

The Influence of Education, Economy, Genetic Personality, and Parenting Style toward Children's Character

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DOI: <https://dx.doi.org/10.47772/IJRISS.2025.903SEDU0440>

Received: 17 July 2025; Accepted: 23 July 2025; Published: 28 August 2025

ABSTRACT

This research raises the issue of the importance of the role of parents in educating and shaping children's character at an early stage of development. The main focus of this research is to explore the influence of parental involvement factors on students' character development, with the main questions regarding how much parents are involved, what factors are involved, and the results of children's character. Through a quantitative approach with data collection through questionnaires and literature review, research participants were selected from various backgrounds, experiences, and levels of involvement of students and parents as children. data analysis through questionnaires obtained 147 respondents consisting of 110 women and 37 men with age levels ranging from less than 20 to more than 25 years. The results of this study show the relationship between the variables of parental roles and children's character. There are 4 variables of factors influence parental education on children's character. The four variables are parental education, economic or parental employment, the influence of genetic personality, and the parenting style used by parents. This study confirms that parental involvement, both through character education and active support, plays a key role in shaping characters such as self-confidence, independence, lack of social interaction, emotional control, and responsibility at an early stage of their development.

Keywords: Character Education, Parents' Role, Occupation, Parent's Education Level, Children's Character, Independence, Parenting, Education Attempts, Genetic Personality, Occupation.

INTRODUCTION

According to Asma Nur (2022), Parents are the main and first educators for children, so the importance of the role of parents in educating children's development in the early stages of elementary school is highlighted in this study. Parental involvement can significantly impact children's character, abilities, skills, and talents. However, one of the focuses of this discussion is student character. Student character is an important aspect of a person's quality of self that is formed and nurtured from an early age. According to Robert and Henry in the journal (Zurriyati & Mudjiran (2021)), argue that children's lack of development such as inhibited social activities is due to a lack of attention from both parents. This is based on Lisna Amelia (2023) who emphasizes that the family is the main and most important source of education because since the beginning of human existence, the family has always influenced the formation of everyone's development. Parents can also implant into the souls of their children a charisma that is in line with their own. Others cannot annul this parental right. This research will also review how important parental involvement is in helping children socialize and understand the world around them (Hurlock in Abdulatif & Lestari (2021)).

According to Mahmudi (2020) in his journal, parents' involvement is related to the rights and obligations to provide basic education to their children and also obtain information on their children's development by the Law of the Republic of Indonesia No. 20 of 2003. Related to this, this research departs from the desire to understand more about the urgency of the role of parents in the early stages of child development, a phase that is an important transition from the family environment to the school environment. The main question to be answered is about the extent, negative impacts, and solutions of parental involvement, including in character

building, positive attitudes, and achieving an understanding of good and bad attitudes in children. According to Ayuhan (2019), parents have the main role as role models, and sometimes the mental and behavioral mistakes of parents have a big share in shaping children's mistakes. This is the focus of research to explore whether each child's positive character can be influenced by the positive role of parents in providing education (Hardiningrum & Firdaus (2010)). According to Kevin Ryan in the journal (Ajat Sudrajat (2015)), a person has a character after passing through the childhood stage, where it can be predicted that a person's character is related to the behavior of the people around him. For many people, educating children is putting them in school to get a good education, therefore children's education is fully entrusted to study at school without knowing the obstacles faced by children because of their busy schedules.

According to Tuti Anika (2019), Parental education is not only sending children to school but also motivating and teaching children by introducing interactive learning methods and attracting children's interest in learning. According to Lisa Amelia (2023), the role of parents is not only to develop children's potential and skills but also to help children interact with the outside world. Based on research by Hardiningrum & Firdaus, the role of parents helps stimulate children's social development as seen from the behavior shown by parents. The involvement of the role of parents is crucial as evidenced by the many positive impacts on children. the lack of parental awareness of children's character education can be due to the lack of economy or the work of parents (Admin, 2022). In addition, the existence of parental education itself can also affect the view of parental behavior toward children's character education as a result of learning experiences that have been experienced (Nursid in Neni Nadziroh & Abdul Karim (2016). Therefore, the role of parents is crucial not only as mentors and facilitators but also as motivators, supervisors, and friends for children (Amelia & Sri Sumarni, 2022). Based on the background and research basis mentioned earlier, the following questions help to formulate this research problem: first how much influence does education provided by parents have on children's character development and scnd what factors most influence character from the education provided by parents?

LITERATURE REVIEW

Parents Role

The duties and roles of parents and families are the first unit and the first institution in society, and the relationship is mostly direct. Parents are one of the factors in educating, nurturing, motivating, guiding, and providing facilities related to student needs and affection and attention in children's learning (Lisa Amalia, 2023). The responsibility given by parents is not only enough to send students to school but also to pay attention to the development of student character. According to Safitri & Nurhayati (2018), parental attention and guidance at home affect student readiness both at home and at school. This can foster a sense of enthusiasm and motivate students so that they can move student behavior toward positivity. To ensure optimal child growth, parents must introduce their children to the outside environment or social environment. This is because what children learn early in their lives will have an impact on what they do later in life (Istiadaningih, 2021). In this case, the role of parents helps children foster a sense of trust and opportunities to communicate by socializing through guiding children's social development. In addition, it also helps students to interact and cooperate with their peers (Karisa, 2022).

In helping children to improve their social skills, parental involvement is needed, such as involvement during play because the interactions and responses provided by parents can hone children's social skills and teach children how to behave positively while playing (Rohyani, 2020). Desi Rustiana's research (2020) shows that the formation of children's character is carried out by referring to 18 characters values with exemplary strategies, instilling discipline, habituation, creating a conducive atmosphere, integration, and internalization which are applied to learning, developing school culture (routine activities, spontaneous activities, exemplary and conditioning), extracurricular and home activities. Based on this character value, it is formed because of habits that are carried out repeatedly in how to behave and the words spoken to others. According to Nilawati Tadjudin, 2015) character building with positive habits so that one becomes a person with character by supporting children's self-confidence, paying attention, providing boundaries, being consistent with discipline, being a role model and communicating well, and teaching to solve problems calmly in behavior. From this explanation, it is clear that the initial foundation for the formation of children's character has been built from an early age and the first educators and role models of a child are their parents (Shendy Nursovia, 2023).

The influence of parents' education level in character building

According to Ihsan in Neni Nadziroh & Abdul Karim (2016), education is a result of the nation's civilization built based on the nation's worldview (values and norms of society). Children's character education where children live with the dominant influence in shaping children's personalities is parents. Parents play an active role in creating a conducive, responsive, and democratic atmosphere. Parents' mindset also affects conducive educational conditions. To form these conditions, a mindset is needed which is influenced by the parent's educational background as an experience and parents' views on children's education (Saxe in Neni Nadziroh & Abdul Karim (2016)). According to Nursid in Neni Nadziroh & Abdul Karim (2016), states that the influence of parents in shaping attitudes towards children is determined by parental education, namely the results of learning experiences that have been carried out or experienced. Because parents are the main and first educators for children, it is from parents that children first receive education. So, the character of students is more influenced by the family environment, especially based on the attitudes and behavior of parents toward children.

Character building requires positive parental attitudes and behaviors and understanding the gap in educational outcomes such as the rise of drugs, free sex among teenagers, brawls, murders, and theft committed by students. In some of the above cases, it is stated that it is due to the lack of parents' level of knowledge and understanding related to helping children to achieve a better life. Related to this, it can be said that the level of education achieved by parents is one of the most important factors in the formation of children's personality or character (Eno Silvia, 2023). In the three levels of education, primary, secondary, and tertiary education, the level of education of parents is the order, level, or order of education followed by parents when they take the education bench (Hanan Kuncoro, 2021). The higher a person's level of education has advanced knowledge, abilities, and skills so in this case helping parents in instilling character goes well. For example, in its application to everyday life, parents with higher education are more adept at inspiring and educating children.

