

THE EFFECT OF PARENTING STYLES ON THE DEVELOPMENT OF A SENSE OF RESPONSIBILITY IN PRESCHOOL CHILDREN

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Abstract

The development of responsibility character in early childhood is a crucial aspect that cannot be separated from the role of parents in the parenting process. This study aims to describe the influence of parenting styles on the formation of responsibility character in early childhood within the community of Cikampek Barat Village, RW 18, Karawang Regency. This study employed a descriptive qualitative approach with data collection techniques consisting of observation and open-ended interviews. The research subjects comprised five early childhood children aged 4–6 years and five parents as the primary informants. Data validity was examined through triangulation techniques, while data analysis was conducted using the interactive analysis model of Miles and Huberman, encompassing three stages: data reduction, data presentation, and conclusion drawing. The results indicate that the parenting styles applied by parents are not singular in nature but vary in accordance with family habits and communication patterns. Two dominant parenting styles were identified, namely democratic parenting and authoritarian parenting. Children raised under democratic parenting demonstrated more optimal development of responsibility character, characterized by greater independence, openness, and self-awareness. In contrast, children raised under authoritarian parenting tended to exhibit compliance driven by fear rather than by an internalized understanding of responsibility values. This study affirms that an appropriate parenting style, one that integrates warmth, effective communication, and reasonable supervision, is proven to support the formation of stable responsibility character in early childhood.

Keywords: Parenting, Character, Responsibility

Abstrak

Pembentukan karakter tanggung jawab pada anak usia dini merupakan aspek penting yang tidak dapat dipisahkan dari peran orang tua dalam proses pengasuhan. Penelitian ini bertujuan untuk mendeskripsikan pengaruh pola asuh orang tua terhadap pembentukan karakter tanggung jawab anak usia dini di lingkungan Desa Cikampek Barat, RW 18, Kabupaten Karawang. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan teknik pengumpulan data berupa observasi dan wawancara terbuka. Subjek penelitian terdiri atas 5 anak usia dini usia 4-6 tahun beserta 5 orang tua sebagai informan utama. Keabsahan data diuji melalui teknik triangulasi, sedangkan analisis data dilakukan menggunakan model analisis interaktif Miles dan Huberman yang mencakup tiga tahapan, yaitu reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa pola asuh yang diterapkan orang tua tidak bersifat tunggal, melainkan bervariasi sesuai dengan kebiasaan dan pola komunikasi dalam

keluarga. Dua pola asuh yang dominan ditemukan adalah pola asuh demokratis dan pola asuh otoriter. Anak yang diasuh dengan pola demokratis menunjukkan perkembangan karakter tanggung jawab yang lebih optimal, ditandai dengan kemandirian, keterbukaan, dan kesadaran diri yang lebih tinggi. Sebaliknya, anak dengan pola asuh otoriter cenderung menunjukkan kepatuhan yang bersumber dari rasa takut, bukan dari pemahaman nilai tanggung jawab itu sendiri. Penelitian ini menegaskan bahwa pola asuh yang tepat, yang memadukan kehangatan, komunikasi efektif, dan pengawasan yang wajar, terbukti mendukung terbentuknya karakter tanggung jawab yang stabil pada anak usia dini.

Kata kunci: Pola Asuh, Karakter, Tanggung Jawab

INTRODUCTION

Character development is a critical factor in shaping a child's future; therefore, it must be instilled from an early age so that the values taught can have a positive impact on the child's life in the future. In line with this, Fatimah et al. (2025) state that effective character development makes a significant and lasting contribution to the long-term improvement of an individual's quality of life. In this regard, Uce (2017) notes that parenting styles play a crucial role as the primary environmental factor influencing a child's character development. Similarly, Sukamto and Fauziah (2021) add that parenting styles also serve as a child's first education, as it is through them that children first encounter the world, being born into a family environment and raised by their parents.

To raise children who are dutiful toward their parents, parents must also take responsibility for creating a positive environment for their children, as children spend the majority of their lives within the family environment. Given this, the family plays a vital role in shaping a child's personality and character. Indirectly, all of a child's behaviors are under the parents' control, and every attitude the child displays is always observed by the parents (Tobing & Nurjannah, 2024). In this regard, Baumrind (1991) states that all forms and processes of interaction between parents and children influence the child's personality and behavioral development. Furthermore, parenting is a system or method by which parents educate, care for, and guide their children in accordance with the parenting style they adopt, aiming to provide the best possible environment so that children can grow and develop in line with their parents' expectations (Nasution et al., 2024).

