

PARENTING PATTERNS OF MUSLIM FAMILIES WHO WORK AS RURAL LABOR IN THE SOCIAL EMOTIONAL FORMATION OF EARLY CHILDREN

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Abstract

This research aims to obtain a comprehensive picture of the application of Muslim family parenting patterns in the social emotional formation of early childhood, the social and emotional development of early childhood children who are raised with Muslim family parenting who work as unskilled laborers and the impact of parental parenting on social emotional formation. early childhood. This research uses a qualitative approach with descriptive methods and in-depth interview techniques, observation and documentation. The subjects of this research were 6 Muslim families whose mothers worked as unskilled laborers and had young children. The research was carried out by the Al Iman Free School (SGAI) located in the Imanuddin Mosque Area which is located at Jl. Graha Bintaro Utama No. 11, Pondok Kacang Barat – Pondok Aren – South Tangerang City. The results of the research show: the parents studied tend to use a parenting style that is authoritative or democratic. In this parenting style, parents encourage their children to be independent but still provide limits and control over their actions and substitute parents also monitor every moment of the child's development.

Keywords: *parenting style; Muslim family; unskilled laborers; social emotional*

Abstrak

Penelitian ini bertujuan untuk memperoleh gambaran komprehensif tentang penerapan pola asuh keluarga muslim dalam pembentukan sosial emosional anak usia dini, perkembangan sosial dan emosional anak usia dini yang diasuh dengan pola asuh keluarga muslim yang bekerja sebagai buruh kasar dan dampak pola asuh orang tua pada pembentukan sosial emosional anak usia dini. Penelitian ini menggunakan pendekatan kualitatif dengan metode deskriptif dan teknik in-depth interview, observasi dan dokumentasi. Subjek penelitian ini adalah 6 keluarga muslim dengan ibu bekerja sebagai buruh kasar dan memiliki anak usia dini. Penelitian dilakukan Sekolah Gratis Al Iman (SGAI) berlokasi di dalam Area Masjid Imanuddin yang beralamat di Jl. Graha Bintaro Utama No. 11, Pondok Kacang Barat – Pondok aren – Kota Tangerang Selatan. Hasil penelitian menunjukkan: orangtua yang diteliti cenderung menggunakan pola asuh bahwa pola asuh autoritatif atau demokrasi, pada pola asuh ini orang tua yang mendorong anak-anaknya agar mandiri namun masih memberikan batas-batas dan pengendalian atas tindakan-tindakan mereka serta orang tua pengganti juga memantau setiap saat perkembangan anak.

Kata Kunci: pola asuh; keluarga muslim; buruh kasar; sosial emosional

INTRODUCTION

Early childhood is a group of children who are in a unique process of growth and development (Syarifain, 2009). Early childhood is often called preschool children, who have a sensitive period in their development, and there is a maturation of physical and psychological functions that are ready to respond to stimuli from their environment. This period is the most appropriate time to lay the first and main foundation in developing various physical, cognitive, language, artistic, social emotional, spiritual, self-concept and independence potentials and abilities (Mulyasa, 2017). In the Qur'an, surah An-Nahl verse 78, Allah says the following:

وَاللَّهُ أَخْرَجَكُمْ مِنْ بُطُونِ أُمَّهَاتِكُمْ لَا تَعْلَمُونَ شَيْئًا وَجَعَلَ لَكُمُ السَّمْعَ وَالْأَبْصَارَ وَالْأَفْئِدَةَ لَعَلَّكُمْ تَشْكُرُونَ

Meaning: *Allah brought you out of your mother's womb in a state of not knowing anything and He made for you hearing, sight and conscience so that you may be grateful (QSAn-Nahl: 78*

This verse explains the potential that humans are born with so that it can be developed to provide learning to early childhood. Humans are born from their mother's womb without knowing anything with the aim that humans are able to be grateful for their innate potential. Allah makes humans understand a matter by giving them the potentials of hearing, sight and heart. And the crucial phase of human life that requires attention to its development is when it is 0-6 years old.

