



Implementation of Parents' Democratic Parenting Towards the Establishment of Independence of Elementary School Students

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Abstract. This study aims to describe the democratic parenting method of parents and the influence of parental parenting on the independence of students. Method used in this study is descriptive qualitative with data collection including observation, interviews, and documentation. Participants in this study involved 12 subjects. The research was conducted at Elementary School of Singkil. Data analyzed with Milles and Hubberman's model includes data collection, reduction, presentation, and conclusion drawing. Validity of data by triangulation of techniques and sources. The results of this study show that Democratic Parenting in increasing student independence is carried out with parents getting used to maintaining the quality of interaction, setting a good example, maintaining actions and speech, making rules that have previously been discussed to train discipline, sense of responsibility, initiative, and increasing student confidence. This research is expected to provide input and direction in implementing parenting for children, so that children can form a good role.

Keywords: Democratic Parenting · Elementary School Student · Independence

1 Introduction

Education is a conscious guide, practice, or teaching activity to lead a better life [1]. According to Law No.20 of 2003 Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual power, self-control, personality, intelligence, noble character, and skills, which are needed for themselves, society, and the state. According to Filisyamala et al. (2016). Education is an important factor in developing human potential with the human education process expected to solve problems and face challenges. The purpose of national education is to increase the potential of students to become human beings who have faith and piety in God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. The purpose of education in addition to developing one's potential is to shape the character of students [3].

The character of students is currently still considered not good, because there are still many students who commit violations or deviations while at school. This is shown by the number of students who behave undisciplined and irresponsibly both outside the school and in the school environment such as skipping classes, not doing tasks as students, there are still frequent fights between students, impeachment of other students, not doing tasks from the teacher, wearing clothes not in accordance with school regulations, arrived late, disrespectful to the teacher's mother and so on [4]. The existence of deviations from these students, usually occurs from many factors both from the family environment, school environment and from friends. However, the first place in shaping a child's character is the family, the family is the first and main place for a child to study. Before entering the outside world, the family must be able to form the character of the child from an early age, namely when he is still in the womb. The family has a function of shaping morals, shaping speech, then shaping the child's physical and spiritual. Therefore, family education is considered relevant in shaping the character of early childhood [5]. The actors of education are not only teachers and students but also from the encouragement of parents and the family and community environment. The family environment is the first and foremost educational center [6]. This reason, alternative solutions are needed, one of which is by increasing the independence of students.

The character education strengthening program is a form of effort to revolutionize the mental or character of the nation. There are five-character values that are a priority for strengthening character education which are sourced from Pancasila, namely: religion, integrity, nationalism, mutual cooperation, and independence. Learning independence is a form of strengthening character education that has confidence in one's own abilities, is able to complete one's own tasks without depending on others. According to Steinberg (2002), Independence is an individual's ability to behave alone. The definition in more detail is explained by Masrun (2001) which expresses independence is an attitude that allows a person to do freely, do something on one's own impulse for one's own needs, pursue achievements, be full of perseverance and want to do something without the help of others.

Able to think and act originally, creatively and initiatively, able to influence the environment, have confidence in one's own abilities, respect yourself and get satisfaction from his efforts. According to Sugito (2013), Independence is an internal strength of the individual acquired through the process of individuation. Therefore, independence implies having a passion / passion to be better and confident, managing thoughts to study problems and making decisions to act, discipline and responsibility and not to depend on others. Independence is a person's ability that refers to the behavior of students in realizing their desires or desires into reality by not relying on others [8]. According to Febriastuti (2013), independence is formulated four indicators namely: 1) Confidence, 2) Responsibility, 3) Initiative, 4) Discipline. Oemar Hamalik (2010: 108) states that independence is influenced by two factors, namely internal factors and external factors. Internal factors come from within the individual, while external factors come from the environment. One of the external factors that affect independence is the family. To realize students who have high independence requires a planned, directed, and sustainable way and the active role of parents such as implementing democratic parenting.