Therefore, parents must provide sufficient stimulation for their children, as a lack of stimulation can hinder a child's development in various aspects, such as social skills, language, and fine and gross motor skills. In line with this, Candra (as cited in Sukamto & Fauziah, 2021) states that parental care for their children can influence the formation of the child's character and behavior. On the other hand, the application of appropriate parenting styles that align with the child's needs enables the child to receive positive support (Sukamto & Fauziah, 2021). Fundamentally, every parent possesses diverse communication styles, ranging from gentle, cautious, and communicative approaches to those that tend to be firm, aggressive, and passive. Therefore, parents need to be wise in their communication and behavior, as this indirectly exerts a significant influence on the

child's development. Thus, parents play a crucial role in shaping a child's character, for no one understands the child's condition and needs better than the parents themselves (Tokolang et al., 2022).

Elan and Handayani (2023) explain that there are three parenting styles: authoritarian parenting, democratic parenting, and permissive parenting. Authoritarian parenting is a style that demands children strictly follow parental commands, without allowing them space to express their own ideas, and parental commands are absolute and non-negotiable. This parenting style, as noted by Hurlock (as cited in Muamanah, 2019), enforces strict and coercive rules to direct children's behavior according to parental wishes. In practice, parents tend to impose severe punishments when children fail to meet established standards, without offering rewards or praise for the child's achievements. This situation limits children's opportunities to develop self-regulation skills and independence in managing their own behavior.

Democratic parenting, on the other hand, is a style that involves giving children a say in decision-making processes while still maintaining clear boundaries. Santrock (as cited in Tobing & Nurjannah, 2024) argues that this parenting style can foster children's independence while still providing boundaries and control over their actions. Parents with a democratic parenting style exhibit high levels of acceptance and control, are responsive to children's needs, encourage children to express opinions or ask questions, and provide explanations regarding the consequences of good and bad behavior. Meanwhile, permissive parenting is a style that grants children complete freedom to do as they please, so decision-making rests entirely with the child. This parenting style is the opposite of authoritarian parenting. Permissive parents tend to provide warmth but lack communication and supervision. Parents with a permissive parenting style are generally warm but relatively neutral in giving guidance to their children (Tobing & Nurjannah, 2024).

The formation of a child's character and personality is fundamentally a reflection of the parents' own character and personality. This aligns with the findings of Saputra et al. (2018), who state that the role of parents in shaping a child's character is of utmost importance. Furthermore, Ambariani and Rakimahwati (2023) explain that in addition to parents, the environment also has a significant influence on the process of instilling good character in children. This environment is divided into three parts: the family, school, and community. One of the character traits that needs to be instilled and shaped from an early age is a sense of responsibility. According to Sutarti (as cited in Rahmadhani, 2025), the character trait of responsibility is the courage to take ownership of all actions and behaviors one has undertaken, as well as the awareness to apply the values that should be upheld. Responsibility is not merely the ability to complete tasks, but also the courage to acknowledge mistakes and the ability to learn from experiences.

Instilling a sense of responsibility in children is not an easy task, as the responsibilities taught to young children typically involve simple matters rather than complex ones.

Nevertheless, a responsible attitude is a positive habit that does not develop on its own; rather, it must be taught, instilled, and consistently nurtured from an early age (Salsabila & Tarigan, 2021). With the development of this character trait, children will grow into individuals with a high level of self-awareness who are also capable of acting responsibly in their lives (Rahmadhani, 2025). Therefore, parents' understanding of appropriate parenting styles is crucial in shaping a sense of responsibility in children, as this trait is one of the main pillars in the overall development of a child's personality. Consequently, the researcher is interested in conducting a more in-depth study on the influence of parenting styles on the development of a sense of responsibility in young children, as instilling a sense of responsibility from an early age is fundamental and inseparable from the active role of parents in the child-rearing process.

METHOD

The research method used in this study is a descriptive qualitative method. This study was conducted to provide an in-depth description of parenting styles in shaping a sense of responsibility in young children. A descriptive qualitative approach was chosen because this study aims to understand the phenomenon naturally from the perspective of the subjects being studied, without manipulating existing conditions. The data collection techniques used by the researcher were observation and interviews. These techniques were used because the researcher sought to understand the issues comprehensively and in depth. Observations were conducted directly to observe children's behaviors related to a sense of responsibility in daily life. During the interview phase, the researcher conducted open-ended interviews with parents to obtain relevant data from informants regarding the parenting styles applied. The subjects in this study were early childhood children aged 4–6 years, with 5 children and their 5 parents serving as the primary informants.

