

# Parenting Program: Its Impact on Students' Religious Character in Integrated Islamic Elementary Schools

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## Abstract:

An effective public health approach can help evaluate the effectiveness of parenting programs in reducing child maltreatment. Parenting can show effectiveness in improving children's emotional and behavioral adjustment. Parenting programs are useful for parents to add insight and awareness about appropriate child development. The purpose of this study was to determine the effect of the parenting program on the religious character of students at Ar Rahman Jati Agung integrated Islamic elementary school. The method used is quantitative method. The sampling technique used. Purposive sampling. Data collection methods are questionnaires and documentation. The results of the f test simultaneously sig value  $0.001 < 0.05$  and the value of f count  $8.469 > 3.16$ , then there is an influence of the parenting program and parenting on the religious character of students at SDIT Ar Rahman Jati Agung. The coefficient of determination test results show 22% which means that the effect is in the low category.

Keywords: Parenting Program; Parenting Pattern; Religious Character.

## Introduction

Parents' behavior will, directly and indirectly, be learned and imitated by children (Yoder et al., 2021). Parents' behavior sets an example for their children (Gecas & Schwalbe, 1986). Parenting is the overall interaction between parents and children that encourages children to have better behavior (Sobel et al., 2021). Good parenting influences measurable growth and development of children's character within their social sphere (Wartini & Riyanti, 2018). Parents give encouragement to children's behavior and knowledge so that these children can develop optimally (Turman, 2007).

Parenting parents are done by determining the habit of discipline in learning (Baumrind, 1978). These habits can make children independent and disciplined (Saputri & Widyasari, 2022). A parenting program is an activity carried out at school or at home with the aim of achieving interests and desires in parenting between the school and parents (Barlow & Coren, 2018). Parenting programs are a way that can help parents to introduce the best outcomes for their children (Barlow & Coren, 2018). Character education is recognized as a necessity for preparing future generations of the country, even though the system in Indonesia has not been able to complete the development of the desired character traits and values (Muassomah et al., 2020).

Character education is a moral education that cannot be separated from the formation of student character (Bates, 2019). Parenting is based on determining the habit of learning discipline, this habit can make children independent and disciplined (Nadhifah et al., 2021). A parenting program is an activity carried out at school or at home with the aim of achieving interests and desires in parenting between the school and parents (Waluyandi et al., 2020).

An excellent parenting program can improve parents' parenting of children (Hidayah, 2021). Character education can also maximize learning motivation to prepare future generations and provide a positive attitude (Fatmawati et al., 2021). Creative parenting is necessary because of the challenges of fast-changing times (Munastiwi, 2018). Non-violent discipline by parents is a very important application to children's behavior (Leijten et al., 2019). The religious character can be obtained through parental care, namely worship routines, reminding worship on time, reminding reading to read the Qur'an, and giving sanctions if children do not worship (Ochita Ratna Sari & Trisni Handayani, 2022).

The Parenting Programs is useful for parents to increase insight and awareness about appropriate child development (Febyaningsih & Nurfadilah, 2021). An effective public health approach can help evaluate the effectiveness of parenting programs in reducing child maltreatment (Chen & Chan, 2016). Parental care can show effectiveness in improving children's emotional and behavioral adjustment (Goldberg et al., 2019). The implementation of character education at school can improve student character, including discipline, honesty, and responsibility (Singh, 2019).

Data shalat 5 waktu Peserta Didik

No	Kelas	5 Waktu	4 Waktu	1-3 waktu	Tidak pernah	jumlah
1	1 abu bakar asshidiq	-	31%	69%	-	29
2	1 umar bin khatab	7%	17%	76%	-	29
3	1 khadijah binti khuwalid	7%	31%	62%	-	26
4	1 saudah binti jam'ah	-	8%	92%	-	26
5	2 ali bin abi thalib	13%	20%	67%	-	30
6	2 utsman bin affan	10%	13%	77%	-	30
7	3 hamzah bin abdul muthalib	23%	30%	47%	-	30
8	3 ummu salamah	17%	23%	60%	-	30
9	4 bilal bin rabbah	8			-	30
10	4 fatimah binti muhammad	37%	30%	33%	-	30
11	5 abdurahman bin auf	30%	20%	50%	-	30
12	5 zainab binti huzaimah	37%	33%	30%	-	30
13	6 sa'ad bin abi waqahs	27%	33%	40%	-	30
14	6 ummu kulsum	33%	44%	23%	-	30
<b>Total</b>						410

