

STRENGTHENING EXEMPLARY PARENTING FOR EARLY CHILDHOOD THROUGH HABIT, ADVISING, SUPERVISION, AND PUNISHMENT

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Abstract. *Parenting is a very important thing to do in order to shape the character of the child's personality from an early age. One of the parenting styles for early childhood is through exemplary methods. The purpose of this study was to reveal the forms of strengthening exemplary parenting by parents through habituation activities, advice, supervision, and punishment. This study uses a qualitative research method that is descriptive in nature. The type of research taken is literature study. Data collection techniques were carried out using documentation techniques, namely collecting research notes that were relevant to the object of study that the author was researching. Data analysis was carried out by going through several stages, (1) identifying the nature of exemplary parenting for early childhood, (2) identifying the nature of strengthening exemplary parenting through habituation, advice, supervision, and punishment, and (3) exemplifying forms of habituation, advice, supervision, and punishment as a form of strengthening exemplary parenting for early childhood. The results of the study revealed that exemplary parenting patterns for early childhood through habituation, advice, supervision, and punishment are reflected in children's daily activities in an integrative manner in the family, school, and community.*

Keywords: *exemplary parenting, habituation, advice, supervision, punishment*

INTRODUCTION

Education is one of the most important components in life and plays a role in determining the progress of the nation. A good educational process will generally lead to good quality human resources in it. Meanwhile, at this time, it is common knowledge that if a nation wants to improve the quality of its human resources, it must start from the most basic level, namely preschool or early childhood education (Suhono & Utama, 2017). Early childhood education according to Law No. 20 of 2003 concerning the National Education System is an administration of education given to children aged 0-6 years. While international education experts referred to in the Ministry of National Education as quoted by Suhono, said that early childhood are those aged 0-8 years (Suhono & Utama, 2017). Basically, early childhood is those aged from birth to a certain age before the child enters higher education. Because early childhood begins when they are born into the world, this is a vulnerable period for educators, especially parents, in providing proper direction for their children.

Providing proper direction requires proper parenting in practice. Parenting or also known as parenting style is the style of relationship or interaction between parents and their children. There are at least three types of parenting styles that are commonly applied by parents to children, namely authoritarian, democratic, and permissive parenting styles. All three are classified because they have a fundamental difference, namely the nature or law of giving directions given by parents to children. In an authoritarian style of parenting, it emphasizes parents who are all in control of children so that children are obliged to comply with all the provisions given by parents. In contrast

to democratic parenting, which emphasizes the importance of deliberation or discussion between parents and children, parents still have control over the decisions their children make but do not rule out the possibility of children having their own opinions. While permissive parenting is the opposite of authoritarian parenting, there are no conditions or coercion at all from parents so that children are free to express anything without any restrictions (Wuryaningsih & Prasetyo, 2022).

The various forms of parenting above are a small part of the parenting styles that exist in early childhood education. Parents should know what kind of parenting style they want to apply to their children. There are so many phenomena where parents are wrong in applying various parenting styles which often have a negative impact on the physical and even psychological condition of the child concerned. In fact, there are not a few parents who only play a role in fulfilling the material needed by their children. Even though there are immaterial needs that children need and are far more complex than that (Handayani & Irawan, 2022). Because many parents do not understand deeply about children's needs, the next thing to do is entrust their children to early childhood education institutions such as kindergarten, RA, KB, TPA, and the like. Whereas parents actually have the first education for their children. In fact, most interactions with early childhood are spent with parents when the child is at home. So, it is appropriate that parents should be able to become role model or role models for the formation of children's personalities, especially commendable morals (Rantikasari & Negara, 2021).

Early childhood is a determinant of adults (Montessori, 2017). For this reason, the quality of early childhood must be prepared as well and as early as possible. The process of preparing for the formation of the quality of early childhood is what then involves many parties, especially families and educators. Therefore, understanding in theory and practice is mandatory for all parties who have direct or indirect contact with early childhood.

