

The Influence of Parenting Styles on Children's Character Development: A Gender-Based Analysis

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Abstract: The Influence of Parenting Styles on Children's Character Development: A Gender-Based Analysis. Objectives: Character quality is one of the skills that children must have in the 21st century. The character formed in children is influenced by their parents' parenting, so the purpose of this study is to analyse the character of male and female based on parenting. **Methods:** The research approach used was quantitative with a survey type. The sample was 60 children from Halimombo and Bonatiro villages, Buton Regency, Southeast Sulawesi Province, Indonesia. The data collection instrument used a questionnaire containing 29 statement items to measure the characters of honesty, responsibility, discipline, religion, and hard work. The questionnaire met the valid and reliable criteria. The collected data were analysed using descriptive statistical analysis and network analysis. **Findings:** The findings of this study indicate that there is no significant difference (*t*-value < 1.96 and *Sig* > 0.05) in the character of honesty, responsibility, discipline, religion, and hard work in male and female based on parental patterns. Honest character in male (J1, J5) and female (J1, J25) has a strong density and correlation. The character of responsibility in male (T15, T18) and female (T4, T24) has a strong density and correlation. Discipline characters in male (D20, D21) and female (D8, D21) have strong density and correlation. Religious characters in male (R6, R11) and female (R6, R29) have strong density and correlation. The character of hard work in male and female (K9, K28) has a strong density and correlation. **Conclusion:** Parenting is very important in the formation of children's character. Good parenting has a positive impact on the formation of children's character. So the factors of child character formation based on gender are very important for parents to know.

Keywords: character, parenting, gender, parents, children.

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■ INTRODUCTION

Education has a very important role in developing human resources and shaping the nation's personality. According to Law Number 20 of 2003 article 1 concerning the National Education System which states that education is a conscious and planned effort to create a learning atmosphere and learning process so that students

actively develop their potential to have spiritual strength, religion, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state (Baharuddin et al., 2024). Looking at the objectives of education in Indonesia (Zein et al., 2023), today's society is not only required to have intellectual intelligence (Sururi et al., 2023) but

also character. The word character comes from the Greek *charakter* which means a drawing, painting, or mark that resembles the original (Jindal & Ghosh, 2023), according to (Khouri, 2005) terminologically the term character is related to positive behaviour or virtue, while in another context according to (Arthur et al., 2015) character is a set of personal traits or tendencies that produce certain moral emotions, in the form of motivation and behaviour. While in another context character (Yolanda Natasha Basson, 2019) character includes attitudes, behaviour, disposition, mindset, personality, temperament, values or social and emotional skills. In positive psychology (Shifa Anisah & Susandari, 2022) uses the concept of character strength, which is an individual characteristic that can develop according to the individual's socio-cultural conditions. Character is a series of attitudes, behaviours, motivations, skills, dispositions, character traits, morals, or a person's personality formed from the internalisation of various policies believed and used as a basis for perspective, thinking, attitude, and action (Castañeda, 2020). Character building can be done in the family (Ester et al., 2022).

Children's lives cannot be separated from the family. The family is the first and main place for children to interact and communicate (Abubakar et al., 2023). Thus, the family is where a child is nurtured and begins his education (Xie et al., 2021) Similarly, the family also bridges the individual and his socio-cultural life. Through the family, children learn about values, social roles, norms and customs instilled by their parents (Sela et al., 2020). The family (especially the nuclear family) plays a fundamental role in children's growth and influence throughout their lives, especially the influence they receive from the family at an early age, which is referred to as the 'golden period' (Hu et al., 2020).

Life in childhood, especially in early childhood, greatly influences and colours later life.

