

The Culture of Parenting Indonesian Tribes in the Habituation of Children's Character

Gunarti Dwi Lestari
*Faculty of Education State University
 of Surabaya
 Surabaya, Indonesia*
 Email: gunartilestari@unesa.ac.id

Kartika Rinakit Adhe
*Faculty of Education State University
 of Surabaya
 Surabaya, Indonesia*
 kartikaadhe@unesa.ac.id

Muchamad Arif Al Ardha
*Department of Physical Education
 and Kinesiology
 National Dong Hwa University,
 Taiwan*
 ardha_sport@yahoo.com

Abstract—Indonesia is a rich country, both in natural and cultural resources. Indonesia has many ethnic groups. One of the ethnic groups in Indonesia is the Samin society in Bojonegoro. The purpose of this study is to describe the pattern of parenting applied by the Samin society. The second objective of this study is to describe the way Samin society maintains the culture. The third shapes to explain character in children from childhood. This study uses a research approach with qualitative ethnographic methods. The type of data analysis technique used in this study is Spradley. The stages of this study are first descriptive observation, second dynamic analysis, three focused observations, four taxonomic analyzes, the five theme analysis Findings in this study are 1) Samin society has democratic parenting upbringing that upholds local cultural values, 2) Samin society educating children not only with care provided by parents but also the surrounding environment that supports the formation of children's character, 3) prominent character in the Samin society is honest and responsible.

Keywords—parenting culture, character.

I. INTRODUCTION

At the international level, Indonesia is known for its diverse regional culture. Based on Indonesian tribes, the largest ethnic group in Indonesia is the Javanese. Java has around 40% of the total population in Indonesia. However, Java has several tribes, namely the Javanese, Madurese, the osing tribe, the tengger tribe, and the Samin community (data of Badan Pusat Statistik, 2010)

Each ethnic group has a different approach to educating early childhood. One of the prominent characters in the role is the Samin community. The life of the Samin community is community that views the learning process as a lifelong learning process. The principle applied is to learn about all things that are important for life they are, anytime, with everyone (Lestari, 2013). The culture that is maintained is reflected in the daily behavior of a community.

The pattern applied by the samin community in daily life is daily activities as a process of cultural socialization. Cultural heritage of the Samin community manifest in the form of communication carried out by parents and children informally and naturally. Based on this learning pattern, then the child do this learning without realizing it. This pattern makes it easy for children to understand the culture of Samin. The manifestation of cultural inheritance given is character habituation.

Children have different ways of learning from one another. Learning characteristics related to imitating, absorbing, processing, and conveying information is a style of learning. The process of character formation begins with the child seeing and imitating the world around him. Examples of behaviors given by parents are very important for the stage of child development (Olds, 2007).

However, Indonesia has become part of the 4.0 industrial revolution. Technological advances that are increasingly rapid video games, playstation, and online games have penetrated the world of children. Sophisticated technology has an impact on local culture. but different things with samin people who firmly hold the culture through parenting.

Parenting

Each ethnic group has a different parenting pattern. Samin community chose to prioritize samin culture in the applied parenting style. Parenting is the way parents raising children by fulfilling child needs, giving protection, educate children, and influence behavior children's behavior in everyday life (Baumirnd, 2008). In line with it parenting is a process in it there are elements of maintaining, protecting, and direct children during their development [2]. define the same thing that from [8] parenting is a process related to adults who give birth, look after, nurture and direct children.

Intended parenting in this research is a process interaction between parents and children, activity includes activities such as maintaining, protect, and familiarize behavior with children. The implementation of parenting chosen by parents has a different purpose. However, every planned goal is to develop children's character. The goal of parenting parents children are so that children can survive live, physically healthy, and develop ability to be able to fulfill own needs. Another goal is for children to fulfill special purpose with respect to achievement, religious beliefs, and personal satisfaction [8].

In achieving the goal of parenting there are aspects of supporting parenting. The following are aspects of parenting (Baumirnd, 2008).

a. Parental control

Control from parents is behavior behavior of parents in accepting and facing his child's behavior whether appropriate or not.

b. Parental maturity demands

Demands for behavior are mature is the behavior of parents for encourage children's independence and encourage children to have sense of responsibility for everything action.

c. Parent-child communication

Communication between parents and children is the effort parents create verbal communication with children.

d. Parental nurturance

The way to care is parental expressions to show affection, attention towards children and how give encouragement to children.

When aspects of parenting are fulfilled, the child will grow like the parents plan. however aspects of parenting depend on the type of parenting, while parenting has a variety of types. Feller [5] divides parenting in 3 types, namely: Authoritarian, Permissive and Authoritative.

a. Authoritarian

Authoritarian parenting is a way parents care for children with set standards of behavior for children, but less responsive to rights and child wishes. Parents try forming, controlling, and evaluate children's behavior accordingly with behavioral standards set parents. In pattern this parenting parents apply very strict and controlling child but lack of closeness and parent-centered communication. Parents are very rarely involved in give-take process (take & give) with his child. They curb and force the child to act the way they want. Besides that, they always are emphasize that people's opinions the right adult and child must accept without questioning truth or giving comment. This upbringing emphasizes more on the needs of parents, while self-expression and independence child is pressed or blocked. Parents who use patterns authoritarian care is very stressful conformity and absolute obedience. Parents often use it too punishment as a way of forming child obedience.

b. Permissive

This parenting pattern is different from authoritarian parenting. On the pattern Parental permissive parenting only make few orders and rarely use force and power to achieve the goal of parenting child. Parents be responsive to needs children but they avoid all forms of demands or controls to children. Parents apply very little discipline and even if they apply discipline to children, they behave inconsistent in implementation. They give freedom as much as possible for the child to do whatever you want and the child doesn't required to learn to behave either or learn to do assignments. Parents allow child to organize and make decisions for yourself, even though the child is not ready therefore. Besides that, parents too not punish and approve anything.

c. Authoritative

Authoritative parenting is a way parents take care of their children with set standards of behavior for children and at the same time responsive to children's needs. In this form of parenting parents use the approach rational and democratic. Parents offer intimacy and acceptance child's assertive behavior regarding rules, norms and values. Parents with parenting patterns like this want to listen to

opinions child, explain the rules in family, and explain the norm and espoused values. Besides parents can also negotiate with children (J.P. Hill in [9]. Person parents direct children's activities rational, respecting children's interests, and respect the child's decision to independent.

