

# Relationship Between Parenting Style and Social Attitudes of Elementary Students

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## Abstract

One of the factors that influence students' social attitudes is the parenting style. From the preliminary research, it is known that there are still parents with poor parenting patterns and some students have low social attitudes. The research objective was to determine the extent of the relationship between the parenting styles of the parents and the students' social attitudes. This type of research is correlation research. The population of this study was the fourth grade students in Cluster Werkudara Elementary School Petanahan Kebumen in the number of 158 students. The sampling technique used proportional random sampling in the number of 111 students. Data collection techniques using questionnaires, documentation, and interviews. While, the data analysis and final data analysis technique in this study consisted of descriptive statistical analysis, prerequisite test analysis and final data analysis using a simple correlation test and determination test. The result show there was a positive and significant relationship between parenting styles with students social attitudes, the contribution of parenting styles to social attitudes are included in the strong category. To form a good student social attitude it is important to maximize good parenting as well

**Keywords:** parenting styles; social attitudes, elementary students

## 1. Introduction

Social attitude is one aspect of a character. The character can be formed through character education. The Character Education Strengthening Program as an effort to form good student character is outlined in the Minister of Education and Culture Regulation Number 20 year 2018. Strengthening Character Education which aims to strengthen character as a form of harmonization of heart, feeling, sport and thought by involving the community as part of the National Movement of Mental Revolution. In the future, students are faced with varied environmental conditions, thus strengthening character education, students are expected to have good attitudes. Thus strengthening character education is very important. Moreover, the character education strengthening program includes planting 18 character values, namely religious, disciplined, honest, tolerance, hard work ethic, creativity, independence, democracy, love of water, curiosity, national spirit, friendship, respect for achievement, fond of reading, love peace, care about the environment, responsibility and care socially. Education for a child is not only carried out in the school environment but also in the community environment and mainly carried out in the family environment. The regulation that explains the educational process does not only occur in schools, namely Law Number 13 of 2005 which states that "The education pathway consists of formal, non-formal and informal education which can complement and enrich each other". The formal education path means education is carried out in the school environment (school education). The non-formal education path means education is carried out in the community (community education). Informal education means education is carried out in the family environment (family education). Education in the family as the educator or the teacher is the parent through parenting activities (Sutarto et al., 2021).

Based on interviews with fourth-grade teachers and observations at SDN Gugus Werkudara, Petanahan District, Kebumen, it was found that some students in these schools showed a lack of social attitude. Some students were irresponsible, less concerned, sometimes unwilling to cooperate and some students showed lack solidarity with their friends. Teachers must motivate students to have more social attitudes. In addition to the lack of social attitudes of some students, the results of interviews and observations at the school also indicated that there were variations in parenting styles in educating their children. Some parents educate their children with authoritarian parenting, some parents educate their children with democratic parenting and some parents educate their children with permissive

parenting. The parenting styles that are applied in educating children will affect the formation of children's character such as children's social attitudes.

Research conducted by Manalu Effendi and Supianto Lestari in 2016 "The Relationship of Parenting Parents to Students' Social Attitudes". The research results show the adoption of parenting style tends to be democratic parenting style where parents give freedom to children but still provide supervision. The variance that occurs in the parenting style variable is 56% and 44% of the changes that occur in students' social attitudes are 56% influenced by parenting styles. Parents influence their children's behaviour as well as social attitudes at school.

Research conducted by Kustlah Sunarty in 2016 on "The Relationship of Parenting Parents and Children's Independence". The results of his research show that the types of parenting that have a strong correlation in increasing children's independence are positive, democratic parenting.