Early childhood is the age from when a child is born until the age of eight (Kanthé et al., 2020). Children in this early age period experience progressive development both physically, psychologically and behaviourally (Y. Pan et al., 2017). Development at an early age is influenced by many factors and in principle can be grouped into internal and external. One of the external factors is the rapid development of science and technology (Li et al., 2020), especially advances in information technology and digitalisation. Technological developments are strongly influenced by the development of children's personality and behaviour (Däschle et al., 2023). Many children and adolescents show deviant behaviour and even violate norms and harm others. Various media both electronic and print often report about student brawls at school, brawls between students, murder, assault with excessive amounts, rape, asking friends for money by force, and the like. While internally is parenting in the family environment, where parents play a role in introducing children to cultural values and social life in society (Torres-Soto et al., 2022). In this phase, children really need affection from parents in their family. In addition, children also really need closeness to their closest people both biologically and physically (Bartoszek et al., 2021). The strongest closest figure in the family is the mother (Ibabe, 2019). The role of the mother is needed by a child at the age of 1-4 years. That is why in this context the role of parents is needed, especially in character building (Hyoscyamina, 2017).

Family, as described by (Redmond & Martin, 2023) as a system formed by parts (family members) that are interconnected and interactive. The relationship between family members influences each other so that the behaviour of each person in the family is interdependent as a form of mutual harmony. Including in this case, the parenting given by parents to their children in a family will affect attitudes, daily activities,

emotional functions, and behaviour (Sitompul et al., 2018) this is in line with what was stated by (Salmiati & Zaman, 2021). The formation of children's character in the family certainly has a reciprocal or two-way effect, meaning that parents socialise towards children, and vice versa, children socialise towards parents (Mwangangi, 2019) In modern society, there are at least three main contexts in which childhood socialisation takes place: families, peer groups, and contexts outside the home such as school classrooms or daycare centres where children's daily experiences are structured and supervised by adults (Ghafoor-Zadeh, 2023). These three contexts have reciprocal effects between parents, children and peers in their interactions and communications. These interactions affect the family relationship between parents and children. Therefore, communication and interaction in the family is reciprocal and goes both ways. Children socialise with parents as well as parents socialise with children (Kardash et al., 2023).

Problems that often occur in the formation of children's character because there are parents who do not understand their function (Zemlianska, 2021). For example, parents are busier with their professions so that they do not have time to educate their children, even parents leave their parenting to others, such as leaving their children to their grandparents or baby sisters. Problems like this are often experienced by mothers who work outside the home. Parents like this are more obliged to fulfil material needs than children's psychological needs (Dieleman et al., 2021). Not to mention the development of an increasingly sophisticated era, where technology is no longer a part of children's lives today, such as facilities in the form of television, play stations, mobile phones provided by parents and children are not supervised in using them. Then there are also many factors that influence the formation of children's character, one of which is the closest or surrounding environmental factors

(Sugiarti et al., 2022). This development can be in the form of environmental situations, individual contexts, or a person's personality in a social context or how to interact with the surrounding environment in society. In addition, what influences children's character is parental care (Asbari et al., 2020). This triggers children's emotional development which has an impact on character formation.

The formation of children's character that is expected in the family, such as honest, religious, diligent, hard-working and disciplined characters, is strongly influenced by parenting in the family (Guchi & Sunarti, 2021). Parenting (Salavera et al., 2024) is a number of models or forms of expression changes from parents that can affect the genetic potential inherent in individuals in an effort to maintain, care for, guide, foster, and educate their children, both young and immature, so that they become independent adults in the future. (Sofiani et al., 2020), then parenting can also be interpreted as a set of parental attitudes and behaviours communicated by parents to children (Sun, 2023), forming the emotional climate conditions used by parents in raising children. The form of democratic parenting (Dewi et al., 2021) is a form of parenting where parents give freedom to children to be creative with restrictions from parents, this is very different from authoritarian parenting where parents in implementing parenting are coercive, harsh, and rigid with various rules that must be obeyed by children (Arzeen et al., 2023). As for permissive parenting (Putri et al., 2023), parents in providing care are indifferent to children (Infrasca, 2009). This is in line with research conducted by (Hasanah et al., 2021)

which states that children's character can be formed through parental parenting, democratic parenting can foster children's characters who have social care, exemplary, polite, and hard work. then research conducted by (Nurlaela et al., 2020) shows that parenting

has a positive and significant effect on children's character building. Then with the results of research conducted by (Tsela et al., 2023) showing attitudes, beliefs and patterns of parental behaviour in the family or parenting practices can be an important factor in the development of children's personality and shape moral character and identity.

