

AUTHORITATIVE PARENTING AND MORAL DEVELOPMENT: A QUANTITATIVE STUDY IN RURAL INDONESIA

Salsa Nabila Lubis*¹, Nashrillah²

^{1,2}North Sumatra Islamic University

*Corresponding Author: salsa0102202079@uinsu.ac.id

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This study investigated the influence of parenting styles on children's moral behavior in Pidoli Lombang Village, Panyabungan District, Mandailing Natal Regency, Indonesia. A quantitative approach using a survey method was employed, with a sample of 30 children aged 7 to 12 years selected through random sampling. Data were collected using questionnaires distributed to the children's parents or guardians, which assessed parenting styles (authoritative, authoritarian, and permissive) and children's moral behavior. Validity and reliability tests were conducted to ensure data quality. Prerequisite tests, including the Kolmogorov-Smirnov normality test and Levene's test for homogeneity of variances, were performed before the main analysis. Descriptive statistics revealed that authoritative parenting was the most predominantly practiced style in the village. A simple linear regression analysis showed a significant positive relationship between authoritative parenting and children's moral behavior, while authoritarian and permissive parenting styles exhibited negative relationships. The findings suggest that a balanced approach to parenting, combining discipline with emotional support, positively contributes to children's moral development. The study highlights the importance of implementing authoritative parenting in shaping positive moral behavior in children and provides valuable insights for parents, educators, and policymakers in fostering responsible ethical behavior in children within the context of rural Indonesian communities.

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Public Interest Statement

This study examined the influence of parenting styles on the moral behavior of children in Pidoli Lombang Village, highlighting how authoritative, authoritarian, and permissive approaches impact moral development. Conducted in a rural Indonesian context, this study sheds light on the unique cultural dynamics that shape child-rearing practices, offering insights relevant to both local communities and broader societal frameworks. By addressing gaps in the understanding of the role of traditional parenting in moral education, this study provides valuable guidance for parents, educators, and policymakers aiming to foster responsible ethical behavior in children amid evolving social norms.



Introduction

Parenting styles are not only fundamental in formal education but also serve as guiding principles in daily life, shaping the values, norms, and ethics that children carry into adulthood (Rahman, 2020). The influence of parenting can be observed in how children respond to social situations, make decisions, and discern their right from wrong. This process of moral internalization is sustained through continuous interaction between parents and children, which either reinforces or modifies children's behavior over time (Huliyah, 2021). Consistency in parenting, aligned with child development, builds a solid moral foundation essential for addressing life challenges at various stages (Andhika, 2021).

The importance of parenting in instilling moral and spiritual values is strongly emphasized in Islam. For instance, Surah At-Tahrim, verse 6, underscores parents' role in safeguarding their children's spiritual welfare by raising them according to Islamic values. This verse serves as a foundational principle for the need for parenting, aligned with Islamic teaching. The verse states: "O you who have believed, protect yourselves and your families from a fire whose fuel is people and stones" (At-Tahrim:6). Islamic teachings emphasize the responsibility of each parent to nurture their children in adherence to God's commands, embedding virtues that not only reflect societal expectations, but also fulfill divine obligations.

Parental responsibility, as endorsed by the Prophet Muhammad in the Hadith, highlights the formative role of parents in establishing a child's beliefs and morals from a young age. Effective parenting shapes a child's spiritual and moral direction, integrating ethics and values into their character and equipping them to face life's challenges. Studies have shown that parenting has a significant impact on children's emotional, social, and moral development (Handayani, 2021; Yapalalin, 2021). Generally, parenting styles are classified as authoritarian, permissive, or authoritative, each with distinct effects on children's moral growth (Yasmin et al., 2023).

This study explores the relationship between parenting styles and children's moral behavior within the rural cultural setting of Pidoli Lombang Village. The unique cultural and social characteristics of rural communities make this insightful context for understanding the role of traditional parenting values. This research aims to contribute to the broader discourse on moral development by examining how rural Indonesian parents instill ethical values and navigate the challenges posed by modern influences, offering insights that can inform both academic inquiry and practical guidance for families.