According to Ahmad Zulfikar (2017), there are differences in the way of communication between parents who are highly educated and not, because parents with a low level of education will provide care that can be said to be just that, but parents with a higher level of education in providing full care for all the needs of their children, adequate facilities, providing a broad picture of normative life logic related to the future, positive parenting with parents' understanding both psychologically and psychologically for child growth and development. According to research by Ninik Kharmina in Ahmad Zulfikar (2017) related to the relationship between the orientation of early childhood behavior and the level of parental education. The results showed that there was a significant positive effect. Parental education on parenting is 19.1%, the positive effect is an increase in parental education about parenting. In addition, in a study conducted by Eno Silvia (2023) through observation techniques, filling out questionnaires, and collecting data at SDN 02 Rajeng Lebong school related to the relationship between parents' education level and children's character, it was stated that there was a moderate correlation between the two. This is indicated by a correlation value of 0.526 which shows that the influence of parents' influence on their children's character is 52.6% while the rest shows that it is influenced by other factors at 47.4%. Therefore, it can be concluded that variables X and Y are correlated, namely parental education and the character of fifth-grade children at SDN 02 Rejang Lebong.

The influence of parents' work in shaping children's character

Good parenting for parent's children begins when they are children, as the proverb says learning in childhood is like carving on a stone which means if we learn or demand something from an early age, then that knowledge will be embedded in our minds for a long time because our minds are still pure and free from excessive pressure. Since the family is the first madrasa of children, it is important to instill values both in others and in oneself. The findings found that Indonesia is still lacking children in terms of independence, this is also due to the lack of parental supervision in implementing this independence (Fadillah, 2016). In addition, according to Diane Trister Dodge and Brewer, early childhood independence can be seen in children's physical abilities, self-confidence, responsibility, discipline, sociability, willingness to share, and control of their emotions (Komala, 2015). In the formation of student independence character is influenced by two factors, internal and external. Internal factors come from the child, namely physiological, for example, children can control their emotions in every condition, and psychologically, children can find solutions to face or solve their

problems. While external factors according to Wiyani (2015), say it is influenced by the environment, characteristics, social, stimulation, parenting, love and affection, the quality of information between parents and children, parental education, and maternal employment status.

According to Santrock in Ahman Imam Hidayat (2019), the employment status of mothers can be divided into two categories: non-working mothers, namely mothers who are married and carry out household responsibilities by caring for their children, cooking, and cleaning the house, and do not work outside the home or housewives; and working mothers, namely mothers who work outside the home to make a living for their families. The relationship between children and parents is called parenting. Parents have the responsibility to educate, guide, and discipline children and protect them so that they become people of good character according to community norms (Hidayani in Noor Baiti (2020)). This study examines the relationship between parental employment and parenting and children's independence. Several factors influence one of the student characters, namely the level of independence can be influenced by several things including the level of parental education, parental employment (including the mother's employment status), and parenting. In research related to the relationship between parental employment and children's character, it focuses more on the mother's employment status. The mother's employment status in question is a non-working mother, namely a mother who is married and carries out household responsibilities by caring for her children, cooking, and cleaning the house, and does not work outside the home or housewife while a working mother, namely a mother who does work outside the home to make a living for her family (Santrock in Noor Baiti (2020)).

Research related to parental employment that focuses on the employment status of mothers is carried out at Tk Alalak District using a descriptive quantitative approach to obtain an overview of how much influence the level of parental education and parental employment parenting on children's independence. The instruments used are questionnaires, documentation, and observation. Based on research data obtained from conducting descriptive frequency analysis in tables 1-4. The results show that the majority of parents have a high school / vocational / MA education, as many as 89 people, and 108 mothers work. Democratic parenting is the most widely applied by parents. The results show that factors such as parent's education level, mother's employment status, democratic parenting, and children's level of independence tend to dominate in kindergartens in the Alalak sub-district. Furthermore, this study found an influence between variables, where parents' education level and mothers' occupation significantly influence parenting and children's independence in kindergarten. As an independent variable, parents' education level has a significant direct influence on parenting. This finding is consistent with the literature which states that parents' education level can influence the parenting style applied to children. Similarly, the mother's occupation had a significant direct effect on parenting. This is to the argument that the mother's employment status can affect parenting. it can be concluded that working can produce positive and negative influences on parenting (Santrock in Noor Baiti (2020)). Furthermore, parents' education level also has a significant direct influence on children's independence. This finding is in line with previous research which states that parents' education level can influence the development of children's independence.

In addition, the mother's job also has a significant direct effect on children's independence (Noor Baiti, 2020). then there is an influence of parental employment on children's independence, this study shows a significant effect. parental employment is a factor that affects independence, especially the mother's employment status. Because student independence can be formed through education and regular attention. Children who lack supervision from their parents will cause them to become emotional individuals such as grumpy. Whereas children who are given attention and supervision from the start can be directed or more controlled emotions. Another result is that there is an influence between parenting patterns and children's independence because the model and type of parenting applied by parents greatly affect the success of families in instilling character values in their children. Parenting can be defined as a pattern of interaction between children and parents, which includes children's physical needs such as eating, drinking, and others, as well as children's non-physical needs such as attention, empathy, and affection (Kurniawan, 2017). However, this study shows that there is no indirect effect between the level of education and employment of parents and children's independence through parenting, this result is not significant. In conclusion, this study provides a better understanding of the elements that influence parenting and children's independence at the kindergarten level. Thus, this study can provide practical benefits for schools and parents to create more focused character education programs and

help children grow to be more independent. Therefore, this research can be used as a basis for further, more in-depth studies on how these variables interact with each other in early childhood education.

The influence of parents' Genetic Personality in the formation of children

The success of family education is inseparable from the role of parents, especially the character of children. According to Misbach in Agus Purwanto (2020), states that children's character is also influenced by genetic factors. This is supported by Poniman and Magussara in Agus Purwanto (2020) stating that genetic and environmental factors affect phenotype. Genetic personality is an innate trait (genetic or natural), not hereditary, and a genetic structure that is a "code" of a person's strengths and weaknesses. genetic personality is thought to affect the development of children's character in elementary school because the determining genotype factor is genetic personality. This study uses a survey method and a correlational approach by distributing questionnaires to parents at school. The population in this study were parents of students in private elementary schools in Tangerang Regency during 2018-2019. The results in this study show that genetic personality has a positive and significant influence on children's character development, as evidenced by smaller p values in the data and larger T Stastic values so that the original sample value is positive. This study corroborates the research of Dryden and Vos (Musrofi in Agus Purwanto (2020)) which states that each child may have a unique character, which is following the opinion (Murakami in Karnawi (2020)) that everyone is unique, no two individuals or sets of genes are the same.

The results of this study are also in line with Murakami in Karnawi (2020) that each gene has a lot of information. The behavior of a species is strongly influenced by genes, but the environment is also considered influential and supports previous research. One of them is a study conducted by Ferguson in Karnawi (2020) entitled Genetic Contribution to Character and Antisocial Behavior: A Meta-Analysis from an Evolutionary Perspective. The results showed that genetics influenced antisocial behavior and character by 56%. Another similar study was conducted by Carey & DiLalla in Karnawi (2020), which found that genetic and environmental factors influenced aggressive behavior by 50%, with family being a very influential factor. Carey and DiLalla in Karnawi (2020), also found that genetics affect character by 30% to 60%.

