Identification of Parenting Styles in Instilling Religious and Moral Values in Children Aged 5–6 Years in Group B at Raudhatul Athfal

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ABSTRACT

This study aims to describe parental parenting styles and their relationship with the development of religious and moral values in children aged 5–6 years in a Raudhatul Athfal Group B setting. A descriptive quantitative approach was employed with 15 children and their parents as respondents. Data were collected through observation, parenting style questionnaires, and documentation. The independent variable was parental parenting style (authoritarian, democratic, permissive), while the dependent variable was the development of religious and moral values measured across three indicators: politeness, habituation of worship practices, and accuracy in imitating prayer movements. The findings show two dominant parenting styles democratic (60%) and authoritarian (40%). Increases in developmental categories were observed across the three indicators between the first and second observations, with the most notable improvements occurring among children raised with democratic parenting (e.g., 67% achieving the "Very Well Developed" category for politeness; 56% for worship habituation; and 56% for prayer movement accuracy). Pearson correlation analysis revealed a significant negative relationship between parenting style and the development of religious moral values (r = –0.636; p = 0.011), indicating that more democratic parenting is associated with better outcomes compared to authoritarian parenting. The study concludes that democratic parenting characterized by balanced rules, modeling, and open communication more effectively supports the development of politeness, worship routines, and accurate prayer movements in early childhood.

Keywords: *Parenting Style, Religious Values, Moral Values, Early Childhood, Democratic Parenting*

INTRODUCTION

Education aims to create a generation that is strong, intelligent, cheerful, and has noble character (Munir & Warmansyah, 2023; Nurlaila et al., 2025; Yuningsih et al., 2024). To achieve this goal, educators and parents must prepare comprehensive and integrated efforts through structured programs such as Early Childhood Education (ECE). ECE plays an essential role in developing all aspects of a child's growth. This period is often called the golden age because children experience rapid development in every domain (Rumbidzai & Achebe, 2023). The participation rate in early childhood education continues to rise as parents become more aware of its importance. In 2020, the national gross enrollment rate for

ECE in Indonesia increased to 90% (Hikmat et al., 2024). Early childhood education provides educational stimulation that supports physical, emotional, and spiritual growth to prepare children for the next level of education.

The importance of early childhood education lies in its ability to lay the groundwork for lifelong learning and holistic growth. During this stage, the brain develops rapidly, and children absorb values and behaviors from their surroundings more effectively than at any other time in life (Hanifah & Alam, 2019; Sholichah, 2020). A stimulating learning environment, both at home and in school, enables children to develop curiosity, self-control, empathy, and moral awareness (Hasanah & Deiniatur, 2019). Therefore, the collaboration between teachers and parents becomes essential to ensure that cognitive development aligns with the nurturing of character and moral identity. The early years must not only focus on academic readiness but also on shaping values that influence social and emotional intelligence, as these are strong predictors of success in later stages of life (Mustakim et al., 2020).

Parents play a major role in shaping children's character and personality. Parenting style refers to the ways parents guide, educate, and care for their children in daily life (Dhani et al., 2023). Many parents fail to meet their expectations because they do not understand how to apply appropriate parenting (Warmansyah et al., 2025; Wulandari et al., 2025). Effective parenting should follow the basic principles of asah, asih, asuh, which emphasize stimulation, affection, and nurturing. According to Baumrind, there are three main types of parenting: authoritarian, democratic, and permissive (Azzahra et al., 2021; Hidayati et al., 2022). Each type of parenting affects children's behavior and influences their moral and religious development.

Children's development includes several key aspects that form the foundation of their intelligence, personality, and abilities. Parents and teachers must work together to provide appropriate support and stimulation. Santrock explains that early childhood development covers physical, cognitive, socio-emotional, moral, and linguistic aspects (Suwika & Saphira, 2022). Similarly, Berk adds that children also develop emotionally and morally. The Ministerial Regulation on Early Childhood Education Standards (2014) states that early childhood development consists of six major domains: religious and moral values, social-emotional, physical-motor, cognitive, language, and art. These aspects interact to form a strong foundation for children's holistic development.

Religious and moral values develop first in the family environment. Parents play a vital role in teaching children to distinguish between good and bad behavior. Nurhayati et al., (2019) state that strong moral values help children prepare for future challenges. Ahmad Nawawi Pasaribu et al., (Pasaribu et al., 2024) defines moral and religious education as a deliberate process in which adults teach children values of faith, ethics, and responsibility to build noble character. Plato also emphasizes that moral and religious values must be introduced early. He believes that parents should become moral models for their children by practicing justice, humility, and courage (Lestariningrum & Wijaya, 2020).