RESEARCH METHOD

The author uses a qualitative research model that is descriptive in nature. This model emphasizes observing a social situation as a whole without changing the subject or object under study and presents it in narrative form according to the actual situation (Moleong, 2016). The main focus of this research lies in the literature review regarding the theories contained in notes in the form of books and articles that are relevant to the object of research study. The object of research study can be values, norms, or traditions that originate in social situations or certain phenomena that occur in life (Sugiyono, 2019). The author takes exemplary parenting that is practiced in early childhood, especially those carried out through habituation, advice, supervision, and punishment methods as the object of research study. The author uses documentation techniques in collecting various data related to the object of research in order to synthesize the results of the data intact. Furthermore, the process of data analysis went through several stages, namely (1) identifying the nature of exemplary parenting for early childhood, (2) identifying the nature of strengthening exemplary parenting through habituation, advice, supervision, and punishment, and (3) exemplifying forms of habituation, advice, supervision, and punishment as a form of strengthening exemplary parenting for early childhood.

RESULT AND DISCUSSION

The exemplary or exemplary method carried out by parents is an effective method and makes an impression on students, especially early childhood. This is because the figure of the parent is to act as a role model, example, model, and role model for each of his children (Handayani & Irawan, 2022). So great is the role of parents in shaping the personality of early childhood. Therefore, it is appropriate for parents to take the time to accompany them full time. This period of child development is very rapid. Parents also act as a tower of control over what children do. As is known, early childhood incidentally still has an egocentric character tends to be difficult to concentrate in the long term. So, it is not suitable if something is taught without the supervision of parents or other adults. In addition, early childhood prefers to play rather than take part in monotonous learning in class (Mulyani, 2016).

Psychologically, children are imitators. In fact, it is not only good things that are imitated by a child, but if there is no parental control, it is not uncommon for children to also imitate things that

are not good (Mulyati, 2020). Unlike Montessori, who even called early childhood like a sponge that absorbs all the knowledge it receives from the environment around it (Montessori, 2017), this is actually more complex than just imitating what other people do. For this reason, special directions are needed in the child's life and environment that can lead to the formation of a good personality. In other words, teaching children with exemplary methods is the right thing to do, especially in the formation of children's personality traits, given the nature of early childhood which acts as an imitator and even a recorder of every little thing in life.

The family, in this case the parents play a role in forming the foundation of the child's personality. This statement is in accordance with some of the contents of Q.S. Lukman verses 13-19 as quoted by Rantikasari, namely (1) instilling faith and monotheism, (2) cultivating an attitude of respect and devotion to parents, (3) cultivating a spirit of working with honesty, (4) encouraging children to obey worship especially establishing prayers, (5) instilling a love of truth (*ma'ruf*) and stay away from bad (*munkar*), (6) instil a patient soul in facing trials, (7) cultivate a humble attitude, not arrogant and arrogant in association, and (8) instil a simple life attitude in early childhood (Rantikasari & Negara, 2021).

The various contents of the letter above show that the task of parents is very important in setting an example for their children. Some ways to practice and control the example given to early childhood are to implement habituation patterns, advice patterns, supervision patterns, and punishment patterns according to the portion of early childhood.

3.1 Habituation Pattern

Habituation can be interpreted as doing certain actions or skills continuously and consistently for a long time, so that these actions or skills are actually carried out and eventually become a habit that is difficult to leave. Habituation is a process of forming attitudes and behaviours that are permanent through a learning process that is done repeatedly. Familiarization is a method used to familiarize children by guiding them through thinking, behaving and acting in accordance with the teachings of Islam (Mulyati, 2020). Abdullah Nasikh Ulwan as quoted by Ilham Putri Handayani strongly advises parents or educators to focus their attention on their children by getting used to good things and helping them to understand the situations that occur in life. This is very important, because it will help the child to be able to live life in the future. Abdullah Nasikh Ulwan also strongly emphasized every parent to get their children used to doing good, because according to him good habits can lead the child to a better future (Handayani & Irawan, 2022).

