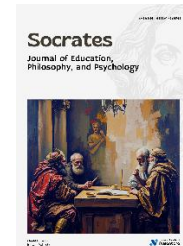




Socrates: Journal of Education, Philosophy, and Psychology

| ISSN (Online) [3064-5891](https://doi.org/10.63217/socrates.v1i3.163) |
<https://creativecommons.org/licenses/by/4.0/>
DOI: <https://doi.org/10.63217/socrates.v1i3.163>



The Impact of Permissive Parenting on Children's Character Development

Siti Maghfirah¹, Ocha Arrifa Lyanda²

¹Universitas Syiah Kuala, Banda Aceh, Indonesia, sitimaghfirah@gmail.com

²Universitas Syiah Kuala, Banda Aceh, Indonesia, ochaarrifa42@gmail.com

Corresponding Author: ochaarrifa42@gmail.com²

Abstract: The aim of this research is to determine parents' permissive parenting patterns on early childhood character development. Parents are the main source of education and an important model who plays a role in a child's growth and development. There are several important aspects that must be considered as goals for achieving child development. This can be achieved if parents implement appropriate parenting patterns for the child's growth and development. Parenting style can be interpreted as a way of implementing it in guiding, directing and even managing a child's growth and development. Appropriate and appropriate parenting patterns will definitely stimulate children's development well and optimally. Therefore, the researcher intends to find out the impact of permissive parenting on the development of children's character by parents. Through the permissive parenting style carried out by parents, it has an impact on development child is that children never learn to control their own behavior and always expect to get their way.

Keyword: Permissive Parenting Style, Character, Early Childhood, Parents

INTRODUCTION

Early childhood is those who are under 6 years old including those who are still in the womb who are in the process of physical, mental, personality, and intellectual growth and development whether served or not served in early childhood education institutions. According to the Law on Child Protection (Law of the Republic of Indonesia Number 32 of 2002) Chapter I Article 1 states that a child is someone who is not yet 18 years old and includes children who are still in the womb. Meanwhile, according to the National Education System Law No. 20 of 2003 Article 28 paragraph 1, the range of early childhood is 0-6 years old which is described in the statement that reads: early childhood education is an effort of development aimed at children from birth to the age of six years which is carried out through the provision of educational stimulation to help physical and spiritual growth and development so that children have readiness to enter further education (National Education System, 2003). Meanwhile, according to the Directorate of Early Childhood Education (PAUD), early childhood is defined as children aged 0-6 years, whether or not they are served in early childhood education institutions.

In Indonesia, childcare within families has shifted, resulting in problematic impacts. The family, as the smallest unit in society, plays a crucial role in efforts to improve community welfare, which is expected to further reduce the emergence of social problems (literature review). Therefore, the family, as the primary institution in a child's life, provides patterns and patterns for children's self-concepts that vary according to their development (Helmawati, 2014).

Permissive parenting is characterized by parents raising children who tend to be free-spirited. Children are treated as adults or young adults, and they are given as much freedom as possible to do whatever they want. This parenting style provides very loose supervision (Brooks, 2011), allowing children the opportunity to do things without sufficient supervision (Fonta, 2020). However, this type of parenting style is usually warm and often endearing to children.

According to the Great Dictionary of the Indonesian Language, character is the psychological, moral, or ethical traits that distinguish one person from another, character, or disposition. Having character means having a disposition, having a personality, or having a character (Dictionary Compilation Team, 1989: 389). The word "character" comes from the Greek word "charassein," which means to carve a pattern. Having noble morals is not automatically innate in every human being at birth, but requires a long process through upbringing and education (a process of "carving"). In Arabic, character is similar to akhlak (from the root word "khuluk"), which is the habit or habit of doing good.

According to Alwisol, character is defined as a behavioral pattern that emphasizes the values of right and wrong, good and bad, both explicitly and implicitly. Character differs from personality because the concept of personality is free from values. However, both personality and character are manifested in behavior displayed in the social environment. Both are relatively permanent and guide, direct and organize individual activities (Suwito, 2008: 27-28).