Parenting given by parents forms the personal character of the child. Character is the roundness of the human soul which manifests itself in the unity of movement of mind, feeling, and will or will which then produces energy to always think, feel and always use size, scales, and fixed basics (Dewantoro, 2004: 25). Character formation that can be consistent behavior must involve aspects of knowing, understanding, feeling, action [11]. Character is very loaded with virtue values which must always have a place to be trained in deeds in order to form a habit in the order of life of a civilized society. The kinds of characters taught in everyday life are capable of visible behavior from the person. Characters that develop in society are responsibility, cooperation, respect, compassion, self-discipline, tolerance, tolerance, enthusiasm, friendship, optimism, perseverance, insightful future, usefulness, and honesty.

II. METHOD

This study uses a qualitative approach to the type of ethnographic research. collecting data obtained from interview observation, and documentation. Research data sources include: cultural groups, community leaders, traditional leaders, local communities and Samin community culture. The research subjects were the Samin Society's cultural upbringing in characterizing the child's character. The research location is the Samin society Bojonegoro District. The data collection technique in this study was through direct observation, participating researchers, and in-depth interviews and collecting various documents related to the Samin community culture.

The results of the study were analyzed using the [12]. Data analysis is divided into several parts, namely: a) domain analysis, namely giving a general description of the overall object of research, b) taxonomic analysis, namely detailed elaboration of domain analysis through focused observation, c) compential analysis, which is specific to each detail of internal structure and d) analysis of cultural themes, namely seeking relationships [12].

III. RESULT AND DISCUSSION

The result from this research description by taxonomy, namely:

a. Description of Focused Observation Results from the Results of Taxonomic Analysis: Samin's Community Teachings Taxonomy

1. Religion holds on to life.
2. Don't disturb other people
3. Don't fight
4. Don't be jealous
5. Don't steal
6. Must be patient
7. Understand the nature of life itself.

8. Must be courageous
9. Don't hurt other people
10. Once good will continue well
 - b. Samin Community Distribution Taxonomy in character formation
 1. Teaching culture of Doctrine Pinisepuh, teacher, whole community, peers
 2. Growing character Family, School and Community Environment
 3. Habituation Family, School and Community Environment
 - c. Taxonomy of the Samin Community Cultivation Application Application in character formation
 1. Religious understanding is the basis of everyday life
 2. Children dare to those who do wrong
 3. Children comply with applicable school rules
 4. Children dare to lead in a line
 5. Children do not respond when hurt.
 6. Children show empathy when their friends are sad.
 7. Children do not look at gender when helping friends
 - d. Taxonomy of Samin's Community Teaching Habit Application in character formation
 1. Children give the opportunity to play friends alternately
 2. Children give the opportunity for friends to take turns in rowing
 3. Children are accustomed to saying things that happen according to reality.
 4. Children are accustomed to keeping promises to parents and themselves to go to school on their own.
 5. Children are used to saying goodbye before leaving
 6. The child raises a sign that he feels able to answer the question.
 7. In playing with peers, children show a fair attitude when sharing.
 8. Children are used to keeping promises after school to play together
 9. Children are used to not showing an attitude of envy even though they do not have shoes for school and bicycle
 10. The child does not recognize money that is not his
 11. Children keep promises to parents to help in field
 12. Children are used to being patient when desires are not fulfilled
 13. Parents appreciates when the child shows honesty with thanks
 14. Parents familiarizes children to comply with school rules

15. Parents familiarizes the child to do justice and not cheat.
16. Parents accustoms children to be honest about their willingness and ability

The results of the taxonomy analysis show that Samin society have a tendency in forming culture-based characters. Character is formed by parenting given by parents who hold firm to the local culture. There are in line with rewards from parents can be a separate reinforcement by children, in research using reinforcement learning results obtained that reinforcement is given and chosen to underlie the principle of behaving in a social society (Kaebling and Litman, 1996)

Processing character habituation indirectly has been done on daily activities. Children easily absorb knowledge in accordance with the principles of education expressed by Pestalozzi, namely children basically have a good character, and the family environment is the first environment for children in shaping the personality of children (Masnipal, 2013)

Children in the Samin society are taught to convey the truth. children are given the right to convey the truth to anyone, including when others make mistakes. this shows the outcome of democratic parenting. This justifies the results of other studies about democratic parenting, there are democratic functioning of families was positively related to adolescents' support for democratic values when controlling for the effects of gender, political experience, authoritarianism, empathy, and political activism (Miklikowska & Hurme, 2011).

IV. CONCLUSION

The conclusion of research in the field of parenting applied to the character of children in the Samin community obtained various findings, namely: 1) Samin society has democratic parenting upbringing that upholds local cultural values, 2) Samin society educating children not only with care provided by parents but also the surrounding environment that supports the formation of children's character, 3) prominent character in the Samin society is honest and responsible.

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