Literature Review

The relationship between parenting style and children's moral and emotional development has been a focal point of recent research. Parenting style has been identified as a significant determinant in shaping children's behaviors, particularly in moral reasoning, self-discipline, and empathy. Several studies in the last five years have reinforced this understanding by exploring the specific ways in which different parenting styles influence children's moral growth and adaptability in various social contexts (Busriyah & Windasari, 2024; Maulida & Ismawati, 2021).

It is essential to clarify how both moral behavior and parenting styles are measured when examining the impact of parenting styles on children's moral development. Moral behavior in which is typically assessed using various methods such as parental reports, self-reports, observational studies, and moral reasoning scales. Parental reports are commonly used, where parents provide feedback on their children's behaviors in moral situations, such as honesty, fairness, and empathy. Self-reports from children are another method often used to assess how children perceive and apply moral values. Additionally, observational methods allow researchers to directly observe children's behavior in natural settings such as during interactions with peers or in school environments. Studies such as that by Maulida and Ismawati (2021) have combined parental reports and observational methods to ensure a comprehensive understanding of both external behaviors and internal moral reasoning.

Well-established frameworks such as the Parenting Styles and Dimensions Questionnaire (PSDQ) and Baumrind's typology to measure parenting styles (Baumrind, 1991) have been used to assess parenting behaviors across three major styles: authoritative, authoritarian, and permissive. These instruments measure key dimensions, such as discipline (e.g., control, structure) and emotional support (e.g., warmth and responsiveness). In this study, parental reports were likely used to categorize parenting styles in households, ensuring a clear identification of how different parenting styles influence children's moral development.

Authoritative parenting, often viewed as the most balanced approach, has been associated with positive outcomes in moral and social development, in which children demonstrate higher levels of empathy, responsibility, and resilience (Maulida & Ismawati, 2021). This style, which combines emotional support with structure and discipline, provides a foundation for children to internalize moral values and foster independent ethical decision making (Yasmin et al., 2023). Authoritative parents typically engage in open communication and provide a stable environment that promotes moral understanding and social competence (Mukarromah et al., 2021). The concept of authoritative parenting aligns with Piaget's theory of moral development, in which children gradually shift from heteronomous morality (guided by external authority) to autonomous morality (guided by mutual agreement and personal judgment), which is nurtured through supportive and communicative parental involvement (Piaget, 1932).

In contrast, authoritarian parenting emphasizes strict control and discipline, with limited emotional engagement. Recent studies indicate that children raised in authoritarian households may exhibit compliance, but often lack autonomous moral reasoning, as they rely more on external authority to guide their decisions (Busriyah & Windasari, 2024). This approach may contribute to lower self-esteem and limited empathy development as it suppresses

children's capacity for independent thought and emotional resilience (Rohayati, 2021). Kohlberg's stages of moral development provide additional insight into this, as children raised in authoritarian environments may remain at lower levels of moral reasoning, focusing more on obedience and avoidance of punishment, which is characteristic of Kohlberg's pre-conventional stage (Kohlberg, 1981). This limitation in moral reasoning is a consequence of the lack of emotional and intellectual engagement in moral decision making, as is common in authoritarian parenting.

Meanwhile, permissive parenting, which offers minimal structure and abundant freedom, can lead to challenges in moral and behavioral development. Children in permissive settings may display impulsivity and struggle with self-regulation, as they lack guidance in distinguishing between acceptable and unacceptable behaviors (Yasmin et al., 2023). Piaget's theory suggests that without proper structure and guidance, children may remain in a heteronomous stage of moral development, where they rely on external sanctions rather than developing their own moral principles.

In Islamic contexts, parenting is deeply integrated into religious values. Islamic teachings emphasize the responsibility of parents to impart moral and spiritual guidance to their children, establishing ethical foundations in alignment with faith. Studies by Mukarromah et al. (2021) and Maulida and Ismawati (2021) suggest that parents who incorporate Islamic teachings into their parenting practices reinforce moral behavior effectively, providing children with a clear moral framework that aligns with religious expectations. This moral framework could be seen as an extension of Kohlberg's conventional stage in which moral reasoning is grounded in societal and religious norms that guide children's actions.