This study was conducted in West Cikampek Village, RW 18, Karawang Regency. This location was selected based on the consideration that it possesses characteristics relevant to the influence of parental child-rearing practices on the development of a sense of responsibility in young children. The research was carried out in phases over a one-month period, specifically in April 2026. To test the validity of the data, the researcher used the triangulation technique. Triangulation is a technique for testing data credibility by examining data from various sources and collection methods (Susanto & Jailani, 2023, p. 55). The use of this triangulation technique aims to strengthen the credibility and validity of the research. In this study, the researcher applied data triangulation through two methods: first, comparing observational data with interview data; second, directly observing children's behavior outside the family environment and comparing it with their behavior when in the family environment or at home. Cross-checking between observational data on the children and interview data with parents was conducted consistently throughout the research process. The data that had been collected and validated was subsequently analyzed using the Miles and Huberman data analysis model (Naamy, N, 2019, pp. 157–165). Data analysis proceeded through three interconnected stages: data reduction, data presentation, and verification/conclusion.

RESULTS AND DISCUSSION

The results of the data analysis indicate that parenting styles in shaping a sense of responsibility in young children in the Cikampek Barat Village, RW 18, are not uniform but rather vary. These variations are influenced by factors such as habit formation, family dynamics, and communication between parents and children. Based on the results of interviews and observations, two parenting styles were found to be dominant among the research subjects: the democratic parenting style and the authoritarian parenting style. The differences in these parenting styles are evident in how parents guide and provide direction to their children in daily life.

In the first, fourth, and fifth subjects, the parenting style observed was the democratic parenting style. Parents demonstrated a warm, open, and responsive attitude toward their children, encouraging them to express opinions or ask questions and helping them understand what is right and wrong. Rules established together with the children were communicated simply and in language they could understand. This parenting style was shown to support the development of responsible character traits in children, such as acknowledging mistakes, having self-awareness, and taking responsibility for their actions and personal belongings. In daily life, children appear confident in expressing their feelings, act independently, and take responsibility, even though parents still provide reasonable supervision. This parenting style relies more on explanation, discussion, and reasoning to help children understand. Additionally, physical punishment is not used when children make mistakes, and praise is given when children successfully meet expectations.

In the second and third subjects, the parenting style observed tended to be authoritarian. The parenting style applied tended to demand that children follow their parents' orders without giving them the opportunity to express their opinions or desires. In this regard, Nasution et al. (2024) explain that parents with an authoritarian parenting style exercise strong control, engage in limited interaction, restrict the child's freedom, and are oriented toward administering physical or verbal punishment to disobedient children; in this context, parents harbor their own fears due to resistance from their children.

Research findings indicate that children raised under this parenting style tend to be quiet in certain situations, rarely express their opinions or feelings, and sometimes exhibit emotional reactions such as crying easily or getting angry when their desires are not met. On the other hand, the child's sense of responsibility is underdeveloped, as the child is accustomed to following routines set by parents without self-awareness or a sense of responsibility for their actions. In some situations, children appear obedient to their parents' commands; this obedience arises from a sense of fear rather than an understanding of the responsibilities and rules themselves. In line with the explanation by Tobing & Nurjannah (2024), authoritarian parenting is characterized by restricting children and forcing them to follow rules set by parents. This parenting style rarely offers praise or encouragement for children to become independent; instead, it restricts them.

Generally, research findings indicate that parenting styles have a significant correlation with the development of a child's sense of responsibility. Applying an appropriate parenting style will support the stable development of a responsible character. Conversely, if the parenting style applied is inappropriate, it will not support the development of a stable responsible character. These results also indicate that, in addition to parenting, daily interactions between parents and children are a crucial factor in shaping the responsible character of young children, particularly in activities related to responsibility and discipline.

CONCLUSION

Based on the results of the study conducted in the Cikampek Barat Village, RW 18, it can be concluded that parenting styles have a significant correlation with the development of a sense of responsibility in young children. Differences in the application of parenting styles within families greatly influence the development of a sense of responsibility in children. Furthermore, the study environment indicates that the parenting styles applied are not uniform but vary according to family customs. Based on interviews and observations, two dominant parenting styles were identified: the democratic parenting style and the authoritarian parenting style. Children raised under a democratic parenting style demonstrate more optimal development of a responsible character. They tend to be more independent, bold in expressing their opinions and feelings, and possess self-awareness regarding their actions and personal belongings. This is possible because the democratic parenting style encourages openness, provides explanations that children can understand, and employs a warm and responsive approach without neglecting parental supervision.

Conversely, children raised under an authoritarian parenting style tend to exhibit obedience rooted in fear rather than in understanding. The sense of responsibility in children with this parenting style appears less self-formed, as children are accustomed to following routines set by parents without developing self-awareness. Additionally, children tend to be more reserved, less able to express their opinions, and prone to emotional reactions such as crying easily or getting angry when their desires are not met. Overall, this study confirms that the development of a sense of responsibility in young children depends not only on the type of parenting style applied but also on daily interactions between parents and children. Appropriate parenting styles, which combine warmth, effective communication, and reasonable supervision, have been shown to foster the development of a stable and sustainable sense of responsibility in children. Therefore, parents' active role in creating a positive parenting environment is a factor that cannot be overlooked in the process of character development in young children.

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