

The Effect of Parenting Styles on Character Formation and Politeness in Third Grade Students at SDN Bojongsalaman 02

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Article Info	Abstract
Keywords: Child's Character, Elementary School, Manners, Parenting Style, The Role of School	This study examines the influence of parenting styles on the character and manners of third-grade students at SD N Bojongsalaman 02. A descriptive qualitative approach was used to obtain data through in-depth interviews with classroom teachers and field observations. The results indicate that democratic parenting significantly promotes positive character traits, self-confidence, and politeness in children. In contrast, authoritarian parenting tends to make children passive and fearful. External factors, such as digital media, friendships, and family, also influence children's character development. Schools play a crucial role in strengthening children's character and politeness through collaborative programs such as parent meetings and habit-forming activities. This study emphasizes the importance of implementing appropriate parenting styles and of collaboration between families and schools to support optimal character development in children.

INTRODUCTION

The family, particularly parents, constitutes the primary and foundational environment that introduces a child to education and shapes the bedrock of their personality. Within the family environment, a child begins to receive various initial stimulations that significantly influence the formation of moral, religious, ethical, and character values. Parents act not only as the first educators but also as the primary role models in daily life. Values such as honesty, discipline, politeness, and responsibility are typically formed through consistent patterns of interaction between parents and children. As the first social environment a child encounters, the family exerts a profound influence on the child's behavioral development before they become acquainted with the outside world, such as school and society. Therefore, parenting styles play a crucial role in shaping a child's character and personality from an early age. According to Firmansyah (as cited in Sa'diah et al., 2023), parents serve as the drivers in the journey of household life; thus, the way they educate their children will highly determine the direction and quality of the child's character growth in the future.

Parenting styles within the family serve not only as a means of informal education but also as the early foundation for a child's character building. Hadian et al. (2022) state that effective parenting styles can cultivate children with positive characters and good adaptability within social environments. This aligns with the view of Hasanah (as cited in Latifah, 2020), who asserts that an individual's character fundamentally grows from innate potential from birth, yet its development is heavily influenced by the environment, particularly the role of parents. During early childhood, which represents the golden age of development, parental involvement becomes highly critical in shaping a child's personality and attitudes.

In reality, however, many parents in daily life remain less concerned or less sensitive toward their children's growth and development processes. Busy schedules, economic pressures, and a lack of knowledge regarding the importance of parenting practices serve as factors causing the minimal involvement of parents. Consequently, many children grow up with characters that are not optimally developed. This can be observed in student behaviors at school that reflect a lack of politeness, responsibility, and discipline. Interactions within the family, especially through consistent parenting styles, heavily influence a child's character formation. The types of parenting styles whether authoritarian, authoritative (democratic), or permissive affect child behavior differently, particularly within the context of social interactions at school. Therefore, it is important to analyze more deeply the relationship between parenting styles and student behavior to obtain a more comprehensive understanding of child character formation.

Parental participation and active involvement in the child-rearing process serve as key factors in supporting the success of education and the comprehensive character development of children. An appropriate parenting style contributes not only to the formation of individuals with strong character but also impacts the creation of a generation capable of facing contemporary challenges with positive and responsible attitudes. Accordingly, this study aims to analyze the relationship between parenting styles and student behavior within the school environment, determine the dominant type of parenting style implemented by students' parents, and identify the forms of character and politeness exhibited by third-grade students at SD Negeri Bojongsalaman 02. The results of this study are expected to provide insights for parents, educators, and the school administration in understanding the importance of appropriate parenting styles in supporting the development of children's character and politeness.

METHODS

This study employs a descriptive qualitative approach aimed at describing in depth the influence of parenting styles on the politeness and character of children at the elementary school level. The primary data source was obtained through an in-depth interview with the 3A homeroom teacher at SD Negeri Bojongsalaman 02. The interview was conducted in a semi-structured format, allowing the researcher flexibility to explore information more broadly and deeply in accordance with the situational context in the field. The data collection process was carried out directly on Friday, April 11, 2025, at SD Negeri Bojongsalaman 02. To support data validity, the interview process was documented in the form of photographs and video recordings to complement the observation data.

The research instrument was developed in the form of an interview guide referencing the causal relationship analysis between the variables of parenting styles, politeness, and student character. The questions posed to the 3A homeroom teacher encompassed several topics, including the teacher's perspective on student moral degradation, the influence of authoritarian parenting on child behavior, forms of communication between teachers and parents, the impact of harmonious and disharmonious family conditions, the teacher's role in bridging differences between parenting styles at home and school, the influence of the environment and peer groups on student attitudes, and the efforts undertaken by the school to enhance student politeness and

character. The auxiliary tools used in this study included a voice or video recorder, a digital camera, and observation sheets. The collected data were analyzed using qualitative analysis techniques involving the stages of data reduction, data display, and conclusion drawing. To ensure data validity, the researcher utilized data triangulation techniques by comparing information from various sources and methods, as well as conducting re-confirmation with the informant to ensure the accuracy of the obtained information.

RESULT AND DISCUSSION

Based on the results of interviews with the third-grade teacher at SDN Bojongsalaman 02, it was revealed that parenting styles exert a direct influence on children's behavior within the school environment. The parenting practices implemented at home serve as the primary foundation for shaping a child's character when interacting outside the family environment, including at school. A striking difference is apparent between children raised with an authoritative (democratic) approach and those who experience an authoritarian parenting style. Children raised authoritatively generally demonstrate self-confidence, are active in communication, and are capable of expressing their opinions courteously. This occurs because parents utilizing this parenting style provide room for discussion with the child and explain the rationale behind every enforced rule, thereby making the child feel valued and understand the meaning of the applicable regulations.