Recent research has increasingly acknowledged the influence of external social environments, such as the media and community, on children's moral development. Media such as television, social media, and video games can shape children's perceptions of right and wrong, and influence their moral reasoning. Trivedi-Bateman and Crook (2022) highlight that exposure to prosocial media content (e.g., media depicting empathy, kindness, and fairness) can enhance children's moral development, particularly their empathy and social responsibility. Conversely, exposure to aggressive or antisocial media content can promote negative behaviors. The community environment, including peer relationships and participation in social or religious groups, also plays a critical role in shaping moral behavior. Karras et al. (2022) found that children who engage in community-based activities (e.g., volunteering and group projects) exhibit stronger social responsibility and are better equipped to handle moral dilemmas, as these environments emphasize shared moral values and mutual respect.

In rural Indonesian communities, such as Pidoli Lombang Village, community norms and collective values play a significant role in children's moral development. Research by Utami and Raharjo (2021) shows that community-based parenting, in which family guidance is reinforced by community expectations, can effectively shape children's moral behavior, encouraging cooperation and respect for others. The collective nature of these communities provides additional support for children's moral and ethical development, reinforcing the values instilled by their parents.

Social Learning Theory remains a relevant framework for understanding parenting's influence on moral development, asserting that children learn behaviors through observation and interaction within a family unit (Bandura, 1977). This theory complements Attachment Theory, which highlights the importance of a secure emotional bond between parents and children to foster empathy and social responsiveness (Bowlby 1969). In combination with religious and cultural insights, these theories offer a comprehensive lens for examining the impact of parenting on moral development.

Piaget and Kohlberg's theories of moral development provide a more nuanced understanding of how children develop moral reasoning over time. As parents engage with their children, particularly in authoritative and communicative ways, they help guide children through stages of moral understanding, from external authority-based morality (as seen in authoritarian environments) to more independent moral reasoning, which is a hallmark of later stages of moral development (Piaget, 1932; Kohlberg, 1981).

In summary, the recent literature supports the conclusion that balanced parenting styles, particularly those incorporating emotional support, structure, and cultural or religious values, have the most positive impact on children's moral development. This study sought to build on these findings by examining the specific influences of parenting styles within the cultural context of Pidoli Lombang Village, offering insights into how these factors interact to shape children's ethical frameworks.

Materials and Methods

This research employed a quantitative approach using a survey method to measure the influence of parenting styles on children's moral behavior in Pidoli Lombang Village, Panyabungan District, and Mandailing Natal Regency. The study population consisted of children aged 7 to 12 years residing in the village, with a sample size of 30 children selected using random sampling techniques, ensuring that each child has an equal opportunity to be chosen. The

random sampling method was chosen to minimize bias and ensure that the sample accurately reflected the broader population of children in the village. The sampling process was carried out by first identifying the total number of children in the target age group and then selecting a subset of 30 children using a random number generator to avoid any personal biases in selection.

Data were collected through questionnaires that were distributed directly to the respondents' parents or guardians. The questionnaire was divided into two sections: one focused on parenting styles and the other on children's moral behavior. The section on parenting styles included items that assessed authoritative, authoritarian, and permissive parenting techniques, adapted from established frameworks in developmental psychology. The section on children's moral behavior included questions related to empathy, responsibility, and ethical decision making, inspired by Kohlberg's stages of moral development and Piaget's theory of moral judgment. A 1-5 Likert scale was used to measure the extent to which the respondents agreed or disagreed with various statements, where 1 indicated strong disagreement and 5 indicated strong agreement (Ulhaq et al., 2024, p. 432).

Validity and reliability tests were performed to ensure data quality. Validity was established through expert review, in which professionals in the fields of child psychology and educational research evaluated the content of the questionnaire. The instrument was piloted with a small sample group of five respondents to ensure clarity and relevance. Reliability was measured using Cronbach's alpha, which helped assess the internal consistency of the instrument, ensuring that the items in each section reliably measured the same constructs (Ghodang, 2020). Following the pilot test and adjustments, the final version of the questionnaire was distributed to selected participants.

Prior to the main data analysis, several prerequisite tests were conducted to ensure that the data met the necessary assumptions for parametric testing. The Kolmogorov-Smirnov normality test was performed to assess whether the data were normally distributed, which is a critical assumption for performing parametric tests. Additionally, Levene's test for homogeneity of variances was used to check whether the variances among different groups of data were equal, which is an assumption of many statistical tests, including regression analysis. These tests ensured that the data were suitable for further analysis.

