

DEMONSTRATING THE EFFECT OF PARENT'S ROLE IN EARLY CHILDHOOD CHARACTER EDUCATION

¹Kola Kiran Kumar

¹Research Scholar, Sri Satya Sai University of Technology and Medical Science, Sehore, Bhopal, Madhya Pradesh

²Dr. Santosh Jagwani

²Research Supervisor, Sri Satya Sai University of Technology and Medical Science, Sehore, Bhopal, Madhya Pradesh

ABSTRACT

The objective of the study is to describe what values may be internalized to a family since early childhood. The findings demonstrate that children's character education should start from inside the home, because family is the smallest unit of society and it will depend on parents to teach children from early age. The method of this investigation was ex-post facto research. The populations in this study were parents and children in kindergarten of India. Samples from the population were consisted of 157 Parents. Instruments employed in this research were observations and questionnaires. Meanwhile the data analysis was carried out by employing specific methodologies which was Inferential Statistics with multiple regression analysis. These results revealed that the role of attention, affection, and security offered by parents directly influences the character education of early infancy.

Keywords: Parents, Character education, early childhood, Family, Kindergarten

I. INTRODUCTION

Children are the nation's future; therefore it's important to invest in them early on so they can develop the skills and values necessary to lead successfully. The first few years of a person's existence are crucial to their eventual maturation into fully formed adults. Because being human requires more than just intelligence, it is crucial that children get guidance from their parents and teachers from a young age. This era has been heralded by analysts as the "golden age of progress."

Humans learn about right and wrong, right and wrong, and good and evil through their families. What this means is that a person acquires knowledge of the world and of right and wrong via their family. A person's character will be an expression of their beliefs and values, hence it is important to instill these in children from a young age. How far a kid develops into an adult depends on the values they were taught at home, like honesty, compassion, and simplicity, and the lens through which they view the world, including people of different social classes, ethnicities, religions, and socioeconomic backgrounds.

When it comes to shaping their personalities, children learn the most from their parents. This is because kids only hang out with individuals they grow up around. Because a child's earliest sources of guidance and education are in the home, parents play a crucial role in their

upbringing. Parents are their children's first and most important teachers, and it is their responsibility to guide them as they establish moral principles and good habits.

Learning is most effective and rapid throughout the formative years of a child's life, when they are exposed to a wide range of stimulating experiences. At this age, the number of brain cells in children quickly expands. Now is the moment to invest in people by providing them with the kind of education and character development that may help them find their place in the world.

The nation's future depends on the spiritual, moral, emotional, social, and intellectual development of the children enrolled in early childhood education programs. Embedding local wisdom values into a child's early upbringing is a great way to lay the groundwork for their future success in terms of character education. Positive moral development and improved school performance are two potential outcomes of character education. The formation of national character must begin at an early age. Teachers have a role to play in character education, but it is only one piece of the puzzle; the home, the classroom, and the community all have a hand in shaping the people our children will become. Character-strong children are more likely to thrive in the face of growing adversity and resist the temptation to give in to destructive influences.

II. CHARACTER EDUCATION IN EARLY CHILDHOOD

The goal of character education is to instill in individuals a set of shared ethical principles that they can live by. What kind of people do we want our children to become? It's obvious that we want them to have the moral judgment to know what's right, the compassion to do the right thing, and the fortitude to stick to their convictions no matter how much pressure they face from others or how much temptation they feel within themselves. Unlike the cognitive and psychomotor domains, the affective domain is most directly affected by character education, which aims to inspire young children to learn, think, and hold firm to moral values and the bravery to do the right thing despite adversities.

The goal of character education is to help students develop into morally upstanding members of society by providing them with the knowledge, awareness, or will, and the opportunity to put those values into practice in their relationships with God, themselves, others, and their communities and with their country as a whole.

The purpose of education, say Dafid Elkind and Freddy, is not simply to teach right from wrong but to instill habits (habituation) about good so that children understand, a goal that can only be achieved by creating a school environment that is safe, honest, learning environment that fosters creativity and friendship.

The essentials to a healthy growth include a person's actions, surroundings, and thoughts. A child's cognitive abilities are stimulated when he or she watches the actions of others, and there is tremendous incentive for duplicating those actions. Good character must be fostered and cultivated from a young age. While Lickona remarked, "a child is the only known substance from which a responsible adult can be constructed". The success of children resolving disputes at an early age impacts the success of children in social life in adulthood. When children are taught good character traits at a young age, such lessons stay with them forever.

Character values are attitudes and actions that are founded on norms and values that apply in society, which include spiritual elements, personal / personality characteristics, social aspects, and environmental factors. Meanwhile, according to the technical instructions from the PAUD director general, character values established in early infancy encompass four components, namely: spiritual aspects, personality aspects, social aspects, environmental aspects.

