



INNOVATIVE: Journal Of Social Science Research

Volume 5 Nomor 1 Tahun 2025 Page 1347-1355

E-ISSN 2807-4238 and P-ISSN 2807-4246

Website: <https://j-innovative.org/index.php/Innovative>

## Early Childhood Character Stimulation Through Parenting Models

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### Abstrak

Hasil penelitian menunjukkan bahwa (i) Tingkat kebutuhan Pengembangan Karakter Anak Usia Dini melalui Pembelajaran Model Parenting di TK Baitul Hidayah Baubau dapat digambarkan sebagai masih kurangnya pemahaman para pendidik khususnya guru dan orang tua tentang pentingnya membentuk karakter anak usia dini. karakter anak usia dini. Hal ini menunjukkan bahwa guru kelompok B masih mengeluhkan adanya 2 orang tua (dari 15 orang tua anak kelompok B) yang sering meminta pekerjaan rumah berupa membaca-menulis-berhitung (calistung). Guru Taman Kanak-Kanak yang sudah memahami tahapan tumbuh kembang anak akhirnya mengalami dilema karena secara teori pembelajaran membaca untuk anak usia dini tidak bisa dipaksakan; (ii) Gambaran bentuk rancangan Pengembangan Karakter Anak Usia Dini melalui Pembelajaran Model Parenting terdiri dari dua komponen, yaitu komponen filosofi model dan komponen implementasi model. Komponen filosofi model meliputi rasionalitas, tujuan, peran guru dan dukungan sistem. Sedangkan komponen operasional model diuraikan secara rinci pada seluruh jenis kegiatan dengan tema yang berbeda-beda. Seluruh kegiatan dikemas dengan tujuan untuk mengembangkan karakter anak usia dini; (iii) Tingkat validitas isi dan praktikalitas Pengembangan Karakter Anak Usia Dini melalui Pembelajaran Model Parenting di TK Baitul Hidayah Baubau, menunjukkan bahwa penilaian validator terhadap seluruh perangkat yang telah disajikan dapat dinyatakan valid untuk digunakan dan pengembangan Anak Usia Dini. Pengembangan Karakter melalui Pembelajaran Parenting Model memenuhi aspek kepraktisan sehingga layak digunakan.

Kata Kunci: *Karakter Anak Usia Dini, Pola Asuh*

## Abstract

The results of the study showed that (i) The level of need for Early Childhood Character Development through Parenting Model Learning at Baitul Hidayah Baubau Kindergarten can be described as the lack of understanding of educators, especially teachers and parents, about the importance of forming the character of early childhood. This shows that teachers in group B still complained that there were 2 parents (out of 15 parents of children in group B) who often asked for homework in the form of reading-writing-counting (calistung). Kindergarten teachers who already understand the stages of child development are finally in a dilemma because in theory, reading learning for early childhood cannot be forced; (ii) The description of the design form for Early Childhood Character Development through Parenting Model Learning consists of two components, namely the model philosophy component and the model implementation component. The model philosophy component includes rationality, goals, teacher roles and system support. While the operational components of the model are described in detail in all types of activities with different themes. All activities are packaged with the aim of developing the character of early childhood; (iii) The level of content validity and practicality of Early Childhood Character Development through Parenting Model Learning at Baitul Hidayah Kindergarten Baubau, shows that the validator's assessment of all the devices that have been presented can be declared valid for use and the development of Early Childhood Character Development through Parenting Model Learning meets the practical aspects so that it is suitable for use.

Keywords: *Early Childhood Character, Parenting*

## INTRODUCTION

Education is a teaching and learning process that can result in behavioral changes. Immediately after birth, the child begins to learn and the results obtained are the ability to adapt to the environment and fulfill needs. Education is organized in the form of teaching and learning activities carried out in schools or outside schools. According (Indonesia, 2003) to the school education path is education organized in schools through teaching and learning activities in a tiered and continuous manner, the level education consists of; basic education, secondary education and higher education. In addition to these levels, early childhood education can also be held before the elementary education level. Early Childhood Education is very important because it is the basis for the formation of a complete human personality, which is characterized by character, noble character, intelligence and skills. Many child education experts have stated that education given to children under 8 years of age, even while still in the womb, is very important. In the first year of life, children experience very rapid growth and development. Development in the first years very important and determines the quality of children in the future. The parent's obsession with the child is not forced democratic. (Santrock et al., 2014) Education is information about

human issues that is clear and correct. If a child does not receive proper sex education, it is likely that the child will receive it from other people such as their peers, where perhaps the information they receive themselves is wrong and not true at all. Even with false and incorrect information, naive children are likely to become victims of abuse.