Parental parenting is the habit of parents, fathers, or mothers in leading, nurturing, and guiding children in the family. Nurturing in the sense of guarding by caring for and educating her [10]. Parenting is the interaction that occurs between parents and their children in everyday life [11]. The form of parenting chosen by parents to children is one of the factors that determine the character of a child. Differences in parenting patterns like this can affect the differences in the formation and development of children’s independence. There are several types of parenting for children [12]. The types of parenting are: (1) Democratic, with parents as family leaders inviting their children to determine goals and plan steps to be implemented; (2) Authoritarian, where parents determine all their child’s activities by force; (3) Permissiveness, which is a parenting style in which parents perform a passive role, leaving the determination of goals and activities entirely to the child by meeting all needs without taking any initiative. According to Filisyamala et al. (2016) Of the three forms of parenting to students, the democratic form of parenting which is the parenting style is best applied by parents to their children. Parents in this parenting style give the child the freedom to choose and perform an action, and his approach to the child is warm. Baumrind (1991) said that the form of democratic parenting, in this parenting style is parents who encourage their children to value independence, give encouragement and praise, but still provide boundaries and control over the actions that the child takes. Research from K Sunarty (2014), shows that the parenting model is very influential in the independence of learners. Research by Filisyamala et al. (2016), Komsu et al. (2018), dan Pandia et al. (2015). It also shows that democratic parenting can shape a student’s discipline, motivation, and character.

Based on this description, this study aims to describe the implementation of democratic parenting in the independence of Elementary school students, which then this research is entitled “Forms of Democratic Parenting in the Independence of Elementary School Students”.

2 Method

This research is a descriptive study with a qualitative approach with the aim of describing the democratic parenting method of parents and the influence of parental parenting in the independence of Elementary school students. The research was conducted from September to October at Elementary School of Singkil. Participants in this study involved 12 subjects with details in Table 1. Sample selection technique using randomized sampling technique taken in class IV.

Table 1. Research Informant Data

| Informant | Total |
|------------------|--------------|
| Students | 5 |
| Parents | 5 |
| Teacher | 2 |
| Total | 12 |

This research will examine in depth and holistically the form of democratic parenting in the independence of Elementary school students. What is the form of democratic parenting that parents provide in the independence of learners. Data collection includes observations, interviews, and documentation. The research begins with direct observation or observation of students while in the school environment, then continued with in-depth interviews with students, parents or parents, and teachers using established interview guidelines, and documentation will be obtained data and descriptions of the form of democratic parenting in the realm of student independence.

This study uses triangulation techniques, where source triangulation is carried out by checking data obtained through several data sources, while triangulation techniques are carried out by checking data to the same source with different techniques, such as direct observation, interviews, and documentation.

The data analysis process for this study was carried out after all the data had been collected. This study used the Miles and Huberman model in analyzing the data. Miles and Huberman in Sugiyono (2011) said that there were three activities carried out, namely: data reduction, data display, and drawing conclusions. This research will use the stages of research in general. These stages include the preparation stage, the implementation stage, and the reporting stage.

3 Results and Discussion

After the research process was carried out, namely interviews with the head parents, students, and teachers as well as observations in the school environment, several research results were obtained. In this study, parents will be democratic parenting in shaping student independence.

3.1 Result

The research was conducted in September 2022. From observations and interviews, there are differences in independence in grade 4 students. These differences are influenced by several factors, namely from the parenting style of parents, the surrounding environment, and friends. This is supported by a statement from the class teacher.

" Disini kelas IV punya beragam kemandirian mbak, ada yang pokoknya ikut saja, ada yang udah ada inisiatif untuk melakukan sesuatu, ada juga yang tidak aktif sama sekali. Menurut saya, hal seperti itu bisa jadi karena Pola Asuh orang tua nya ya. Ada yg mendidik disiplin, melatih anak dari kepercayaan diri, tanggung jawab dan inisiatif anak juga. Saya juga maklum pasti beberapa anak ada yang orang tuanya sibuk bekerja, ada juga yang ibu rumah tangga jadi waktu untuk anak ya pasti ada. Namun, untuk disiplin semua siswa sudah bisa dikatakan disiplin karena semua datang ke sekolah tepat waktu, tanggungjawab juga semua siswa kelas IV itu selalu mengerjakan PR, untuk soal inisiatif ya beberapa anak mungkin ada yang belum terlihat akan hal itu contoh siswa yang memiliki inisiatif itu dia suka mencari referensi buku dipojok baca sana mbak tanpa saya suruh, dan kepercayaan diri semua anak kelas IV mempunyai kepercayaan diri yang baik (Here class IV has a variety of independence, some are just participating, some have already taken the initiative to do something, some are not active at all. In my

opinion, such a thing could be due to the parenting style of the parents. There are those who educate discipline, train children from self-confidence, responsibility, and initiative of the child as well. I also understand that there must be some children, some whose parents are busy working, some are housewives so there is time for children. However, for discipline all students can already be said to be disciplined because all come to school on time, the responsibility is also that all students in grade IV always have homework, for the matter of initiative, yes, some children may not be seen about it, for example, students who have the initiative he likes to find book references in the corner read there without me telling, and confidence all grade IV children have good self-confidence)". (Interview with Teacher, 20 September).

