



# Parenting on The Recognition of Moral Values Early Childhood 5-6 Years

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**Abstract.** Parenting is very important for the introduction of moral values from an early age which is a provision for the next generation. The research objective can describe parenting towards the introduction of children's moral values. Using quantitative approach method and descriptive type. The subjects were children in group B2 of Kemala Bhayangkara 02 Palu Kindergarten. Documents were collected using interviews, observations, and documentation. Furthermore, the technique of analyzing data qualitatively. The results of the study prove that in the introduction of children's moral values, parenting has a relationship in the cultivation of moral values aged 5-6 years. The introduction of moral values in the study, namely the aspects studied were courtesy, maintaining personal and environmental hygiene, and discipline. The recapitulation results that were observed to have increased were parenting in aspects of development according to the age level of 5-6 years.

**Keywords:** Parenting, Introduction of Moral Values, early childhood

## 1 Introduction

Education is a process of guidance and teaching and training can be a target to become an adult (elementary school level to university level), aims to enrich knowledge and skills, and so on. According to (Atiqotud Dhiniyah, 2020), states, "Education is an appreciation of the value of customs in humans and society so that a human being becomes good.

Children's education at an early age is an effort to provide guidance, care, and stimulation so that it will produce children's abilities and skills (Zamroni et al., 2021). (Widat et al., 2023). Through PAUD, children can obtain the basics of education before they enter primary education. In today's advanced digital era, the role of parents in educating children is increasingly important (Lismayanti, Nurhayati, and Rosita, 2021; D. S. Mulyati and Nurhayati, 2020; Nurhayati, Noor, Musa, Jabar, and Abdu, 2022; Nurhayati, Nugraha, and Solihah, 2021; Rosita, Nurhayati, Jumiatin, Rosmiati, and Abdu, 2020; Sholihah and Nurhayati, 2022). (Latif et al., 2023).

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Parenting has a very urgent role in children's education and is responsible for shaping good children. Because mothers and fathers are the most important schools in the life of the next generation. But usually, the parenting implemented by the family (mother and father) makes students behave less than the expectations of mothers and fathers to become students who have a good attitude and socialize in the child's environment. One of the tasks of being a parent is to provide guidance services for early childhood. The family is the first and main institution for early childhood education. Parents are the first source of education for early childhood, because the first communication is built by the child with parents. In directing and guiding early childhood, parents can provide parenting (Khairani & Putra, 2021; Roini, 2018; Wartini & Riyanti, 2018). (Elan & Handayani, 2023).

Based on Law Number 20/2003 of the National Education System (Article 27 Paragraph 1) states "Informal education activities carried out in the family environment have independent activities, non-formal education is a direct responsibility in imparting knowledge and skills, in making good values in children". (Anisah, 2011) states that, "parenting is a set of references to the exchange of expressions on mothers and fathers in influencing the genetic potential that is integrated into individuals to take care, take care, guide, build and maintain their children from childhood and immaturity so that they become adult humans who are independent in their next lives".

According to Rosyadi (Riati, 2016) "parenting is a pattern of mothers and fathers in guiding their children in helping and guiding children to live independently". (Maulida & Ismawati, 2021) states, "Good and correct parenting can refer to child development (educate, love and foster) so that children grow up well.

The phenomenon that is currently happening in Indonesia is experiencing an urgent problem, namely moral decline, and most of them do not know that this has an influence on the progress of the country as well as on the self and identity of the country in the eyes of the world. It illustrates that currently the country, especially in Palu City, the cultivation of moral values is very low. Therefore, it is very urgent to provide character cultivation from an early age. Character cultivation is given during the golden age period because a good growth and development period can increase the inherent skills of children.

Based on the results of observations and teacher interviews, the cultivation of children's character values is still very low where there are still many children with poor moral behavior such as lack of manners, discipline, and maintaining personal and environmental hygiene.

## **2 Theoretical Studies**

### **2.1 Early Childhood Education**

The golden age is an action carried out by teachers mothers and fathers in the process of care, influence, and education of children by making energy and area. Education 0-6 years is an effort or action given to postnatal children. Based on (Wiranata, 2019) in the National Association for the Education Young Children (NAECY) the golden age or early childhood aged 0-8 years ". According to (Purba et al., 2020), "the golden

age period is an early age for the cultivation of one's character." The golden age period is a golden period for children to have the ability of the brain to think which affects rapid growth to obtain 80%.

