building.

One of the participants (AZ) stated that "when I communicate to my child loudly or using rude words and yell, for example when I asked my child to pray, go to school, or learning *Al-Qur'an*, my child does not take my order seriously instead he also even yells and scolds his brother even if the brother is innocent".

In addition, another participant (AS) revealed that "if I tell my child by shouting and not being gentle on him, for instance: asking him to pray, fast, recite *Al-Qur'an*, go to school, or help the parent, my child does not obey my command, even he also defies me". Furthermore, another participant (IB) expressed that "most of the coastal communities are less

communicative in educating their children or talking to others. They tend to snap, use inappropriate expressions or curse with a non-custody language, both when they get sustenance (fish) or when they experience a tribulation”.

On the other hand, the author conducted observations and found that most coastal parents are less communicative in raising their children. They use inappropriate or harsh words (*qaulān ghalizā*), both when they catch a lot of fish (sustenance) or when they have tribulation, or when they ask their children to conduct an activity, for example: requesting the children to help, go to school, and learn to recite the Al-Quran. The children do not respond seriously nor obey the parents to do these activities. Instead, some of them rebut their parents. In this case, the parenting model negatively influences the adolescent character building. Mr. ID, one of the participants, said that: "In raising my child, I do not develop discipline nor responsible such as studying or doing homework, because I am busycatching the fish in the sea, so that my child does not go to school on time nor do the assignments given by the teacher on time".

Parents are the role models in a family to shape the children's character, thus parents should use the appropriate method, that is providing good examples and advice (*mau'idhah hasanah*), carrying out habituation, conducting dialogue, and providing stimulation and threats (*targhīb* and *tarhīb*) in performing the *salah* (praying) and fasting (*'ibādah mahḍah*) as well as the *ibadah ghairu mahḍah*. In this case, the writer interviewed one of the parents, Mr. AZ, who said that: "As a parent, I did not advise nor provide a good example for my children to implement five times congregation *shalāh* (prayer), and communicate honestly. Consequently, children often miss the *shalāh* (prayer) and commit dishonesty both to and their siblings and me".

DISCUSSION

1. The Significant Correlation between Authoritarian Parenting (X1) and Adolescents Character Building (Y)

The results of the correlation test show that there is a significant relationship between the authoritarian parenting model (X1) and adolescents character building (Y). This is identified by the correlation coefficient, $r = 0.961$, indicating that the authoritarian parenting model significantly correlates with the adolescent character building. In this case the coastal parents in North Aceh, the authoritarian parenting model is dominantly implemented, namely raising children by shouting, without developing discipline or a sense of responsibility. Consequently, the adolescents imitate and apply the attitudes which in turn affect their character building. They behave aggressively, rebut their parents, have no respect for each other in the family. They do not give their love to their parents as they act aggressively, that is always willing to hurt others verbally and physically. The adolescents become inferior as well as feel worthless and useful. This is in line with the opinion of Dorothy Law arguing that children learn from their lives. If they are nurtured with hostility, they learn to fight. If they are raised with ridicule, they become inferior. On the other hand, if children are nurtured with encouragement, they learn to be confident being praised, they learn to appreciate well and learn about justice resulting in they show better character both in the family and their environment.

2. The Significant Correlation between the Democratic Parenting (X2) and Adolescents Character Building (Y)

The findings reveal the significant correlation between democratic parenting model (X2) and the adolescent character building (Y), as indicated by the results of the correlation test, the correlation coefficient (r) of 0.364. It means that the correlation is weak. In this case, it can be seen that some parents in the North Aceh District coastal community apply effective

communication method in raising their children, for example: using sweet/ gentle words (qaulān layyinā) or proper words (qaulān ma`rifā) in asking the children to do *ṣalāh* (prayer), go to school, study the Al-Quran and other activities. As parents apply the effective communication, democratic parenting model, it touches the heart of the children leading them to pray five times, do fasting in the month of Ramadhan and learn to recite Al-Quran. This parenting model guides the children toward a noble situation, and equip them with a noble character, as described by Luqmannul Hakim when he raised his child with kind and gentle words (Surat Luqman verse 17) "yā bunayya," O my son, establish the *ṣalāh* (prayer). The melodious and soft voice of Luqmanul Hakim touches the heart of his child. Therefore his son obeys his command to believe in Allah SWT, to perform the *ṣalāh* (prayer), building excellent character.

Related to the adolescent character building, the parents should demonstrate the five-time *ṣalāh* (prayer), fasting in Ramadan, courtesy, and honesty. Also, they should advise (*mau`izah hasanah*) children to respect their parents, love the younger and respect the older people. Parents should encourage their children to conduct the orders and leave the prohibitions (amar ma`ruf nahi mungkar); therefore the children will get used to the habituation and the advice from parents. Finally, it will lead to a harmonious condition in the family that positively influence the adolescent character building in everyday life.

Similarly, Gardon (1958) argued that the characteristics of democratic parenting model include: accepting; being cooperative/ open to children; teaching children to develop self-discipline, honesty, and sincerity in handling their problems; giving rewards for children; teaching children to establish responsibility for their behavior and action; encouraging children to be friendly and fair, not easily blaming; showing affection and intimacy to children. Therefore, children develop the parents' attitude in forming excellent adolescent character, such as being honest, responsible, discipline, etc.

3. The Significant Correlation between Permissive Parenting (X3) and Adolescents Character Building (Y)

The results show that there is a significant correlation between the permissive parenting model (X3) and adolescent character building (Y), indicating by partial correlation coefficient (r) is 0.570, close to 1, meaning that the correlation between the independent variable (Permissive) and the dependent variable (Character) is moderate.