From the table above, it shows that the religious character of students is very low in carrying out the 5-time prayer obligation. This was supported when the author made observations at Ar-Rahman Integrated Islamic Elementary Schools. Where many, students do not heed the teacher when giving advice, when fighting with their friends they often say harsh words, and when they come to school or meet the teacher some give greetings and some are ignorant and indifferent there are still many students who hide during congregational prayer hours. This is certainly very important to be addressed jointly between parents, teachers and schools in providing better education.

## Methods

The effect of the Parenting Program on the Religious Character of students at Ar-Rahman Integrated Islamic Elementary Schools, Jati Agung, South Lampung, Indonesia was obtained using multiple regression testas. Methods of data collection using questionnaires and documentation. The population in this study was 410, using purposive sampling method, namely class V which amounted to 60.

## Results and Discussion

The results of the validation test were carried out on the Parenting Program Variable, Parenting Variables and Religious Character using Biyariat Person Correlation Analysis. The validity test results can be seen in tables 2, 3 and 4.

Tabel 2  
Hasil Uji Validitas Variabel Program

<b>Uji Validitas Program Parenting</b>			
<b>No</b>	<b>R Tabel</b>	<b>R Hitung</b>	<b>Kriteria</b>
1	0,361	0,444	Valid
2	0,361	0,421	Valid
3	0,361	0,460	Valid
4	0,361	0,199	Tidak Valid
5	0,361	0,473	Valid
6	0,361	0,415	Valid
7	0,361	0,492	Valid
8	0,361	0,402	Valid
9	0,361	0,395	Valid
10	0,361	0,039	Tidak Valid
11	0,361	0,571	Valid
12	0,361	0,579	Valid
13	0,361	0,421	Valid
14	0,361	0,076	Tidak Valid
15	0,361	0,397	Valid
16	0,361	0,464	Valid
17	0,361	0,458	Valid
18	0,361	0,163	Tidak Valid
19	0,361	0,535	Valid
20	0,361	0,545	Valid
21	0,361	0,499	Valid
22	0,361	0,393	Valid
23	0,361	0,487	Valid
24	0,361	0,551	Valid
25	0,361	0,562	Valid
26	0,361	0,404	Valid
27	0,361	0,525	Valid
28	0,361	0,391	Valid
29	0,361	0,138	Tidak Valid
30	0,361	0,406	Valid

Tabel 3  
Hasil Uji Validitas Variabel Pola Asuh Orang Tua

<b>Uji Validitas Pola Asuh</b>			
<b>No</b>	<b>R Tabel</b>	<b>R Hitung</b>	<b>Kriteria</b>
1	0,361	0,108	Tidak Valid
2	0,361	0,377	Valid
3	0,361	0,395	Valid
4	0,361	0,448	Valid
5	0,361	0,332	Tidak Valid
6	0,361	0,416	Valid
7	0,361	0,462	Valid
8	0,361	0,403	Valid
9	0,361	0,410	Valid
10	0,361	0,674	Valid
11	0,361	0,605	Valid
12	0,361	0,624	Valid

13	0.361	0,373	Valid
14	0.361	0,130	Tidak Valid
15	0.361	0,390	Valid
16	0.361	0,497	Valid
17	0.361	0,415	Valid
18	0.361	0,395	Valid
19	0.361	0,430	Valid
20	0.361	0,605	Valid
21	0.361	0,424	Valid
22	0.361	0,031	Tidak Valid
23	0.361	0,497	Valid
24	0.361	0,445	Valid
25	0.361	0,580	Valid
26	0.361	0,430	Valid
27	0.361	0,244	Tidak Valid
28	0.361	0,378	Valid
29	0.361	0,601	Valid
30	0.361	0,495	Valid