Intellectual-spiritual stimulation is also very necessary when aged 0-6 years, because it will determine the child's further development. This period is a very appropriate time to lay the foundations for developing physical, language, social-emotional abilities, self-concept, moral and religious values. So efforts to develop all the potential of early childhood must begin so that children's growth and development can be achieved optimally. Early childhood is a very crucial period in forming a child's character and personality. This means that age, as the age at which children develop their potential, is considered very important in helping to lay the foundation for quality human resource capabilities

According to Riana Mashar in (Ratnasari, 2017) emotional development is the

ability to control, process and control emotions so that they are able to respond positively to every condition that stimulates the emergence of these emotions. Rachmawati & Nugraha (2013) state that social emotional development is the development of children's behavior in controlling and adapting to society. It can be concluded that social emotional development is the ability to control, process and control emotions in order to adapt to society.

Children's social emotional development must be nurtured and formed during childhood. A child's social experience greatly determines a child's personality once he or she becomes an adult. The large number of unpleasant experiences in childhood will give rise to unhealthy attitudes towards children's social experiences, these experiences can encourage children to be unsocial, antisocial, and even children tend to lack self-confidence.⁵

According to the Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 137 of 2014 concerning National Standards for Early Childhood Education (PAUD), the social emotional development of children aged 4-5 years is said to develop according to expectations if the child is able to understand the rules and discipline; show an independent attitude in choosing activities; willing to share, help and assist friends; shows enthusiasm in playing competitive games positively, and has a sense of empathy with friends (Noah, 2013) .

According to Arifin (2017), the function of parents is: 1) parents as family educators, 2) parents as caretakers and protectors of the family. ⁸ The family is very influential in the child's development process. One important aspect that is greatly influenced by the family is the social emotional aspect of the child. which can be formed from the family environment and the environment around the child.

The style of parenting a child will influence the child's social and personality development. A good parenting style will reduce the child's good social development (Jahja, 2011) . Parenting style means the habits of parents, fathers and mothers in leading, nurturing and guiding children. Nurturing means looking after him by caring for and educating him. Guiding by helping, training, and so on. The quality and intensity of parental parenting patterns is how parents treat children, educate, guide and

discipline children in achieving the process of maturity so as to create norms that are maintained by society in general. varies in influencing attitudes and directing children's behavior (Septiari, 2012) .

Goleman in (Apriyanti & Annetta, 2021) said that family life is the first school for studying emotions. More than that, parents are also emotional coaches for their children. Rokhmah (2015) also believes that the interaction between children and parents in early life is important as a basis for children's emotional development. Harsh parenting can increase the frequency of behavioral disorders in children. Parental parenting has three forms, namely: 1) outhotarian parenting. This parenting style uses an approach that imposes the parents' will on the child, the child must obey the parents, and the child must not express an opinion. 2) permissive parenting style, namely parents allow the child to do whatever they want, parents have warmth, tend to pamper them, and 3) authoritative parenting style, namely parents really pay attention to the child's needs, and fulfill them by considering need factors (Septiari, 2012) . These three parenting styles have a big influence on children's social emotional development. Therefore, parents should be precise in choosing and implementing parenting styles for their children.

Family circumstances have a significant influence on child development. Economic status can have an impact on the development process of each child. This is coupled with the family's relatively low economy which requires them to ignore their obligations in educating their children and providing good care for their children. One of the jobs carried out by most people who are below the poverty line is manual labor/casual labor.

Unskilled workers or casual laborers can be categorized as uneducated and untrained workers, that is, uneducated and untrained workers are unskilled workers who only rely on labor alone. Examples: coolies, transport workers, and domestic servants (Dwiyanto, 2021) . Family circumstances have a significant influence on a child's development. Economic status can have an impact on the development process of each child. This is coupled with the family's relatively low economy which requires them to ignore their obligations in educating their children and providing good care for

their children.