Observations in Group B of RA Alkhairat Dupa Indah show that several children have not yet developed religious and moral habits. Some children do not greet or show politeness to teachers, do not consistently participate in worship routines, and have difficulty

performing the correct prayer movements. These problems may occur due to limited educational materials, inadequate facilities, or inappropriate parenting styles at home.

Recent studies indicate that the dynamics of modern family life, digital exposure, and reduced parental interaction time have affected the consistency of moral guidance in early childhood (Janjua et al., 2002; Smith-Etxeberria & Eceiza, 2021). Research shows that children raised in environments with limited emotional communication tend to have lower religious awareness and moral sensitivity compared to those raised in families with active parental engagement (Ramadhani & Masykuroh, 2022). Scholars highlight that consistent emotional presence, reflective communication, and modeling of daily moral behavior serve as the foundation for moral internalization during early development (Novia & Rachmawati, 2025; Suwika & Saphira, 2022; Yusuf, 2021).

Moreover, in rural educational settings such as RA Alkhairat Dupa Indah, cultural adaptation of parenting approaches remains underexplored, leaving a significant gap in understanding how local parenting values can integrate with modern moral education practices. This study offers a distinctive contribution by exploring the relationship between parenting styles and the cultivation of religious and moral values in early childhood education (Ismawaty, 2023; Syahrul & Nurhafizah, 2021). The novelty of this research lies in its contextual focus on how authoritarian and democratic parenting patterns influence children's politeness, worship routines, and imitation of prayer practices as indicators of moral growth. The findings are expected to contribute theoretically to the development of family-based moral education models and practically to assist parents and teachers in designing effective collaborative strategies for value formation in early learning settings.

The purpose of this study is to analyze how parenting styles influence the formation of religious and moral values in children aged 5–6 years at RA Alkhairat Dupa Indah, to describe the process of moral and religious value cultivation in daily learning, and to determine the extent to which parenting patterns support children's behavioral and spiritual development within the context of early childhood education.

RESEARCH METHODOLOGY
Research Design

This study employed a quantitative descriptive research design, which aimed to describe phenomena as they occur naturally without manipulation or intervention. The researcher sought to explain and analyze the relationship between parenting styles (independent variable/X) and religious and moral values (dependent variable/Y) among children aged 5–6 years in Group B of RA Alkhairat Dupa Indah. As explained by Sugiyono, (Sugiyono, 2017) descriptive quantitative research focuses on depicting existing conditions based on observable facts rather than testing hypotheses through experimental treatment. Therefore, this study to illustrate the real situation of how parental behaviors and parenting approaches influence the formation of moral and religious attitudes in early childhood. The research framework was designed to visualize the relationship between the two variables, where the independent variable (parenting style) affects the dependent variable (religious and moral values).

Research Location and Time

The research was conducted at RA Alkhairat Dupa Indah, an early childhood education institution located in Besusu Timur Village, East Palu District, Palu City, Central Sulawesi, Indonesia. This institution was chosen because it represents an early childhood educational environment that combines academic learning with character and moral education. The study took place over a period of two weeks during the second semester of the 2024/2025 academic year. During this time, the researcher conducted direct observations of classroom activities and children's behavior, focusing on politeness, worship habits, and imitation of prayer movements.

Population and Sample

The population of this study consisted of all children in Group B of RA Alkhairat Dupa Indah. The sample involved 10 children aged 5–6 years, consisting of 5 boys and 5 girls, along with their parents as respondents in the parenting style questionnaire. The sampling technique used was purposive sampling, in which participants were selected based on specific criteria relevant to the research purpose—parents of children actively attending the class who could provide accurate data about their parenting style and the moral-religious behavior of their children.

Types and Sources of Data

The data collected in this study were qualitative in nature but analyzed using quantitative techniques. Observations of children's moral and religious behaviors were described qualitatively and then converted into numerical data in the form of percentages to enable statistical analysis. The data sources consisted of primary and secondary data. Primary data were obtained directly from field observations, structured questionnaires filled out by parents, and documentation related to children's learning and religious activities. Secondary data were gathered from institutional records, class attendance lists, and photos documenting the research activities, serving as supporting evidence for data validity.