The principle of carrying out habituation can be practiced in several ways, namely (1) start the habituation before it's too late, so before the child has other habits that are contrary to the things that will be habituated, (2) the habituation should be continuous (repeated). carried out regularly so that eventually it becomes an automatic money habit, (3) education should be consistent, be firm and remain firm on the stance that has been taken, do not give children the opportunity to violate the predetermined habits, (4) the habits that were initially Mechanistically it must be habituation accompanied by the child's own conscience.

The formation of these habits is formed through repetition and acquires a fixed form when accompanied by satisfaction. Instilling a habit is difficult and sometimes takes a long time. This difficulty is caused by the fact that at first a person or child does not know practically what he wants to get used to, therefore, the habit of good things needs to be done as early as possible so that when he grows up, good things have become his habit. The functions of habituation include (1) instilling habituation in everyday life because it is the main basis for forming a person who is in accordance with the values upheld by society, (2) helping children to grow into mature and independent individuals, (3) instilling in children good manners, being friendly and respectful to each other, (4) cultivating an attitude of cooperation and unity, (5) instilling the habit of discipline, (6) training children to maintain personal hygiene, take care of themselves and protect the environment, (7) train children to control their emotions, actions and feelings, and (8) train children to be responsible (Akhyar & Sutrawati, 2021). Based on the above it can be concluded that the function of habituation is to help instil habituation in forming a person who is in accordance with values and norms and becomes a mature and independent personality so as to instil discipline habits in us.

The habituation method has advantages and disadvantages. The advantages of the habituation method are that it is very effective in use because it will train good habits in children from an early

age, it is very easy for children to imitate because children are imitating what is done by the people around them. Meanwhile, the lack of habituation is that if parents and teachers are not good, they tend to be imitated by children, if ingrained bad habits will be difficult to eliminate, require supervision and require stimulus or stimulation so that children can carry out good habits with *istiqomah*.

Forms of implementation of habituation that can be applied by parents in the process of habituation patterns in everyday life include getting children to read and pray every day of their daily activities, get used to children taking food with their right hands, get used to children to respect teachers, friends and other people, get used to children to say hello to everyone they meet, get used to children to say thank you, get used to children to dare to admit mistakes and apologize if they make mistakes, get used to children to pray and recite the Qur'an, get used to children to be honest, get used to children to empathize and help others, as well as familiarize children to always maintain cleanliness.

3.2 Advice Pattern

Advice is an expression that is thrown at someone if he exercises a right that is considered unfavourable in a social group. Give advice especially to children using soft and constructive language. Advice is usually in the form of suggestions towards good things. Advice is very instrumental in giving explanations to children about all the nature of decorating them with noble morals and teaching them about Islamic principles, especially about *akhlakul karimah*. Reminders and corrections to children must be based on love for children. Giving advice must still be done even for the slightest thing. Because small mistakes if left unchecked will become big. So, parents should not underestimate the small things or mistakes made by their children (Rantikasari & Negara, 2021). The benefit of giving advice is to show good and bad. The advice method will work well for children if someone who gives advice also implements what is advised for children (Mulyati, 2020).

The advice method has major implications for children in helping them understand and understand the nature of things and forming them to have awareness of Islamic principles. Abdullah Nasikh Ulwan as quoted by Ilham Putri Handayani emphasized the things that must be considered by parents in conveying advice to children, namely (1) persuading children to do good, (2) when parents give advice to children, they should use language that courteous and polite, (3) in giving advice one should take the wisdom or meaning contained in the Al-Quran (Handayani & Irawan, 2022).

There are many examples of the implementation of parental advice given to children in everyday life. Some of them are giving advice to children to perform prayers, giving advice to children to study hard, giving advice to children to always be honest in speech and actions, giving advice to children to always respect others, giving advice to children to always do good through the story of the prophet Muhammad SAW, as well as advice that encourages the improvement of the character of other early childhood children.

3.3 Surveillance Pattern

The pattern of supervision is a method of teaching early childhood by devoting wholeheartedly all attention only to early childhood development, including in this case physical and psychological development so that later the child will feel safe and ready to face the social life around him (Dioba et al., 2023). The supervision method will have a disciplinary effect, especially on children and minimize accidents or something unwanted when children are playing. In addition, by indirectly supervising parents and educators they tend to feel more relieved because they know for sure the conditions and all activities carried out by children.