This research was conducted to find out how the parenting style of parents or families of manual workers/casual laborers is implemented in shaping the social emotional development of early childhood at the Al Iman Free School in Kindergarten (SGAI). Learning time is only on Saturdays and Sundays and is held in the corridor of the Imanuddin mosque because it doesn't have a school building. Teaching staff are volunteers. As time went by, and more and more people entrusted their children to be educated, the foundation's management finally made it a formal school at Kindergarten (TK) and Elementary School (SD) levels which was affiliated with the Education Department. Finally, on April 19 2010, we obtained an operational permit from the South Tangerang City Education Office for the Al-Iman Kindergarten (TK) school. The public is more familiar with the name Al Iman Free School (SGAI). The existence of SGAI cannot be separated from the support of the foundation management, the community and Imanuddin mosque congregation and donors. The existence of SGAI is felt to be beneficial in helping people from lower middle economic groups and orphans to be able to enjoy free and quality education.

The background of the parents of students at the Kindergarten (TK) Al Iman Free School (SGAI) is that they are unskilled workers or casual laborers who earn less than the regional minimum wage (UMR), this of course influences the parenting style of parents towards their children so that encourages researchers to find out more about how parents apply parenting patterns that have an impact on social and emotional development which is greatly influenced by the family and the environment around them.

RESEARCH METHODS

The research was conducted using a qualitative descriptive method, which aims to solve research problems effectively and minimize errors. This method allows researchers to comprehensively describe the parenting patterns of Muslim families who work as unskilled laborers in the social emotional formation of early childhood. This research involved six parents from the Al Iman Free School (SGAI) who were

examined for their involvement in the social emotional formation of their children. In order to collect data, researchers used three techniques: observation, interviews, and documentation. Qualitative data analysis was carried out through face-to-face interaction and continuous assessment until data saturation was achieved. This includes data reduction, presentation, and drawing conclusions as stated by Sugiyono (2016). This research relies on interviews, field observations, and documentation to collect relevant information. By collecting and analyzing the data obtained, a comprehensive picture is obtained about the parenting patterns of Muslim families who work as manual laborers in the social emotional formation of early childhood.

RESULTS AND DISCUSSION

A. Parenting Patterns Applied by Families of Manual Workers or Casual Laborers in the Social and Emotional Formation of Early Childhood

Parenting is the way parents educate their children. Everyone has different ways of educating or directing their children. Wrong parenting patterns can have fatal consequences for children's development, because at an early age children cannot differentiate between good and bad, so parental intensity in educating children is very necessary. This includes a variety of approaches and strategies that influence children's physical, emotional and social development. In educating children, families of unskilled workers or laborers must be able to choose the right parenting style for their children's growth and development.

Based on results interviews and observations conducted by researchers, data can be obtained showing that the parenting patterns applied by 7 parents as informants have a background of manual workers or laborers in presenting data and analyzing data from the results of interviews and observations at the Al Free School Kindergarten (TK). Faith (SGAI) regarding the parenting style applied as following:

1. NRH - SD 01 Pondok Kacang Timur trader, husband works as coolie building
" child delivered to school " In the past, I was trading and when I got home from school, I joined the trade and was able to control it, I always chatted with the children every day, asked what they were doing at school, I also always invited the children to play."
2. MS - Household Assistant (PP), husband works as craftsman building
" child Woman orderly and disciplined because I follow what has been taught at school, because I go back and forth I accompany the children to study at home so the children don't get bored when they are at home. Also given time to play with friends at home, if it's afternoon you have to go home "
3. RT - Online driver send goods husband Work as craftsman parking
" I Work after children go to school and when I come home from school, in the afternoon if there is an order I take it and my child joins in and makes my child develop empathy and understand the family situation so the child doesn't force it when he wants something because he understands it's difficult looking for money"
4. SK - Worker convection throw away thread husband collector goods used
" child I always tell stories about today's feelings and experiences, so I know what the child is doing, and at the same time I can take a break while listening to all the children's stories in this way. So increasingly near The same child "
5. SN - Worker wash rub
" moment child do error I gave them punishment but it wasn't physical punishment, I made them write short letters. Let them know where they made a mistake so that in the future the child won't do it again negative thing "
6. AL - Selling vegetable ripe husband craftsman building
" kids at school being orderly and smart at home with the help of my grandmother, I became less orderly because I often gave her my