Data Collection Techniques

The data were collected using three main techniques: observation, questionnaire, and documentation. Observation was conducted to record the natural behaviors of children during the learning process, especially related to politeness, worship routines, and the accuracy of prayer movements. The researcher used an observation sheet to ensure consistency and reliability in data collection. The questionnaire, distributed to parents, aimed to identify their parenting styles, whether authoritarian, democratic, or permissive, as classified by Baumrind's theory. Each respondent was given one week to complete the questionnaire. Documentation techniques were also employed by collecting photos, reports, and other records that served as complementary data to strengthen the results of the study.

Research Instruments

The instruments used in this study included observation sheets, questionnaires, and documentation tools such as cameras and field notes. Observation sheets were used to

record children's behavior systematically, while questionnaires were designed to measure the dominant parenting style applied by parents at home. Documentation served to provide visual and written evidence of the research process and the children's moral-religious activities. The instruments were validated by academic supervisors and field experts to ensure their clarity, relevance, and reliability.

Data Analysis Technique

The data analysis technique applied in this research was descriptive statistical analysis using the percentage formula. The collected data were processed quantitatively to determine the frequency of occurrences of certain behaviors or responses. The formula used was adapted from Sudijono (2012):

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

where P represents the percentage, f is the frequency of occurrence, and N is the total number of respondents or subjects observed. The analysis results were then interpreted descriptively to explain the tendency and relationship between parenting styles and the development of children's moral and religious values. This combination of numerical data and descriptive interpretation enabled the researcher to present a comprehensive understanding of the observed phenomena.

Research Procedure

The research procedure consisted of three stages: preparation, implementation, and finalization. The preparation stage involved selecting the research site, identifying subjects, developing instruments, conducting a literature review, and obtaining permission from the Faculty of Education and RA Alkhairat Dupa Indah. The implementation stage included conducting observations, distributing questionnaires, and documenting children's learning activities related to moral and religious development. Finally, the analysis stage involved processing the data, calculating the percentage of responses, interpreting findings, and preparing documentation as proof of research completion.

Overall, this methodology ensured that the study was carried out systematically, ethically, and accurately. The use of a quantitative descriptive approach allowed the researcher to describe the real conditions of how parenting styles influence the cultivation of religious and moral values among early childhood learners, particularly within the socio-cultural setting of RA Alkhairat Dupa Indah.

RESULTS AND DISCUSSION
Results

This research was conducted at RA Alkhairat Dupa Indah from July 14 to July 21, focusing on the relationship between parenting styles and the cultivation of religious and moral values among children aged 5–6 years in Group B. The study analyzed three aspects of moral and religious development: politeness, habitual worship, and the imitation of prayer movements. RA Alkhairat Dupa Indah was founded in 2003 in Layana Village, Mantikulore District, Palu City. The school continues to grow under the leadership of Dra. Mu'min A.,

who currently serves as principal. The institution provides early childhood education focused on developing children's physical, cognitive, emotional, and spiritual potential.

Parenting Patterns in RA Alkhairat Dupa Indah

The findings show that two dominant parenting styles were identified among the parents authoritarian and democratic. Out of 15 participating parents, 6 parents (40%) practiced the authoritarian style, while 9 parents (60%) applied the democratic style. No parents were categorized as permissive. These findings indicate that democratic parenting is more prevalent, emphasizing warmth and guidance balanced with discipline.

Authoritarian Parenting Model

Week 1 Observation

The observation results show variations in children's religious and moral development.

Table 2. Politeness Aspect under Authoritarian Parenting (Week 1)

Category	Frequency	Percentage (%)
Very Well Developed (BSB)	0	0
Developing as Expected (BSH)	2	33
Beginning to Develop (MB)	2	33
Not Yet Developing (BB)	2	33
Total	6	100

Table 2. Habitual Worship Aspect under Authoritarian Parenting (Week 1)

Category	Frequency	Percentage (%)
BSB	0	0
BSH	1	17
MB	3	50
BB	2	33
Total	6	100

Table 3. Imitation of Prayer Movements under Authoritarian Parenting (Week 1)

Category	Frequency	Percentage (%)
BSB	0	0
BSH	1	17
MB	2	33
BB	3	50
Total	6	100

Table 4. Summary of Moral and Religious Values under Authoritarian Parenting (Week 1)

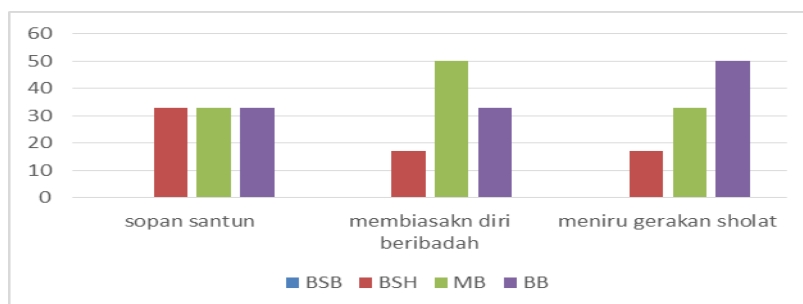| Category	Average %
BSB	0
BSH	22.3

MB	38.6
BB	38.6

Figure1.Histogram of Authoritarian Parenting Week 1 Results

(The histogram illustrates low performance in all categories, especially in politeness and prayer imitation, with the majority in MB and BB.)