Research on children's character patterns that are formed based on parenting patterns is still limited in the context of a more in-depth gender analysis. Most of the previous studies focus more on the relationship between parenting and children's character development in general, but not many have examined how gender differences can affect the pattern of character formation. Therefore, this study offers a research novelty by analysing how parenting influences children's character development, by considering gender factors as an important variable that can affect children's responses and development in the context of the parenting received. This research is expected to provide new insights into how different parenting patterns can shape the character of male and female differently.

The importance of this research is in developing positive character for individuals through family education. In the Indonesian context, character education (Tuhuteru et al., 2023) is a priority programme because it is intended to equip Indonesia's golden generation in 2045 (Irfani et al., 2021). Character development provides positive benefits for both students and the society that shapes their life context (Maass, 2018). (Schaefer et al., 2021) showed that character development in students not only contributes to student well-being, but also prevents symptoms of depression, stress, and problem behaviour. Character development in children and adolescents fosters social-emotional and cognitive skills can further impact their well-being and meaning in life, for example by helping them to be sensitive to the needs of others, to engage in prosocial behaviour, and to

recognise what is right and wrong (Shoshani & Shwartz, 2018). Gratitude and compassion were found to have a positive relationship with purpose, which is one of the dimensions of meaning in life (Olofsson, 2021) Prosocial behaviour was also found to be a predictor of meaning in life (Van Tongeren et al., 2019).

Various studies that have been presented previously show that parenting has a significant influence on the formation of children's character. Therefore, it is important for parents to have an adequate understanding of how to educate their children, so that they can fulfil their role optimally. This research is crucial to support the achievement of National Education goals in general. The effort can start from the family environment, especially through the role of parents in educating and shaping children's character, such as honesty, responsibility, religiosity, discipline, and work ethic. Thus, this study aims to analyse the character patterns of male and female based on parenting patterns.

■ METHO

Participants

The population in this study was all school-age children in Buton Regency, Southeast Sulawesi Province, Indonesia. The sampling used stratified random sampling technique to reduce sampling error (Ismail & Zainun., 2023; Antonijevia & Ivanovia., 2021). Halimombo and Bonatiro villages were selected as research locations due to their proximity to the coast, compared to other villages. The sample selection in the two villages was based on the criteria: 1) school-age children, 2) while studying, and 3) residing in Halimbombo or Bonatiro village. Based on these criteria, 60 school-age children were obtained, consisting of 28 (46.667%) male and 32 (53.333%) female.

Research Design and Procedures

The research design used is quantitative research, which is research that uses numerical

data and statistical analysis (Vinson, 2019). The type of research is survey because researchers collect information from samples that come from the population to be given questionnaires (Fraenkel & Wallen, 2021). Careful planning is essential in survey research (Harzing et al., 2013). The stages in this study are 1) field preparation to ensure that the data collection team is ready including data collection instruments, 2) identifying respondents, namely identifying and selecting respondents who match the specified sample, 3) delivering data collection instruments to direct respondents to fill out the questionnaire independently, 4) collecting data from respondents, namely collecting data directly from respondents and ensuring that the data is collected accurately and completely, and 5) verifying and monitoring data collection, namely verifying to ensure that the data collected is valid and there are no errors or discrepancies. This research was conducted for one month (± 4 weeks).

Instrument

The data collection technique uses a questionnaire technique. The data collection instrument used a questionnaire adapted and

developed from research Harun et al. (2020). The questionnaire used contained 29 statement items measuring honesty, responsibility, discipline, religion, and hard work (See Table 1). There are 5 statement items measuring honesty, namely J1, J2, J7, J22, and J25. Statement items measuring responsibility are 8 items, namely T3, T4, T12, T15, T18, T24, T26, and T27. Statement items measuring discipline are 7 items, namely D5, D8, D14, D16, D19, D20, and D21. Statement items measuring religious are 6 items, namely R6, R10, R11, R17, R23, and R29. The statement items measuring hard work are 3 items, namely K9, K13, and K28. The questionnaire uses a 4-point likert scale, namely always, often, sometimes, and never. Based on the analysis results and valid criteria with loading factor ($e'' 0.50$), reliability coefficient Cronbach's Alpha ($e'' 0.80$) (Nurhayati et al., 2024), there are 27 valid items, 2 items that are close to valid and the reliability of the questionnaire meets the reliability criteria (See Table 1).