grandmother's cell phone, so I gave her instructions not to just play with her cell phone. I try to talk to my children so they obey their parents and don't be naughty when I'm outside the house looking for money too, right? For they "

Based on explanation above So it can be concluded that parents build open, warm and intensive communication with their children so that they can create closer relationships and mutual understanding. This kind of communication allows children to feel heard and appreciated, and helps in overcoming various emotional and social challenges. Children feel more confident when they know that their parents support and care about their growth and development. Apart from that, children learn to express feelings and find solutions to the problems they face (Yasmin et al., 2023) . A close relationship between parents and children fosters lasting emotional closeness, good communication can also prevent many conflicts or misunderstandings in the family. Parents encouraging children to talk about their feelings and experiences, and listening without judgment, are key in building this effective communication.

As the closest environment, parents should spend a lot of time discussing with their children, of course the relationship with parents plays a role in forming children's self-confidence. The treatment given will leave an impression until the child is an adult. If parents are used to believing in their children and giving positive words, they will grow up to feel that they can and are worthy of trust. By discussing, children will feel important and appreciated, and as parents, they will increasingly understand their children's feelings and conditions. This is very good for stimulating children's social-emotional abilities, so that we can position ourselves appropriately, make children comfortable, then direct them to obey. on what we say (Muhadi, 2016) .

Parents who always discuss everything with their children create an environment that supports openness and healthy communication. A parenting style where parents discuss things with their children is an approach that encourages open communication and mutual respect. Parents listen to children attentively and

respect their opinions, children are given the opportunity to be involved in decision making that is appropriate for their age. Creating an environment where children feel comfortable sharing feelings and thoughts, parents provide explanations behind rules and decisions, helping children understand the context. Discussions can also help children learn to understand other people's perspectives and develop empathy, including understanding their parents' financial conditions. This parenting style helps build strong relationships and supports children's emotional and social development (Nahar, 2022) .

This parenting pattern is a form of authoritative parenting as stated by Baumrind in (Santrock, 2021) that authoritative or democratic parenting, in this parenting pattern parents encourage their children to be independent but still provide boundaries and control over their actions. their actions and the surrogate parents also monitor the child's development at all times. Another form of authoritative parenting that is carried out by parents at Kindergarten (TK) Sekolah Gratis Al Iman (SGAI) with parents' background as manual workers or laborers is in learning activities, where parents provide guidance in learning by accompanying children to study so that the learning process is not boring for children. Apart from that, parents also give children freedom to choose and carry out actions

When a child makes a mistake, parents still give the child a punishment accompanied by an explanation of the mistake. The punishment given is not physically harmful but rather educational. For example, children are asked to memorize short letters, etc. In this way, children will be more responsible for all the actions they take. And little by little the child's personality will also be well formed if the parenting style is also appropriate for the growth and development of young children.

Democratic parenting is a parenting style that prioritizes the child's interests, but does not hesitate to control the child. Parents with this background are rational people who always act based on circumstances and ideas. This type of parenting gives children the freedom to choose sincere behavior and approaches. Democratic parenting gives children the freedom to express their opinions and even trust their

own decisions (Azizah, 2019) . However, it is still the responsibility of parents to control their children and limit what children can and cannot do. According to Almannur (2019) democratic parenting is a parenting style that emphasizes education. Explanations are repeated until the child accepts, explains, and discusses aspects of discipline, and helps the child understand why he or she is being asked to act according to certain rules and consequences. Authoritative (democratic) parenting style, where children are free to act but are still required to be responsible for their social and emotional development (Almannur, 2019)