Influence of Parenting Styling on Child Character Development

The family is the smallest part of society that ensures the survival of the country. Family institutions play an important role in various aspects of life. The family is a place of social cooperation where parents, fathers, and mothers work together to educate their children. (Puspitawati & Sarma in Asbari Masduki (2020)). Children's character behavior is greatly influenced by the treatment of their parents, in other words, a parenting style based on high affection and positive acceptance, not ignoring, attacking, or rejecting, will have a positive effect on children's better social behavior and emotional intelligence (Abidin in Masduki Asbari (2020)). According to Huver in Masduki Asbari (2020), which states that parenting style affects adolescent personality. So, parenting patterns must be learned and developed consistently. According to Baumrind in Ahmad Zulfikar (2017), parenting is identified into 3, namely parenting in an authoritarian, democratic, or authoritative way, and liberating or permissive. Authoritarian parenting is a form of communication with rigid rules from parents such as low acceptance but high control, like to punish, command, require children to do something without compromise, and tend to be emotional from this way usually children will feel irritable, timid, moody and feel unhappy, easily influenced and easily stressed.

Furthermore, democratic parenting is characterized by an attitude of openness between parents and children. Democratic parenting helps encourage children to make decisions and solve their problems so that children feel more confident, and responsible, can think creatively, and have positive self-control (Jhonson, 2002; Lerner et al 1992;) Bachri Thalib (2010;) Ahmad Zulfikar (2017)). And the third is permissive parenting, namely the unlimited freedom for children to do and behave according to their wishes. Therefore, parents play an important role in the success of family education. Specifically related to character, interactions in the early years with parents have a long-term and permanent impact on children's maturity, development, and academic success. Huver et al. in Masduki Abari (2020) conducted the same study which showed that caregiver style influences adolescent personality development. Another study found that caregiver style has a positive correlation with children's prosocial behavior, intelligence, morals, desire to learn, and children's Islamic

personality. Children who receive an authoritative parenting style have a better personality than children who receive an authoritarian, permissive, or uninvolved parenting style. (Pratiwi, 2015; Utomo, 201; Nyarko, 2011; Johari Talib et al., 2011; Nooraini Othman & Salasiah Khairollah, 2013).

This is in line with Jonsson in Masduki Asbari (2020), who says authoritative parenting is carried out by parents who have an optimistic attitude, focus on solutions, have low stress levels, responsible, cooperative, and democratic. The results of this study indicate that parenting style has a positive and significant effect on the development of children's character in elementary school. According to Huver in Masduki Abari (2020), the results of this study are in line with the research findings of Rose M.E. Huver et al., which show that parental care style affects children's personality development. The results of the study indicate that the role of parents is important in developing character in schools, especially in elementary school children's educational institutions. According to research conducted by Noor Baiti (2020), it states that there is a significant influence of parenting on children's character, one of which is on children's independence. This is evidenced by the value obtained of 0.144 which means that in Alalak District Kindergarten, there is an influence between parenting and children's independence. It can be said that the success of families in instilling character values in children depends heavily on parental models and parenting styles. To adjust parenting in the family and the character-building process at school, parenting education programs such as training and workshops should be prioritized.

Student character from the results of parental education

Research conducted by Zakharova & Silakova in Nurul Lailatul (2018) shows that the relationship between parents and children is a special family subsystem, which is a determinant of the mental and emotional development of children. According to Samokhlmvalova (2016), in her research states that parental mistakes such as mothers who provide excessive protection, excessive sanctions to children, lack of confidence to educate and raise children, or phobia of losing children. another example of a father who overprotects children, is insufficient needs, undeveloped parental feelings, and preferences for male traits in children. This has been proven in Tarsova's research (2016), which states that there are statistically significant differences in several components of social emotions between second and fourth-grade students in the level of self-awareness and social skills. Related to the data generated that increased socio-emotional competence with important components in it such as empathy, communication, and self-regulation of emotions with child readiness. So, in this case, the role of parents is very important, especially in the education patterns applied, because the social and emotional processes of children are experienced from an early age and will affect the education process and future success (Nurul Lailatul, 2018).

The formation of student character in addition to socio-emotional competence is also the attitude of independence. In the journal, Nita Puspitasari (2019) states that independence is an attitude that is realized from a habit of managing abilities and releasing dependence on someone. The data analysis conducted states that independence in children with highly educated parents is minimal to instill independence so that children are reluctant and difficult to do things that should be able to do on their own. This can also be caused by the amount of time the child is entrusted to the caregiver at home. Meanwhile, parents with moderate education tend to have children with a higher level of independence because they are taught to do daily things from an early age. In addition, the results of a study also state that children's independence is determined by innate factors (Tedjasaputra in Mariyam, 2008; Nita Puspitasari, 2019). It is said that an independent mother will give birth to an independent child, meaning that the quality of the child's independence is seen by the mother, for example, working mothers usually have an independent nature so this independent attitude will be embedded in the child (Markum in Mariyam, 2008; Nita Puspitasari, 2019).

Hypothesis Development

The character of children obtained from parental education is influenced by various factors, one of which is the parent's educational background. Student character is a characteristic and attribute that describes the condition of students both in academic ability, style, learning, and social skills possessed by students (Pribadi in Neni Nadziroh (2016)). According to Nursid in Neni Nadziroh & Abdul Karim (2016), states that the influence of parents in shaping attitudes towards children is determined by parental education, namely the results of learning experiences that have been carried out or experienced. According to Ninik Kharmina's research in

Ahmad Zulfikar (2017) related to the relationship between the orientation of early childhood play asu and the level of parental education. The results showed that there was a significant positive effect. Parental education on parenting is 19.1%, the positive effect is an increase in parental education about parenting.

H1: There is a positive influence of parental education level on student character.

Children's character requires parental attention to be formed regularly. Research on parental employment variables focuses on the mother's employment status (Noor Baiti, 2020). Stress from work can expand and jeopardize parenting, but happiness from work can result in more positive parenting. However, if it is constantly busy, it will have an impact on the character of children who lack supervision. This finding is consistent with the literature which states that parents' level of education can influence the parenting style applied to children. Similarly, the mother's occupation has a significant direct influence on parenting. This is to the argument that the mother's employment status can affect parenting. it can be concluded that working can produce positive and negative influences on parenting (Santrock in Noor Baiti (2020)).

H2: There is a positive and significant influence between parental employment and children's independence.

The character of each child is potentially unique (Murakami in Agus Purwanto, 2020)). Genetics and environmental factors affect children's aggression by 50% and can affect children's character by a higher percentage (Carey & Dilalla in Kurnawi (2020)). The results of this study are also in line with Murakami in Karnawi (2020) that each gene has a lot of information. The behavior of a species is strongly influenced by genes, but the environment is also considered influential and the environmental factor that influences is the family environment.

H2: Genetic personality has a positive and significant influence on children's character development.

Findings in research show that parenting style affects children's attitudes (Huver in Masduki Asbari (2020)) and has an impact on child development (Efobi & Nwokolo, 2014). Child development factors are influenced by five spanning environmental systems, with a focus on the microsystem where children spend most of their time. The family plays a vital role in the formation and development of character for each of its members, especially children. Masduki Abari (2020) conducted a similar study which showed that caregiver style influences adolescent personality development. Another study found that caregiver style has a positive correlation with children's prosocial behavior, intelligence, morals, desire to learn, and children's Islamic personality. The results of research conducted by Noor Baiti (2020), state that there is a significant influence of parenting style on children's character, one of which is on children's independence.

H4: Parenting style has a positive influence on children's character development

Duties and roles of parents the family is the first unit and institution in society, and the relationships within it are mostly direct. According to Mohammad Roeslin (2018), parents also have a huge responsibility toward their children. According to Zakharova & Silakova in Nurul Lailatul (2018), it is related to the significant relationship of parents to the mental and emotional development of children. and according to Tedjasaputra in Mariyam, 2008; Nita Puspitasari, 2019) states that children's independence is a factor inherent in parents.