Early childhood education is also established as an effort to develop all aspects of the personality of students in order to bridge family education to school education. The scope of the learning program activities includes: the formation of behavior through habits in the development of Pancasila morals, religion, discipline, feelings/emotions and social skills, as well as the development of basic skills through activities prepared by teachers, including: the development of language skills, thinking power, creativity, skills and physical (Dewantara, 1967) While the activity program in Early Childhood Education is oriented towards the formation of behavior through habits and developing basic skills in students according to their developmental stage.

According to (Hurlock, 1978) that the characteristics of the objectives of activities in early childhood education are usually directed at the development of creativity, language development, emotional development, motor development and value development as well as the development of attitudes and values. This is based on the background of Early childhood educati children who have a tendency to always move, have a strong curiosity, enjoy experimenting and testing, are able to express themselves creatively, have imagination and enjoy talking.

The parenting model according to (Brooks, 1981)) is a form of informal activity carried out to align activitieschild care and education in playgroups and at home. Parenting is not something new but not many are able to organize it, so it is important to study it from the theoretical concept of parenting model management in early childhood education, considering that this activity is very useful in helping children's growth and development optimally. (Morrison et al., 2009), explains that parenting is the involvement of parents in fulfilling children's needs as follows: 1) physical, parents fulfill children's needs in the form of food, clothing and shelter. 2) Emotional needs, parents fulfill children's emotional needs, including loving, understanding, and respecting children. 3) Intellectual needs, parents teach children something to be known and understood. 4) Social needs, making children feel comfortable in the family, giving children the opportunity to play with their peers, and supporting children in building social relationships with people around them. 5) Protection needs; making children feel safe, 6) spiritual needs; parents are involved in making children have strong beliefs and faith. (Lickona, 2004) explains that parenting patterns are parental

behavior in disciplining children and making children responsible through guidance and assertiveness. The purpose of this research is to: Describe the level of need for early childhood character development through parenting model learning at Baitul Hidayah Kindergarten in Baubau City; To find out the prototype of early childhood character development through parenting model learning at Baitul Hidayah Kindergarten in Baubau City; To find out the practicality of early childhood character development through parenting model learning.

## RESEARCH METHOD

This research was conducted to develop a parenting model for character development of early childhood. Thus, this research can be classified as a type of research and development. The learning model that will be developed in this research is a parenting model which is an activity that can be carried out by parents and Early childhood education institutions to implement harmony in developing children's character. (Sugyono, 2001) research and development are: The research method used to produce certain products and test the effectiveness of these products. In order to produce certain products, research is used that is in the form of needs analysis and to test the effectiveness of these products so that they can function in the wider community, so research is needed to test the effectiveness of these products.

## RESULT AND DISCUSSION

Based on the description of the previous research results, a descriptive discussion will be conducted on the level of need for developing a parenting model for early childhood character development, a description of the design form (prototype) of the parenting model for early childhood character development and the level of content validity and practicality of the parenting model for early childhood character development at Baitul Hidayah Kindergarten Baubau. The three parts will be discussed briefly below.

### Level of Need for Development of Parenting Model for Early Childhood Character Development

What is stated in the description and findings in the field related to the level of need for children's character development shows that parenting model activities for early childhood character development are important learning activities for children. Therefore, teachers need to provide an initial understanding of the basic concept of parenting models

for character development. On the other hand, teachers want parenting model learning activities that were previously taught to children to have a better understanding and character development than before. This is a real manifestation of teachers and parents encouraging children to have characters that support their growth and development. children in the future. parenting is an intelligent educational effort carried out by parents by utilizing the resources available in the family and environment in the form of independent learning activities. Parenting as a process of continuous interaction between parents and their children which includes the following activities: nourishing, guiding, and protecting children as they grow and develop. The use of the word parenting for parent and child activities here is because until now there has been no exact equivalent in Indonesian. Learning is an activity that contains enjoyment of the child's own will, free without any coercion, with the aim that the child can get pleasure when carrying out the activity. The parenting model for early childhood character development developed by researchers is a necessity for teachers and children at Baitul Hidayah Kindergarten, Baubau City to develop children's character considering that the character development of children aged 5-6 years at Baitul Hidayah Kindergarten, Baubau City is still very lacking based on existing indicators. Learning activities are a necessity for students in character development because these activities have functions or benefits. (Supriadi et al., 2022) said that learning can function; (a) train children's concentration, (b) teach faster, (c) overcome language limitations, (f) arouse human emotions, (g) increase understanding, (h) increase children's memory, and (i) increase the freshness of teaching. For teachers, the parenting model for early childhood character development developed by researchers makes it easier for teachers to provide children with an initial understanding of positive character and becomes part of a fun learning method for children because it is flexible and not patronizing. Thus, the learning model developed by researchers is a necessity for parents and teachers in order to develop children's character.