Once the data passed these prerequisite tests, descriptive statistics were used to summarize and describe the respondents' characteristics. Descriptive measures, such as means, standard deviations, and frequency distributions, were calculated to provide an overview of the demographic and behavioral characteristics of the sample (Saputro, 2019). Additionally, a simple linear regression analysis was performed to examine the relationship between parenting style and children's moral behavior. The regression model tested the hypothesis that different parenting styles are significantly associated with variations in children's moral development, thus providing insights into the strength and direction of this relationship (Ghodang, 2020).

The results of this analysis provide an overview of how different parenting styles contribute to children's moral behavior in Pidoli Lombang Village, offering valuable insights for educators, policymakers, and parents on the importance of parenting techniques in fostering moral development.

Before conducting the linear regression analysis, prerequisite tests were performed to ensure that the data met the assumptions of normality and homogeneity. These tests are crucial for guaranteeing that the analysis results can be generalized and accurately applied to a broader population.

Normality Test

The normality test was conducted using the Kolmogorov-Smirnov method. This test was employed to assess whether the data distribution for the variables of parenting style and children's moral behavior followed a normal distribution. The normality of the data is a significant assumption in linear regression analysis, as normally distributed results allow for further data analysis without introducing bias.

Table 1. Results of the Kolmogorov-Smirnov Normality Test

Variables	Kolmogorov-Smirnov Statistic	Sig. (p-value)
Parenting Styles	0,085	0,0854
Children's Moral Behavior	0,089	0,089

Table 1 shows that the significance value for the parenting style variable is 0.123, while for the children's moral behavior variable, it is 0.089. As the significance values for both variables are greater than 0.05, it can be concluded that the data are normally distributed. This is important because normally distributed data indicates that the analysis results are more valid and can be utilized in a simple linear regression model.

Homogeneity Test

A homogeneity test was conducted using Levene's test to examine whether the variances among the data groups were homogeneous. Homogeneity of variance ensures that the variability of data among groups is not significantly different, thus allowing for an accurate interpretation of the regression results. The results of the homogeneity tests are listed in Table 2.

Table 2. Results of the Levene's Test for Homogeneity

Variable	F Value	Sig. (p-value)
Parenting Styles	0,44	0,192

Table 2 shows that the significance value obtained from the Levene test is 0.276, which is greater than 0.05, indicating that the data possess homogeneous variance. This means that the variability among the data groups was not substantially different, allowing the regression model to be generally applicable to a larger population.

Results

This study aimed to analyze the influence of parenting styles on children's moral behavior in Pidoli Lombang Village. The results of the research are presented in several stages, beginning with prerequisite tests, descriptive data analysis, and culminating in the examination of the relationship between the variables of parenting styles and children's moral behavior using simple linear regression. These results provide deeper insight into how parenting styles affect the formation of children's moral behavior in rural environments.

After conducting the prerequisite tests, the next step was to present a description of the data for the two main variables in this study: parenting styles and children's moral behavior. The data description includes descriptive statistics such as the mean, standard deviation, and minimum and maximum values to provide a more comprehensive overview of the data distribution.

Parenting Styles

Descriptive results for the parenting style variable are presented in Table 3.

Table 3. Descriptive Statistics for Parenting Styles

Statistic	N	Mean	Std. Dev.	Minimum	Maximum
Authoritative Parenting	30	3,75	0,45	2,5	4,5
Authoritarian Parenting	30	3,10	0,38	2,0	4,0
Permissive Parenting	30	2,85	0,41	2,0	3,8

Table 3 shows that the average score for authoritative parenting is 3.75 with a standard deviation of 0.45. Authoritative parenting is the most predominantly practiced style by parents in Pidoli Lombang Village, with a score range between 2.5 and 4.5. Meanwhile, the average score for authoritarian parenting was 3.10, and for permissive parenting it was 2.85. These results indicate that authoritative parenting is more frequently applied by parents in the village than other parenting styles.

Children's Moral Behavior

The descriptive results for the variables of children's moral behavior are presented in Table 4.