Week 2 Observation

In the second week, children showed notable improvement in all three aspects.

Table 5. Summary of Moral and Religious Values under Authoritarian Parenting (Week 2)

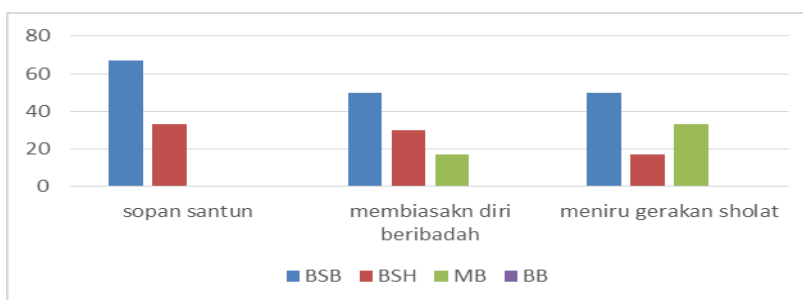| Category	Average %
BSB	55.6
BSH	27.6
MB	28
BB	0

Figure 2. Histogram of Authoritarian Parenting Week 2 Results

(The chart shows significant improvement, with more children reaching BSB and BSH categories, especially in politeness.)

Democratic Parenting Model

Week 1 Observation

Table 6. Summary of Moral and Religious Values under Democratic Parenting (Week 1)

Category	Average %
BSB	7.3

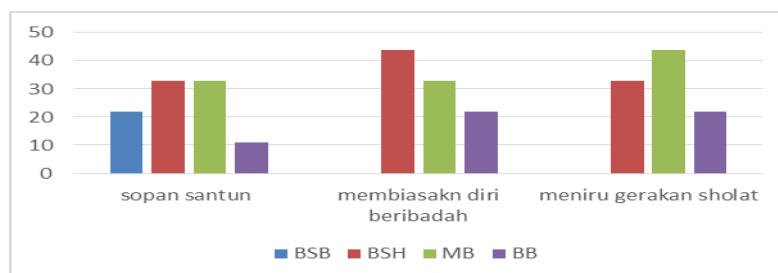| BSH	36.6
MB	36.6
BB	18.3

Figure 3. Histogram of Democratic Parenting Week 1 Results

(The graph reflects moderate development, with children primarily in BSH and MB categories.)

Week 2 Observation

Table 7. Summary of Moral and Religious Values under Democratic Parenting (Week 2)

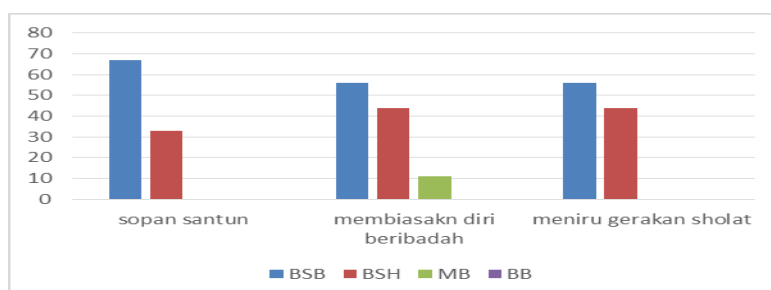| Category	Average %
BSB	59.6
BSH	40.3
MB	3.6
BB	0

Figure 4. Histogram of Democratic Parenting Week 2 Results

(Children under democratic parenting show rapid progress, particularly in politeness and habitual worship, reaching higher percentages in BSB and BSH categories.)

Data Normality and Correlation Test

Table 8. Tests of Normality

Variable	Statistic (Shapiro–Wilk)	Sig.
Parenting Style	0.958	0.661
Religious & Moral Values	0.894	0.078

The Shapiro–Wilk test showed Sig > 0.05, indicating that the data were normally distributed and met the assumption for correlation testing.