A series of learning in children 0-6 years has the principle of child development. Based on the Directorate of Early Childhood Education (Wiranata, 2019) There are 6 basic child development, namely: (1) If children's needs are met, feel protected and happy in their environment so that children learn well. (2) Through social interactions with adults and peers, children can learn. (3) Children's learning motivation can affect children's interest and perseverance. (4) Individual differences can be considered as a child's development and learning style. (5) Starting to build knowledge of something, exploring the environment, and rediscovering a concept can make children learn continuously. (6) From very simple to complex and concrete to abstract children can learn.

Furthermore, in early childhood education learning, Sujiono's principles (Nurhayati & Melisa, 2020) are: (1) Children are active learners. (2) Through Sensory and Five Senses Children can Learn. (3) Children can generate their understanding. (4) Children can think through concrete objects. (5) Through the environment children can learn.

There are 6 aspects of early childhood development levels, based on Permendikbud 137 of 2014 "Child development as intended is the development of religious and moral values, physical-motor, cognitive, language, and social-emotional, and art". Based on Permendikbud 2014 article 35 states that, "PAUD design is an activity on education, guiding, protecting, physical and spiritual health and nutrition carried out as well as a description of units and programs of Kindergarten (TK)/ Raudatul Athfal (RA), Bustanul Athfal (BA), Play Group (KB), Daycare (TPA), and Similar PAUD Unit (SPS)".

It is concluded that Early Childhood Education is a form of effort that is carried out to renew the golden period by providing stimulation and habituation based on the level of growth and development.

## 2.2 Parenting

The family (mother and father) is the main and first person to provide guidance, as well as a major contribution to instilling a child's personality. According to (Hurlock, 2007), "Parenting is a method of parents to teach and guide their children, namely the efforts of mothers and fathers to realize the form of arrangements in the physical environment, the child's social environment, child education, communicating with their children, supervision in child behavior, and determining the child's moral values towards their children". According to Zakiah Daradjat in (Silahudin, 2013) the family is "a system of community life starting from the smallest which is limited by the existence of descendants or people, which is due to religious similarities".

Furthermore, according to Diana Baumrind (Adnan, 2020), parenting has several kinds of patterns as follows: (a) Democratic is a parenting pattern where the needs of children are prioritized, but in controlling them parents do not hesitate. (b) Authoritarian is a parenting pattern that sets more standards and is followed by various risks to

children. (c) Permissive is a parenting pattern that gives children the freedom to do things without supervision.

So it can be concluded that parenting is a method carried out by the family to guide, foster, interact, relate, and provide supervision to shape the child's personality. Parenting patterns in the family regarding the cultivation and formation of children's character always prioritize religious issues and have noble morals. (Suwika et al., 2023)

Specifically, parenting is the primary thing that builds children's characteristics. Parents' attention to their children is significant to prevent them from adverse impacts outside the family environment. Adolescent problem behavior cannot be separated from their parents' socioeconomic and psychological conditions in caring for or educating them.<sup>9</sup> High parenting failure rates and lack of parenting skills are evident in outcomes e.g., external and internal child problems. (Mahfud et al., 2023)

### 2.3 Moral Value

The cultivation of moral values from an early age is very important because the cultivation of good moral values can give children the strength to keep away from deviant actions. Shaping character or ethics can be carried out during the golden period, and also when starting to step on the first age. According to (Hanifunni'am & Azis, 2018) states, "The value of character or character can seek children to have the conviction to obey and obey good moral behavior in themselves". (Nurhayati et al., 2020) stated that good moral values based on the benchmarks of thinking, aesthetics, ethics, religion, and law can be implemented in behavior, culture, customs, and customs by the expectations of all members of the community group. According to Nurhayati et al., (2019: 183) good moral values are needed in order to equip children to live their lives in the future. Through good moral values a child will be able to be polite to anyone, respect elders, obey orders, be patient, honest, and respect others. (Nurhayati et al., 2022).