H5: Parental Role has a positive influence on children's character development.

METHODOLOGY

This research method uses a quantitative approach with a case study design to gain an in-depth understanding of the role of parents in children (Sugiyono, 2020). The research participants were parents of students playing the role of children who were selected based on diverse backgrounds, experiences, and levels of involvement. Data is collected through observation of the variables and indicators in the table. The data collection technique used in this research is to analyze information with a literature review and use the questionnaire method (Sugiyono in Nita Puspitasari (2019)). The results of the analysis were carried out statistically to find differences between the variables studied (Sukmadinata in Nita Puspitasari (2019)). The ethical aspects of the research were protected by adhering to the principles of participant rights and maintaining data security and

confidentiality. The study also involved participants in a collaborative process to select schools by considering differences in educational approaches, student demographics, and availability of school support. Limitations of the study include the specific geographical area, number of participants, and limited time and resources. This study aims to use this methodology to provide deeper insights into the role of parents in raising children in the early stages of primary school and the factors that influence parental involvement.

The research methodology began by creating a research model to answer the four hypotheses listed in Table 1. As shown in Figure 1, these hypotheses cover the discussion of parental roles and how they influence children's character development.

Figure 1. Research Model

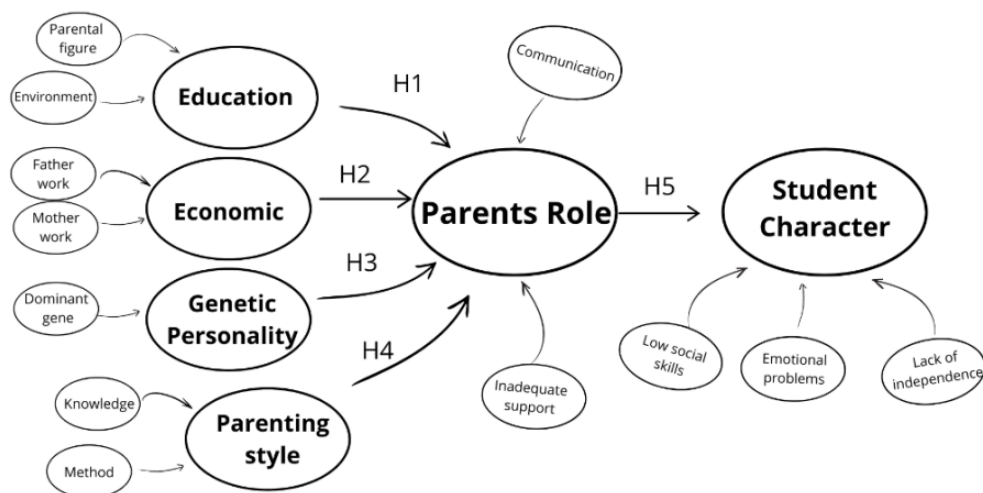


Table 1. Summary of Research Hypotheses

H1	The positive influence of parents' education level on student character.
H2	The positive influence between parental employment and children's independence.
H3	Genetic personality has a positive influence on children's character development.
H4	Parenting style has a positive influence on children's character development.
H5	Parent Role style has a positive influence on children's character development

The population in this questionnaire research is students and parents a total number of 147 people consisting of 110 women and 37 men. The population is grouped into ages according to the number of participants obtained as in Figure 2.

Figure 2. Age group data of participants



The sample in this study were students with an age range of less than 20 years (18.5%) and an age range of 20 to 25 years (25.5%), while parents were in the age range of more than 25 years (49.5%). In this study, there are

no special conditions in collecting participant questionnaire data because this collection is randomized and there are no provisions for fillers.

FINDINGS AND DISCUSSION

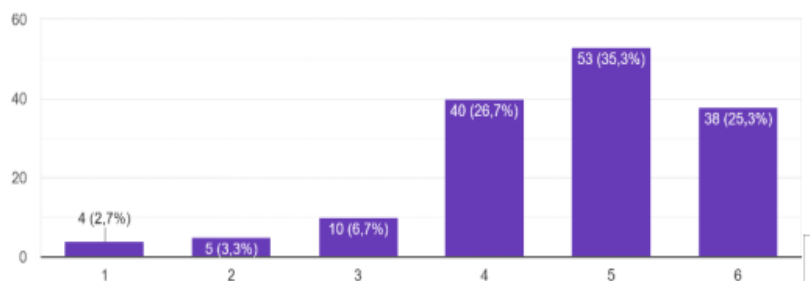
The results of the analysis in hypothesis testing contain variables and research indicators that will be tested, there are 6 hypotheses tested, namely the effect of parental education (X1) on the formation or development of children's character (Y), the effect of economic in the work that parents are engaged in (X2) on the formation or development of children's character (Y), genetic personality of parents (X3) on children's character (Y), education methods that parents apply (X4) to the formation or development of children's character (Y), and the influence between the role of parents on the results of children's character (Y) which will be described as follows:

1. The influence of the education that parents have (X1) on the formation and development of children's character (Y). The hypothesis tested in this section is related to the educational background of parents and the achievement of the final stage of learning on children's character based on several statement variables, as in the results below in the education variable the results are obtained:

V1: Parental figures have significantly influenced the behavior of today's parents in teaching the development of children's character.

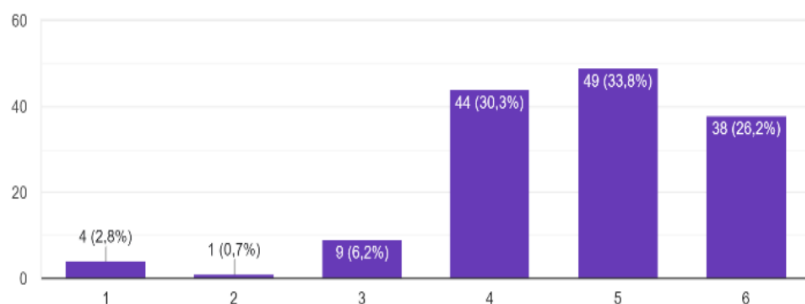
Based on this data, it can be seen that children feel that previous parents have a significant influence on the behavior of current parents with the results showing that they agree (27.8%), strongly agree (23.8%), and very strongly agree (39.7%). These results provide positive results that, the application of parental education affects the formation of children's character.

V2: The environment where parents live has a great influence on how they educate their children's attitudes.



Based on the data above, the results show that they agree (26.7%), strongly agree (35.3%), and very strongly agree (25.3%). These results show positive results stating that the environment in the family affects the growth of character and how to educate further.

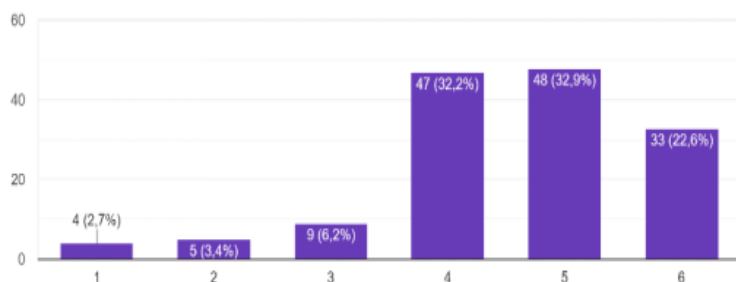
V3: I feel that the environment shaped by my parents' education has helped shape my character to be more responsible and caring towards others.



In this study, there were (6.2%) of students and parents as children agreed, 33.8% strongly agreed and (26.2%) very strongly agreed. This result shows that the character formed by parents positively influences children's

character development. Included in this result, children feel more responsible and care about others according to the environments live in and learn in parental education.