Conversely, children who grow up under authoritarian parenting tend to display passive attitudes, easily feel fearful, and experience difficulties in expressing their thoughts or feelings. The obedience they demonstrate is driven more by a fear of punishment rather than an understanding of the embedded values. This aligns with the research findings of Sa'diah et al. (2023), which state that an authoritarian approach to parenting can hinder emotional development and diminish a child's self-confidence. A highly harmonious family atmosphere further contributes to shaping positive character. Children growing up in communicative and mutually respectful families tend to exhibit polite, responsible behaviors and are easier to direct. This opinion is in line with the perspective of Kurnianingsih et al. (2022), who mention that the family is the primary educational institution for instilling moral and social values.

The communication aspect within the family also serves as a determining factor. Firmansyah (as cited in Sa'diah et al., 2023) emphasizes that effective communication within the family environment is an essential basis for the process of instilling values in children. A child who is accustomed to hearing gentle and appreciative speech at home will tend to mimic a similar communication style when interacting with others. Conversely, harsh language used by parents is frequently imitated by the child without any adjustment process. This study also demonstrates that a child's character and level of politeness reflect the parenting style implemented by parents at home. Children who grow up under an authoritative approach manifest maturity in their interactions, both with teachers and classmates. They are capable of managing emotions, respecting others' viewpoints, and resolving conflicts wisely.

On the contrary, children coming from authoritarian backgrounds display different tendencies. They tend to be reserved, reluctant to take initiative, and face obstacles in building social relationships. When encountering differences of opinion, they more frequently choose to withdraw or even become aggressive due to a lack of dialogic problem-solving skills. The impact of parenting styles is also visible in how children interact with authority figures such as teachers. Children raised authoritatively show genuine respect and are capable of conveying their thoughts politely. Conversely, those raised under authoritarian styles occasionally exhibit excessive compliance or, conversely, act defiantly when they feel unobserved.

This finding is reinforced by a study by Hadian et al. (2022), which reveals that emotional warmth within the family plays a vital role in maintaining emotional stability and enhancing a child's

socialization capabilities. A child who feels accepted and secure at home will be better prepared to face social challenges at school.

In addition to family parenting practices, several external factors also contribute to shaping a child's character. One of the most prominent is exposure to technology and digital media. The teacher noted that children who frequently watch YouTube content without supervision tend to mimic behaviors inappropriate for their age, such as the use of harsh language and consumerist habits. This condition occurs because children are not yet capable of filtering information critically; they absorb whatever they see as a normal form of behavior. Santrock asserts that mass media plays a major role in shaping children's social behavior. Peer groups also begin to play a role, particularly at the third-grade elementary school age, although not yet as complex as during adolescence. Some children display behavioral changes after frequently interacting with peers who have less favorable habits. They begin to imitate ways of speaking, attitudes, and even follow negative habits present within the peer environment.

Family disharmony, such as conflicts between parents or divorce, also carries a major impact on a child's emotional condition. Children from broken homes frequently show symptoms of emotional instability, ranging from being easily offended and aggressive behavior to being reserved and withdrawing from the social environment. The discomfort felt at home makes the child feel insecure, which consequently impacts how they interact with the outside world. As a formal institution, the school also plays an active role in the character education process, functioning to bridge the discrepancies in parenting styles at home with the behaviors expected within the educational environment. At SDN Bojongsalaman 02, the school actively organizes meetings with students' parents, particularly at the beginning of the academic year, to align perspectives in the character-building process. This forum serves as a complementary communication medium between the school and the family.

One of the strategies utilized by the school in handling discourteous student behavior is formulating classroom agreements that involve all students. This participatory approach is more effective compared to the unilateral enforcement of rules, because students feel they have a role in creating the rules and are responsible for their implementation. Djamarah (as cited in Sa'diah et al., 2023) emphasizes that character education involving children in decision-making is capable of enhancing moral awareness more meaningfully. In order to build character consistently, the school also executes habituation programs such as the 5S (Senyum, Salam, Sapa, Sopan, Santun / Smile, Greet, Welcoming, Polite, Courteous), as well as religious activities like reciting the Asmaul Husna and performing congregational prayers. This program has proven to contribute to fostering the values of responsibility, discipline, empathy, and politeness, as habituation through routine daily activities is the most effective method for shaping character in elementary school-aged children.

The school also functions as a space providing emotional stability for children coming from dysfunctional families. Through personal approaches and support programs, teachers assist children in developing resilience and social skills they have not yet obtained from their home environment. The collaborative relationship established between the school and parents through open communication creates a continuity of values between home and school. Maimun (2018) refers to this partnership model as a parenting partnership, which is highly crucial in supporting the successful formation of a child's character holistically and sustainably.

CONCLUSION

From this study, it can be concluded that parenting styles significantly influence the formation of character and politeness in elementary school children. An authoritative (democratic) parenting style is capable of fostering self-confidence, communication skills, courteous attitudes, and socialization capabilities more optimally compared to an authoritarian style, which tends to make children passive, easily fearful, and experience difficulties in expressing themselves. While

external factors such as unguided exposure to digital media, negative peer influences, and family disharmony also affect children's character development, these impacts can be minimized through the active role of the school in implementing habituation programs such as the 5S (Senyum, Salam, Sapa, Sopan, Santun), religious activities, and intensive collaboration with parents. Overall, these findings demonstrate that the integration of appropriate parenting styles and consistent support from the educational environment serves as the foundational cornerstone for cultivating children who are intelligent, strong in character, and courteous in their social interactions.

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