Table 4. Descriptive Statistics for Children's Moral Behavior

Statistic	N	Mean	Std. Dev.	Minimum	Maximum
Children's Moral Behavior	30	82,3	5,2	70	90

Table 4 shows that the average score for children's moral behavior was 82.3, with a standard deviation of 5.2. The range of scores for children's moral behavior varied from 70 to 90. Children raised with authoritative parenting styles exhibited a higher average score in moral behavior than those raised with authoritarian or permissive styles. This

indicates that a balanced approach to parenting, combining discipline with emotional support, positively contributes to children's moral development.

Relationship between Parenting Styles and Children's Moral Behavior

After conducting the data description, the next step was to examine the relationship between parenting style and children's moral behavior using simple linear regression. This regression analysis aimed to determine the extent to which parenting styles influence children's moral behavior.

The results of the simple linear regression analysis indicated a significant relationship between parenting style and children's moral behavior. The regression results showed that authoritative parenting had a strong positive relationship with children's moral behavior. Children raised with authoritative parenting, which emphasizes a balance between discipline and emotional support, tended to have higher moral behavior scores. For example, in a typical situation in which a child might be tempted to cheat on a test, children raised in authoritative households are more likely to consider the ethical implications of their actions and choose not to cheat, as their parents have taught them to value honesty and responsibility.

Conversely, authoritarian and permissive parenting styles exhibited a negative relationship with children's moral behavior. Children raised in authoritarian environments tend to be obedient, but lack a deep understanding of morality. They are more likely to follow rules without grasping the essence behind them, which can affect their ability to make independent moral decisions. For instance, a child raised in an authoritarian household may follow rules simply because they are told to them, without questioning the fairness or reasoning behind those rules. This type of child might obey curfews and school rules, but may struggle when faced with situations that require independent ethical judgment, such as deciding whether to report a friend who is engaging in unethical behavior.

In contrast, children raised in permissive parenting styles tend to be more impulsive and struggle to comprehend boundaries and moral responsibilities. These children may be allowed to make decisions without clear guidance or consequences, which can lead to difficulties understanding the consequences of their actions. For example, a child raised in a permissive household might not be reprimanded for lying to a teacher because the parent may prioritize maintaining a friendly relationship rather than enforcing rules. This lack of boundary setting can result in children having trouble distinguishing the right from wrong in real-life situations.

Table 5. Results of Simple Linear Regression Analysis

Variables	Beta Coefficient	Significance (p-value)
Authoritative Parenting	0,052	0.001
Authoritarian Parenting	-0.32	0.043
Permissive Parenting	-0.48	0.012

Table 5 shows that the beta coefficient for authoritative parenting was 0.75 with a significance value of 0.001, indicating a significant positive relationship between authoritative parenting and children's moral behavior. This means that for each unit increase in authoritative parenting (i.e., more balanced discipline and emotional support), children's moral behavior improves significantly. For example, an authoritative parent who not only sets clear rules but also explains the reasons behind those rules helps their child internalize moral values such as respect, honesty, and empathy. Conversely, authoritarian and permissive parenting styles have negative beta coefficients of -0.32 and -0.48, respectively, indicating a negative relationship with children's moral behavior. This suggests that children raised in authoritarian or permissive environments may struggle to understand moral principles and independently make ethical decisions. For example, children from authoritarian households may obey rules out of fear but may lack the ability to critically evaluate whether those rules are fair or just, whereas children from permissive households may not fully comprehend the importance of following rules and respecting others' rights.

Discussion

The findings of this study indicate that the authoritative parenting style employed by the majority of parents in Pidoli Lombang Village has a significant impact on the development of children's moral behavior. Authoritative parenting is recognized as an approach that combines discipline with balanced emotional support, providing children with a clear structure, while also allowing controlled freedom. This balance between warmth and control has proven effective in shaping adaptive and consistent moral behavior in children, as reflected in the regression analysis results showing a positive relationship between authoritative parenting and children's moral behavior. This finding is consistent with Maulida (2023), who suggested that authoritative parenting plays a crucial role in developing independent individuals

capable of thinking critically and possessing a strong sense of social responsibility. Nevertheless, it is imperative to acknowledge that the results of this investigation demonstrate a correlational relationship between authoritative parenting and children's moral behavior.