Research conducted by Setiawati Eka in 2015 on "The Influence of Parenting Patterns on Student Learning Discipline", the results showed that the index of parenting style variables was the lowest on the positive indicator "there is a punishment for every violation" while in the discipline of learning the lowest index was positive indicators use study time at home optimally". The results of his research indicate that the discipline of learning will increase if parents improve the quality of parenting by providing appropriate parenting styles. Research conducted by Simon Njogu Njagi and DR Jonathan M Mwanja (2017) entitled "Parenting Styles as Predictors of Drop Out Rate Among Selected Public Secondary School Students in Embu Country, Kenya". This proves that permissive parenting has the greatest effect on the level of school dropouts with a factor of 1.798 at a significant level of 5%. It can be concluded that parenting patterns play a major role in predicting student dropout rates.

### **1.1. Research objectives**

The purpose of this study was to examine whether there is a relationship between parenting styles with social attitudes and to examine how much the contribution of parenting influences the social attitudes of fourth-grade students of SDN Gugus Werkudara, Petanahan District, Kebumen.

## **2. Literature Review**

### **2.1. Parenting Style**

Parenting is parental control, namely how parents control, guide and accompany their children to carry out their developmental tasks towards the maturation process. Djamarah (2014: 51) says that parenting is a habit of the father or mother in leading, caring for, and guiding children and is consistent with children from birth to adolescence. Tridhonanto (2014: 12) states that parenting can be divided into three types, namely:

#### **2.1.1 Authoritarian Parenting**

Authoritarian parenting is a parenting style that prioritizes shaping the child's personality by setting absolute standards that must be obeyed, usually accompanied by threats. Authoritarian parenting has the following characteristics: (1) Children must submit and obey the wishes of their parents, (2) very strict parental control of children's behaviour, (3) children rarely get praise, (4) parents who never compromise and in communication usually have the character One Way.

Authoritarian parenting applies more parenting with the following aspects. (1) Parents refrain from associating with children and choose people to be friends with their children. (2) Parents provide opportunities for their children to have dialogue, complain, and express opinions. Children must obey the wishes of their parents regardless of their wishes and abilities. (3) Parents determine the rules for their children to interact both at home and outside the home. These rules must be obeyed by children even though they are not following the wishes of the child. (4) Parents do not provide opportunities for children to take the initiative in acting and solving problems. (5) Parents forbid their children to participate in group activities. (6) Parents demand their children be responsible for their actions but do not explain to the children why the children are responsible.

The impact caused by authoritarian parenting is that children have traits and attitudes, such as (a) irritable, (b) cowardly, (c) gloomy and unhappy, (d) easily influenced, (e) stressed, (f) do not have a clear future direction, and (g) are not friendly.

### **2.1.2 Permissive Parenting**

Permissive parenting is a parenting style for the child to shape the child's personality by providing very loose supervision and allowing the child to do something without sufficient supervision from him. As for the tendency of parents not to reprimand or warn their children when they are in danger, and very little guidance is provided by them. The characteristics of the parents are warm so that the children often like them.

Permissive parenting has the following characteristics. (1) Parents have high acceptance but low control; children are allowed to make their own decisions and can make their own decisions. (2) Parents give freedom to children to express their urge or desire, (3) Parents give fewer punishments on children, almost no punishment.

Permissive parenting applies the following aspects. (1) Parents do not care about their child's friendship or friendship. (2) Parents pay less attention to their children's needs. (4) Parents do not care about their children's interactions and never determine norms that must be considered in acting. (5) Parents do not care about the problems faced by their children. (6) Parents do not care about group activities that their children participate in. (7) Parents do not care that their children are responsible or not for their actions he did.

The impact of this parenting influences children's attitudes, such as; (a) being impulsive and aggressive, (b) rebellious, (c) lacking self-confidence and self-control, (d) dominating, (e) unclear direction in life, (f) low achievement.

### **2.1.3 Democratic Parenting / Authoritative Parenting**

Democratic parenting is a parenting style for parents who apply treatment to children to shape the child's personality by prioritizing the interests of children who are rational or ideas. Democracy upbringing has the following characteristics. (1) Children are allowed to be independent and develop internal controls. (2) Children are recognized as individuals by parents and are involved in decision making. (3) Establishing rules and regulating children's lives. When parents use physical punishment, it is given if it is proven that the child consciously refuses to do what has been agreed upon, so that it is more educative. (4) Prioritizing the interests of children, but not hesitate to control them. (5) Be realistic about the child's abilities, do not expect excessively beyond the child's abilities. (6) Give freedom to children to choose and take action. (7) The approach to children is warm.

