

Value Transmission From Parents With Different Religion Towards the Children

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Abstract— This study aimed to discover values that parents transmitted, the process of transmitting values in multi-religion families, and what obstacles appear in children from multi religion family. This study used qualitative methods with phenomenological approach. This study showed multi-religion family transmitted the values of religiosity, tolerance, gratitude, simplicity, and respect. There were also other values such as assertiveness, family, responsibility, hard work, and manners. The process of value transmission in the family happened by teaching the values by communicating and cultivating, exemplifying, and guiding the values which consists of reprimanding, motivating, and keep fostering the children by participating in their value's related activities. The children also experienced conflicts with their thoughts.

Keywords— *value, transmission multi-religion family*

I. INTRODUCTION

Value is an important foundation for the formation of human personality. Steeman argued that value is something that gives meaning and contributes to the starting point, structure, and purpose of life [1]. How to form and maintain good values in life has always been an interesting topic to discuss because it involves benchmarks of actions taken by someone [2].

Devito stated that one of the sources of value formation is the family. Family is the first place for children to learning with various functions carried out, one of them is socialization, which is how parents prepare their children as complete as possible by introducing patterns of behaviour attitudes of beliefs, ideals, and values held by the community and learning the role that is expected to be carried out by them [3]. In this process both parents are obliged to help, care for, guide and direct their children to reach maturity so they can shape their personalities [4].

Parents who teach appropriate values to the children will result in similarity values so the children will feel easier to accept and apply the values. Also, the good children's behaviour and personality are the sign of the success of transmitting values [5]. This is called the process of value transmission.

Value transmission is when parents try to provide an understanding of the values held by them so the children can later use it as their life guide [6]. Values transmission encompass enculturation, namely the process of absorbing norms and values indirectly through exposure and observation, as well as socialization that refers to the

teaching process carried out intentionally with supervision on individuals [7].

Facts showed that not all families can completely transmit values to the children, this can also cause some difference in values between children and parents in the future. Furthermore, this condition can complicate the coordination process between generations about the values especially those values shared by parents to children [5]. Also, children can experience doubts about the value transmission of their parents [8] and the possibility of changing value transmission in themselves [9].

The other effect that might occur is lack of values that were once held firmly by the children as their life guide, the increasing number of students involved in social conflicts such as fighting, motorcycle gangs, and other acts of violence are the example of it. Besides, living amid differences will make be difficult for individuals who are unable to accept and appreciate the differences in society [10].

Various factors cause the parent can't fully transmit the value, one of these factors is the difference in parents' religion this indicates that parents are not too religious [11]. This study focused on values transmission of parents with different religions to children. This research is interesting and important because the values transmission studied is the transmission of values to parents who have religious differences. In Indonesia, most different religions marriage still experiences special problems from within the family, from parents to parents and parents to children, as well as problems involving people around the couple.

Based on the description above, the purpose of this study is to find out what values are transmitted, how the transmission process of parents 'values is of different religions to children and what obstacles are experienced by children in the transmission process of parents' values of different religions.

II. METHODS

This research was qualitative research with a phenomenological approach. The subjects of this research were families who's the husband and wife had different religions and their children, live in Jogjakarta and/or Semarang.

This research conducted in Yogyakarta and Semarang from 22nd October 2018 to 18th March 2019. This research consisted of several stage. The first stage was to

introduce the researcher and informed the purpose of the research to the families who were the subjects. The next stage was doing the in-depth interview, interviews conducted with interview guidelines. The next stage was the researcher conducted probing and data triangulation to the subject. Researcher used themselves, interview guide, and voice recorder as the research instrument.

Data analysis technique in this research was Interpretative Phenomenological Analysis (IPA) which was qualitative approach for provide a detailed examination of the life experiences of the subjects [12].

III. RESULT AND DISCUSSION

A. Result

Table 1 report the result. It showed that values transmitted by parents of different religions consist of religiosity, responsibility, kinship, simplicity, respect, hard work, tolerance, good manners, social community, and gratefulness. These values are corresponding with terminal and instrumental values based on the Rokeach Value Survey [13].

The definition of the terminal value is the achievement desired by the individual [13]. The terminal value from this research are religiosity which includes tolerance, gratitude, simplicity, and respect.

The tolerance becomes an important and primary value to be transmitted in different religion families because it's important to be open and accept the difference between the family member [14], tolerance is also an individual attempt to respect individuality and the existence difference while eliminate the division and overcome the tension caused by chaos [15]

Table 1. Values Transmitted

Family 1	Family 2
Religiosity	Tolerance
Kinship	Social
Simplicity	Manner
Hard work	Responsibility
Responsibility	Hard work
Autonomy	Gratefulness
Tolerance	Fairness
Gratefulness	Religiosity
	Honesty

Table 2 showed the report for the value transmission process. From the interviews, it appeared that parents had a positive role in the values transmission process to children. Parents realize that many functions are carried out in the family [16].

Parents also realize there is a possibility of differences in the values they will transmit to children because of religious differences between them, so they anticipate it by making a mutual agreement that if they have children, they will follow the religion of one of their parents until they can decide by themselves. The parent hopes the more their children assume their parents have the same values, the child will feel easier and more ready to receive priority values from parents.