From the statement above, it can be said that the independence of students is different due to parental parenting. This is in line with the research of Kustiah Sunarty (2016), which shows the learning independence of students with the parenting style of people is very related. Based on the results of interviews from five parents, it was found that all parents both apply a form of democratic parenting in the independence of students at Elementary School of Singkil. Parents in applying democratic parenting remain realistic about the child's abilities, as parents they do not force the child and do not expect more than the child's ability. Through the application of this form of parenting, there are all aspects that can develop student independence, such as applying an attitude of discipline and responsibility. This is supported by the guardian's statement.

" Anak saya jika dirumah saya didik disiplin mbk, ya seperti setiap sore setelah mandi saya tugaskan untuk mengerjakan PR semisal gak ada PR ya mengulang pelajaran tadi. Karena saya juga Ibu rumah tangga ya mbak, jadi saya punya waktu yang banyak dengan anak saya. Misal jika anak saya tidak mau belajar saya hukum. Biasanya saya hukum dengan tidak boleh main HP pada waktunya atau tidak saya izinkan bermain sebelum PR selesai. Jika tanggung jawab saya melatihnnya dengan hal tadi mbak mengerjakan PR dalam tanggung jawab dia sebagai siswa (My son, if at home, I am educated in miss discipline, yes like every afternoon after taking a shower I am assigned to do homework for example there is no homework, yes, repeat the lesson earlier. Because I am also a housewife, so I have a lot of time with my son. For example, if my child does not want to learn I am a law. Usually, I am legal by not being allowed to play HP in time or not allowing me to play before the PR is over. If my responsibility is to train him with that, I will do homework in his responsibilities as a student)". (Interview with parent, September 23, 2022).

A similar opinion was expressed by another parent, who argued:

" Jika soal disiplin, saya mengajarkan anak dengan memberikan peraturan mbak. Saya dirumah itu sore ya karena bekerja. Jadi saya dan anak saya dulu membuat perjanjian ketika pulang sekolah dan saya belum pulang dibolehkan main baik keluar rumah atau hanya sekedar main HP dirumah. Namun, ketika saya sudah dirumah sudah tidak boleh main keluar dan wajib belajar untuk mengerjakan PR. Biasanya jika dia melanggar peraturan ya saya kasih tau jika itu salah. Untuk penerapan tanggung jawab saya biasanya menghadapi anak jika melakukan sesuatu harus disertai tanggung jawab, semisal dia menumpahkan minuman dilantai ya saya melatih anak dengan memper-tanggung jawabkan apa yang telah dilakukan itu dengan membersihkan sendiri (When it comes to discipline, I teach children by giving rules. I was at home in the afternoon

because of work. So my son and I used to make an appointment when I came home from school and I haven't been allowed to play either outside the house or just playing cellphones at home. However, when I was at home, I was not allowed to play outside and compulsory education to do homework. Usually if he breaks the rules, yes, I tell him if it's wrong. For the application of responsibility I usually face the child if doing something must be accompanied by responsibility, for example he spills drinks on the floor, yes I train the child by accounting for what has been done by cleaning himself)." (Interview with parents, September 24, 2022).

In addition to discipline and responsibility, there are indicators in student independence, namely responsibility, self-confidence, and initiative. Such indicators correspond to the opinion of Febriastuti(2013), where learning independence is formulated four indicators namely: 1) Self-confidence, 2) Responsibility, 3) Initiative, 4) Discipline. In shaping the child's self-confidence and the sense of initiative in the child in interviews with parents have different ways. One of them is parents applying stories before going to bed, training children in participating in competitions, and preparing school equipment at night. This is reinforced by the following statement from the parents:

"Dalam melatih kepercayaan dirinya saya sering menanyai anak saya bagaimana tadi disekolah kadang didepan neneknya, sehingga anak saya nanti akan bercerita didepan orang. Dari kebiasaan itu saya merasa kalau anak saya suka cerita dengan PD nya. Dan kadang saya juga mengikutkan anak saya lomba dulu pernah saya ikutkan lomba mewarnai jadi kayak melatih mental ya dari situ. Jika untuk melatih rasa inisiatif anak itu saya lebih ke membiasakan anak untuk membantu orang tua dengan kegiatan rumah sama menyiapkan jadwal untuk sekolah besok jadi dari kebiasaan tersebut sekarang anak saya tanpa disuruh sudah menyiapkan peralatan sekolah sendiri misal senin itu bawa topi dan pakai dasi malamnya sudah disiapkan (In practicing his confidence, I often ask my son how he was in school sometimes in front of his grandmother, so that my son will later tell stories in front of people. From that habit, I feel that my son like stories with his confidence. And sometimes I also include my son's competition in the past I participated in a coloring competition so it's like training mentally from there. If it is to exercise the child's sense of initiative I am more about accustoming the child to help parents with home activities as well as preparing a schedule for school tomorrow so from the habit now my child without being told to have prepared his own school equipment for example Monday bring a hat and wear a tie at night has been prepared)." (Interview with Parent, September 24, 2022).

Interviews with students show that parents apply democratic parenting to children to increase independence. Students provide statements related to daily activities at home and how parents train children as follows:

" Aku gak pernah terlambat masuk sekolah, dan aku selalu mengerjakan PR, aku kalau abis pulang sekolah ganti baju, makan terus main bu. Biasanya pulang kalau denger adzan sore, kadang ya main HP juga. Abis itu kalau bunda sudah pulang aku mandi, mengerjakan PR bareng bunda karena kalau main HP terus bundaku akan marah. Kalau bunda masak aku sering bantuin. Semisal aku menumpahkan sesuatu ya aku bakal ngepel itu bu. Malamnya aku sering diajak cerita bunda sebelum tidur (I'm never late for school, and I'm always doing homework, I when I go home from school change clothes, eat and continue to play mom. Usually go home when listening to the afternoon call to

prayer, sometimes you play cellphones too. Abis that if the mother has gone home, I take a shower, do homework with my mother because if you play cellphones, my mother will be angry. If you cook me, I often help you. If I spill something, I'm going to mop it up, mom. Later that night I was often invited to tell stories before going to bed)". (Interview with Parent, September 26, 2022).

As for the statements from other students regarding the democratic parenting style of their parents, as follows:

"Aku selalu berangkat sekolah jam setenga 7 diantar ayah, jadi aku gak pernah telat masuk sekolah. Aku gak pernah dihukum gara-gara gak mengerjakan PR. Setelah pulang sekolah aku ganti baju terus makan, abis itu lihat TV sama ibu. Aku belajar setelah mandi. Abis solat magrib jamaah aku menjadwal sama nyiapin barang-barang buat besuk tadi malam aku nyiapin dasi dan topi sama nyari botol bekas bareng ayah karena bu guru nyuruh bawa. Aku sering ikut lomba mewarnai, ibuku yang ngantar (I always leave for school at 7 o'clock with my dad, so I'm never late for school. I've never been punished for not doing homework. After school, I changed my clothes and continued to eat, and I looked at the TV with my mother. I learned after taking a shower. After the prayers of the pilgrims I scheduled the same to prepare things for tomorrow last night I had a tie and a hat just as almost a used bottle with my father because the teacher told me to bring it. I often participate in coloring competitions, my mother who delivers)" (wawancara, 26 September 2022)".

Based on interviews with parents or parents, it shows that the independence that students have in the school is from the application of democratic parenting by parents, namely parents will maintain the quality of interaction with children, set a good example to children, encourage children to be consistent, parents also make rules at home that are made as a result of student discussions with parents and applied in daily life. And reinforced by statements from students if indeed their parents did so.

The findings of the study on the form of democratic parenting in the independence of learners, illustrated by their actions and the answers given at the time of interviews with learners as research subjects and parent informants. The interview results showed that it was the parents who implemented the democratic form of parenting by increasing discipline, initiative, self-confidence, and a sense of responsibility. This can be supported by maintaining the quality of interaction between parents, setting a good example to the child, guiding and supervising the child, maintaining speech and actions, and giving rules to his child and demanding the child to abide by the rules. However, in applying the rules, parents accompany them with explanations that use good words and are easy to understand, thus creating a harmonious atmosphere between children and parents. The parent informant who gives an explanation and understanding to his child in giving a ban or applying the rules, so that the child feels that the prohibition or rule is no longer a prohibition of the rules that he is forced to follow but a responsibility for himself. The child does not feel objections to obeying or carrying out the applied rules because there has been an awareness of himself, and in the end the child will get used to it so that it will form and develop independent behavior to students.

