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THE INFLUENCE OF POSITIVE PARENTING AND PARENTAL RELIGIOSITY ON CHARACTER EDUCATION AT TAWAKKAL INTEGRATED ISLAMIC ELEMENTARY SCHOOL PACITAN

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ABSTRACT

The abstract contains a brief description of the problems and research objectives, the methods used, and the results of the research. The pressure for writing abstracts is mainly on the results of the research (research). If in the form of written ideas, emphasize the concept and discussion. Abstract written in English. Abstract typing is done with a single space with narrower margins than the right and left margins of the main text. Keywords need to be included to describe the field of study discussed and the main terms that underlie the study. Key words can be single words or word combinations. Number of key words 3-5 words. These keywords are required for computerization. Searching for research titles and abstracts is made easy with these keywords..

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1. INTRODUCTION

The purpose of education is based on Law No. 20 of 2003 on the National Education System, which is to realize an Indonesian society that is characterized, skilled, knowledgeable, and actively contributes to community life, nationhood, and the state, while also being competitive in the international arena. Based on this educational objective, character formation becomes the core essence of education (Muslim, 2020).

The importance of character values is reflected in the National Long-Term Development Plan (RPJP) 2005–2025, which aims to create a society grounded in the philosophy of Pancasila, an intellectual society with strong character (Liska et al., 2021). Thus, character is fundamental both for individual life and for society (Sutarna, 2011), as it serves as a distinguishing value between human beings and other creatures.

However, the decline in students' moral values and the problems currently faced by the world of education (Kusrahmadi, 2007) indicate a deterioration of noble character that has long been instilled as part of Indonesia's national identity. Increasingly, cases involving students and minors being exposed to drugs, smoking, promiscuity, bullying, brawls, and other social norm violations have emerged (Karlina, 2020).

The media reported that the Indonesian Child Protection Commission (KPAI) recorded 37,381 reports regarding children's issues between 2011 and 2019. Of these, 2,473 reports concerned violence occurring in schools and through social media, and this trend continues to rise (KPAI, 2020). This reflects a distressing portrait of life, particularly in the field of education. Therefore, special attention is needed to address this matter (Prihatmojo & Badawi, 2020), so that Indonesia is not only known as a beautiful country rich in natural resources but also truly recognized as a nation that is friendly and moral.

According to Nurhaeda (2019), two important aspects underlying the widespread

moral degradation are the family and the environment. The family serves as the primary setting for instilling core values essential to moral development, as the home—particularly the mother—is the first place of learning for children (Rochaningsih, 2014).

However, in reality, many parents misunderstand or refuse to accept their responsibilities. Previous studies state that the family environment can provide experiences that shape children's self-confidence into adulthood. Diana et al. (2021) identified several key factors influencing parental participation in child-rearing, namely religiosity, positive parenting received by parents in the past, and personality traits.

This study was conducted to determine the influence of positive parenting and parental religiosity on the character education of students at SD Islam Terpadu Tawakkal Pacitan. Character is fundamental to children's personal and social development. Furthermore, there is an empirical need to gain a deeper understanding of the impact of positive parenting and religiosity on character education, especially in Integrated Islamic Schools, which play an important role in nurturing a morally upright and religious generation.

2. METHODS

This quantitative research involved a population of 196 parents from SD Islam Terpadu Tawakkal Pacitan, with a sample of 123 respondents determined using Isaac and Michael's table. The sampling technique applied was simple random sampling, which is a type of probability sampling. Questionnaires were distributed online and the data were analyzed using multiple linear regression.

A variable is any object determined by the researcher to be studied in order to draw conclusions. According to Sugiyono (2019), an independent variable is the cause of change in a dependent variable, while the dependent variable is the effect of the independent variable. In this study, the

researcher used two independent variables, namely positive parenting and parental religiosity, while the dependent variable was the character education of students at SD Islam Terpadu Tawakkal Pacitan.

The positive parenting scale developed by the researcher was based on the positive parenting measurement theory of Rodrigo, Byrne, & Rodriguez (2014). This theory offers a holistic approach that focuses not only on children’s behavior but also on their emotional and psychological well-being.

To measure religiosity, the researcher used the Centrality of Religiosity Scale

3. RESULTS AND DISCUSSION

3.1.

Here is the image of the T-test result of the positive parenting variable (X1) on character education (Y):

For qualitative research, the results section contains detailed sections in the form of sub-topics directly related to the research focus and categories.

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	12.206	4.654		2.623	.010
	X1	.274	.058	.394	4.689	<.001
	X2	.163	.086	.158	1.882	.062

1.979; therefore, there is an influence of positive parenting on the character education of students at SD Islam Terpadu Tawakkal Pacitan.

The next T-test result shows that the parental religiosity variable has a significance level of 0.062, which is greater than 0.05, while the obtained t-value of 1.882 is smaller than the t-table value (Df = N – k) = 1.979; therefore, there is no influence of parental religiosity on the

The Adjusted R-square (R²) value is 0.442, or 44%. This means that the variables of positive parenting and parental religiosity simultaneously influence the character education variable by 44.2%, while the remaining 55.8% is affected by other factors outside the scope of this study.

