



Differentiation of parents' moral cultivation in educating children in the South Sulawesi

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Abstract

Purpose - The research conducted aims to complement previous research on differences in moral cultivation carried out by parents in educating children.

Method - This quantitative research was conducted to examine differences in parents' moral instilling in educating children in four regions in South Sulawesi, namely Parepare, Barru, Sidrap, and Pinrang. The research subjects were 133 parents who had children between the ages of 6 and 12 years.

Results - The results showed that there were differences in the moral inculcation of parents in educating children in the South Sulawesi region with statistical similarities, namely (Sig) < 0.05 or (0.003) < 0.05.

Implication - The research conducted recommends that parents be provided with pills or carry out psychoeducation regarding moral values and parenting. This aims to prepare a superior generation who is able to compete and be accepted in society amidst the increasingly rapid development of science and technology.

Originality/Value - There are differences in the cultivation of morals carried out by parents in educating children in the South Sulawesi region. This is in line with research conducted by Children learn about right and wrong things from parents. The family atmosphere and the way of disciplining children are factors that play an important role.

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Keywords:

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orang tua.

Abstract

Tujuan - Penelitian yang dilakukan bertujuan untuk melengkapi penelitian sebelumnya mengenai perbedaan penanaman moral yang dilakukan orang tua dalam mendidik anak.

Metode - Penelitian kuantitatif ini dilakukan untuk menguji perbedaan penanaman moral orang tua dalam mendidik anak di empat daerah di Sulawesi Selatan, yaitu Parepare, Barru, Sidrap, dan Pinrang. Subjek penelitian adalah 133 orang tua yang memiliki anak berusia antara 6 dan 12 tahun.

Hasil - Hasil penelitian menunjukkan bahwa terdapat perbedaan penanaman moral orang tua dalam mendidik anak di wilayah Sulawesi Selatan dengan kesamaan secara statistik, yaitu (Sig) < 0,05 atau (0,003) < 0,05.

Implikasi - Penelitian yang dilakukan merekomendasikan agar para orang tua dibekali dengan pil atau melakukan psikoedukasi mengenai nilai-nilai moral dan pola asuh anak. Hal ini bertujuan untuk mempersiapkan generasi unggul yang mampu bersaing dan diterima di masyarakat di tengah perkembangan ilmu pengetahuan dan teknologi yang semakin pesat.

Orisinalitas/Nilai - Terdapat perbedaan penanaman moral yang dilakukan oleh orang tua dalam mendidik anak di wilayah Sulawesi Selatan. Hal ini sejalan dengan penelitian yang dilakukan oleh Anak belajar tentang hal yang benar dan salah dari orang tua. Suasana keluarga dan cara mendisiplinkan anak menjadi faktor yang berperan penting.

Introduction

Parents have an obligation to be involved in the moral formation of their children. Parents, who make children competent human beings, as well as children have an obligation to respond and maintain a positive relationship with parents. Warmth and responsibility are important foundations for positive moral growth in children. In addition, secure attachment also plays a role in children's moral development. Parents have a major contribution in developing moral intelligence. It is done very carefully, lovingly, and requires specialised knowledge. Knowledge and understanding in the form of life values, religious values, moral values, and cultural values (Satriani, 2017) . The purpose of this understanding is to prepare children to become healthy individuals and be accepted by society. Although in the family, there is parental behaviour that scolds, hits, pinches, labels, and tends to compare abilities with other children. In psychology, such parenting patterns will actually have a negative impact on children. The negative impact is in the form of children becoming less confident, becoming temperamental, traumatised, and will become a vindictive person. Based on the description above, it can be seen that parents have a major contribution in shaping children's morals (Boele et al., 2019) .

So far, there has been a lot of research on morals. However, research on the differences in parents' moral inculcation in educating children is still rare. Factors that play a role in moral cultivation carried out by parents include parenting style, education, understanding of moral values. Some research on how to instil parents' morals in educating children. First, research conducted by Nauli and Meilani (2019) looks at how the role of market trader mothers in shaping children's morals. The second study was to examine differences in early childhood independence based on (Rosfinda et al., 2022) the status of mothers who work outside at home with those who do not work outside the home. The third study is (Hazra & Mittal, 2018) looking at parents who play a constructive role in children's moral formation. The three studies above tend to look at the extent of the role of parents in moral cultivation. As the researchers have mentioned, the tendency for differences in moral cultivation carried out by parents is still very limited.