Democratic parenting applies the following aspects. (1) Parents are high in acceptance and control. (2) Parents are responsive to children's needs. (3) Parents encourage children to express opinions or questions. (4) Parents explain the impact of good and bad deeds. (5) Parents are realistic about children's abilities. (6) Parents give freedom to children to choose and take action. (7) Parents make themselves as role models for children. (8) Parents are warm and try to guide their children. (9) Parents involve children in making decisions. (10) Parents have the authority to make final decisions in the family. (11) Parents value children's discipline.

The impact of this parenting is to shape children's behaviour such as (a) having self-confidence, (b) being friendly, (c) being able to control oneself, (d) being polite, (e) willing to cooperate, (f) have high curiosity, (g) have a clear purpose or direction in life, (h) are oriented towards achievement.

## **2.2 Social Attitude**

Ali and Asrori (2017: 142) state that attitude is one of the most important psychological aspects of an individual because of the tendency to behave so that it will colour a lot of a person's behaviour. The attitude of each person is different, both in quality and type so that individual behaviour varies and can be expressed in the form of words or actions which are a reaction response of his attitude towards objects, whether in the form of people, events or situations. Meanwhile, according to Slameto (2010: 188) states that attitude is something that is learned, and determines how individuals react to situations and determine what individuals are looking for in life. Attitude has three components, namely a cognitive component, an affective component, and a behavioural component (Mukminin et al., 2020). Attitude is always related to an object and is accompanied by positive or negative, for example, a person has a positive attitude towards an object that is valuable in his view, then he will have a negative attitude towards objects that he deems valuable or detrimental.

Allport (Mar'at in Dayaksami (2015: 84) states that in essence attitude is an interrelation of three components, namely:

1. The cognitive component is a component that is composed of the knowledge or information a person has about the object of his attitude.
2. The affective component is a component related to pleasure and displeasure. This evaluative component is closely related to cultural values or the value system it has.
3. The conative component is a person's readiness to behave concerning the object of his attitude.

Social attitudes are individual awareness that determines real and repeated actions against social objects. Syamsul Arifin (2015: 130) explains that social attitudes are not only expressed by a person but are noticed by his group. The object is social (the object is many people in the group) and is stated repeatedly. For example, the attitude of joining all group members because of the death of a colleague. The social attitude is characterized by the existence of the subject of the people in the group, the object of the group object (the object is social), and it is stated repeatedly. Meanwhile, Ahmadi (in Tiara, 2019: 23) explains that social attitudes are the behaviour of individuals that affect real and repeated actions on social objects, this influence is not only for one person but also on the group around him.

Syamsul Arifin (2015: 131-133) states that the forms of social attitudes can be divided into two, namely: 1) Positive Attitude. The form of a positive social attitude to a person consists of three aspects, namely: a) Aspect of Tolerance. Tolerance is a manifestation of a person's attitude and behaviour in maintaining, respecting and respecting others. The attitude of tolerance can be seen from mutual respect, avoiding indifference, not disturbing others, always taking care of other people's feelings, in speaking words not to offend others. b) Cooperation Aspects. Cooperation is a relationship of mutual help from people or groups of people in achieving a goal. Abu Ahmadi (Syamsul Arifin 2015: 131) states that cooperation is a tendency to act in joint work activities towards a goal. c) Aspek Solidaritas. Solidarity is a form of social attitude that a person can take in seeing or noticing other people, especially someone who is experiencing a problem. 2) Negative Attitude; The form of someone's negative social attitude towards someone, namely: a) Egoism is the attitude of a person who feels he is superior in everything and no person or thing can be a competitor. b) Social prejudice is a negative attitude that is involved by individuals or groups towards other individuals or groups. c) Racism is an attitude based on the belief that a trait can be observed and inherited. For example, the colour of the skin is a sign of inferiority that justifies the discriminatory treatment of people who have these characteristics. d) A stereotype is a rigid image of a race or culture that is adopted without paying attention to the truth of the image. For example, students who come from Java are gentle and slow in doing things at school, these stereotypes are not always true because not all Javanese people have these traits.