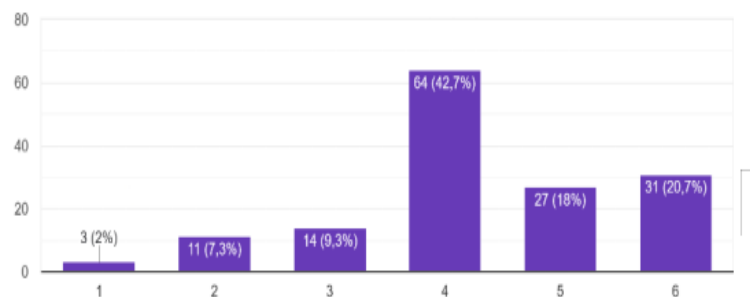
V4: As a child, I feel that I have good communication with my parents.



There were (32.2%) of students and parents as children who agreed, and (32.9%) strongly agreed and (22.6%) very strongly agreed. These results show that most of the data obtained as children have a positive relationship with good communication.

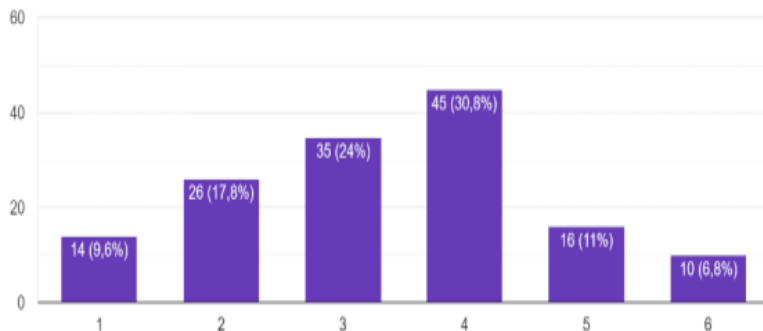
- The influence of economic influence in the work that parents are involved in (X2) on the formation or development of children's character (Y). In the previous statement, this is also related to how the mother's work can affect the formation of children, and one of them is to foster a sense of independence. In this data, the most common results obtained are agree as much as (42.7%), strongly agree (18%), very strongly agree (20.7%), and the remaining few disagree as shown below.

V5: I feel that my working mother influenced the way I developed independence and responsibility in the home environment.



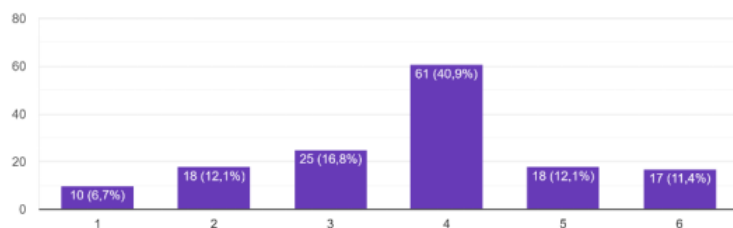
This result can be stated that respondents feel that working mothers affect the way they develop independence and responsibility for the surrounding environment.

V6: The time constraints caused by my father's busy work have prevented me from having good communication with him.



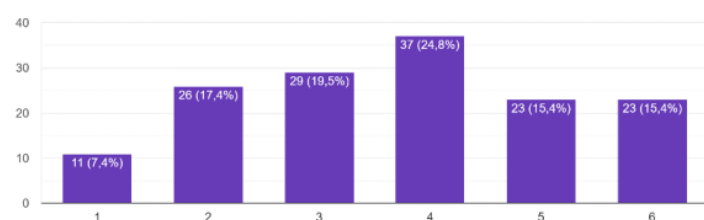
There were results of 30.8%) of respondents agreeing as the highest result and (24%) disagreed as the second highest result. These results suggest that being too busy for parents hurts positive relationships with children including good communication.

V7: I feel that my father's dedication to his work influences the way he educates my attitudes.



There are results that most respondents agreed as much as (40.9%) indicating that not only the educational background of parents but the work environment of parents, especially fathers, also affects the way they educate children's character.

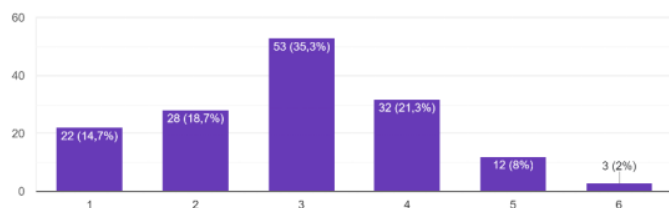
V8: I believe that a mother's busy work will hinder the development of her child's character such as a lack of self-confidence.



The results of most respondents stated that they agreed as much as (24.8%), indicating that the mother's busyness can hinder children in character development such as a lack of self-confidence, many disagreed regarding this matter around (19.5%).

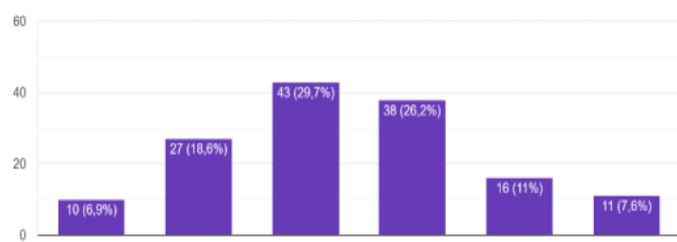
3. The influence of the Genetic personality of parents (X3) on children's character (Y). The hypothesis tested in this section is related to the emotional relationship of parents in shaping children's character based on several statement variables as in the results of the diagram below so that the following results are obtained:

V9: I feel closer to my father than to my mother



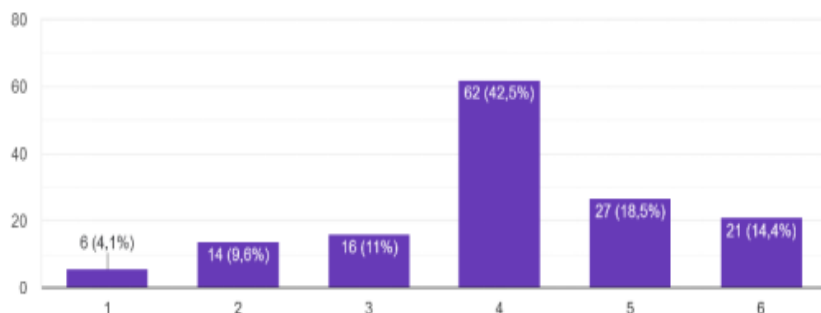
There are results of most respondents stating Disagree as much as (35.3%), the overall percentage results are more likely to disagree on statements related to a closer relationship with the father.

V10: I feel that my father's character is more dominating than my mother's



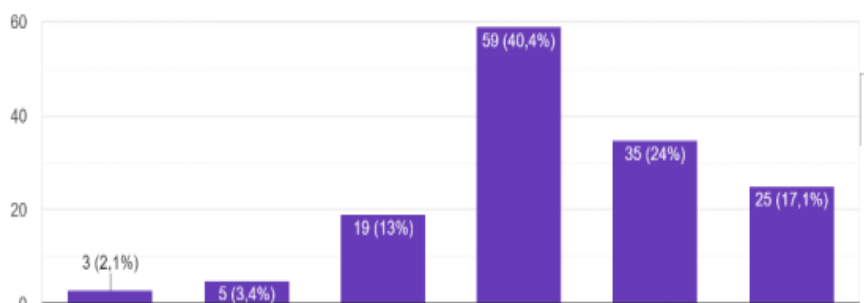
There are results that most respondents (35.3%) disagreed and the second (26.2%) agreed, but the overall percentage results were more likely to disagree with statements related to children's character not always dominating by the father.