Data Analysis

The collected data were analysed using descriptive statistical analysis techniques and

Table 1. Questionnaire statement items

Statement	Code	Validity Coefficient	Reliability Coefficient (Cronbach,s Alpha)
I am included by my parents in making family rules	J1	0.897	
My parents forgive me for not coming home if I give a clear reason	J2	0.803	
My parents help me solve problems when I tell them.	T3	0.578	
When I do something wrong, my parents are willing to listen to my explanation.	T4	0.426	
Ask permission from parents, when leaving the house	D5	0.548	
My parents ask about my daily activities	R6	0.605	
When I get a good achievement, my parents praise me.	J7	0.473	
When I get a bad performance, my parents remind me to be more diligent in my studies.	D8	0.539	
My parents remind me to study	K9	0.624	
Use polite words between family members	R10	0.769	
In the family Helping each other at work	R11	0.798	

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My parents gave me the opportunity to ask about something	T12	0.803	
My parents punish me if I don't do my homework	K13	0.624	
Parents punish by hitting	D14	0.790	
My parents fulfil my school needs	T15	0.784	
My parents let me go home late at night if I give a clear reason	D16	0.768	0.89
My parents communicate with me	R17	0.839	
If I am sick then my parents pay attention to me	T18	0.839	
My parents restrict me from watching television	D19	0.756	
My parents allow me to tell the teacher if I can't go to school due to illness.	D20	0.815	
Parents give permission to carry out school activities outside school hours	D21	0.521	
My parents give me an explanation if they stop me from playing	J22	0.632	
My parents remind me to worship	R23	0.769	
My parents give me everything I ask for.	T24	0.523	
When I express my opinion, my parents listen	J25	0.668	
Parents provide breakfast before going to school	T26	0.564	
Parents favour their children	T27	0.812	
Parents are fair about the division of tasks that are adjusted to age levels	K28	0.560	
Mutual respect between family members	R29	0.674	

(Note: based on the results of research data analysis in 2024)

network analysis techniques to obtain children's characters formed based on parental parenting patterns viewed from gender. The types of descriptive statistical techniques used are mean, standard deviation, skewness, and kurtosis which can provide clear information on the results of the study (Simanjuntak et al., 2022). SPSS software is used to simplify and speed up the analysis results. The network analysis technique (Yu et al., 2022) is a method used to model the interaction of various variables and reduce the variable structure to shared information (D. Pan et al., 2021). Most of the analyses shown are based on the bootnet package in R (Epskamp, Borsboom, & Fried, 2017). The network graph generated by JASP(<https://jasp-stats.org/>) is based on the R package qgraph (Epskamp et al., 2023). The components of network analysis used are the network graph, density or correlation

test, and t-test to deepen or strengthen the findings of the analysis.

■ RESULT AND DISCUSSION

Character education can be implemented in families, schools, and communities. In line with the opinion (Markovich Morris & Winthrop, 2023) states that education is carried out in the community, school, and family so that the family becomes one of the responsible parties in achieving educational goals. Children get the first and main character education in the family environment. Children in elementary school have characteristics that like to play and are highly curious so that the family becomes a determinant in directing children. The purpose of parenting in the family is to provide moral values, culture, and attitudes that make children able to live independently and have character in the

community. One of the attitudes or characters that are needed by children in socialising in society is the character of honesty, discipline, religion, diligence and hard work. Research conducted in Boneatiro and Holimombo villages, Southeast

Sulawesi, Indonesia. With the research subject being school-age children. Based on the results of the analysis of children's character patterns formed based on parental parenting: gender-based analysis can be presented as follows:

Table 2. Character scale items (Desvriptive)