According to (Putri, 2017), the development of ethics is to realize an attitude that starts with habituation and

implement in their daily lives, in preparing and developing as early as possible attitudes and behaviors based on Pancasila. Furthermore, according to the opinion (Jamilah et al., 2016), "The development of character and ethics can affect the environmental factors of children who get the value of character and ethics in the environment, especially in the family environment. Based on the description above, it is concluded that the value of character and ethics is a change in behavior in acting based on beliefs to bring children more with adult moral development, due to the development of character and ethics that can be carried out continuously where individuals carry out social interactions.

### 3 Research Method

The method used in the research is quantitative through the field (field research), which is descriptive. The design or design is correlation, this research aims to see if there is a relationship between the independent variable and the dependent variable. Conducting research for 4 weeks with 12 children as subjects. Using techniques starting with observation, documentation, and questionnaires or questionnaires. Based on the opinion of (Dr. Umar Sidiq, M.Ag Dr. Moh. Miftachul Choiri, 2019), "observation is a process of monitoring, controlling, supervising and "documenting" behavior based on logic in a specific purpose".

Pre-analysis, the assumption test is carried out, namely the normality test, and the hypothesis test. To facilitate researchers to carry out calculations, researchers use the help of the Statistical Product and Service Solution (SPSS) computer program. The technique of describing evidence or facts to test the hypothesis is a simple correlation analysis of the Person's Product Moment in understanding the relationship with the Parenting variable (X) and the Introduction of Moral Values variable (Y) through the help of SPSS, to test the interaction between the independent variable and the dependent variable. The next stage is the product-moment correlation analysis: Based on the opinion of Suharsimi Arikunto (2006: 274), are:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

The data analysis technique used to measure the development of moral values is descriptive analysis. Descriptive analysis is a description of the percentage of weight achievement in each variable based on the categories seen in the table below:

**Table 1.** Frequency Distribution and Percentage

variable	Category	Score
Introduction to Moral Values	Not Developing	1
	Starting to Develop	2
	Developing as expected	3
	Developing Very Well	4

In measuring the implementation of parenting if you get a score of 0-60 so that parenting is implemented, namely permissive parenting, 61-80 so that parenting can be implemented, namely authoritarian parenting, and the score obtained is 81-120 then the parenting implemented is democratic parenting.

**Table 2.** Presentation of Parenting Score

Variable	Category	Score
Parenting	Permissive	0 – 60
	Authoritarian	61- 80
	Democratic	81 – 120

After the documents are collected, the documents can be processed through the percentage technique, the processed results are descriptive. According to (Arikunto, 2011), it can analyze data collected through percentages, namely:

$$P = \frac{f}{n} \times 100\%$$

Explanation:

P = Percentage

f = Total answers from the spread/selection

N = Total Informants

## 4 Research Results and Discussion

### 4.1 Research Results

#### a. Analysis and Description of Parenting.

The results of parenting observations can be presented through a table including a recapitulation of all data as follows:

**Table 3.** Parenting Kemala Bhayangakari 02 Palu Kindergarten

Values	Frequency ( <i>f</i> )	Percentage (%)
Democratic	6	50
Authoritarian	4	33,33
Permissive	2	16,67
Overall	12	100

According to the data above, it can explain that there are 12 students, there are 6 students with democratic parenting, 4 students (33.33%) with authoritarian parenting, and 2 students (16.67%) with permissive parenting. Furthermore, the results of observations of student moral values in parenting in research on democratic, authoritarian, and permissive parenting.

**b. Analysis and Description of Data on Moral Value Cultivation.**

**Table 4.** Recapitulation of First Week Observations of Parenting in the Introduction of Children's Moral Values

Category	Courtesy Aspect		Aspects of Maintaining Personal and Environmental Hygiene		Discipline Aspect		Average
	F	%	F	%	F	%	
	Developing Very Well	2	16,67	1	8,33	1	
Developing as expected	2	16,67	4	33,33	5	41,66	4
Starting to Develop	8	66,66	7	58,33	6	50	7
Not Developing	0	0	0	0	0	0	0
totally	12	100	12	100	12	100	12

By the explanation above, the results of the recapitulation of parenting on the introduction of children's moral values according to the aspects observed in the first week, 12 students in the research subjects of democratic, authoritarian and permissive parenting in terms of manners, 2 students (16.67%) are Developing Very Well, 2 students (16.67%) are Developing as Expected, there are 8 students (66.66%) Starting to Develop, there are no students (0%) who have not developed. In the aspect of maintaining personal and environmental hygiene, there is 1 child (8.33%) who is Developing Very Well, 4 students (33.33%) are Developing as Expected, there are 7 students (58.33%) who are Starting to Develop and there are no students (0%) who have not developed. Furthermore, discipline has 1 student (8.33%) Developing Very Well, 5 students (41.66%) Developing As Expected, there are 6 students (50%) Starting to Develop and there are no students (0%) Not Developing.

