

The Role of Parents in the Formation of Manners in Early Childhood in Al Hijrah PAUD, Sebrang Fisherman Village

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Abstract

This study aims to explore the role of parents in shaping politeness in early childhood at PAUD Al-Hijrah Kampung Nelayan Sebrang. Politeness is understood as proper manners that reflect moral values and decency, serving as a crucial foundation for children's personality development from an early age. This research employed a qualitative approach using in-depth interviews with five pairs of parents and documentation related to the school culture. The findings reveal that parents play an important role in fostering politeness through daily practices, such as teaching children to greet, ask permission, and use polite expressions like "please," "sorry," and "thank you." Strategies applied include repetitive practice of polite behavior and the use of Islamic storytelling. The main challenges identified are limited parental time due to work, lack of consistency between home and school, and insufficient knowledge of effective methods for teaching politeness. PAUD Al-Hijrah supports parents by integrating politeness habits into school activities and conducting parenting programs. These findings emphasize the importance of synergy between families and schools in fostering consistent and sustainable politeness in early childhood.

Keywords: Parental Role, Politeness, Early Childhood, PAUD

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Introduction

The formation of manners in early childhood is an important concern in the world of education, especially in environments that have limited access to information and formal education, such as the Sebrang Fishing Village. A phenomenon that is often encountered is that children show disrespectful behavior, such as speaking rudely, disrespecting parents or teachers, and not being used to using simple expressions such as "please", "sorry", and "thank you". This condition is inseparable from the role of parents who face major challenges, such as being busy making a living, lack of quality time with children, and limited understanding of effective manners formation methods (Rahmawati, 2021).

Most parents in fishing communities are more focused on meeting the economic needs of their families, so the aspect of children's manners education is often neglected. On the other hand, PAUD Al Hijrah has tried to carry out its role through various character education programs involving parents. However, not all parents can participate optimally in supporting the formation of children's manners at home. This raises the question of the extent to which the role of parents can be optimized in supporting the formation of early childhood manners in the environment.

Manners are manners that reflect ethics and morality in daily life (Ni'mah, 2019). In the Islamic perspective, manners or manners have become the main concern, as many are enshrined in the Qur'an and hadith. The process of forming manners takes place intensively in early childhood, known as the golden age, which is a period where children have high learning abilities through observation, imitation, and internalization of values from their environment, especially the family (Santrock, 2020).

Parents play an important role as the first educator as well as role models who set an example in daily attitudes and behaviors (Gunarsa, 2020). The family is the closest environment that most determines the behavior pattern of children before they get to know formal education such as PAUD. However, reality shows that the formation of early childhood manners, including in the Sebrang Fishing Village, faces challenges from heterogeneous social environmental factors, changes in modern parenting patterns, to a lack of parental awareness of the importance of manners education (Mustafa, 2020).

PAUD Al Hijrah Kampung Nelayan Sebrang is one of the educational institutions that actively supports the role of parents through various programs to develop children's manners. The results of observations show that most parents in PAUD try to instill manners through daily habits, such as teaching children to say greetings, ask for permission, and say thank you. However, challenges remain, especially since the majority of parents work as fishermen so the time for interaction with children is very limited.

Collaboration between parents and teachers carried out through school activities has been proven to help strengthen children's habituation of manners. However, there are still obstacles such as lack of consistency at home and the lack of understanding of some parents about the right strategy. Therefore, this study focuses on revealing more deeply how the role of parents in shaping early childhood manners in PAUD Al Hijrah Kampung Nelayan Sebrang, as well as the strategies they apply, the obstacles faced, and the impact of parental involvement on children's manners.

Literature Review

The Role of Parents

Parents are a man and woman who are bound in marriage and are ready to shoulder the responsibility of being a father and mother for the children they give birth to (Novrida, et al., 2017). In the context of education, parents have a very strategic role as the front line to ensure that children receive adequate education and learning, both at home and outside the formal environment (Sulastrri & Masriqon, 2021).