Parents should involve themselves in the moral cultivation of children (Moral-garc et al., 2020) . Become role models by instilling religious, social and cultural values. Parents should communicate more often with children and take the time to form attachment between children and parents. Tan and Yasin (2020) explain that parents are responsible for playing a role in shaping children's morals. Parents must be mentally and physically prepared in educating children. Although it is inevitable that each parent has their own style of educating children. Parents must be smart in choosing and adopting the right form of parenting and filtering information well regarding moral cultivation. Hazra and Mittal (2018) added that it is the sole duty of parents to mould the personality through proper guidance and parenting strategies. A child is not born with the ethics, morals, and traditions of the society.

Children learn what is right and wrong from their parents. The family atmosphere and the way children are disciplined are important factors. Since childhood, children begin to develop closeness with parents. Esmaeili et al (2021) added that attachment and parenting style mediate children's moral development. The results of research conducted in Iran on mothers who have children with pre-school age as many as 128 mothers. Shows that parenting style correlates with moral development. Other results show that permissive parenting style predicts moral development by 43.5%, authoritarian by 19%, and authoritative parenting by 37.6%.

The planting of moral values by parents is related to the behaviour of educating children to develop moral intelligence (Watulingas, 2022) . The behaviour of educating children carried out by parents should hold the principles as educators, such as the ability to communicate well and politely to children; show good attitudes as a role model; give freedom to children for their choices and actions but still under supervision; have polite language skills in educating; as a motivator in providing input and advice; provide guidance and direction to children when doing wrong and avoid giving punishment as much as possible.

Differences in children's moral development, such as independence in mothers who work outside the home and those who do not work outside the home were conducted by (Rosfinda et al., 2022) . The results of the study show that 65% of children raised by mothers who work outside the home tend to be more independent without the help of teachers at school. While the independence of children raised by mothers who do not work outside the home is 55%. The development of independence of children raised by mothers who work outside the home is very good. While the development of independence of children who are cared for by mothers who do not work outside the home is good.

Other research on the form of moral cultivation carried out by parents was also conducted by (Nauli & Meilani, 2019) on 24-hour market trader mothers. The results showed that mothers who work as market traders have not been able to provide rules, punishments, rewards, and application of disciplinary behaviour. There are several factors that influence the behaviour of these mothers, such as economic factors; single parent status; physical condition; emotional condition. White, et al (2004) showed that a positive relationship between children and parents has been predicted as a predictor in stimulating children's cognitive development. Important changes in parents and family context in improving the developmental stage of moral intelligence from testing processes, such as parental warmth and affection, attitudes, interactions, discussion models and discipline models. Family processes, such as family adaptability, closeness and communication, have also found predictive differences in the context of adolescent moral intelligence (White, Kenan, & Matawie, 2004). Positive communication in the form of empathy, reflective listening, and supportive comments allows families to know what their needs are. Olson (White, Kenan, & Matawie, 2004) also found that high levels of closeness, adaptability, and positive communication are co-mingled with better family functioning in healthy families.

Research conducted by Peterson (2020) on religion and parenting. Peterson explained that religious participation has many positive effects on children and adolescents, such as improved health, academic achievement, and social skills. In general, parenting styles can be helpful in distinguishing good practices related to parenting in the field of religion. Given that religious values are comparable to cultural values. Parents assume that religious values can be transmitted from parents to children in several ways of parenting. The cultivation of religious values by parents to children provides benefits for child development, such as physical, emotional, mental, and social benefits. Satrianingrum and Setyawati (2021) added that the formation of children's character is also related to the values and culture of certain regions. Parenting patterns between one tribe and another distinguish the formation of children's behaviour. This can be seen from the communication patterns applied, the goals, the vision and mission of each culture, and the way parents educate children.

The research conducted aims to complement previous research on differences in moral cultivation carried out by parents in educating children. Differences in moral cultivation are basically

influenced by several factors, such as parents' employment status, education, age, culture, and level of knowledge about morals. In line with that, there is one question in this research, namely the differences in moral cultivation of parents in educating early childhood in the South Sulawesi region. The benefits of answering the research questions allow for the acquisition of knowledge and can be used as a reference in parenting styles and early childhood moral intelligence.