**Table 5.** Recapitulation of Second Week Parenting Observations on the Introduction of Student Moral Values

Category	Courtesy Aspect		Aspects of Maintaining Personal and Environmental Hygiene		Discipline Aspect		Average
	F	%	F	%	F	%	
	Developing Very Well	2	16,67	1	8,33	3	
Developing as expected	5	41,66	6	50	5	41,66	5
Starting to Develop	5	41,66	5	41,66	4	33,33	5
Not Developing	0	0	0	0	0	0	0
totally	12	100	12	100	12	100	12

By Table 5, the recapitulation of parenting on the introduction of student moral values according to the aspects observed in the second week, 12 students of democrat-

ic, authoritarian, and permissive parenting research subjects from the aspect of manners, 2 students (16.67%) Developed Very Well, there were 5 students (41.66%) Developed As Expected, 5 students (41.66%) Started Developing and there were no students (0%) Not Developing. Furthermore, in maintaining personal and environmental hygiene, there is 1 student (8.33%) Developing Very Well, 6 students (50%) Developing As Expected, 5 students (41.66%) Starting to Develop and there are no students (0%) Not Developing. Furthermore, the discipline of 3 students (25%) Developed Very Well, there are 5 students (41.66%) Developed As Expected, 4 students (33.33%) Started Developing and there are no students (0%) Not Developing.

**Table 6.** Recapitulation of Third Week Observations of Parenting for the Introduction of Student Moral Values

category	Courtesy Aspect		Aspects of Maintaining Personal and Environmental Hygiene		Discipline Aspect		Average
	F	%	F	%	F	%	
Developing Very Well	3	25	3	25	5	41,66	4
Developing as expected	4	33,33	7	58,33	5	41,66	5
Starting to Develop	5	41,66	2	16,67	2	16,67	3
Not Developing	0	0	0	0	0	0	0
totally	12	100	12	100	12	100	12

Table 6, the results of parenting recapitulation on the introduction of moral values according to the aspects observed in the third week, 12 students of democratic, authoritarian, and permissive parenting research subjects in the aspect of manners, there are 3 students (25%) Developing Very Well, there are 4 students (33.33%) Developing as Expected, there are 5 students (41.66%) Starting to Develop and there are no students (0%) Not Developing. In the aspect of maintaining personal and environmental hygiene, there are 3 students (25%) Developing Very Well, there are 7 students (58.33%) Developing As Expected, there are 2 students (16.67%) Starting to Develop and there are no students (0%) Not Developing. In the aspect of discipline, 5 students (41.66%) Developed Very Well, there were 5 students (41.66%) Developed As Expected, 2 students (16.67%) Started Developing and there were no students (0%) Not Developing.

**c. Analysis and Description of Normality Test and Correlation Test.**

The normality test of the Parenting variable with the student's Moral Values Planting has carried out the Kolmogorov-Smirnov test through the SPSS (Statistics Pragramme Society Science) version 23 for the window in the form of a test of normality according to the table below:



**Table 7.** Test of Normality

	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Parenting	,236	12	,064	,867	12	,060
Introduction to Moral Values	,172	12	,200*	,929	12	,373

Based on the explanation above, the (degree of freedom) value in parenting and the introduction of student moral values is 12. so the number of samples or respondents is less than 50. The implementation of the Shapiro-Wilk technique in obtaining data normality in this study is appropriate. Furthermore, it shows the Sig value, in parenting at 0.060 and the introduction of student moral values at 0.373. so that the sig value of the two treatments > 0.05, so the basis for decision-making on the Shapiro-Wilk normality test is given the conclusion that the data on the relationship between parenting and the development of moral values can be said to be normal.