Description of the Design Form (Prototype) of the Parenting Model for the development of early childhood character

The initial design form of parenting has been put forward by the author by displaying the components of the model philosophy and the operational components of the parenting model for the development of early childhood character. In the component part of the model philosophy which consists of a description of the rationality side of the model, the purpose of presentation, the role of teachers and system support in the implementation of

the learning model, it shows that the model designed and developed by the researcher is a learning model that stimulates children's social emotions by using their own ideas or concepts so that they are able to explore and develop children's character. Based on the description of the philosophy of the parenting model for the development of early childhood character, the researcher draws the conclusion that the advantages found in learning to develop children's character through the parenting model. The operational components of the model parenting consisting of three types of parenting, in its implementation certainly has limitations. The limitations determined during the implementation of learning relate to the child's readiness to play and the child's interest in the learning provided. Therefore, the role of the teacher is very important in creating a pleasant atmosphere and preparing learning that is liked by students. These limitations need to be considered by PAUD teachers before starting learning so that interventions need to be given to early childhood education teachers during the activities in order to achieve learning objectives.

According to (Korfmacher et al., 2008) Early childhood education is education given to children under the age of seven. In Indonesia, the category of early childhood is children aged 0 to 6 years. Early childhood is born into the world with all the potential (intelligence) that God has given, but these potentials will not develop and emerge optimally in children if they are not stimulated from an early age. (Novrinda et al., 2017) states that early childhood is a golden age that only occurs once in the development of life, as well as a critical period for a child's life. Research shows that since birth, children have 1000 billion brain cells, these cells must be stimulated and utilized so that they continue to live and develop and if not stimulated, these cells will decline and have an impact on the erosion of all the potential that children have.

(Epstein, 1987) character education must be instilled since children are still small and through a process that is adjusted to the stages of child development. This shows that in the formation of children's character, patience and perseverance are needed from educators who must be supported by a balance between parental education at home and education at school. (Novrinda et al., 2017) education is carried out throughout life. Provision of education begins in early childhood. Education can be provided in formal and non-formal environments. Non-formal environments, such as family and society, are the starting point for instilling education in children. (Padavick, 2009) parents are the main and first educators for children because from them children begin to receive education. Therefore, parents need to be careful in acting and speaking, because everything that is heard and seen from

parents will be imitated by children. (Dekel et al., 2018) the role of parents and educators is responsible for cleaning children's tongues from dirty words, and all words that cause a decline in moral and educational values. (Bronfenbrenner, 1979) parents are responsible for raising children from despicable things, reprehensible habits, bad morals, and everything that can bring down the personality, nobility, and honor of the child. Parents are also responsible for accustoming children to noble humanity, such as doing good.

(Ritonga, 2022) explain the function of the family to organize socialization, provide educational direction, fill a good soul and spiritual guidance. The inheritance of human values, which at least in the future can create people who love peace, develop social welfare, are able to maintain and implement just and civilized human rights, and are able to maintain the quality and morality of the environment. (Roper et al., 2023) reveal the role of culture greatly determines the quality of the process and results of character education. Therefore, a positive institutional culture is needed, in the sense that the culture of educational institutions must be in line with the values chosen as target values. Based on this, the home environment and educational institutions must synergize in efforts to instill and shape children's character.

## CONCLUSION

Early childhood character development through parenting model learning is an approach that emphasizes the importance of the role of parents as primary educators in a child's life. This model integrates learning of moral, social, and emotional values into the child's daily activities at home. Parents act as role models who provide real examples in the application of positive values, such as honesty, responsibility, and empathy. In addition, this approach helps children understand the importance of harmonious interactions within the family as a foundation for building good relationships outside the home. Through parenting model learning, children are given an environment that supports the optimal development of their character. With open communication and a loving approach, children feel safe and valued, which can increase their self-confidence. In addition, parents who are consistent in providing direction and guidance can help children understand the applicable boundaries and rules, which ultimately form discipline in children. This process not only supports the development of individual character but also prepares children to face social challenges in the future.

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