The 2013 curriculum, which is the current primary and secondary education curriculum, mentions forms of social attitudes, namely honesty, discipline, caring, courtesy, self-confidence, and cooperation and responsibility. Responsibility is human awareness of behaviour or actions, whether intentional or unintentional. Besides, responsibility can also be interpreted as an obligation to carry out all tasks seriously and be able to bear all risks for one's actions.

In this research, the social attitudes studied are positive social attitudes which include aspects of responsibility, tolerance, cooperation and solidarity.

### **2.3 The relationship between parenting style and children's social attitudes**

Parents in educating their children need proper parenting. Hurlock (in Tridhonanto 2014: 3) argues that the behaviour of parents towards children will influence children's attitudes and behaviour. The attitude of the parents largely determines family relationships because once relationships are formed, they tend to last. Parents should also be able to understand their children well and recognize their unique attitudes and talents, develop and nurture their personality without forcing them to become other people. In communicating with children, it is better not to threaten and judge but with words that love or give motivation so that children achieve success in shaping children's character. There is one effort made to form a good child's character, namely by mentoring parents in the form of parenting. Parents should be prepared with the knowledge to find the right parenting style in educating children.

Walgito (Dayaksini 2015; Kanto et al., 2020; Umanailo, 2020) states that attitude change is determined by two factors, namely; 1) internal factors (the individual himself), and 2) external factors. One of the external factors that influence social attitudes is the family environment, especially the parenting style. Parenting patterns are a pattern of behaviour that is applied to dealing with children and a method used and applied by parents to educate and care for their children. William J. Goodie (in Helmawati 2016; (I Gede Juanamasta et al., 2019; Novitasari et al., 2019)

suggests that the students' achievements in education are not only due to the quality of the institution but also the success of the family in giving their children good preparation for the education.

### 3. Method

This research is a quantitative research type of correlation research. The population in this study were fourth-grade students of SDN Gugus Werkudara, Petanahan District, Kebumen.

This study uses a proportional random sampling technique. The sample consisted of 111 students. The variables in this study consisted of an independent variable and a dependent variable. The independent variable is the parenting style, while the dependent variable is the students' social attitude.

Data collection techniques use questionnaires, interviews and documentation. Geographies are used to collect data on parenting styles and social attitudes, while interviews are used to find out initial information in the form of problems that occur in school-related to learning and documentation is used to document the value of attitudes in aspects of social attitudes. . Before the research instrument was used, a trial was conducted. Furthermore, the researcher tested the validity and reliability of the instrument. The data analysis techniques used in this study were: (1) descriptive statistical analysis, (2) data transformation, (3) hypothesis testing analysis using simple correlation and coefficient of determination.

### 4. Results and Discussion

The results of descriptive statistical analysis are used to describe in detail each research variable. The discussion of variables uses quantitative data, namely data that is processed in the form of numbers or scores which are then interpreted descriptively. Categorization of variable data is divided into four categories, variables of parenting styles, and social attitudes namely in the very good, good, fairly good, and less good categories.