The results also indicate that some parents in coastal communities in North Aceh District apply permissive parenting model in raising their children, that is, being indifference, less caring due to their lack of understanding of their children's problems. In this case, the children follow his parents' path in conducting various activities such as going to school, performing five times *shalāh* (prayer) and other activities. Thus, the permissive parenting will be embedded in the children; they have no direction in life, are reckless, do not respect his parents and siblings, resulting in bad characters that will negatively affect their future life. This is in line with Gardon (1958) who said that permissive parenting model involves neglecting children, being less caring, being indifferent and providing less attention because they are busy with tasks, give up on circumstances, allowing without control, surrendering as unable to overcome the situation, or leaving the child due to the ignorance.

4. The Impact of Authoritarian Parenting in Adolescent Character Building of Coastal community in North Aceh District

Parents are the first and foremost educators in raising their children in the family. Parents' success in raising the children is significantly influenced by parental education, because education enables parents to understand parenting models in for nurturing their children, for

example: how to communicate effectively. Most of the coastal parents are less communicative, such as using harsh words (*qawlān ghalizā*), difficult words (*qawlān syaddā*) and prohibited words (*qawlān mani`a*) to ask the children perform five times *ṣalāh* (prayer), go to school and learn to recite the Al-Quran. Consequently, the children do not perform five times *ṣalāh* (prayer), go to school and learn to recite the Al-Quran; instead they snap and scold their innocent sibling. They do not want to help their parents nor obey them to perform *ṣalāh* (prayer), do fasting, study or go to school and the parents allow and neglect them. Thus, these facts indicate that parents of coastal communities implement authoritarian parenting model.

Parents are the role models for children, when parents raise their children by providing good examples, developing discipline, honesty, responsibility, and sincerity, in performing *ṣalāh* (prayer), fasting (*‘ibādah mahḥah*) and *ghairu mahḥah*, such as helping others, working together, doing good deeds to others, etc, these will develop good character in children. On the contrary, when parents raise the children without all previous good examples, the parenting model contributes to the bad adolescent character.

On the other hand, the authoritarian parenting model also affects the cognitive, affective and psycho-motoric domain of adolescents. The authoritarian parenting model applied to adolescents has an impact on the cognitive domain of adolescents including unrealistic thinking, decreasing mental development, and thinking ability. It will affect the adolescent affective domain leading to adolescent being uncontrollable, aggressive, dishonest (with their parents and other people) in performing *shalāh* (prayer), fasting and activities at schools and Islamic non-formal school. They are not responsible for the tasks given by parents or teachers at school, do not have empathy for others, dislike helping others, are disrespectful their family and others. They also show no affection and are arrogant. It is concerned that these may lead to crime such as drug abuse, gambling, stealing, sexual abuse.

The impact of the authoritarian parenting model on the psychomotor domain include children disobeying their parents, beating other people or even their parents, fighting the family or others, breaking household furniture, and even murdering the family and other people. Parents are the first and foremost educators in the family; therefore, they must apply effective communication in raising their children, the communication that is based on the principles of Islamic teachings and religious values as the basis of thinking, behaving, speaking, and acting. This has been shown by Luqmanul Hakim when he ordered his son using a gentle phrase "yaa bunayya" O my son, my sweetheart, resulting in his following his request as the words touched his heart. Parents should also use noble words (*qawlān karīma*). The excellent character is manifested in adolescents, if character values have been implemented with awareness and realization, thoroughly and continuously such as religious attitudes, honesty, discipline, responsibility, integrity, patience, being helpful, being cooperative, loving the knowledge by reading, creative, intelligent and practicing clean life, maintaining health and also protecting the environment and nature.

CONCLUSION

1. There is a significant correlation between the Authoritarian Parenting Model (X1) and Adolescent Character Building (Y). The coastal parents in North Aceh District dominantly apply the authoritarian parenting model as they are less communicative in raising their children, use loud and snapping words (*qawlān ghalizā*), as well as do not encourage discipline and responsibility. Hence, it negatively influences adolescent character building.
2. The correlation between Democratic Parenting Model (X2) and Adolescents Character building (Y) is significant yet low. Only a few parents in the coastal communities apply

this democratic parenting model, that is, raising their children with gentle and honest words (*qaulān layyīnā and qaulān karīmā*), establishing discipline, instructing children to perform *ṣalāh* (prayer), go to school and other activities. Hence, the children obey the parents, and it positively influences the adolescent character building.

3. There is a strong correlation between Permissive Parenting Model (X3) and Adolescents Character building (Y) as most coastal parents raise their children with a lack of control, monitoring, and discipline. They tend to be indifferent towards their children. They neglect and show lack of concern towards their children due to their lack of understanding of the children problems. In this case, the children imitate their parents in conducting various activities resulting in the bad character of the children.
4. The authoritarian parenting model has an impact on the adolescent character building. The coastal parents have a lack of knowledge in raising their children. They implement a less effective communicative method, such as using harsh and hard words, shouting (*qawlān ghalizā*) instead of using gentle words (*qawlān layyīnā*). They also do not develop discipline and responsibility in instructing their children to perform five times *shalāh* (prayer), learn to recite Al-Quran and go to school. Thus, the children copy the attitude of their parents and disobey them; for example, they ignore the parents when they ask for help and respond with inappropriate words. They also do not respect each other in the family; for instance, they fight with their siblings. The religious attitudes are not manifested in their life; they are not disciplined in performing the *shalāh* (prayer) and fasting (*ʿibādah mahḥah*). They are also not disciplined in learning, both in school and in the non-formal Islamic school, not responsible for the tasks given by the teacher. Moreover, the most concerning issue is criminality, for example, stealing, robbery, and drug abuse. To sum up, the authoritarian parenting model contributes to the bad character of adolescents.

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