Education that has the purpose of leading children to become children who are good, have noble character, are virtuous, have capable intelligence, and create certain values of honesty. Education has a way to develop so that they become honest adults (Hairani Pasaribu, and Rahayu Dwi Utami, 2023). The role of parents is not only limited to supervision, but also includes the functions of motivators, companions, and guides in various aspects of the child's life. Parents must be able to be happy companions in their children's learning process, be patient in teaching and guiding, and work together to help children solve the problems they face both at school and at home (Puspita, 2021).

The importance of the role of parents in guiding and educating their children lies in the great influence it has on the formation of children's character and personality. Before children get to know formal education, parents are the first educators who provide the main foundation for children's moral and intellectual development (Nurmasita & Rofiah, 2018). Thus, the quality of parental interaction and parenting are key factors in determining the success of children's character education.

Based on the above explanation, the author concludes that parents play a very important role in children's education and character formation, both at home and at school. As the first educator, parents are not only responsible for providing nurturing, but also for being motivators, guides, and guides for their children.

The success of children in forming manners depends heavily on the quality of interaction with parents. Parents must be patient, support their children's learning process, and be able to help solve various problems faced by children both in formal education and in daily life.

Thus, the role of parents is not only as a protective figure, but also as the main driving force in building the foundation of children's moral, ethical, and academic values before they get to know formal education. The synergy between parents, children, and the educational environment will produce a generation with strong character, good personality, and ready to face life's challenges.

Formation of Manners

According to the Great Dictionary of the Indonesian Language (KBBI, 2016), formation comes from the word form, which means the process, way, or act of forming. In the context of character education, this formation is closely related to the cultivation of moral values, including manners. Manners are defined as attitudes and behaviors that are in accordance with the norms that apply in society. This behavior is manifested in various interactions, both with oneself, family, school, and the community (Fathurrohman, 2020).

Manners are not just a habit, but also values that are agreed upon by society and inherited from generation to generation. As explained by Febri and Fatonah (2017), manners are a social methodology that continues to develop into a part of local culture. This value has great benefits, including creating harmonious and respectful relationships, which are the basis of good social interaction according to established traditions in society.

In communication, manners include important aspects such as good manners, speaking kindly, and respecting the interlocutor. Sari (2020) said that some things that need to be considered in communication include: greeting politely, using appropriate calls or titles, and maintaining volume, tone, intonation, and speed of speech. These aspects help create a comfortable and respectful atmosphere of communication.

The urgency of manners in everyday life is undeniable. Ahmad (2022) emphasized that manners are a benchmark for a person's quality, both in thinking, speaking, and acting. Therefore, the responsibility in instilling this value is not only the obligation of parents, but also teachers and all elements of society. Politeness is the main foundation in building a moral and dignified generation. Based on the above explanation, the author concludes that manners are an important element in the formation of children's character that must be taught from an early age. Manners are

not only related to the norms that apply in society, but also include values that are passed down from generation to generation as part of the local culture. This value plays an important role in creating harmonious and respectful relationships, both in the family, school, and the wider community.

The formation of manners requires the active role of various parties, especially parents, teachers, and the community. In the process, parents become the first and foremost educators who set a real example for children through daily behavior. On the other hand, teachers and the social environment are also supporters in strengthening these values through interaction and learning in educational institutions.

Thus, manners that are internalized from an early age can be an important foundation for children to face complex lives, establish positive relationships, and build good self-qualities, both in thinking, speaking, and acting.

Early Childhood

Children are the successors of the nation and a source of people for national development who need to get a good education so that they will grow up to be human beings who have personalities with character (Rika Widiya et al, 2023). Early childhood is a very important investment to prepare human resources (HR) in the future. Quality resources are urgently needed in increasingly fierce global competition. Early childhood is an individual who is new to the world. For this reason, he does not know manners, manners, rules, norms, ethics and various other things related to worldly life. Early age is a time for a child to learn to communicate with others and understand them. Therefore, a child needs to be guided to be able to understand various things about the life of the world and all its contents. Children are a mandate given by Allah to parents who must be held accountable in the hereafter. Therefore, it is a mandatory duty of parents to realize children who have a good personality, a healthy mental attitude, and commendable morals (Rahayu Dwi Utami, et al., 2024).