The parent's respondents are also democratic, respecting and understanding the child's situation, from interviews with the parents, it also found that they allow the children to explore each parent's religion before they finally decide on their own.

Based on the findings of researchers from the interviews, the value transmission process to children begin by teaching values that parents convey their purpose of transmitting and embedding value in children. At this stage, parents use cognitive methods with daily communication and embed values in children, they persuade the children to understand events in values using effective delivery language and provide a logical explanation of the importance of these values. This process is effective in value transmission because children can understand and think of the values since the beginning of the value transmission process [7].

Parents exemplify how the behaviour of giving attention to other family members such as caring for younger siblings and helping each other when there is a need for help. This process is effective in transmitting values because the modelling process will be stronger in children who assume there are similarities between their attributes and parents [8].

The final stage is to teach and give examples directly parents will guide children by reminding when children make mistakes, motivating, and continue to contribute to the activities of implementing the values until the children can apply these values in their life. This affective method becomes effective because in guiding certain feelings will appear in the child, that is the attachment of affection between children and parents so that it makes the child easier to understand and be interested in the values that will be transmitted [7].

The children will also get a conditioning method, which is to get a reward if it reaches the target agreed with the parents or get confirmation so that this strengthens the child's behaviour from transmitting parental values [7].

Table 2. Values Transmission Process in the Families

Family 1	Family 2
Made an agreement about the children's religion	Made an agreement about the children's religion
Taught the values by daily communicate	Taught the values with facial expression
Exemplified value in daily life	Exemplified value in daily life
Guiding by telling when children were wrong and motivating them	Guiding by informing and motivating children, also contributing to the application of values by children
	Made an agreement about the transmitted value

B. Discussion

Supporting factors within the family is a good relationship between parents and children, primarily when parents and children emotionally close. Although there is a conflict arise, this led to more closeness to the mother and child, according to Barni [8], the closeness between children and parents can motivate children to receive the value better from parents.

Beside the closeness between the children and parents, parents in two different religions family apply authoritative parenting, that is parents actively direct and provides input by the abilities of their children but do not necessarily determine what behaviour should be done by their children [17].

Furthermore, community support also contributes to the formation of values. In the first family, the community supports the tolerance value because children grow up in a plural village where the number of Islam and Christians is nearly equal so the religious celebration is celebrated with full tolerance by everyone, the children do not experience rejection in their environment and used to the differences there [18]. In addition to supporting factors from the community, children also get supporting factors from religious-based schools that make them get reinforcement on the religiosity value [19].

Table 3. Supporting Values in Value Transmission

Supporting Factors	
Family 1	Family 2
Supporting environment	Children understood parent's religion difference
Children went to religious-based school	Children went to religious-based school
Parents and children had close relationship	Parents and children had close relationship

One of the inhibiting factors experienced by families in the values transmitting process is the difference of the children personality, this causes parents to find alternative to still be able to transmit values and each child continues to accept and apply the transmitted values, these obstacles can be resolved with parents who approach the children according to their personality.

Furthermore, there are obstacles because children turn into adolescence which makes them have difficulty in controlling emotions and tends to act according to what they want so they become more uncontrollable and explosive [20], to overcome these inhibiting factors parents continue to communicate about the values they transmit by exemplifying behaviour to children.

Based on this research, it was also found obstacles experienced by children from different religions families, the child stated the obstacle she experienced was when receiving value transmission from her parents. It came from her mind which considers it easy to do according to her parents because they only transmit the value, however she was not experience confusion about the value from her parent's value transmission.

IV. CONCLUSION

Based on the research result and discussion, the researcher got several conclusions. The first conclusion was the values transmitted in the process of values transmission were religiosity value which includes tolerance, gratitude, simplicity, and respect. Other values that develop were determined, loving in the form of helping each other, caring and looking for family and others, responsibility, ambitious in the form of working hard, and good manners in society. The special value from different religions families was

tolerance. Furthermore, the process of transmitting values in the family is teaching values by communicating and introducing, modelling, and guiding which consists of scolding when children were wrong, motivating and continuing to nurture children by taking part in their activities when applying values. There was an agreement made at the beginning of marriage related to what religion the child will adopt. In addition to the agreement, parents worked together in transmitting values to children by transmitting the same values and allowing children to learn their second religion. This also becomes the difference between values transmission from parents with different religions and values transmission from parents with the same religion. Finally, there was a conflict in one of the family because the child decides to choose her mother's religion in her teen year. Besides, one of the children also had difficulty receiving transmission of values because of her thoughts. Since value transmission in the different religion parent can affect the children's upbringing, hopefully the guidance and counselling teacher can make the student talk about what values they accept from their different-religion parents and how the parents transmit them. The teachers can teach tolerance to all the students so they can respect the religion's difference between them. The guidance and counselling teacher can also approach the child by understanding their confusion and giving more knowledge about religion to the child who come from different-religion family, beside it will help the child to improve their knowledge about either one of both of his parent religions, it will also make the child feel respected and supported by the teacher.

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