V11: I feel emotionally connected to my parents because of the similarities in our personality characteristics.



There are results that most respondents (42.5%) agreed, (18.5%) strongly agreed, (14.4%) very strongly agreed, and the restless agreed, disagreed, and strongly disagreed. These results show that most respondents feel emotionally connected to their parents because they sometimes have something in common with them.

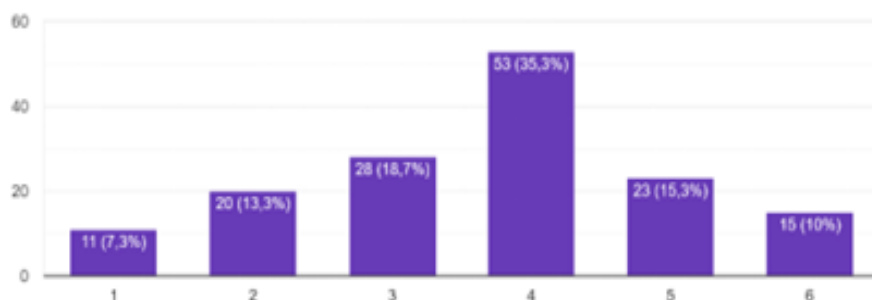
V12: I believe that the genetic inheritance from my parents plays a role in shaping my attitudes and behaviors.



The results showed that most respondents (40.4%) agreed, (24%) strongly agreed, (17.1%) very strongly agreed, and the restless agreed, disagreed, and strongly disagreed. These results indicate that most respondents believe they have a genetic heritage that plays a role in shaping children's attitudes or behavior.

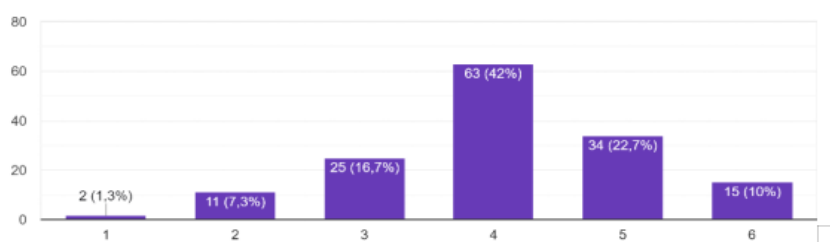
4. The influence of the education method that parents apply (X4) on the formation or development of children's character (Y). The hypothesis tested in this section is related to the parenting style used by parents on the formation or development of children's character. this is explained in several statement variables as in the diagram results below so that the following results are obtained:

V13: My parents' strict attitude in authoritarian parenting makes me feel afraid to do something by considering the consequences.



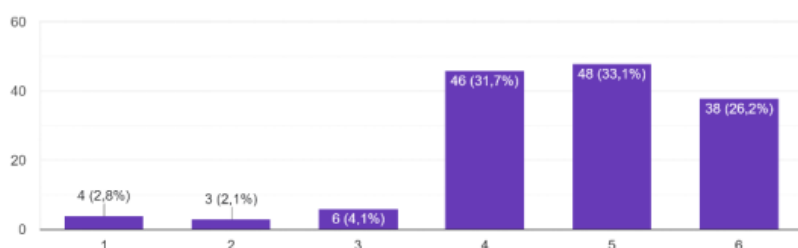
The results that most respondents (35.3%) stated that they agreed, (15.3%) stated that they strongly agreed, (10%) stated that they very strongly agreed, and the rest less agreed (18.7%), disagreed (13.3%), and strongly disagreed (7.3%). These results indicate that most respondents believe that the strict attitude of parents from authoritarian parenting methods has an influenced on children to do things by considering the consequences more.

V14: The free attitude provided by my parents in permissive parenting helped me become a more creative and open-minded individual in dealing with various situations.



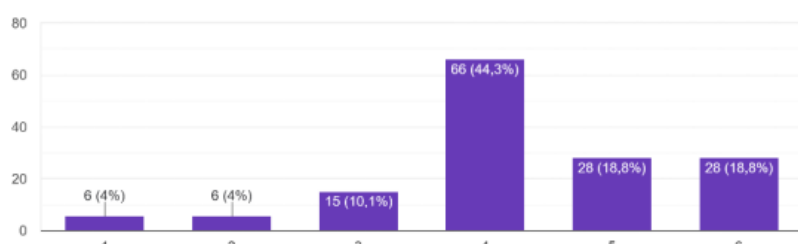
The results showed that most respondents (42%) agreed, (22.7%) strongly agreed, (10%) very strongly agreed, and the restless agreed (16.7%), disagreed (7.3%), and strongly disagreed (1.3%). These results indicate that most respondents believe that parents' free attitude from permissive parenting methods has an influence on children to do things according to the child's wishes which makes individuals creative open-minded and ready to face various situations.

V15: Parents who provide positive support and acceptance tend to produce children with more socially and emotionally healthy behavior.



The results showed that most respondents (31.7%) agreed, (33.1%) strongly agreed, (26.2%) very strongly agreed, and the restless agreed (4.1%), disagreed (2.1%), and strongly disagreed (2.8%). These results indicate that most respondents believe that positive attitudes owned by parents such as providing positive support and acceptance are likely to make children have more healthy social and emotional behavior.

V16: I feel that my parents have a good awareness of the importance of understanding various parenting patterns, such as authoritarian, democratic, and permissive, and they can adapt them according to the needs of my siblings.

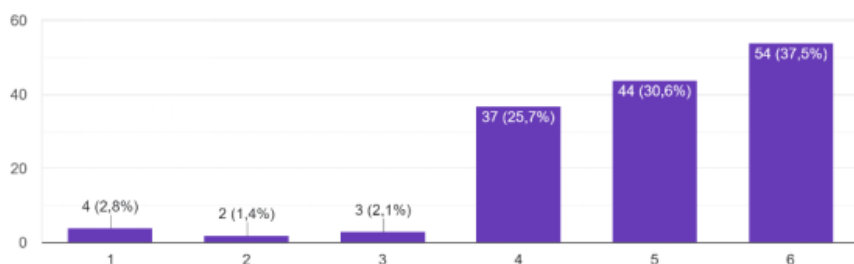


The results showed that most respondents (44.3%) agreed, (18.8%) strongly agreed, (18.8%) very strongly agreed, and the restless agreed (10.1%), disagreed (4%), and strongly disagreed (4%). These results show that most respondents believe that parents who have an understanding of awareness of the method of child education used following the adaptation of children's needs will be more effective for the development of their character and behavior.

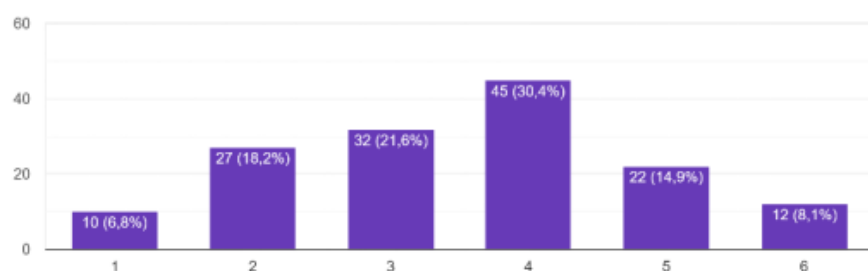
5. The influence of the role of parents on children's character outcomes (Y). The hypothesis tested in this section is related to the internal relationship of parents such as the communication that parents create and the support given to children. this is explained in several statement variables as in the results of the diagram below so that the following results are obtained:

V17: Good communication between parents and children creates an environment that allows children to be more open in expressing their feelings and behavior.