Early childhood is a group of children who are in a unique period of growth and development, where each individual has distinctive characteristics and potentials (Rahman, 2020). At this stage, the child is undergoing a rapid developmental process and becomes a very important foundation for later life. This period is often referred to as the golden age, which is a golden period in which children experience significant developmental leaps, both physically, emotionally, cognitively, and socially (Munisa, 2020).

One of the important aspects of early childhood development is the ability to interact socially. At this age, children begin to learn to recognize their surroundings, understand the rules of social manners, and develop skills to communicate and cooperate with others. The development of this social aspect is an important foundation for children's success in establishing relationships with family, peers, and the wider community.

Research Methodology

In general, research methods, as previously emphasized, are of two types, namely qualitative research (Gunawan, 2013) and quantitative research (Prsetyo & Jannah, 2019). Qualitative research is usually used for "exploration" and quantitative research is generally used for "measuring," the latter being commonly used by academics of mathematics and natural sciences (Darmalaksana, 2020). Qualitative research methods are more commonly used by humanities, social, and religious academics.

This research is qualitative because this research reveals and understands the phenomenon that occurs in the role of parents in the formation of manners in early childhood at PAUD Al-Hijrah Kampung Nelayang Sebrang. This study aims to explain the application of the role of parents in the formation of manners in early childhood at PAUD Al-Hijrah Kampung Nelayang Sebrang.

The subjects in this study are 5 pairs of parents who have children who attend PAUD Al-Hijrah Kampung Nelayang Sebrang. In this study, there are two types of data, namely primary and secondary data. Primary data is research data obtained directly by researchers through in-depth interviews with predetermined informants.

In addition, the research also uses documentation techniques to obtain secondary data related to school culture. In order for the data obtained to be scientifically accountable, the validity of the data was checked in this study. The technique of examining the validity of the data used is the triangulation technique, which is by crossing information obtained from the source so that in the end only abash data is used to achieve research results.

The data analysis technique used in this study is inductive analysis technique. Moleong (2017) This inductive analysis technique is carried out by analyzing specific problems around the traditions that develop around the research site to further draw general and objective conclusions that can describe the real problem.

Research Results

Based on in-depth interviews with five pairs of parents whose children attend PAUD Al-Hijrah Kampung Nelayan Sebrang, several important findings were obtained regarding the role of parents in the formation of manners in early childhood. Most parents realize that manners are a basic value that must be instilled from an early age because they are the foundation in the formation of children's personality and social abilities. This awareness can be seen from simple habits that are done at home.

One of the parents said, "I get used to my child every time he enters the house or meets the teacher to say greetings, so that he gets used to it from a young age" (Interview, Mrs. S, 2025). Another form of habituation is teaching children to ask permission before using other people's belongings, as well as to say the words "please", "sorry", and "thank you" in everyday conversation. A father also said, "If a child asks for something, I teach him to say please first, if it is wrong, apologize, and if you have been helped, you must say thank you" (Interview, Mr. R, 2025).

In addition, parents try to set an example through direct actions, such as speaking softly and respecting others, so that the child imitates these behaviors. The strategies used by parents in instilling good manners tend to be oriented towards habituation and modeling. They instill the value of good manners through the repetition of daily behaviors. When the child forgets to say thank you or does not ask for permission, the parents will immediately remind them. One of the informants said, "If the child forgets to say thank you, I remind him quietly. Over time, he memorized it and became a habit" (Interview, Mrs. H, 2025).

Some parents also use Islamic stories to reinforce the values of manners, for example the story of the Prophet Muhammad PBUH who is known to be gentle and respectful of others. "At night, I tell the story of the Prophet so that children know examples of polite and patient people," said Mrs. F (Interview, 2025). This strategy is in line with the principle of learning by doing in early childhood education, that moral values such as good manners will be easier to internalize through repetition, example, and direct experience.

However, in practice, parents face a number of obstacles. The main obstacle is time constraints because most parents work as fishermen, so time with children is quite limited. "If I go to the sea in the morning, I go home in the afternoon. Sometimes children are already asleep, so it is difficult to teach directly," said Mr. L (Interview, 2025).