3.2 Discussion

Based on the findings obtained on the form of democratic parenting in the independence of Elementary school students, all research informants, namely parents or parents who have high independence, apply democratic parenting in shaping student independence. It can be seen from the results of interviews with parents, they in parenting their children apply rules that are not restrictive, provide responsible freedom, maintain the quality of interaction, set a good example, guide and supervise children in order to create discipline, initiative, and confidence in children. With democratic parenting by forming rules at home that have been discussed between parents and children, it will train and make students accustomed so that students have good independence.

Democratic parenting carried out by the parents of Elementary School of Singkil by maintaining the quality of interaction with children, providing a good example to children, parents also make rules at home that are made as a result of student discussions with parents and applied in daily life to form student discipline, and parents also train students by being often confronted by and giving freedom to children by providing opportunities to develop Internal control or self-control so that students can take initiative, be responsible to themselves, and can increase students' self-confidence. It is supported by opinion Fatimah (2010) and Sanders (2008), which states that democratic parenting is very good in an effort to increase independence. Research from Restiani et al. (2017) and K Sunarty (2014), also shows that democratic parenting has a positive effect in increasing the independence of students.

From the results of observations at school on the behavior of students' independence, showing an attitude of discipline, initiative, confidence and responsibility, students obey the rules at school with their self-awareness such as wearing uniforms and fittings according to the provisions, leaving school on time, throwing garbage in its place, maintaining school facilities, doing homework, being able to present assignments in front of the class and so on. Febriastuti (2013) and Tresnaningsih et al. (2019) argue that the independence of students can be seen from how the students' sense of responsibility, student discipline, student initiative in solving problems, and students' sense of self-confidence.

Based on the results of the study, the form of democratic parenting applied by parents to help the independence of students, by maintaining the quality of interaction, often exchanging stories and thoughts with the child, maintaining behavior and speech, and giving rules to children who have previously been discussed and demanding to comply with the rules but in applying the rules, parents accompany it with explanations that use good and easy-to-understand words, giving freedom to the child, but if the child's choice deviates, the parents advise carefully, so as to create a harmonious atmosphere between the child and the parents. This is in line with Hidayati & Prasetyo (2015) that with the discussion will shape the character of the student. Kustiah Sunarty (2016), also argues that how to apply parenting so that it can form an independent child with a parental pattern that aims to correct the child's mistakes by providing logical reasons, consistent parenting, soothing parenting in behavior and speech, responsible parenting seems to teach children to take risks in their activities.

Parents and children as educators and individuals can *gère* the form of democratic parenting in the independence of students by developing all aspects of the child according to the place, situation, conditions or according to the development of the learner.

According to Baumrind (1991) Mentioning the form of democratic parenting is a parenting style that prioritizes the interests of the child, but does not hesitate to control the child. In providing prohibitions or applying rules, all parent informants explain and understand to their children about the importance of the rules to the discipline of students, so that the child feels that the prohibition or rule is no longer a prohibition of the rules that he is forced to follow but a responsibility for himself. According to Kimberly Kopko (2017), Authoritative parents are warm but firm. They encourage their children to be independent while maintaining boundaries and control over their actions. Democratic parents seek to present these rules along with explanations that students can understand.

Parents play a major and first role in the education of children, nurturing, raising and educating children is a noble task that cannot be separated from obstacles and challenges. Parents, namely fathers or mothers, are responsible for the entire family. Parents also determine where the family will be taken and what to give before the children can take responsibility for themselves. For this reason, through the results of this study, the author tries to contribute to democratic parenting in increasing the independence of students.

From the results of this study, it is hoped that parents can choose how to apply good parenting to increase student independence.

4 Conclusion

Based on the results of research and discussion on the form of democratic parenting in student independence, it can be concluded that the form of democratic parenting is one way to increase student independence. Democratic parenting has a positive impact on the independence of students at Elementary School of Singkil. Democratic Parenting in increasing student independence is carried out with parents getting used to maintaining the quality of interaction, setting a good example, maintaining actions and speech, making previously discussed rules to train discipline, a sense of responsibility, initiative, and increasing student confidence.

It is hoped that parents will better understand the form of parenting they apply in instilling independence behaviors in students. For other researchers, it is hoped that they can do and reveal more about the form of democratic parenting in the independence of Elementary school students and know what things must be in that parenting so that parenting can be said to be the best and most appropriate to use in instilling student independence.

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