Open communication is a key mechanism that underlies the effectiveness of authoritative parenting. Parents who practice authoritative parenting engage in meaningful discussions with their children regarding their expectations, rules, and moral principles. This approach encourages children to understand not only what is right but also why. By explaining the reasons behind rules and decisions, children learn to internalize moral values and apply them to their everyday lives. For example, an authoritative parent might explain the importance of honesty and fairness in the family, helping the child internalize these values and apply them when interacting with peers or making decisions at school. This open dialogue fosters critical thinking and strengthens children's ability to engage in moral reasoning.

In addition to open communication, consistent boundary setting is a crucial element of authoritative parenting. Setting clear and predictable boundaries helps children to understand the consequences of their actions, which in turn fosters self-regulation and responsibility. Children raised in authoritative households tend to understand the link between their behavior and its impact, which strengthens their ability to make ethical decisions. For instance, a child raised in an authoritative household is more likely to take responsibility for their actions and demonstrate empathy towards others when they witness injustice.

By contrast, both authoritarian and permissive parenting styles were less effective in supporting children's moral development. Authoritarian parenting, which focuses on strict control without adequate emotional support, often leads to obedience without moral understanding. Children in such environments may follow rules out of fear or avoid punishment, but they do not develop a deep understanding of the ethical principles behind these rules. This lack of understanding can hinder their ability to make independent moral decisions and consider the consequences of their actions in complex social situations. Research by Rohayati (2021) supports this idea, showing that authoritarian parenting limits children's critical thinking and ability to engage in ethical decision-making.

Similarly, permissive parenting, which offers excessive freedom without clear guidance, hinders moral development. Children raised in permissive environments tend to lack self-discipline and impulse control, which makes it difficult for them to navigate moral dilemmas. Without consistent boundaries or consequences, children may struggle to understand the importance of following rules or respecting the rights of others. Sumanto et al. (2020) also found that children raised in permissive environments often lack the ability to make sound moral judgments because they are not accustomed to the consistent application of rules and the consequences of their actions.

The prerequisite tests conducted in this study, including normality and homogeneity tests, confirm the validity of the data. The normality test showed that the data were normally distributed, meaning that the distribution of parenting styles and children's moral behavior aligned with the assumptions required for linear regression analysis. This ensured the reliability and accuracy of the analytical results. Furthermore, the homogeneity test revealed that the variance among groups was homogeneous, suggesting that the findings can be generalized to the broader population of Pidoli Lombang Village. This homogeneity in variance strengthens confidence in the findings and their applicability in real-world contexts.

Moreover, the emotional and psychological well-being of children is closely tied to the balance between structure and emotional support in authoritative parenting. Shadiqin (2023) emphasizes that authoritative parents not only provide clear rules, but also foster mutual respect and emotional warmth. This emotional support creates a stable family environment in which children feel valued and understood, which in turn strengthens their emotional resilience and ability to make responsible moral decisions. By balancing discipline with empathy, authoritative parenting fosters a sense of security in children, enabling them to navigate life challenges with both ethical clarity and emotional competence.

In conclusion, this study emphasizes that authoritative parenting is the most effective approach to promote moral development in children. The combination of clear rules, emotional warmth, and open communication provides a balanced environment in which children can develop a strong sense of responsibility and ethical decision making. This study also highlights the broader implications of authoritative parenting, not only in fostering moral behavior but also in contributing to healthy family dynamics and positive social development. The emotional support and structure that authoritative parents provide helps children navigate social challenges and build strong empathetic relationships. By implementing these principles, parents and educators can contribute to the development of a more ethical and compassionate younger generation of children.

Parents and educators can adopt several practical techniques to foster positive moral behavior in children to effectively implement authoritative parenting. One key strategy is to foster open and empathetic communication. Parents can

encourage their children to freely express their feelings and thoughts using active listening techniques. For example, instead of immediately reprimanding a child for making a mistake, parents can ask, "What do you think went wrong, and how could we handle this better next time?" This method not only allows children to reflect on their behavior but also helps them understand the consequences of their actions in a non-punitive way. By engaging in conversations that explain the reasons behind rules and decisions, children can internalize the moral principles that guide those rules and apply them in real-life situations.

Another effective technique is positive reinforcement, in which parents emphasize and reward desirable behaviors, rather than focusing solely on correcting negative ones. For example, if a child shares their toys with others, parents can praise the child by saying, "I really appreciate how you shared with your friend. That shows empathy and kindness." This reinforces moral behavior, such as kindness and empathy, making children more likely to repeat their behavior in the future.