Love for God, honesty, discipline, tolerance and peace, self-confidence, independence, help, cooperation and mutual cooperation, respect and courtesy, hard work, leadership and justice, creativity, humility, care for the environment, love the nation and the motherland are all values that should be introduced and internalized in early childhood.

- **Principle of Character Education**

Lickona argues that The Character Education Partnership contains 11 principles for effective character education, including the following: 1) Advocates for a set of basic ethical ideals and supportive performance values as the basis for good character, The second specifies that "character" encompasses not just beliefs but also emotions and actions. offers children with chances for moral action, 4) fosters a caring school community, and 5) takes a thorough, purposeful, and proactive approach to character development 6) seeks to encourage students to take responsibility for their own learning by providing them with rigorous coursework in subjects that matter; 7) works to build their confidence and self-esteem; 8) Involves the teaching staff as a moral and educational community that works together to instill in children the same ideals by which they themselves live, 11) evaluates the school's character, the faculty's effectiveness as character educators, and students' character development, and 10) invites families and the community to participate in the character-building endeavor.

Meanwhile, according to the technical guidelines for early childhood character education, character education in PAUD must adhere to seven principles, including teaching by way of example and role model, conducting instruction in a manner that is continuous, thorough, and integrated into all aspects of development, fostering an environment rich in love and affection, actively motivating children, involving educators and education personnel, parents and the community, and assessing students' progress. The evaluation is for the benefit of the school as a whole, including faculty and administration.

In light of the foregoing, it seems reasonable to conclude that, in order to be effective, character education for young children should begin on the first day of school, be embedded in the school's overarching goals and objectives, and involve the entire school community, the child's parents and other caregivers, and the wider community.

III. METHODOLOGY

This investigation was an ex post facto experiment. The goal was to establish a connection between the two factors. To design a study after the fact to determine what caused an event that has already taken place is called ex-post facto. There are three explanatory factors and a single dependent variable in this study. In this investigation, character education is the dependent variable, whereas parental involvement (X1), parental affection (X2), and risk management (X3) are the independent factors (Y).

In this study, the population consists of the parents of children enrolled in a single Indian kindergarten. There were 157 parents in total.

This study employed observation and polls/questions utilizing the Likert scale to gather data on the role of parents in early childhood character education. An approximately 20-item Likert scale was utilized to collect data on parents' involvement. To collect data, the researcher presented the responder with a series of questions and statements, each with multiple-choice responses. A four-point scale from never (TP) to never (KK) to often (SR) to always (SL) describes how often each option occurs. Instruments for parents to use in the process of educating young children are typically presented in the form of questionnaires with both questions and statements. Educational tools for kids take the shape of observations in the form of questions and statements with four possible responses. Four possible responses are provided for each inquiry: (1) excellently developing (BSB), (2) not yet developed (BB), (3) beginning to develop (MB), and (4) developing as predicted (BSH). Instruments for observing classroom instruction may be gleaned by seeing how teachers really interact with their students.

The supervisor was contacted once the instrument was prepared, and an expert validity test (Experts / Judgment) was conducted. Regression analyses between independent factors and dependent variables were used to analyses the data in this study. The goal of this investigation is to locate X1's influence on Y, X2's influence on Y, and X3's influence on Y, separately and collectively.

IV. RESULTS

The preliminary examination (prerequisite tests) determined that the data satisfied the criteria for analysis with parametric statistical methods. The Windows version of the statistical package SPSS 19.0 can be used for computations.

Table 1 displays the findings of correlation (R) and multiple regression F tests examining the influence of the three independent variables Interest (X1), Affection (X2), and Safety (X3) on the dependent variable Education (Y).

Table 1: Joint Testing

R	R square	F count	Sig	Information
0.618	0.379	31,563	0,000	Significant

Table 1 shows that there is a combined R² of 0.379 between the variables of focus (X1), warmth (X2), and safety (X3), indicating that these three factors have a combined 38.2% of influence on character development (Y). Character education (Y) is impacted by other factors (61.8%) that have not been analyzed.

Estimated number of subjects (F): 31,563; significance level (: (0.0005; 0.05). Significance (sig) indicates a substantial interaction between the three independent variables (attention (X1), attachment (X2), and security (X3) on character development (Y).

Separate analyses examine the impact of character education on focus (X1), closeness (X2), and safety (X3) (Y)

Table 2 displays the outcomes of a T-Test performed on a series of regressions to examine the impact of individual factors—namely, focus (X1), warmth (X2), and safety (X3)—on character development (Y).