Research Methods

The research used a quantitative approach that aims to find differences in parents' moral cultivation in educating children in the South Sulawesi region.

Source of data: The source of data used in this study are parents who have children aged 6 to 12 years as many as 133 people who come from four regions in the Ajatappareng region, namely Parepare City, Pinrang, Barru, and Sidrap districts. The sample was selected using purposive sampling method, which is a technique given to samples whose characteristics have been determined and known in advance based on the characteristics and nature of the population.

Research instruments: The measuring instrument used in the study is to use a parental morality scale that has been adapted from previous research. The parental morality scale consists of 37 statement items that are filled directly by parents who have children with an age range between 6-12 years.

Data analysis: the data were analysed using ANOVA test technique, which is to test the differences in moral cultivation of parents from several regions in South Sulawesi, including Parepare city, Barru district, Pinrang, and Sidrap. Data analysis was conducted using SPSS 25 *for windows*.

Results and Discussion

Table 1 ANOVA Test

	Sum of Squares	df	Mean Square	F	Sig.
Between groups	1951.362	3	650.454	5.013	.003
Within groups	16477.142	127	129.741		
Total	18428.504	130			

Based on table 1 in the ANOVA test, the data obtained F value of 5.013, with a significance value of 0.003. thus the research hypothesis is accepted. This means that there are differences in the moral cultivation of parents in educating children in the South Sulawesi region with statistical equations, namely (Sig) < 0.05 or (0.003) < 0.05.

Table 2 Post Hoc Test

Region (1)	(J) Region	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Pinrang	Sidrap	1.042	3.187	.744	-5.26	7.35
	Parepare	-5.480	3.230	.092	-11.87	.91
	Barru	-8.071	3.215	.013	-14.43	-1.71
Sidrap	Pinrang	-1.042	3.187	.744	-7.35	5.26
	Parepare	-6.521	2.633	.015	-11.73	-1.31
	Barru	-9.113	2.614	.001	-14.29	-3.94

Parepare	Pinrang	5.480	3.230	.092	-.91	11.87
	Sidrap	6.521	2.633	.015	1.13	11.73
	Barru	-2.592	2.667	.333	-7.87	2.69
Barru	Pinrang	8.071	3.215	.013	1.71	14.43
	Sidrap	9.113	2.614	.001	3.94	14.29
	Parepare	2.592	2.667	.333	-2.69	7.87

The data from the table shows that the average comparison of parents' moral cultivation in educating children in the Pinrang region with Sidrap. The average comparison number is 1.042. Meanwhile, the average difference of parents' moral cultivation in educating children in Pinrang and Sidrap ranges from -5.26 to 7.35. The significance value between Sidrap and Pinrang region is 0.744 or (sig) > 0.05. So it can be concluded that the moral cultivation of parents in educating children in the Pinrang and Sidrap regions is the same. The descriptive mean difference of parents' moral cultivation between the two groups is not significant.

The second group is the average comparison of parents' moral cultivation in educating children in the Pinrang region with Parepare. The average comparison number is -5.480. Meanwhile, the average difference of parents' moral cultivation in educating children in Pinrang and Parepare ranged from -11.87 to .91. The significance value between Pinrang and Parepare region is 0.092 or (sig) > 0.05. So it can be concluded that the moral cultivation of parents in educating children in Pinrang and Parepare regions is the same. The descriptive mean difference of parents' moral cultivation between the two groups is not significant.

The third group is the average comparison of parents' moral cultivation in educating children in Pinrang and Barru regions. The average comparison number is -8.071. Meanwhile, the average difference of parents' moral cultivation in educating children in Pinrang and Barru regions ranged from -14.43 to -1.71. The significance value between Pinrang and Barru regions is 0.013 or (sig) < 0.05. So it can be concluded that the moral cultivation of parents in educating children in Pinrang and Barru regions is different. The descriptive mean difference of parents' moral cultivation between the two groups is significant.