Table 9. Pearson Correlation Test

Variable Pair	r-value	Sig. (2-tailed)
Parenting Style – Religious & Moral Values	0.636	0.011

The Pearson correlation coefficient of 0.636 (p = 0.011) indicates a significant positive relationship between parenting style and the cultivation of children's religious and moral values.

Discussion

The findings of this study emphasize the essential role of parenting practices in shaping the religious and moral values of early childhood, aligning with the view that the family is the first and most influential environment where values are internalized through habituation, modeling, and consistent communication (Darmansyah & Susanti, 2024; Pramitasari & Nurfitriah, 2024). In the framework of Islamic education, parents bear a holistic responsibility that encompasses intellectual, emotional, spiritual, and social dimensions not merely physical needs therefore, moral and religious values must be cultivated from an early age through daily interactions and experiences (Fatmawati et al., 2021; Harahap & Br Hasibuan, 2023). The authoritarian parenting style is characterized by rigid control, strict rules, and limited emotional responsiveness (Sari et al., 2020). Previous studies indicate that such parenting often results in reduced initiative, self-confidence, and emotional regulation in children, who may also become withdrawn and less communicative when faced with conflict (Novianti, 2015). These tendencies can hinder the internalization of moral and spiritual values, which require dialogic processes, reflection, and emotional security. In moral-religious education, children need a balance between structure and empathy to develop meaningful understanding rather than mere compliance.

Conversely, the democratic parenting style allows children to express opinions while parents maintain authority with warmth, guidance, and mutual respect (Fitri & Na'imah, 2020). Research consistently associates this approach with higher levels of independence, motivation, and self-regulation in children attributes that support their active participation in moral and religious learning both at home and school (Agus et al., 2023). Within this approach, rules are not enforced solely through power but explained through reasoning and modeled behavior, helping children understand the rationale behind moral expectations and fostering intrinsic motivation for good conduct.

Regarding the specific dimensions of moral and religious values, politeness reflects a child's internalization of cultural respect and social norms (Adristinindya & Raharjo, 2021). Positive reinforcement and consistent parental modeling strengthen children's understanding and practice of courteous behavior. In the aspect of habitual worship, continuous and meaningful religious routines have been shown to develop spiritual awareness and discipline, particularly when guided by emotionally supportive and consistent parental involvement (Sofiawati & Dewi, 2023). Meanwhile, imitating prayer movements represents a form of observational learning in which children watch, recall, and gradually reproduce the correct sequence of worship movements according to Islamic teachings. Effective modeling and

constructive feedback from parents play a crucial role in enhancing precision and focus during prayer (Kurniawan & Sarmini, 2022).

Practically, these insights highlight the need to create a coherent parenting and educational environment where both school and family work synergistically (Putri et al., 2022). Parents should establish emotionally warm relationships, set clear expectations, and engage in open discussions about values, while schools reinforce these foundations through structured and meaningful religious activities (Nurhayati et al., 2024). For families with a predominantly authoritarian approach, gradual adaptation toward more responsive interactions such as explaining rules, offering limited choices, and encouraging participation can balance discipline with empathy. Democratic families, on the other hand, should maintain consistency to prevent permissiveness while preserving dialogue and warmth.

CONCLUSION

Based on the results and discussions presented in the previous chapter, it can be concluded that there are two types of parenting styles applied by parents at RA Alkhairat Dupa Indah, namely the authoritarian parenting style and the democratic parenting style. Out of 15 parents involved in the study, 6 parents (40%) applied an authoritarian approach, while 9 parents (60%) implemented a democratic approach in nurturing their children. The cultivation of religious and moral values among children at RA Alkhairat Dupa Indah was found to vary across several developmental categories, including Very Well Developed (BSB), Developing as Expected (BSH), Beginning to Develop (MB), and Not Yet Developing (BB). The study focused on three main aspects of moral and religious development: politeness, habitual worship, and imitating prayer movements correctly. Each aspect demonstrated unique characteristics in children's behavioral growth, with the most noticeable improvement observed in the aspect of politeness, indicating significant progress in social and moral behavior. Furthermore, the results of the correlation analysis using the SPSS program showed a calculated correlation coefficient (r) of 0.636 with a significance level of 0.011. Since the calculated r-value (0.636) is greater than the table value and the significance value is less than 0.05, it can be concluded that there is a significant relationship between parenting styles and the cultivation of religious and moral values in children. This finding highlights that the way parents interact, guide, and discipline their children has a measurable influence on how children internalize religious and moral principles during early childhood education.

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