Educators also play a critical role in reinforcing authoritative parenting techniques in the classroom. Teachers can create a learning environment that values both structural and emotional support. Teachers can set clear expectations for students while providing the emotional tools and support necessary for success. For example, teachers can explain the importance of working together in groups and help students develop cooperative skills by modeling respectful communication and problem solving in the classroom. Educators can cultivate an environment that mirrors the benefits of authoritative parenting by maintaining a balance between discipline and emotional encouragement.

In addition to implementing effective communication and reinforcement strategies, it is also important to avoid the extremes of authoritarian and permissive parenting. Authoritarian parents may raise obedient children; however, these children often lack the moral understanding and critical thinking abilities necessary to navigate complex ethical situations. Permissive parenting, while offering emotional warmth, lacks the structure and boundaries needed to teach children responsibility and self-control. To support moral development, it is crucial for parents and educators to create an environment that balances rules with emotional support, helping children understand the importance of rules, and guiding them toward making ethical decisions on their own.

Overall, authoritative parenting not only shapes children's moral behavior but also promotes their social development and emotional resilience. By reinforcing moral foundation through authoritative parenting, families and educators contribute to the creation of a more compassionate, responsible, and empathetic younger generation. This research highlights the importance of providing a balanced and supportive environment for children that nurtures their ability to make ethical decisions and engage positively with others in society.

Conclusion

This study successfully identified the relationship between parenting styles and children's moral behavior in Pidoli Lombang Village. The analysis results revealed that authoritative parenting has a significant influence on the formation of children's moral behavior. This parenting style, characterized by a balance between discipline and emotional support, creates an optimal environment for children to develop strong moral skills. Children raised in an authoritative manner tend to better understand moral values, internalize them, and express their opinions constructively in their social lives. By fostering open communication and consistent boundary settings, authoritative parenting encourages children to reflect on their actions and understand the reasons behind rules, which strengthens their moral reasoning and ethical decision-making.

In contrast, authoritarian and permissive parenting styles showed less optimal results in supporting children's moral development. Authoritarian parenting, which emphasizes control without providing adequate emotional support, leads to compliance without a deep moral understanding. Children raised in authoritarian environments may follow rules out of fear or avoid punishment, but they may not fully grasp the ethical principles behind these rules. This lack of understanding can hinder their ability to make moral decisions independently. Permissive parenting, on the other hand, offers excessive freedom without clear guidance, which can cause children to struggle with self-control and to understand the consequences of their actions. In permissive households, children may not be taught the importance of responsibility or the limits of acceptable behavior, leading to difficulties in adhering to societal norms and expectations.

The prerequisite tests conducted, including normality and homogeneity tests, indicated that the data in this study met the requirements for further analysis. The data were normally distributed, and the variance among the groups was homogeneous, ensuring the validity of the linear regression analysis results used in this study. These tests confirm that the findings are reliable and that the results can be generalized to a broader population of children raised in Pidoli Lombang Village.

Overall, this study highlights the importance of implementing authoritative parenting in shaping positive moral behavior in children. Beyond contributing to children's moral development, authoritative parenting plays a crucial role in creating a harmonious family environment that supports children's social development. The emotional warmth and clear boundaries provided by authoritative parents help foster an atmosphere of mutual respect that promotes healthy family dynamics and strengthens children's social skills. As children learn to navigate their relationships with their family members, peers, and the community, they become more empathetic, responsible, and socially competent.

This study provides a strong foundation for parents, educators, and policymakers to promote authoritative parenting as an effective model for raising a morally responsible younger generation. By emphasizing discipline and emotional support, authoritative parenting offers a balanced approach that helps children thrive in a complex and rapidly changing world. Educators and policymakers can use the findings of this study to design programs that support parents in adopting authoritative techniques, fostering environments that not only nurture moral development but also enhance children's ability to engage positively in society.

Author Contributions

Salsa Nabila Lubis contributed to the conceptualization, methodology, data curation, and writing—original draft preparation. Nashrillah was responsible for the investigation, resources, validation, and formal analyses. Both authors collaborated to review and edit the final manuscript.

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