The results showed that most respondents (25.7%) agreed, (30.6%) strongly agreed, (37.5%) very strongly agreed, and the restless agreed (2.1%), disagreed (1.4%), and strongly disagreed (2.8%). These results show that most respondents feel that if parents provide good communication, it will create a more open environment in expressing feelings and attitudes for children.

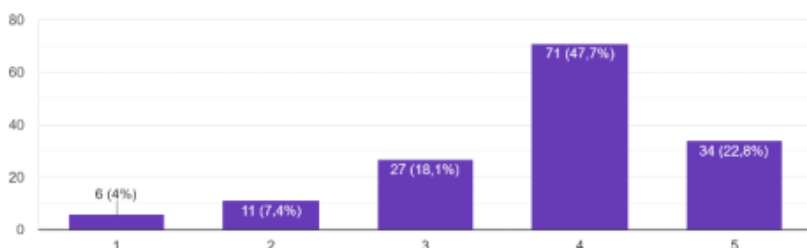


V18: The experience of having to follow my parents' wishes has shaped my character to be less confident in making my own choices because I am used to expressing myself according to what is expected by my parents.



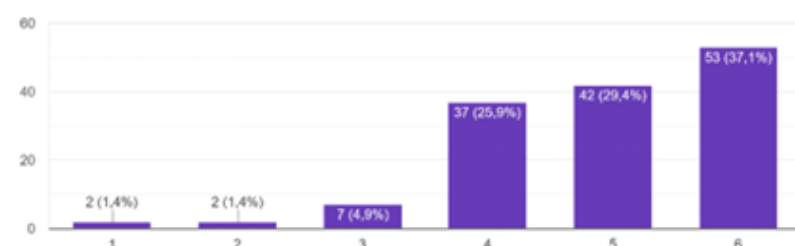
The results showed that most respondents (30.4%) agreed, (14.9%) strongly agreed, (8.1%) very strongly agreed, and the restless agreed (21.6%), disagreed (18.2%), and strongly disagreed (6.8%). These results indicate that most respondents feel that the demands of following the wishes or expectations of parents tend to make children less confident in their behavior and expression.

V19: Children's lack of ability to control their emotions is often the result of parents' inadequate role in providing proper understanding, support, and guidance regarding emotional management.



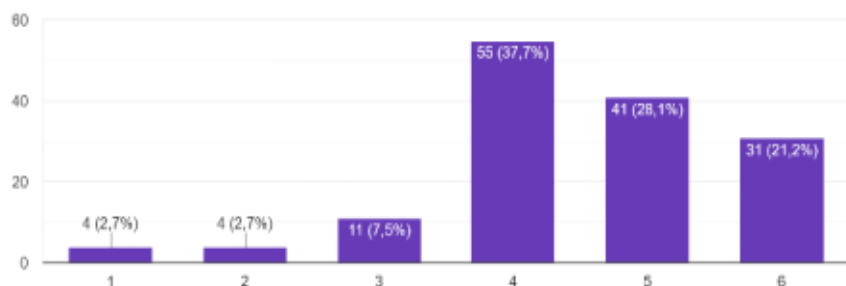
There are results that most respondents (47.7%) agreed, (22.8%) strongly agreed, and the rest stated less. These results indicate that most respondents feel that the lack of parents providing understanding, support, and proper guidance according to student needs will make it difficult for children to control their emotions.

V20: I believe that having strong self-confidence is the key to achieving success in various aspects of life.



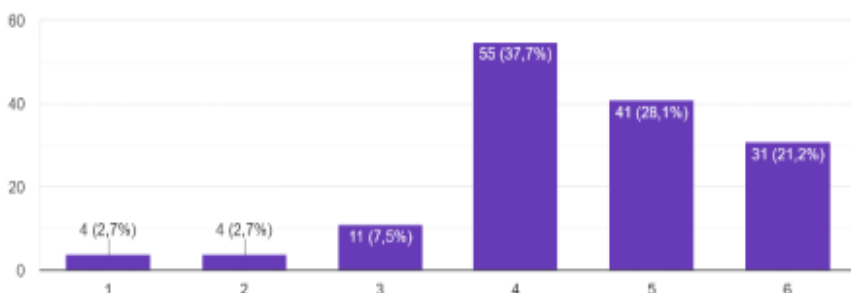
There are the results of the most respondents as many as (37.1%) stated strongly agree, (29.4%) stated strongly agree, (25.9%) stated agree, and the remaining fewer stated less agree (4.9%), disagree (1.4%), and strongly disagree (1.4%). These results indicate that most respondents feel that someone who has strong self-confidence will make it easier for someone to achieve success in various aspects of life.

V21: I believe that my lack of ability in social interaction could be caused by my parents' lack of role in providing examples and support in overcoming social conflicts.



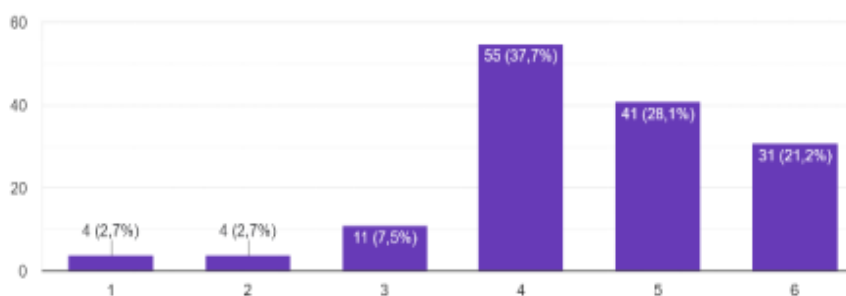
There are most respondents (37.2%) agreed, (14.9%) strongly agreed, and the restless agreed. This result indicates that most respondents feel that the lack of ability in social interaction is due to the lack of parents in providing support to be ready to face social conflicts.

V22: Parents who always give their children what they want or rely on helpers can result in less independence, such as spoiled behavior.



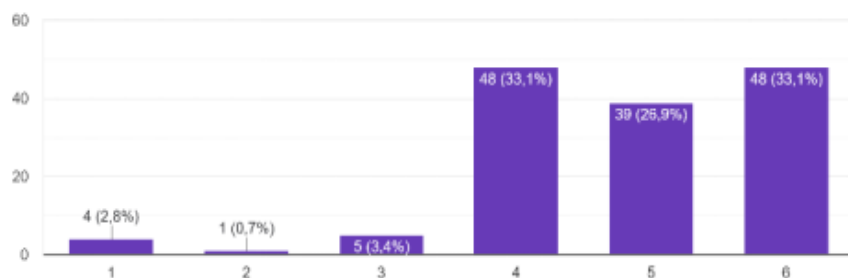
There are most respondents as many as (30.7%) stated very strongly agree, (26.7%) stated strongly agree, (24%) stated agree, and the remaining fewer stated less agree (4.7%), disagree (9.3%), and strongly disagree (4.7%). These results indicate that most respondents feel that someone who has a spoiled nature is the result of parental behavior that gives everything the child wants without seeing his needs or relying on someone in every matter.

V23: The economic limitations in my family make me feel encouraged to achieve success independently.



There are most respondents (37.7%) agree, (28.1%) strongly agree, (21.2%) very strongly agree, and the restless agree (7.5%), disagree (2.7%), and strongly disagree (2.7%). These results indicate that most respondents feel that someone who has the independence to achieve success with the encouragement to achieve it such as economic limitations.

V24: I feel inspired by the example my parents set in terms of character values such as hard work.



There are most respondents (33.1%) very strongly agree, (26.9%) strongly agree, (33.1%) agree, and the restless agree (3.4%), disagree (0.7%), and strongly disagree (2.8%). These results show that most respondents feel that parents have a big figure in providing an overview of character values such as hard work.