Item	Male (M)				Female (F)			
	M	STD	Skewness	Kurtosis	M	STD	Skewness	Kurtosis
J1	2.50	1.17	-0.07	-1.47	2.66	1.359	-0.23	-1.83
J2	2.93	1.12	-0.70	-0.84	2.44	1.162	0.10	-1.44
T3	2.93	1.02	-1.68	1.25	2.88	0.976	-1.40	1.17
T4	3.14	1.24	-0.79	-0.38	2.78	1.039	0.11	-0.77
D5	3.25	1.08	-0.49	-1.10	3.19	1.203	0.05	-1.10
R6	2.93	0.94	-0.53	-0.79	2.75	0.950	-0.18	-1.20
J7	3.50	1.00	-1.05	-0.66	3.38	0.907	-0.08	-1.33
D8	3.57	0.79	-0.31	-1.04	3.66	0.745	0.12	-1.58
K9	3.79	0.57	-2.81	7.85	3.63	0.793	-5.66	32.00
R10	3.29	0.94	-2.58	6.89	3.47	0.803	-2.87	7.43
R11	3.25	0.89	1.35	4.59	3.44	0.801	1.25	1.24
T12	2.68	1.06	-0.13	-1.30	2.94	0.840	-0.41	-1.36
K13	1.75	1.00	-1.78	1.23	1.81	0.965	-2.01	3.19
D14	3.36	0.99	-0.92	-0.81	3.59	0.615	-1.10	-0.51
T15	3.82	0.48	-1.95	3.42	3.94	0.354	-2.32	5.05
D16	2.43	1.29	-1.55	1.42	1.53	0.803	-1.27	0.68
R17	3.32	0.86	0.11	-1.74	3.50	0.622	1.09	-0.50
T18	3.68	0.72	0.46	-1.05	3.81	0.535	0.66	-0.67
D19	2.14	1.08	-0.46	-1.62	1.91	0.963	0.01	-1.50
D20	2.89	1.29	-0.32	-1.51	2.63	1.157	-1.36	0.98
D21	3.04	1.00	-0.43	-0.71	3.44	0.840	0.06	-1.16
J22	2.68	0.98	-0.92	-0.49	2.59	0.911	-1.09	-0.50
R23	3.43	0.74	-0.54	-1.55	3.66	0.701	-0.99	-0.66
T24	2.11	0.57	-0.70	-1.30	2.28	0.772	-0.86	-0.18
J25	2.89	1.10	-0.91	-0.52	2.97	0.740	-2.40	6.23
T26	2.71	1.08	-1.64	1.47	2.97	1.092	-0.87	-0.59
T27	3.82	0.39	-2.64	6.03	3.72	0.581	-2.09	3.55
K28	2.93	1.21	1.02	-0.25	3.19	0.998	0.86	-0.39
R29	3.46	0.96	-0.65	-1.19	3.28	0.924	-1.02	-0.01

The results of the character scale analyzes for males and females showed a diversity of characteristics across items (See Table 2). On the male side, item mean values (M) ranged from (1.75) to (3.82), with standard deviations

(STD) varying from (0.39) to (1.29), showing significant variation. Some items, such as K9 and R10, showed very negative skewness values, while item K9 also showed very high kurtosis (7.85), indicating an extreme concentration of

values on the left side of the distribution. This may indicate a polarization of responses in some items, where a large proportion of participants gave lower scores, while a small number gave very high scores. Thus, parents play an important role in reminding their children to study and practice polite speech in interacting with family members. Both of these form positive habits that have an impact on males' character formation. This finding is in line with the results of research by Cooke et al., (2022) that parental sensitivity is related to children's behavior.

On the female side, while the range of mean scores also ranged from (1.53) to (3.94), considerable differences emerged in skewness and kurtosis. Some items, such as K13 and D19, showed less negative skewness compared to men, as well as lower kurtosis. However, there are items with very high kurtosis such as K9 and T15. This variation indicates that males and females may have different response tendencies to certain items in this character scale. Thus parents play an important role in shaping children's discipline and responsibility by providing punishment when chores are not done, as well as limiting television viewing time to ensure focus on more productive activities. In addition, they also provide encouragement to study and ensure their children's school needs are met, all of which contribute to their children's educational and character development. This finding is in line with the results of Kong & Yasmin's (2022) research regarding the importance of parental response to children's needs. Parenting styles (mothers and fathers) have different impacts on children's behavior, because children (especially adolescents) consider their mothers to be more authoritarian and permissive than their fathers (Yaffe., 2023). Based on the results of the network analysis, the character patterns obtained male and female as follows.