METHOD

The research methodology used in this study is a type of library research with a descriptive analysis approach using a method of searching for journal articles in the Google Scholar database with the keywords permissive parenting, character, early childhood, parents.

RESULTS AND DISCUSSION

The bond between children and parents is crucial in shaping a child's abilities, including cognitive abilities, emotional intelligence, independence, and character. Parenting styles are closely linked to a harmonious relationship between children and parents. In this context, parenting styles encompass the interactions between children and parents throughout the child's development. Education indirectly impacts a child's personality development. The foundation of a child's social development in the wider world begins in the family, which is the first place children learn about various things, including social norms and values. However, parents naturally educate their children in many ways, regardless of their backgrounds, experiences, education, and interests (Djamarah, 2014). Handian et al. (2022) state that parenting styles have a significant influence on a child's development and character formation. Therefore, a positive relationship between parents and children fosters a sense of well-being, security, and caring and affection within the child. Such an environment will foster a child's positive character development. If the relationship between children and parents is not well-developed, it will not provide a sense of well-being, security, attention, and affection in the child. Consequently, the child's character formation process is less than optimal and effective.

Given the importance of character formation in children, greater attention from parents is needed in providing parenting styles. This aligns with previous research, such as that of Anindita Kusuma Wardani et al. (2023), entitled "The Influence of Parenting Styles in Shaping Children's Religious Character," which states that parents ideally need to make efforts to educate their children. The role of the family in this regard influences the child's personal

development. Affectionate parental care and education about life values, both spiritual and social, are conducive and effective factors in preparing children to become better individuals.

Based on several existing theories, parenting styles are closely related to the child's development process and to their future lives. Children receive parenting styles from birth to adulthood. However, whether the parenting styles received by children can have a positive or negative impact on the child's development depends on the parents' level of insight into the child and the parenting styles applied. Research has found that parenting styles significantly impact a child's character. In this case, parents apply a permissive parenting style, where parents provide the broadest possible freedom and opportunity to children in actions, deeds, and decision-making without direction and guidance regarding what is good and bad, right and wrong in action, especially in providing religious education to children. Parents let children do whatever they want, and the result is that children never learn to control their own behavior and always expect their wishes to be followed. If parents make certain rules but the child does not agree with them or even disobeys them, usually the parents will choose to give in and comply with their child's wishes (Pratt, 2004). Children should receive a good education and teaching, including religious education, character education, and sex education, but this is not the case. Parents prioritize and leave their children's education solely to school. This is due to parents lacking insight and understanding of religion, character, parenting, and tolerance, which often leads them to justify their children's actions, both good and bad. In permissive parenting, if children can manage their thoughts, attitudes, and actions effectively, the freedom granted by parents can be used to develop their creativity and talents, enabling them to become mature, proactive, and creative individuals (Chemagosi, 2016). However, In reality, many children actually abuse this freedom, so that children tend to carry out actions that violate values (Papalia, 2015). Permissive parenting is a parenting style characterized by not guiding the child and approving all of the child's behavior, including immediate desires, without using punishment (Budisetyani, 2014). 6 With this parenting style, the child will become a person who behaves and acts as he pleases. Whether it's good or not, the important thing is that the parents don't forbid it. Meanwhile, Hurlock (1976) stated that permissive parenting is characterized by a lack of control, parents being lax and free, and not providing much guidance to the child. Furthermore, Bowerman in Conger (1975) said that a form of permissive parenting is one in which all decisions are made in a way where the child actually plays a greater role than the parents. Iman Barnabib (1986) stated that permissive parenting is less firm in enforcing existing regulations, and the child is given as much freedom as possible to do and fulfill his desires.