Table 2: Separately Testing

Variables	Coefficient	T count	Sig	Description
Constanta	30,619			
attention (X1)	0,569	2,953	0,004	Significant
affection (X2)	0,573	3,332	0,001	Significant
a sense of security (X3)	0,451	2,402	0,018	Significant

The double regression formula is $Y' = 30.619 + 0.569 X1 + 0.573 X2 + 0.451 X3$, according to Table 2. When analyzed using multiple regression equations, they can be interpreted as follows:

If the scores on the variables of interest are all zero, as in the case of X1 (attention), X2 (affection), and X3 (security), then X4 (character education) will be positive by a factor of 30.618.

If we hold all other factors constant, an increase of 1 on the attention variable (X1) leads to a gain of 0.569 on the character education variable (X2).

Assuming that all other variables remain the same, an increase in character education variable scores of 0.573 may be predicted from an increase in the affection variable (X2) by a value of 1.

Character education is positively correlated with the sense of security variable (X3) by 0.451 for every change in the sense of security variable score (X3) by 1, providing all other variable scores remain unchanged.

According to Table 2, the results of the $\text{sig} < \alpha$ ($0.004 < 0.05$) test show that the attention variable (X1) has a statistically significant effect on moral formation. A positive regression coefficient (0.569) indicates that greater scores on both the attention and character education scales indicate better outcomes; conversely, lower scores on both scales indicate better outcomes.

$\text{Sig} < \alpha$ ($0.001 < 0.05$) in Table 2 for the Affection Variable (X2) indicates a significant effect of this factor on character education. The positive value of the regression coefficient (0.573) indicates that the two variables are positively correlated: a higher affection score is associated with a higher character education score, and a lower affection score is associated with a lower character education score.

Sense of security (X3) strongly impacts character education, as shown in Table 2 by a $\text{sig} < \alpha$ ($0.018 < 0.05$). The positive value of the regression coefficient (0.451) indicates that a higher sense of security is associated with a higher quality of character education, and a lower sense of security is associated with a higher quality of character education.

V. CONCLUSION

To develop children's micro character in a family as the smallest societal unit, it is essential that parents teach them from an early age. The development of children's character is a

complex process that calls for comprehensive management in the home. Successful character development also requires other factors, such as school and its surrounding environment. The role of parents on character education in India above, it can be concluded that (1) Character development in young children is profoundly influenced by the amount of parental focus, affection, and safety they get.; (2) The involvement of parents has a major impact on the development of children's personalities during the preschool years.; (3) The love and attention of one's parents has a major impact on shaping a child's identity throughout formative years; and (4) Parental assurance has a considerable impact on a child's development and school performance in the early years.

REFERENCES: -

1. Sofyan, H., & Anggereini, E. (2019). Developing the reference books of center, area and group learning models based on environment and thematic in early childhood education Universal Journal of Educational Research, 7(10), 2208-2213. doi: 10.13189/ujer.2019.071019.
2. Hadiyanto. (2018). Kindergarten Climate in Padang. Atlantis Press, 169(November). <https://doi.org/10.2991/icece-17.2018.32>
3. Budiartati, E., & Jamaris, M. (2018). Music Instructional to Develop Character Values for Early Childhood at Fishery Community Tambak Lorok Semarang City. Journal of Nonformal Education UNNES, 4(1), 47–56.
4. Berkowitz, M. W. (2018). What works in values education. International Journal of Education Research, (December 2011), 153–158. <https://doi.org/10.1016/j.ijer.2011.07.003>
5. Suryana, D. (2016). Character Building for Young Children Based on the Values of Cultural Universality of Indonesia. Indonesian Journal of Early Childhood Education Studies 4, (February), 21–28.
6. K. Mages, W. (2015). Educational Drama in Early Childhood Promoting Language Development and Supporting Literacy Transitions. Open Online Journal Padagogische Hochschule Niederösterreich, (September), 1–5.
7. Pudjiastuti, Endang, N. C. (2015). Developing Early Childhood Education Model That Excellent and Characterized Based on Local Wisdom. International Conference on Children Issues, 1–8
8. Brewer, J.A.: 'Introduction to early childhood education: Preschool through primary grades' (Allyn & Bacon 2014. 2014)
9. Rakimahwati. (2014). Character Development through Dance Learning in an Early Childhood Setting. IJECES, 3(2), 102–107. <https://doi.org/10.15294/ijeces.v3i2.9490>
10. SM, Ismail, Agung, M. (2014). "Learning to Live Together": Penanaman Karakter pada Anak Usia Dini di Lembaga PAUD Islam. Al-Ulum, 14(1), 229–246.
11. Lee, G.-L. (2013). Re-emphasizing Character Education in Early Childhood Programs: Korean Children's Experiences. Childhood Education, 89(5), 315–322. <https://doi.org/10.1080/00094056.2013.830907>
12. Brooks, J.: 'The Process of Parenting (Revised Ed 8)' (Pustaka Pelajar, 2011. 2011)