#### 4.1. Results of Descriptive Analysis of Parenting Style

The questions in the parenting style questionnaire consisted of 25 items. Parenting patterns of fourth-grade students of SDN Gugus Werkudara, Petanahan District, Kebumen, can be seen in the table 1 and table 2:

**Table 1.** Parenting Category

Score Interval	Category	Frequency	Percentage (%)	Average
82-100	Very Good	10	9%	72,9 (Good)
63-81	Good	89	80%	
44-62	Fairly Good	12	11%	
25-43	Less Good	0	0%	
Total		111	100%	

**Table 2.** Absolute and Relative Frequency Distribution of Parenting Styles

Sub Variable	Frequency	
	Absolute	Relative (%)
Authoritarian Parenting	38	34%
Permissive Parenting	24	22%
Democratic Parenting	49	44%

**Source:**Research data processed in 2020

From the results of these calculations, it can be seen that most of the parenting styles (80%) are in a good category. This shows that in general, parents have carried out their functions properly. Parents control, guide, and assist their children to carry out their developmental tasks towards the maturation process properly. Parents already have a habit of leading, caring for, and guiding their children and are consistent with their children. The parenting patterns adopted by the parents of fourth-grade SD Negeri Gugus Werkudara Petanahan Kebumen are largely democratic (44%). Meanwhile, parents who apply authoritarian parenting (34%) and permissive parenting (22%).

Most parents of students towards their children are high in acceptance and control, are responsive to children's needs, encourage children to express opinions or questions, provide explanations about the impact of good and bad actions, be realistic on children's abilities, give children the freedom to choose and take action, make himself a role

model for children, warm and try to guide children, involve children in making decisions, have the authority to take final decisions in the family, and respect children's discipline.

#### 4.2. Result of Analysis of Social Attitudes (Y)

The questions in the Social Attitudes questionnaire consisted of 30 items. The social attitudes of fourth-grade students of SDN Gugus Werkudara, Petanahan District, Kebumen, can be seen in the table 3 to table 7:

**Table 3.** Category of Social Attitudes

Score Interval	Category	Frequency	Percentage (%)	Average
82-100	Very Good	32	29%	76,1 (Good)
63-81	Good	69	62%	
44-62	Fairly Good	10	9%	
25-43	Less Good	0	0%	
Total		111	100%	

Source: Research data processed in 2020

**Table 4.** Responsible aspect of the Social Attitude category

Score Interval	Category	Frequency	Percentage (%)	Average
82-100	Very Good	32	29%	75,2 (Good)
63-81	Good	69	62%	
44-62	Fairly Good	10	9%	
25-43	Less Good	0	0%	
Total		111	100%	

Source: Research data processed in 2020

**Table 5.** Tolerance aspect of the Social Attitude category

Score Interval	Category	Frequency	Percentage (%)	Average
82-100	Very Good	30	29%	77,2 (Good)
63-81	Good	71	62%	
44-62	Fairly Good	10	9%	
25-43	Less Good	0	0%	
Total		111	100%	

Source: Research data processed in 2020

**Table 6.** Cooperation aspect of the Social Attitude category

Score Interval	Category	Frequency	Percentage (%)	Average
82-100	Very Good	32	29%	75,3 (Good)
63-81	Good	72	62%	
44-62	Fairly Good	07	9%	
25-43	Less Good	0	0%	
Total		111	100%	

Source: Research data processed in 2020

**Table 7.** Solidarity aspect of the Social Attitude category

Score Interval	Category	Frequency	Percentage (%)	Average
82-100	Very Good	27	24%	74,2 (Good)
63-81	Good	69	62%	
44-62	Fairly Good	15	13%	
25-43	Less Good	0	0%	
Total		111	100%	

Source: Research data processed in 2020

From the table3 to table 7, it can be seen that in general, the students' social attitudes are in a good category. Every aspect is categorized as good. About 70% of students have good responsibility, tolerance, cooperation and solidarity.

Students look after, respect, and respect others, respect each other, avoid indifference, do not disturb others, always take care of other people's feelings, in speaking words they do not offend others. Students help each other in achieving a goal and act in work activities together towards a goal. Students pay attention to other people, especially someone who is experiencing a problem.

Prerequisite Analysis Test

#### 4.3. Normality test

Normality test is used to ensure that the data for each variable analyzed is normally distributed. This study tested normality using the One-Sample Kolmogorov-Smirnov Test assisted by SPSS. Based on the results of the normality test, the value of parenting style variables was 0.975, and the social attitude variable was 0.842. Both of these variables have a significant value greater than 0.05. So, it can be seen that the data for the two variables are normally distributed.