Honest Character

Figure 1 shows the visualisation of the network of honest characters in male and female

in Halimombo and Bonatiro villages. There is a diversity of connections between nodes and other nodes in the network. In male, the J1 and J7 node connections (see Table 3) have a strong density or relationship (0.606). For example, male are included by parents in making family rules, and when children get good achievements, parents give praise. Whereas in female, the J1 and J25 node connections have a strong density or relationship (0.270). For example, when female express opinions, parents listen to them. The differences in node connections that occur indicate that parenting patterns have a diverse impact on the formation of honest character of male and female. These findings are in line with the results of Capraro's research noting that women are generally more honest than men, both in economic and social contexts (Capraro, 2017). Grosch and Rau's research also supports this, showing that women are more obedient and honest in various situations than men (Grosch & Rau, 2017). The honesty of male and female can predict their responsibility (Khosrojerdi et al., 2022). The more positive the parents' attitude towards their children, the more honest the children are (Abdurahman et al., 2023). Children are encouraged to always be honest and speak up (Suciati et al., 2023). As they grow, children become more adept at recognising the impact of honesty and dishonesty in relationships with peers and adults (Dykstra, 2023).

Both parents act as the main agents in shaping children's understanding of honesty. Several previous studies have shown that parents play an active role in promoting honesty through communication and action (Hafina et al., 2022; Malloy et al., 2018). The use of moral stories is also effective in teaching children about honesty (Talwar et al., 2017). The character of honesty instilled in children living in Halimombo and Bonatiro villages are: 1) children are included by parents in making family rules, 2) parents tolerate their children not coming home if they give clear reasons, 3) when children get good achievements, parents give praise, 4) parents provide

explanations if they prohibit children from playing, and 5) when children express opinions, parents listen to them. Praise given to male can help children with low self-esteem (Brummelman et

al., 2022). The challenge for families in enforcing rules is that children actively negotiate their behavioural rules (Stahlmann et al., 2020).

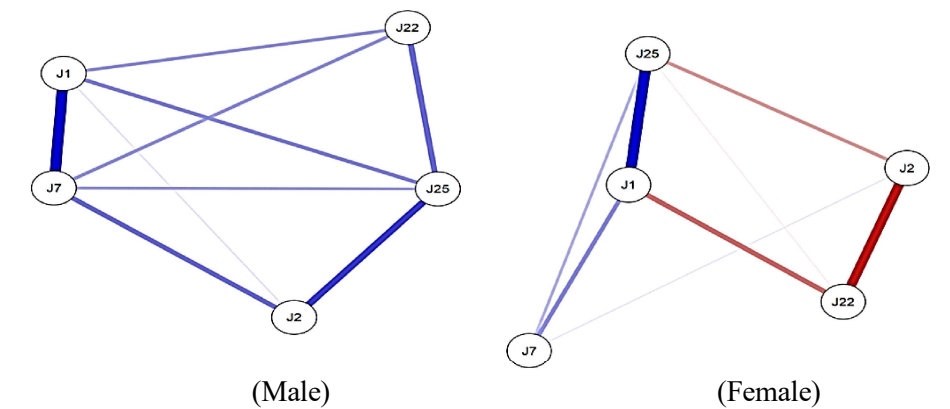


Figure 1. Graph of density and correlation of honest character items

Table 3. Coefficient of density and correlation of honest character items

Network						
Male	Honest	J1	J2	J7	J22	J25
	J1	-				
	J2	-0.240	-			
	J7	0.606	0.358	-		
	J22	0.020	-0.172	0.148	-	
	J25	0.234	0.448	-0.142	0.314	-
Female	Honest					
	J1	-				
	J2	-0.016	-			
	J7	0.094	0.031	-		
	J22	-0.142	-0.256	0.017	-	
	J25	0.270	-0.098	0.040	-0.005	-