From some of the statements above, it can be said that the role of parents is the first place to guide and be a good figure in the formation of children's character (Darosy in Asma Nur & Rusli Malli (2022)). So, it can be said that the role of parents is the first place to guide and become a good figure in the formation of children's character (Darosy in Asma Nur & Rusli Malli (2022)). In this study, there are several variables from the factor of lack of parental roles and how parents have a big influence on the development of student character and the results of student character from several factors.

Factors associated with the lack of parental role in the formation or development of children's character

Educational background and parental environment

In this study, data related to parental education obtained significant results on the formation or development of children's character. many respondents strongly agree (39.7%) with V1. This is also in line with previous research that there is a significant positive effect of parents' education level on children's character (Ninik Kharmira in Ahmad Zulfikar (2017)). In addition, in research conducted by Eno Silvia (2023) which shows that there is a moderate correlation between the influence of parents' educational background and children's character, the results of this study amounted to 0.526 which shows the influence of parents on the formation of children's character.

In addition, other results also show that the parental environment affects the development of children's character. according to the theory by Ihsan in Neni Nadzirih & Abdul Karim (2016), it is argued that education is a result of the nation's civilization built based on the nation's view of life (values and norms of society). child character education where children live with the dominant influence in the formation of children's personalities is parents. In this study, many respondents strongly agreed as much as (35.3) in V2 and strongly agreed as much as (33.8%) in variable 3 related to the influence of the parental environment on children's character development.

Mother and father's work economic comparison

In this study, it was found that working mothers affect student character with (42.7%) agreeing on V5. This shows that the resulting character may influence the mother's work, but another statement in V8 as much as (24.8%) states that the mother's busyness can harm the development of children's character, but it is still widely disagreed as much as (19.5%). This is supported by research conducted by Fadhillah (2016) which states that there is still a lack of children in terms of independence due to lack of parental supervision in implementing this independence. However, in V5 there are also the results of research conducted at the Tk Alatak sub-district which shows that the mother's work has a direct influence on the character of the child (Noor Baiti, 2020). It can be concluded that work can produce positive and negative influences on parenting (Santrock in Noor Baiti (2020)). This is also in line with the results which show that the father's dedication to work affects how to educate children's character with a value of (40.9%) agreeing. In addition, 30.8% agreed that too busy parents can hinder positive communication between children and parents. This shows that too busy parents can harm the relationship between the two.

Emotional or behavioral genetic influence

In this study, the results obtained as many as (29.7%) in V10 stated that they disagreed regarding the dominance of one of the parents' traits, namely the father. However, in the next V11 statement, it was found that (42.5%) agreed that parents are emotionally connected because of similarities in personality characteristics. And in V12, they agreed with the results (40.4%) related to genetic inheritance from parents playing a role in shaping children's attitudes and behavior. This is supported by Poniman and Magussara in Agus Purwanto (2020) who reveal that genetic and environmental factors affect the phenotype or character of children. besides that Murakami's research in Karnawi (2020) states that each gene has a lot of information and can be one of the factors that can affect a person's behavior. This is also supported by a research statement conducted by Carey & Dilalla in Karnawi (2020) which states that genetic and environmental factors affect aggressive behavior by 50%. Therefore, it can be said that genetics has a positive relationship with the formation of children's character because it can affect from 30% to 60% (Carey and DiLalla in Karnawi (2020)).

The influence of methods and parental understanding

In this study, the results obtained as many as (35.3%) in V13 stated that they agreed regarding the authoritarian attitude of parents making children feel pressured and afraid to do something without seeing future consequences. However, in the next V14 statement, the results obtained as many as (42%) agreed regarding permissive attitudes making children more creative and open-minded in dealing with problems. According to Huver in Masduki Asbari (2020) states that parenting style affects children's personality. according to (Jhonson, 2002; Lerner et al 1992;) Bachri Talib (2010;) Ahmad Zulfikar (2017)) state that more effective parenting is democratic, helping to encourage children to make decisions and solve their problems so that children feel more confident, responsible, can think creatively, and have positive self-control. According to research conducted by Noor Baiti (2020), it states that there is a significant influence of parenting on children's character, one of which is on children's independence. This is evidenced by the value obtained of 0.144 which means that in Alalak District Kindergarten, there is an influence between parenting and children's independence. It can be said that the success of families in instilling character values in children depends heavily on parental models and parenting styles. As the results of this statement, research obtained the results that parents need to have an appropriate understanding of character education methods according to the needs of children shown by many respondents agreeing as much as (44.3%) in V16.

Parental influence

Motivation and support

In this study, the results obtained as much as (35.1%) in V24 stated strongly agree and agree regarding making parents an inspiration in the formation of children's character such as hardworking. In addition, the support provided by parents such as examples of overcoming social conflicts, understanding, and appropriate emotional management greatly affects students' abilities such as their lack of social interaction In V20 stated as much as (37.2%) strongly agreed on this matter and in V21 which shows strongly agreeing with as much as (47.7%) regarding the lack of emotional control. So, in terms related to the results of the response, it can be said that this has a positive relationship with student character.

Student Character Results

In the results of analyzing several variables, a significant influence was found between the role of parents and student character. There are 3 character results related to this study, namely lack of social interaction skills, self-confidence, and emotional problems. In V6, the results show that parents who are aware of the various approaches to children's education used to meet children's needs will be more effective in the development of children's character and behavior. In other words, parents who are aware of various approaches to children's education can help children learn to interact with others better. In addition, in V12 related to the genetic relationship between children and parents, in this case, children's self-confidence can also arise from genetic inheritance, and in V18 related to authoritarian methods of following parental wishes can cause children to

experience emotional problems such as anxiety and hesitation in making decisions. In addition, in V22, parents who give their children everything they want will cause the growth of spoiled nature.

CONCLUSION

The role of parents has a great influence on children's character. Student character is an important aspect of one's self quality and parents are the main and first educators for children. This study formulates research problems related to the influence of the amount of education and what factors affect parental character education. The results of the research conducted through this questionnaire obtained 147 participants from the age range of less than 20 to more than 25 years. The results of this study found that several factors influence the role of parents in the development of children's character, namely educational background, environment, work, economy, genetics, and parenting style. These factors show a positive relationship to children's character. The results showed that parents' education has a significant influence on children's character, with 39.7% of respondents agreeing that parents' education has an effect.

In addition, it was found that parental environment affects children's character, with 35.3% of the respondents agreeing that it is very influential. In addition, it was found that the occupation of the mother and father affects the character of the students, with 42.7% of the people who answered agreed that the mother's occupation affects the character of the students. In addition, it was found that genetic influence on emotions and behavior; 42.5% of people who answered agreed that parents have an emotional connection due to similarities in personality.

In addition, it was found that parents' methods and their understanding of what they do have an impact, with 35.3% of respondents agreeing that parents' authoritarian attitude makes children depressed and afraid to do things without considering the consequences. Parents can influence students' abilities by teaching them how to resolve social conflicts and understand and manage emotions well. So, the role of parents in building children's character is very important and impactful. Education, environment, occupation, genetics, techniques, and parental support all influence a child's character development. Therefore, parents need to understand their role in helping their child reach their full potential.

SUGGESTIONS

It is expected that parents increase their understanding of the formation and development of children's character. Efforts that parents can make are to broaden their knowledge and insights related to children's character, methods, and support that suit children's needs. This can be done by participating in webinars, seminars, and coaching activities related to parenting and children's character. In addition, the government needs to socialize with the community regarding the importance of education for parents to change old views more rationally. Regarding further research, this research still needs to be analyzed more deeply on the variable factors of parental roles on children's character and relationship with each other.

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