Permissive parenting is a parenting style in which parents are very involved with their children but make few demands or Control over them. These parents let their children do whatever they want. Some parents deliberately raise their children this way because they believe the combination of warm involvement and few boundaries will produce creative and confident children. However, children whose parents are permissive rarely learn to respect others and have difficulty controlling their behavior. Parents give their children freedom because they want their children to be happy. They don't want to raise their children harshly or force their will on them. They fear that their children will become depressed and feel unloved by their parents. Parents tend to pamper their children by giving in to all their requests and desires as long as they are within reasonable limits. Every time their children ask for something, parents always try to grant their children's requests because if their children's requests are not met, the result will be fussy, angry, or crying. Parents prefer to give in to their children's wishes rather than let their children become fussy so that they don't have to worry about the parents.

Here are some permissive parenting practices carried out by parents:

1. Parents fail to teach their children the importance of religious education, especially the five daily prayers. For example, they fail to invite their children to Friday prayers, fail to immediately invite them to the five daily prayers when the call to prayer sounds, and allow their children to play and shout when the call to prayer sounds.

2. Parents fail to teach their children about tolerance among neighbors. For example, they fail to reprimand their children when they talk or shout loudly during rest periods, whether at night or during the day, which disturbs their neighbors.
3. Parents never limit or supervise their children's gadget use, such as when playing online games or browsing YouTube, especially before school and during prayer times. This leads to frequent tantrums, anger, reluctance to go to school, frequent screaming and yelling, and frequent tantrums if they are not given gadgets.
4. Parents never set a good example and teach their children manners and politeness. This results in children lacking politeness and respect, especially towards their parents. Children don't respect their parents as they should, never speak gently, and often yell and even use abusive language toward them in daily interactions.
5. Orangtua sering berteriak dan berkata kasar kepada anak, sehingga anak meniru apa yang diterapkan orangtuanya.

The Impact of Permissive Parenting on Early Childhood

From the permissive parenting style, there are several impacts that arise, including:

- a. Children are difficult to advise and teach good things.
- b. Children like to shout when they talk.
- c. Children like to shout and fight with their parents in everyday interactions.
- d. Children do not have polite and courteous attitudes, do not have respect for their parents so they often curse their parents with harsh words and loud voices.
- e. Children become individuals who are intolerant of their surroundings.
- f. Children become lazy individuals, both in matters of education and carrying out religious duties.
- g. Children become individuals who always want to be obeyed, are selfish and often control their parents.
- h. Children become individuals who lack patience.

CONCLUSION

Parenting styles encompass the interactions between children and parents throughout their growth and development. Parenting styles are closely related to a child's development and impact their future lives. Children receive parenting styles from birth to adulthood. Permissive parenting styles involve giving children as much freedom and opportunity as possible in their actions, deeds, and decision-making without any guidance or direction regarding what is good and bad, right and wrong, and especially in providing religious education to children. Permissive parenting styles involve several actions taken by parents.

REFERENCE

- Nuryatmawati, azizah, Fauziah, pujiyanti. (2020) *Pengaruh Pola Permisif Terhadap Kemandirian Anak Usia Dini*. PEDAGOGI: JurnalAnakUsiaDinidanPendidikanAnakUsiaDini, 4(2), 2599- 0438
- Rohayani, Murniati, Sari, Fitri, A.R. (2023). *Pola Asuh Permisif dan Dampaknya Kepada AnakUsia Dini (Teori dan Problematik)*. Islamic EduKids: Jurnal Pendidikan Anak Usia Dini, 5(1), 2716-2516. <https://journal.uinmataram.ac.id/index.php/IEK/index>
- Sa'diah, Roka, Nuratilah, Wahyudin, Caturiasari. J. (2023). *Pengaruh Pola Asuh Orang Tua Terhadap Pembentukan Karakter Anak*. Enggang: Jurnal Pendidikan, Bahasa, Sastra, Seni, dan Budaya, 4(1), 2827-9689. <https://e-journal.upr.ac.id/index>