Hypothesis testing is a test carried out to get the r value and correlation between variable X (Parenting) and variable Y (Cultivation of character values). The research hypothesis test pays attention to the SPSS (Statistics Pragramme Society Science) version 23 for the window program. Hypothesis testing requires statistical analysis of personal product moments see below:

**Table 8.** Paired Sample Correlations

Correlations			
		Parenting	Development of Children's Moral Values
Parenting	Pearson Correlation	1	,674*
	Sig. (2-tailed)		,016
	N	12	12
Development of Children's Moral Values	Pearson Correlation	,674*	1
	Sig. (2-tailed)	,016	
	N	12	12

\*. Correlation is significant at the 0.05 level (2-tailed).

This explanation shows the correlation analysis using the SPSS 23.0 for Windows program,  $r$  count  $0.674 > r$  table  $0.576$  and Sig value. (2-tailed)  $0.016 < 0.05$ . This means that the statistical hypothesis ( $H_0$ ) stating that there is no relationship between parenting and the introduction of students' moral values is rejected, concluding that there is a significant relationship between parenting in instilling children's moral values.

#### **d. Interview**

Conducting interviews with the child's family, dated (January 2, 2022), Mrs. Sicily stated that the cultivation of moral values carried out by parents is to be a role model through habituation in children, among others; communicating and speaking well to elders, saying the words excuse me, sorry and thank you, children are accustomed to always telling the truth, maintaining cleanliness, waking up on time, tidying up toys after playing. Children are raised and educated using democratic methods because mothers and fathers are always supervising their children during activities, and can be motivated in the form of praise when children do something that is considered positive. In this way, parents do not find it difficult to educate children, because it can be seen that the child's development is quite good and always obeys what the parents tell them.

Furthermore, in an interview with Mrs. Janet Kristin, S.Pd, she stated that the cultivation of moral values is carried out by providing habits, among others; saying greetings and greetings when coming to school, respecting each other, washing hands, cleaning up leftover food, always wearing a mask, wearing clean clothes, keeping shoes in place. Sometimes we find it difficult when dealing with hyperactive children, It can be understood that students aged 5-6 years where children are very happy to play with their friends and they tend to be more active. In educating children of this age, we as educators tend to be careful because if we educate children incorrectly, it will affect them until they grow up.

## **4.2 Discussion**

### **Introduction of Moral Values in the Politeness Category.**

The cultivation of character values succeeds by itself when routinely given habits in the family environment and vice versa when parents do not routinely provide habituation to children resulting in the cultivation of children's moral values will be difficult to develop. According to (Nurhayati, 2019) "Religious and moral education can affect children's behavior in everyday life, showing that children's habituation is routinely carried out". According to (Aini, 2019) "according to language, manners can be divided into two words, namely the words polite and polite. Both words become a compound word.

Furthermore, according to (Rahmawati, 2021) "Politeness is the attitude and behavior of polite and friendly individuals by people who can interact with them". According to (Hidayana, Avita Febri; and Fatonah, 2020) "Manners are the realization of behavior achieved from knowledge, education, and examples from educators at home, educators at school, all religious leaders, and educators in the community". According to (Djuwita, 2017), "Adab is an individual's behavior of mutual respect and friendliness through people who socialize with him".



**Fig. 1.** Picture of the child kissing the teacher's hand when going to class.



**Fig. 2.** Picture of children apologizing when they do something wrong.

Source: Research Results

The results that can be seen during the observation of 12 students are 2 students (16.67%) Developing very well, 4 students (33.33%) Developing as expected, and 6 students (50%) Starting to Develop and there are no students who have not developed.

### **Introduction of Moral Values Category Keeping Clean .**

Through the habituation of students to keep themselves and their environment clean, children will care about the surrounding environment. As for the programs that are usually implemented at school in the K3 element (cleanliness, beauty, neatness), starting from washing hands when they just came to school, cutting nails, wearing clean and neat clothes, getting used to washing hands frequently, picking up food scraps that fall, and always maintaining the cleanliness and beauty of the school environment together.