Another obstacle is the lack of consistency in the application of the values of good manners at home, where children are often polite at school but do not always show the same behavior at home. "At school, he said that my son was polite, but at home he sometimes still spoke rudely to his younger brother," said Mrs. A (Interview, 2025). In addition, some parents admitted that they were still confused about how to educate manners that are appropriate for children's age, because

they did not understand effective parenting methods without getting angry or coercive. This shows the need for parenting assistance and education to increase parental knowledge and awareness.

In facing these various obstacles, PAUD Al-Hijrah Kampung Nelayan Sebrang plays an active role as a parent partner in the formation of children's manners. The school integrates the value of good manners into daily learning activities. Children are accustomed to greeting teachers and friends, praying before and after activities, using soft language, asking permission before borrowing things, and obeying class rules in an orderly manner.

Teachers also play the role of the main role models, giving gentle reprimands when children forget to behave politely, and giving praise when children show good manners. One of the teachers interviewed said, "We at school always remind children to speak politely. If anyone forgets to say hello, we invite them to repeat it with a smile" (Interview, Al-Hijrah PAUD Teacher, 2025). In addition, the school also holds a parenting program that involves parents, with the aim of equalizing the perception between manners education at home and at school.

Based on the analysis of the research results, it can be concluded that the role of parents in the formation of early childhood manners at PAUD Al-Hijrah Kampung Nelayan Sebrang runs in two main dimensions, namely as role models and **guides**. As an example, parents show polite behavior through speech, actions, and respect for others. As mentors, they direct and reinforce polite behavior through consistent habituation.

Despite the constraints of time and understanding, harmonious collaboration between parents and schools has been proven to be able to strengthen the formation of early childhood manners. These findings confirm that politeness education will be more effective if it is carried out synergistically, sustainably, and based on the example of both parties: the family and educational institutions.

Research Discussion

The results of the study show that the role of parents in the formation of early childhood manners in PAUD Al-Hijrah Kampung Nelayan Sebrang includes three main aspects, namely example, habituation, and supervision. These findings are in line with Gunarsa's (2020) opinion that parents are the main figures who provide real examples in daily behavior. Example is the main foundation, because early childhood tends to learn through the process of imitation (Santrock, 2020).

Habits that parents adopt, such as teaching children to say greetings or thank you, show the importance of repeating positive behaviors. This is in line with research by Rahmawati (2021) who emphasized that consistency in the habit of manners can foster long-term habits in children. However, challenges are still found in the form of a lack of consistency at home, which shows the need for closer collaboration between families and schools.

The constraints of limited time for parents who work as fishermen reinforce the findings of Mustafa (2020), that family socio-economic conditions can affect parents' attention to children's education. Therefore, PAUD Al-Hijrah's efforts to involve parents through parenting activities are the right strategy. This program is in line with the research of Rahman and Lestari (2023) which states that collaboration between schools and parents can increase the effectiveness of manners education in early childhood.

Thus, the formation of early childhood manners in Sebrang Fishing Village cannot only be imposed on the school. The active involvement of parents, both through example and consistency of habituation at home, is a determining factor for success. The school environment functions as a reinforcement, while the family is the main center for instilling the value of manners.

Conclusion

This study shows that the role of parents is very important in the formation of manners in early childhood at PAUD Al-Hijrah Kampung Nelayan Sebrang. Parents act as the main role models and guides through simple habits, such as teaching greetings, asking permission, and using polite words such as "please", "sorry", and "thank you". The habituation strategy carried out, both through repetition and Islamic storytelling methods, is an effective means of instilling the value of manners from an early age.

However, there are several obstacles faced, including limited time due to parents' work as fishermen, lack of consistency between children's behavior at school and at home, and limited knowledge of some parents in choosing the right method. These barriers point to the need for ongoing support from educational institutions.

PAUD Al-Hijrah plays an important role as a partner of parents by integrating habituation of manners in school activities and involving parents through parenting programs. Thus, the formation of early childhood manners will be more optimal if there is a synergy between education at home and at school.

The results of this study confirm that habituating manners in early childhood is not only the responsibility of the school, but also requires the active involvement of parents. The synergy established between families and educational institutions will be an important foundation for children in building consistent and sustainable polite behavior.

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