#### 4.4. Linearity Test

The linearity test of the parenting style variables with the students' social attitude variables resulted in a significant value of Deviation from Linearity  $0.671 > 0.05$ . So it can be concluded that the relationship between parenting and students' social attitudes is linear.

#### 4.5. Hypothesis Analysis

##### Simple Correlation

The simple correlation test in this study uses the product-moment correlation test with the help of the SPSS program. The calculation results can be seen at the table 8.

**Table 8.** Results of Simple Correlation between Parenting Styles and Students' Social Attitudes

Correlations			
		X1	Y
X1	Pearson Correlation	1	.645**
	Sig. (2-tailed)		.000
	N	111	111
Y	Pearson Correlation	.645**	1
	Sig. (2-tailed)	.000	
	N	111	111

Table 8 shows that the correlation index ( $r_{count}$ ) is 0.645, which means that there is a correlation or relationship with a strong level of parenting style with students' social attitudes. The result of the significance test shows that  $H_{a1}$  is accepted because  $r_{count}$  is greater than  $r_{table}$  ( $0.645 > 0.185$ ).

#### 4.6 Coefficient of Determination

**Table 9.** Results of Determination Test of Parenting Style with Students' Social Attitudes

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.645 <sup>a</sup>	.416	.411	8.52045
a. Predictors: (Constant), X1 Pola Asuh Orang Tua				

Source: Research data processed using SPSS 21 in 2020

Table 9 shows that the  $R^2$  value is  $0.416 \times 100\% = 41.6\%$ . This means that the contribution of the relationship between parenting and students' social attitudes is around 41.6%, while the remaining 58.4% is influenced by other factors that are not examined.

#### 4.7 The Relationship between Parenting and Social Attitudes

Tables 8 and 9 show that the correlation index ( $r_{\text{count}}$ ) is 0.645, which means that there is a positive correlation between parenting and students' social attitudes and the level of correlation is strong.

This calculation means that there is a relationship between parenting styles and the social attitudes of fourth-grade students of SDN Gugus Werkudara, Petanahan District, Kebumen. The relationship is positive. This means that the better the parenting style, the better the children's social attitude. In theory, democratic parenting has better characteristics and aspects of application than the other characteristics and aspects of parenting, namely authoritarian and permissive parenting. Of the three parenting styles, namely authoritarian parenting, permissive parenting and democratic parenting, it can be said that democratic parenting has more advantages. Many parents of SDN Gugus Werkudoro Kebumen students practice democratic parenting. Associated with social attitudes, if parents apply democratic parenting well, the better the social attitude which includes an attitude of responsibility, tolerance, cooperation and solidarity. Students will have a good attitude of responsibility, have a good attitude of tolerance, like to cooperate and have a good attitude of solidarity if students get good parenting. On the other hand, students who are students who get poor parenting style will not have good social attitudes. Poor parenting style will make children less responsible, less tolerant, less cooperative and less solidarity.

The results of the significance test show that  $H_{a1}$  is accepted because  $r_{\text{count}}$  is greater than  $r_{\text{table}}$  ( $0.645 > 0.185$ ). The value of R Square or the coefficient of determination is 0.416. This means that 41.6% of social attitudes are influenced by parenting styles, while the rest is influenced by other factors not examined. The formation of children's social attitudes is influenced by many factors, both external and internal factors. The parenting style studied is one of the external factors, the other external factors are the school environment, the community environment etc. To form a good student social attitude it is important to maximize good parenting as well

## 5. Conclusion

There is a positive relationship between parenting styles with the social attitudes of fourth-grade students of SDN Gugus Werkudara, Petanahan District, Kebumen. The relationship between parenting and social attitudes is a strong category. This is indicated by  $r_{\text{count}}$  greater than  $r_{\text{table}}$ , namely  $0.645 > 0.185$  at the 5% significance level. Parenting style contributed 41.6% to social attitude

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