Tabel 4  
Hasil Uji Validitas variabel karakter religius

<b>Uji Validitas Karakter Religius</b>			
No	R Tabel	R Hitung	Kriteria
1	0.361	0,398	Valid
2	0.361	0,138	Tidak Valid
3	0.361	0,490	Valid
4	0.361	0,422	Valid
5	0.361	0,382	Valid
6	0.361	0,383	Valid
7	0.361	0,550	Valid
8	0.361	0,388	Valid
9	0.361	0,319	Tidak Valid
10	0.361	0,480	Valid
11	0.361	0,412	Valid
12	0.361	0,390	Valid
13	0.361	0,161	Tidak Valid
14	0.361	0,428	Valid
15	0.361	0,316	Tidak Valid
16	0.361	0,440	Valid
17	0.361	0,404	Valid
18	0.361	0,437	Valid
19	0.361	0,441	Valid
20	0.361	0,237	Tidak Valid
21	0.361	0,352	Valid
22	0.361	0,456	Valid
23	0.361	0,496	Valid
24	0.361	0,396	Valid
25	0.361	0,362	Valid
26	0.361	0,411	Valid
27	0.361	0,438	Valid
28	0.361	0,378	Valid
29	0.361	0,559	Valid
30	0.361	0,373	Valid

To see how influential the parenting program and parenting patterns are on religious character, it is necessary to test the coefficient of determination in this study. The criteria for influence are if the coefficient value is 0.00 - 0.199 then it is said to be very low, 0.20 - 0.399 low category, 0.40 - 0.599 Medium category, 0.60 - 0.799 Strong category while 0.80 - 1.000 is said to be very strong from the results of the determinant coefficient test obtained the R Square (R<sup>2</sup>) value of 0.229, it can be concluded that the effect of the parenting program and parenting patterns on the religious character of students at SDIT Ar Rahman Jati Agung is in a low category. Meanwhile, the school parenting program is fairly good in its program. This can be seen from the parenting organization structure which involves parents of students in its implementation from grade 1 to grade 6.

Every agenda of the parenting program has been arranged and scheduled which is written in the work program and budget of the forum ukhuwah parents of students. The management of the parenting program involving parents always coordinates with the school in the development and education at Ar Rahman Integrated Islamic Elementary Schools. Among the main tasks of the parenting board (parents) are: carrying out Sarah's activities, carrying out parenting study activities, parenting school, carrying out mentoring activities in school activities (Market Day, KAS, Outing class Me and mother, and Pesantren shole children), carry out school information publication activities and parenting activities and others.

However, in terms of implementation, many parents rarely participate in the parenting program. As stated by umu Moynihan the head of parenting, "Parents tend to be busy with their work affairs which sometimes become less attentive to the condition of their children. The work that parents do makes them bound by busy working hours and work demands so the parenting program provided by the school cannot be attended. In addition, when the time off coincides with parenting activities, parents are used to resting at home". The busyness experienced by parents can certainly make a little time with the family in their daily lives. The busyness of work eliminates their obligation to prioritize attention to children so that they give children freedom in determining their daily lives, which leads to permissive parenting.

Applying permissive parenting, of course, will have an impact. For example, parents pay less attention to children hanging out with anyone. Parents who do not care about friendship and friendship will affect children's behavior in their daily lives. Based on this, children can influence and be influenced. Then it will assume what peers do can also be done by a person with the same thing. This is following the theory of environmental determinism which argues that the development of a person's attitude is strongly influenced by the environment in which the individual lives and how the environment treats the individual. For example, speaking harshly, being disrespectful, or ignoring when given advice.

Parents' busyness also results in parents paying less attention when children perform or do not perform prayers, in child psychology, this will certainly grow the psychomotor domain, namely objects that are known and realized will cause a response in the form of action. With the habits of leaving prayer at home, it will lead to action when at school will do the same thing, namely there are still many students who hide during congregational prayer hours.

With the busy work of parents, without parental permission, children are free to do what they want. The theory of psychic determinism argues that individual attitudes are the result of the treatment, parenting, or education of parents given to their children. An attitude that is caused when parents let children do what they want will certainly cause a person's reaction in the form of attitude or behavior, this can be seen when a child meets a teacher who does not greet him, many still look ignorant and indifferent.

### Conclusion and suggestion

Based on the results of research at Ar-Rahman Integrated Islamic Elementary Schools, Jati Agung, South Lampung, Indonesia, it can be concluded that the parenting program partially affects the religious character of students. It aims to add insight and knowledge in realizing parents' knowledge and skills in shaping children's character. This is to realize compatibility in educating children at school and at home to achieve interactive and communicative quality between schools and parents.

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