Psychologically, children are also happy when they are the centre of attention. Through this pattern of supervision, it means that parents or educators give full attention to the child. In other words, children will feel happy as long as the parenting style is implemented. Parents and educators who are used to supervising a child will also find it easier to recognize the different characteristics of children. The child will always be under the supervision of the teacher, including all behaviour, movements, words, and the child's tendencies will be read clearly (Dioba et al., 2023). This will certainly make it easier for parents and educators to prepare the next teaching

process according to the characteristics of the child. If this is maximized, it is possible that an early childhood will grow rapidly to become a person with a good personality.

The form of implementing the pattern of supervision must be carried out in a balanced manner. Basically, Islam also encourages parents and early childhood educators to always control and supervise children in every life (Rantikasari & Negara, 2021). However, a control or supervision carried out by parents or educators is over. It will also have a negative impact on the development of the child's personality. Children will feel constrained by the presence of parents or educators who act as supervisors. So, it is not uncommon for children to be unable to express themselves flexibly and can even cause stress.

3.4 Punishment Pattern

The pattern of punishment is a pattern or method in educating early childhood when other methods have been implemented but have not achieved significant success. In other words, the goals of education have not been achieved or there have been no significant changes that lead to self-improvement of children for the better (Mulyati, 2020). In punishing a child, of course, it must be in accordance with the portion of the child's developmental age. This is because the imposition of inappropriate punishment patterns tends to have a negative impact on children's development, both physically and psychologically. As the words of the Prophet Muhammad explained about the obligation to admonish children to establish prayers starting at the age of seven. So that when a child turns ten years old but then neglects to pray, the child must be punished by being beaten, of course by educational beatings, as well as instructions to separate the child's bed so that he or she learns independently (Sada, 2015). The contents of the prophet's words basically have the same essence if applied to an early childhood. Logically, only children aged seven and ten years are distinguished in terms of punishment, especially for young children who clearly still have a high level of sensitivity.

In essence, the punishments found in Islamic Sharia include holistic principles and contain important matters that do not allow humans to live without punishment. The Ulama *ijtihad* and *ushul fiqh* summarizing it into five things called *adh-dharuriyat al-khams* (five primary things) Or also called *al-kulliyat al-khams*, namely guarding religion, soul, honor, reason, and property. Scholars say that the laws and principles contained in Islam aim to protect the five primary things above. So that a punishment given is nothing but aimed at maintaining the balance of these five things and may not deviate from the path of the initial goal in its implementation (Mufidah & Nurfadilah, 2021).

The implementation of giving a pattern of punishment in educating children does not mean having to use violence. However, giving a punishment that educates and creates a deterrent effect so that the child does not repeat the same mistake in the future. Several principles of the process of implementing punishment that can be applied by parents or educators, namely (1) gentleness and affection, (2) maintaining wrong habits in using punishment, and (3) in efforts to improve, should be carried out in stages from the lightest to the heaviest (Mufidah & Nurfadilah, 2021). For example, when young children don't put their toys in their original place, the first thing to do is gently rebuke them without giving the impression of scolding. The second is that parents or a teacher should maintain the dignity of early childhood. Punishing does not mean that you have to embarrass the child, on the contrary it becomes the existence of the child in question so that he becomes more confident and willing to admit the mistakes he has made. The last is to give punishment in stages according to the level of mistakes the child has committed (Mufidah & Nurfadilah, 2021).

CONCLUSION

The exemplary or exemplary method carried out by parents is an effective method and makes an impression on students, especially early childhood. This is because the figure of a parent is to act as a role model, an example, a model, and a role model for each of his children. Some ways to practice and control the example given to early childhood are to implement habituation patterns, advice patterns, supervision patterns, and punishment patterns according to the portion of early childhood. The four exemplary patterns basically have the same goal, namely to form a better early

childhood personality in the future. The author recommends parents, teachers, and all parties who interact with early childhood to be actively involved in supporting this exemplary parenting style in order to form good children's character as early as possible.

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