The fourth group is the average comparison of parents' moral cultivation in educating children in the Sidrap region with Parepare. The average comparison figure is -6.521. Meanwhile, the average difference of parents' moral cultivation in educating children in Sidrap and Parepare ranges from -11.73 to -1.31. The significance value between Sidrap and Parepare is 0.015 or (sig) < 0.05. So it can be concluded that the moral cultivation of parents in educating children in the Sidrap and Parepare regions is different. The descriptive mean difference of parents' moral cultivation between the two groups is significant.

The fifth group is the average comparison of parents' moral cultivation in educating children in Sidrap and Barru regions. The average comparison figure is -9.113. Meanwhile, the average difference of parents' moral cultivation in educating children in Sidrap and Barru ranges from -14.29 to -3.94. The significance value between Sidrap and Barru region is 0.001 or (sig) < 0.05. So it can be concluded that the moral cultivation of parents in educating children in the Sidrap and Barru regions is different. The descriptive mean difference of parents' moral cultivation between the two groups is significant.

The sixth group is the average comparison of parents' moral cultivation in educating children in the Parepare region with Barru. The average comparison number is -2.592. Meanwhile, the average

difference of parents' moral cultivation in educating children in Parepare and Barru regions ranged from -7.87 to 2.69. The significance value between Parepare and Barru region is 0.333 or (sig) <0.05. So it can be concluded that the moral cultivation of parents in educating children in the Parepare and Barru regions is the same. The descriptive mean difference of parents' moral cultivation between the two groups is not significant.

Discussion

Moral cultivation cannot be separated from the role of parents as the first environment in educating children. Parents have an obligation to educate and provide moral understanding to children. Therefore, it is very necessary to have some principles that should be upheld by parents. However, some things cannot be denied that every parent has principles and parenting styles in providing moral cultivation to children. Based on the results of research conducted by researchers it was found that there are differences in the cultivation of morals carried out by parents in educating children in the South Sulawesi region. This is in line with research conducted by Children learn about right and wrong things from parents. The family atmosphere and the way of disciplining children are factors that play an important role. Since childhood, children begin to develop closeness with their parents. Esmaeili et al (2021) added that attachment and parenting style mediate children's moral development. The results of research conducted in Iran on mothers who have children with pre-school age as many as 128 mothers. Shows that parenting style correlates with moral development.

The planting of moral values by parents is related to the behaviour of educating children to develop moral intelligence (Watulingas, 2022) . The behaviour of educating children carried out by parents should hold the principles of an educator, such as the ability to communicate well and politely to children; show good attitudes as a role model; give freedom to children for their choices and actions but still under supervision; have polite language skills in educating; as a motivator in providing input and advice; provide guidance and direction to children when they do wrong and as much as possible avoid giving punishment (Ushuluddin & Nikmah, 2021) .

Differences in children's moral development, such as independence in mothers who work outside the home with those who do not work outside the home were carried out by (Rosfinda et al., 2022) . The development of independence of children cared for by mothers who work outside the home is very good. While the development of independence of children who are cared for by mothers who do not work outside the home is good. Another study on the form of moral cultivation carried out by parents was also conducted by (Nauli & Meilani, 2019) on 24-hour market trader mothers. The results showed that mothers who work as market traders have not been able to provide rules, punishments, rewards, and application of disciplinary behaviour. There are several factors that influence the behaviour of these mothers, such as economic factors; status as a single parent; physical condition; emotional condition. Based on the explanation above, it can be concluded that experience, demographic factors, such as age, educational status, marital status, and culture affect the form of moral cultivation of parents in educating children.

Conclusion

This study shows that there are differences in moral cultivation carried out by parents in educating children in the South Sulawesi region. Differences in moral cultivation are influenced by experience,

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parenting patterns, education level, age, type of work, marital status, and culture. In response to this, every parent should have an understanding of moral values and have principles in educating children. In addition, parents should carefully filter the information obtained regarding moral values. The research conducted recommends that parents be equipped with knowledge or conduct psychoeducation related to moral values and parenting. This aims to prepare a superior generation that is able to compete and be accepted in society amid the rapid development of science and technology. The limitation of this research is that the data is still limited in explaining the study of differences in moral cultivation. More in-depth research should be conducted on the model or form of moral cultivation carried out by parents in the South Sulawesi region.

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