Based on (the Department of Health Promotion & Empowerment of the Republic of Indonesia, 2016) "PHBS applied in schools is an activity to empower students, teachers and the school environment community to be able to carry out healthy living actions and create healthy schools. The benefits of PHBS in schools can create a comfortable atmosphere in a sterile and healthy school environment, can advance teaching and learning activities, and all students, and educators in schools to the school environment community create a beautiful and healthy atmosphere ". Furthermore (Rayogi, 2016), "is maintaining personal hygiene which involves quite a lot of daily rituals. According to (Safitri, 2020), "Environmental care is an attitude and action so that it can prevent damage to the natural environment around it and try to repair existing damage". Furthermore, according to (Jazariyah, 2019), "The realization of personal and environmental hygiene from PHBS can continue to contribute or contribute positively to personal and community health".



**Fig. 3.** Picture of the teacher checking the cleanliness of the child's nails.



**Fig. 4.** Picture of children throwing garbage in its place.

Source: Research Results

As for the results that can be seen during the observation of 12 students being the research actors, there are 2 students (16.67%) Developing very well, 5 students (41.66%) Developing as expected, 5 students (41.66%) Starting to Develop and there are no students who have not developed.

### **Introduction of Moral Value Discipline Aspect.**

A child's discipline without realizing it will have a beneficial impact on the people around him. According to Nadraha (Putra, 2019) "Discipline from the English language, namely discipline, namely "training to act by rules" and guiding someone in acting based on applicable actions. Therefore, to be able to discipline students to behave based on rules (norms) and actions of the people ". According to (Rasman & Hidayat, n.d.), "Discipline is everything that can be agreed to be obeyed and obeyed." According to (Rahmawati, 2021) "To implement habituation in children's disciplinary behavior, it is very important to be taught and habituated every day in daily activities in the tri-center activities of education, both individual and group."

According to Maria Montessori (Gustina et al., 2019), Stating that "A person is disciplined if he can control himself because he can regulate his behavior when needed to follow several life rules, Children's discipline launches or trains himself, is a personality, not limited to the school environment but extends in the community environment." (Montessori, 2019).



**Fig. 5.** Picture of children queuing to play on the slide.



**Fig. 6.** Picture of a child tidying up his toys.

Source: Research Results

The results that can be seen during the observation of 12 students are that 3 students (25%) are developing very well, 5 students (41.66%) are developing as expected, 4 students (33.33%) are starting to develop and there are no students who have not developed.

### **Parenting Relationship to the Introduction of Moral Values.**

Families (mothers and fathers) have a high role and responsibility to educate children's morals. Families (mothers and fathers) become the main and first madrasah for children at home and get education from both mothers and fathers, namely educators at school.

According to Dai and Wang (Dewi & Khotimah, 2020), "Family functions have 2 dimensions, namely the soft index consisting of providing affectionate support, being involved, monitoring reactions, instilling values and benchmarks; and the rigid index consists of problem-solving assistance, relationships and sharing the roles of each family member".

Parenting is related to family communication (mother, father, and child). Based on (Widiastuti & Elshap, 2015), "Parenting is a pattern of maintaining and educating, guiding carried out by the family (mother, father and child) to make the best growth and development of children so that they are ready to meet the time to come". (Sunarty, 2016) "Parenting is an act or family action to take care or take care, care, train, guide, instruct, familiarize, as a form of discipline, provide an enviable example, feelings of affection, rewards, and examples through words and actions". The findings in this study, that the level of parenting in different families in each individual.

Based on the results of the questionnaire that has been distributed and filled in by mothers and fathers regarding parenting, according to the explanation above, it can be seen that of the 12 samples, there are 6 children (50%) children with democratic parenting, 4 students (33.33%) students on authoritarian parenting, and 2 students (16.67%) permissive parenting.

### **Democratic Parenting on the Cultivation of Children's Moral Values.**

Democratic parenting shows signs of providing freedom in depending on others and increasing self-supervision, parents are involved in decision making and children can be valued and respected for their existence. The form of democratic parenting is based on (Kurniawati Husada, 2013) "Democratic parenting is a model of guidance where youth are given freedom of opinion, discuss opinions in the family environment, determine and determine opinions".

Showing the explanation above, there are 12 students, and 6 students (50%) are qualified as democratic parenting. In the category of Manners, 2 students (33.33%) Developed Very Well, 3 students (50%) Developed As Expected, and 1 student (16.67%) Started to Develop and there are no students who have not developed yet.