(CRS) developed by Huber (2012). CRS consists of five dimensions: ideology, intellect, private practice, religious experience, and public practice. The development of a valid and reliable instrument for assessing religiosity is one of the strengths of Huber’s theory.

The character education scale was constructed based on Lickona’s (1991) theory. This scale includes three dimensions: moral knowledge, moral feeling, and moral action. Lickona’s theory emphasizes these three core aspects as the foundation of character education.

Result

character education of students at SD Islam Terpadu Tawakkal Pacitan.

Figure 2. F-Test Results

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	425.156	2	212.578	16.241	<.001 ^b
	Residual	1570.698	120	13.089		
	Total	1995.854	122			

a. Dependent Variable: Y
b. Predictors: (Constant), X2, X1

Based on the ANOVA table above, the variables of positive parenting and parental religiosity have an F-calculated value of 16.241 with a significance level of 0.001. The F-calculated value is greater than the F-table value, 16.241 > 3.92 (Df = N – k = 3.92), and the significance level for both positive parenting and parental religiosity is smaller than 0.05, 0.001 < 0.05. This indicates that positive parenting and parental religiosity simultaneously have a significant effect on the character education of students at SD Islam Terpadu Tawakkal Pacitan.

3.2 Discussion

This study shows that positive parenting has an effect on the character education of students at SD Islam Terpadu Tawakkal Pacitan. This is evident from the partial T-test results, where the t-value is 4.689, greater than the t-table value of 1.979, with a significance level of 0.001, which is smaller than 0.05. These results are in line with the findings of Rahmadani et al. (2022), which indicate that parenting patterns correlate with the formation of a child's personality.

Similarly, Simanjuntak (2017) states that parenting is related to the development of a child's personality. Children raised with this approach tend to feel more secure and valued, which strengthens their emotional and social development. Furthermore, positive parenting encourages children to explore their environment with curiosity and independence, which are essential elements in building strong and adaptive character.

Therefore, the null hypothesis stating "positive parenting has no effect on the character education of students at SD Islam Terpadu Tawakkal Pacitan" is rejected. This means that positive parenting does influence character education, with a positive direction of effect: the stronger the positive parenting, the better the character education received by the students at SD Islam Terpadu Tawakkal Pacitan.

The study also found that parental religiosity does not significantly affect the character education of these students. The partial T-test shows a t-value of 1.882, smaller than the t-table value of 1.979, with a significance of 0.062, which is greater than 0.05. Therefore, the alternative hypothesis stating that "parental religiosity affects the character education of students at SD Islam Terpadu Tawakkal Pacitan" is rejected.

This finding may occur because character development is a complex process influenced by multiple internal and external components (Dianna et al., 2015). Social environmental factors also play a role in shaping a child's

4. CONCLUSION

The character education of students at SD Islam Terpadu Tawakkal Pacitan is greatly

character, as they are frequently exposed to influences outside the home, such as school, peers, media, and the wider community.

These external influences can have a greater impact on character development than the religious values taught at home. Additionally, the way parents apply religious values may vary. If the approach emphasizes rules without in-depth explanation or dialogue, children may not fully understand or internalize these values. Differences between parental religious beliefs and daily practice can also create inconsistencies that confuse children and reduce the effectiveness of moral education.

The study further found that positive parenting and parental religiosity together have a positive effect on the character education of students at SD Islam Terpadu Tawakkal Pacitan. Based on the F-test (simultaneous), the F-value is 16.241, greater than the F-table value of 3.92, with a significance of 0.001, smaller than 0.05. This indicates that positive parenting and parental religiosity simultaneously influence character education. The direction of this effect is positive: the stronger the positive parenting and parental religiosity, the better the character education received by the students.

This is consistent with Budiyo (2011), who found that democratic parenting patterns are positively related to student character development at SMA Islam Hidayatullah Semarang. Proper parental guidance improves student character.

The Adjusted R-square (R^2) value is 0.442, or 44%, meaning that positive parenting and parental religiosity together explain 44.2% of the variance in character education. The remaining 55.8% is influenced by other factors outside the scope of this study. In other words, 44.2% of children's character education can be enhanced and predicted through positive parenting and parental religiosity.

influenced by positive parenting. This is evident from the statistical analysis, where the t-value is 4.689, exceeding the t-table

value of 1.979, with a significance level of 0.001, which is below the threshold of 0.05. Therefore, it can be concluded that the more positive and effective the parents' parenting style, the more significantly the character education of students at SD Islam Terpadu Tawakkal improves. The character education of students at SD Islam Terpadu Tawakkal Pacitan is not influenced by parental religiosity. This is shown by the statistical analysis, where the t-value is 1.882, smaller than the critical t-

value of 1.979, and the significance level is 0.062, which is above the standard threshold of 0.05.

However, the character education of students at SD Islam Terpadu Tawakkal Pacitan is positively and significantly influenced simultaneously by both positive parenting and parental religiosity. This is evident from the statistical analysis, where the F-value is 16.241, exceeding the critical F-table value of 3.92.

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