B. Development Social and Emotional Childhood of Early Age Children Who Are Raised with a Family Parenting Pattern of Manual Workers or Casual Laborers

Based on results interviews and observations that have been carried out by researchers on visible social emotional development based on pattern foster families of unskilled workers or casual laborers include self-awareness, responsibility and social behavior. Self-awareness in a social-emotional context refers to a person's ability to understand and manage children's feelings, thoughts and behavior in interactions encompassing social

1. Understanding emotion: Ability to recognize and understand one's own emotions and how these emotions influence interactions with other people.
2. Ability Empathize: Ability For understand and feel the feelings of others, and show support and understanding to they.
3. Awareness social: Ability For read and understand social situations, such as social norms and group dynamics, to adjust behavior and responses in a way appropriate.
4. Arrangement emotion: Ability For managing emotions in healthy and adaptive ways, including the ability to cope with stress and conflict in social relationships.

Self-awareness in the social-emotional aspect is important because it helps a person build healthy relationships and solve problems effectively. It also allows

individuals to develop the self-confidence and independence necessary for success in social and professional life.

Furthermore, social responsibility and behavior based on observations and interviews that have been carried out in social-emotional aspects for early childhood include learning and developing abilities to:

1. Recognize and manage Emotions: Children are taught to identify their own feelings and how express it with Healthy.
2. Understand other people's feelings: Develop empathy to understand and respond to friends' or friends' feelings member family they.
3. Interact with respect: Learn For speak politely, listen well, and be respectful difference between individual.
4. Participate in study groups For collaborate with friends and take part in group activities in a positive way.
5. Honor rules and norms: Understand the importance of following existing social rules and norms, such as sharing, respecting play time, and waiting turn.
6. Helping others: Developing an attitude of empathy and responding to the needs of others, both peers and adults.

Responsibility in the social-emotional aspect of early childhood involves fostering a strong foundation for building healthy social relationships and developing the skills necessary to coexist with others in harmony. Early childhood is an individual who is undergoing a rapid and fundamental development process for later life. One aspect that is developing is the aspect of social emotional development. Social emotional development includes social and emotional development. Hurlock (2020) states that the aim of children's social development is to help and make it easier for children to start socializing with people around the child, namely parents, teachers, siblings and peers. And to help children get along with new environments. In early childhood, social emotional development is very important to develop because the child's ability to manage emotions and interact socially with other people is really needed when the child enters the environment around him. Without the ability to manage emotions and the ability to carry out

good social interactions, children will have difficulty adapting to their social environment. This ability will also help children to discover their identity and role in real life.

Furthermore (UNZELA, 2022) explains that children's ability to manage their own emotions is part of children's emotional maturation during the transition from pre-operational to concrete operational. The ability of young children to manage their own emotions can be seen from the dimensions of the child's ability to utilize their own emotions positively, the ability to regulate emotions according to their own situation and conditions, and the child's ability to defend themselves in various forms of the child's self-problem situations naturally. According to Peter Salovey and Jhon Mayer in (Syahrul & Nurhafizah, 2021) emotional qualities that seem important for success include: 1. Empathy; 2. Express and understand feelings; 3. Controlling anger; 4. Independence; 5. Adaptability; 6. Liked; 7. Ability to solve interpersonal problems; 8. Perseverance; 9. Loyalty of the flock; 10. Friendliness; 11. Respectful attitude.

The role of parents in developing children's skills is very large. Apart from providing trust and opportunities, parents are also expected to provide reinforcement through providing stimulation to children. Mayar stated that parents have a big duty and responsibility for their children's growth and development, teachers and parents must be in harmony in providing care, learning and education to children so that children are not confused about how to carry it out. Previously, parents sent their children to school to be educated and cared for in order to optimize aspects of their child's development.