Then of the 6 students who are qualified for democratic parenting from the indicator of maintaining personal and environmental hygiene, there are 2 children (33.33%) for Developing Very Well, and 2 students (33.33%) for Developing As Expected, and 2 students (33.33%) Starting to Develop and there are no children Not yet developing.

Then 6 students are qualified for democratic parenting in the aspect of discipline, and 2 students (33.33%) for the category of Developing Very Well, 3 students (50%) Developing As Expected, there is 1 student (16.67%) Starting to Develop, and there are no students who have not yet developed.

### **Authoritarian Parenting on the Cultivation of Student Moral Values.**

Authoritarian parenting is parenting that suppresses all forms of regulation in the hands of the family, so there is no permission for freedom of opinion. Authoritarian parenting (Bun et al., 2020) "Authoritarian parenting is a parenting model that emphasizes the care of the family so that they are submissive and obedient. Families have authoritarian parenting behave violently and rigidly so that families will obey rules or opinions on their children and do not know the feelings of children".

Furthermore, in the explanation above, there are 12 students, and there are 4 students (33.33%) who are qualified with Authoritarian parenting. In the indicator of good manners, there are no students (0%) Developing Very Well and Developing as Expected, as well as 4 students (100%) Starting to Develop and there are no students Not Developing.

Based on, Of the 4 students who are qualified with authoritarian parenting in the aspect of maintaining personal and environmental hygiene, there are no children (0%) Developing Very Well, 3 students (75%) Developing As Expected, 1 student (25%) Starting to Develop, there are no students who have not developed.

There are 4 students qualified for authoritarian parenting in the aspect of discipline, 1 student (25%) is Developing Very Well, 2 students (50%) are Developing as Expected, 1 student (25%) is Starting to Develop and there are no students who are Not Developing.

### **Permissive Parenting in the Introduction of Student Moral Values.**

Permissive parenting is parenting in which the family shows complete discretion. The form of permissive parenting According to (Nuryatmawati & Fauziah, 2020),

"Permissive parenting can be recognized by the way the family leads in giving freedom, the generation of offspring shows children who have reached maturity, giving complete freedom so that they are free to run or do according to their wishes".

From the explanation above, there are 12 students, there are 2 children (16.67%) qualified as permissive parenting. In the indicator of good manners, there are no children (0%) Developing Very Well, 1 student (50%) Developing as expected, 1 student (50%) Starting to Develop and there are no students who have not developed. Then 2 students of permissive parenting level in the aspect of maintaining personal hygiene from the environment, there are no children (0%) Developing Very Well, no students (0%) Developing As Expected, 2 students (100%) Starting to Develop and there are no students who have not developed.

Qualified that permissive parenting in the aspect of discipline, there are no students (0%) Developing Very Well and Developing as Expected, and 2 students (100%) Starting to Develop and there are no students who have not yet developed.

It can be concluded that this research is a democratic parenting model that is more widely implemented by families as respondents, so respondents are implementing authoritarian parental rules, but families still show understanding, about obeying the rules that apply in a permissive family environment. Although the rules that are handed over or divided are still lacking in opportunities that require children to follow the rules determined through explanation and choice to the child.

## **5 Conclusions And Suggestions**

### **5.1 Conclusion**

Parents apply democratic parenting to children, authoritarian parenting, and permissive parenting. There are 6 students (50%) using democratic parenting, there are 4 students (33.33%) using authoritarian parenting, and there are 2 students (16.67%) permissive parenting. Family parenting has a relationship with the growth and development of students' moral values because parents are the first party to shape children's morals. The attention given by parents can generate moral relationships in children and children's relationships with others. Children who have a good or close relationship with their parents will have a personality that is worthy, happy, and kind in their language in the surrounding environment, children also show compassionate behavior. This is one of the manifestations of the child's growth and development process.

### **5.2 Suggestion**

Based on the results of the research, data description and conclusions, the researcher recommends:

1. Students, are motivated for students to know proper moral values such as the value of manners, maintaining personal and environmental hygiene, and discipline.
2. PAUD teachers, to be maximized in trying to provide children with motivation in developing moral values.

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