C. The Impact of Parenting Patterns on the Social Emotional Formation of Early Childhood

parenting style provided by parents has a significant impact on child development. Good parenting can make a positive contribution to various aspects of children's development, such as physical, social, emotional, cognitive and moral development. Childcare plays an important role in shaping the lives of all children.

Asbari, Nurhayati and Purwanto, stated that implementing a good parenting style can significantly improve behavior social child (Kamar et al., 2020) . Poor or unsupportive parenting can have a negative impact on a child's development. Poor parenting can include a variety of behaviors or practices that harm the child, such as neglect, physical or emotional abuse, indifference to the child's needs, or lack of emotional support. Implementing inappropriate parenting patterns, such as excessive pampering or forcing one's will on children, can have a negative impact on children's emotional and social development. Parenting that is unbalanced or extreme in terms of control or freedom can hinder development child (Yuliani et al., 2019) .

According to Hidayah et al., (2013) pattern foster democratic has many advantages in supporting children's emotional development, this parenting style gives children the opportunity to solve problems and make their own decisions within reasonable limits. This helps children develop independence and a sense of responsibility answer . Parents who apply a democratic parenting style often emphasize the importance of speaking politely and listening well. This helps children develop polite attitudes and good communication skills. According to Eriyanti et al., (2019) pattern foster democratic in a way Indirectly , it also has a good impact on children in facing social life. In practice, parents who provide a democratic parenting style tend to create a conducive and open atmosphere for children, so that children, especially teenagers, can develop more and have the ability to deal with conflict.

From the results interviews conducted with several parents, several parenting patterns can be identified that are applied to children. In general, the parenting style applied includes instilling the values of caring, courtesy and discipline. This can be seen from parents' efforts to get their children used to asking permission first if they want to play outside the house. Discussions are also held to build an agreement about playing time so that it is regular and controlled. Apart from that, some parents apply a parenting style that gives children reasonable freedom to play, but still pay attention to limiting playing time so that it doesn't take too long. Parents also often

invite children to discuss good behavior in interacting with friends, for example sharing toys, not disturbing friends, and being friendly to everyone. In providing rules at home, some parents first involve their children to provide input and mutual understanding so that they also understand and obey the mutually agreed rules. In general, the parenting style implemented by parents emphasizes the importance of being a role model for children through words and behavior. Parents are also open to communicating with their children to build trust. By providing examples and good communication, it is hoped that the child's personality will be disciplined, caring for others and interacting with the environment in a positive way. This will support the formation of a child's personal character to be healthier.

Sutarto et al., (2017) explain need child Early childhood education has been fulfilled by family and playmates in their living group environment. It could be said, pattern The parenting that best suits children's social and emotional development is authoritarian (democratic) parenting, where children have freedom of action but remain responsible. Because democratic parenting gives children the opportunity and freedom to choose. Cooperative attitudes and habits, mutual respect, tolerance and responsibility, warm attitudes and approaches encourage the socio-emotional development of children who enjoy being loved and appreciated , feel safe, feel competent and maximize ability child . Impact from pattern democratic parenting , which can encourage children to be free but still introduce boundaries and control behavior the movement . Dominant parents show a friendly attitude, praising and encouraging their children when they experience difficulties . Children who show social behavior have good emotional regulation. Parenting, especially democratic parenting, is modeled for children, and children learn by observing what their parents say in everyday life.

CONCLUSION

Children's social emotional behavior is influenced by the process of treatment, care or guidance from parents towards children in introducing various aspects of social

life, or norms of social life as well as encouraging and giving examples to their children on how to apply these norms in everyday life. Children's emotional development takes place in the dynamic interaction between parent-child relationships and their environment. One aspect of this environment is parenting, stable parental behavior and children's attitudes determine the emotional climate of the family. The ability to socialize and regulate emotions is acquired by children through various opportunities or experiences interacting with people in their environment, whether parents, siblings, peers or other adults.

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