Based on the results of the t-test, it is known that the *tvalue* (0.631) < 1.96 with *Sig* (0.531) > 0.05 means that there is no difference in honest character patterns in male and female based on parenting patterns. The development of honesty in children is influenced by parental guidance. Children begin to understand honesty at the age of five or six, an important period for instilling this value (Li et al., 2023). The role of parents is crucial, as children tend to imitate the honest behaviour they observe in their parents (Sianipar, 2024). The same is true for children in Halimombo

and Bonatiro villages, where both male and female will imitate the behaviour of their parents. Good values derived from local wisdom are passed down from generation to generation. Integrating local wisdom has been shown to strengthen children’s character, emphasising honesty as a core value (Awang et al., 2021). Integrating local wisdom can produce better educational outcomes (Hidayati et al., 2020). Thus, the development of honesty in children is influenced by parental guidance. Children tend to imitate parental behaviour, and the integration of local wisdom

can strengthen the value of honesty and improve educational outcomes.

Responsibility Character

Figure 2 shows the visualisation of the network of responsibility characters in male and female in Halimombo and Bonatiro villages. There is a diversity of connections between nodes and other nodes in the network. For male, the connection between nodes TI5 and T18 (see Table 4) has a strong density or relationship (0.767). For example, parents fulfil children's school needs, and parents pay attention to sick children. Whereas in female, the node connections T4 and T24 have a strong density or relationship (0.597). For example, when the child is wrong, parents pay attention to the child's explanation, and parents give all the requests that the child wants. This finding, in line with the findings of Barco et al., (2019) that the importance of encouraging children to act responsibly, can improve emotional development and internalisation of values. Children learn to obey rules to strengthen their understanding of responsibility (Brennan, 2015). Although there are similarities in responsibility, emotional differences show that the character of responsibility varies between male and female. Social-emotional development in children is an important component of responsible behaviour (Madigan et al., 2019). Previous research suggests father involvement is important for child development, which supports responsible behaviour (Rivero et al., 2022). Mothers and fathers together guide children, helping to develop responsibility (Vilaseca et al., 2020). Children's requests to parents are influenced by many factors, including parenting style, children's social-emotional development and family communication dynamics. Understanding these influences is crucial for parents who want to foster healthy parent-child interactions. Creating a two-way relationship where both parties influence each other's behaviour (Zarra-Nezhad et al., 2020).

Children with good social skills tend to use effective strategies to persuade parents, while those with difficulty regulating emotions often use coercive tactics, such as tantrums or nagging (Binder & Matthes, 2023; Watkins et al., 2021). These interactions suggest that it is important to foster a family environment that supports children's ability to properly express their needs.

Both parents have an important role in instilling the character value of responsibility to children to form the strength of character in children. The character of honesty instilled in children living in Halimombo and Bonatiro Villages are: 1) parents help children in solving problems faced, 2) when children make mistakes parents are willing to listen to children's explanations, 3) parents give children the opportunity to ask about something, 4) parents fulfil children's school needs, 5) if children are sick then parents pay attention, 6) parents give all requests that children want, 7) parents provide breakfast before children go to school, 8) parents do not show favouritism towards their children. These findings are in line with the results of Carr & Pike's (2012) research that educated parents tend to engage more effectively in problem-solving discussions with their children. Teaching parents problem-solving skills can improve their parenting style and enhance fam functioning (Shokoohi Yekta, 2024).

Parents provide different types of support tailored to each child's needs, which may reduce feelings of favouritism among children (Ramli et al., 2022). Although mothers may not intend to show favouritism, family relationship dynamics often lead to children feeling treated differently (Suitor et al., 2009). This can inadvertently lead to feelings of neglect or resentment towards siblings (Kincaid et al., 2021). This is not the case with parenting in Halimombo and Bonatiro villages. Thus, parents play an important role in instilling the value of responsibility in children by providing consistent support, without favouritism, which supports the development of children's character and avoids conflict between siblings.

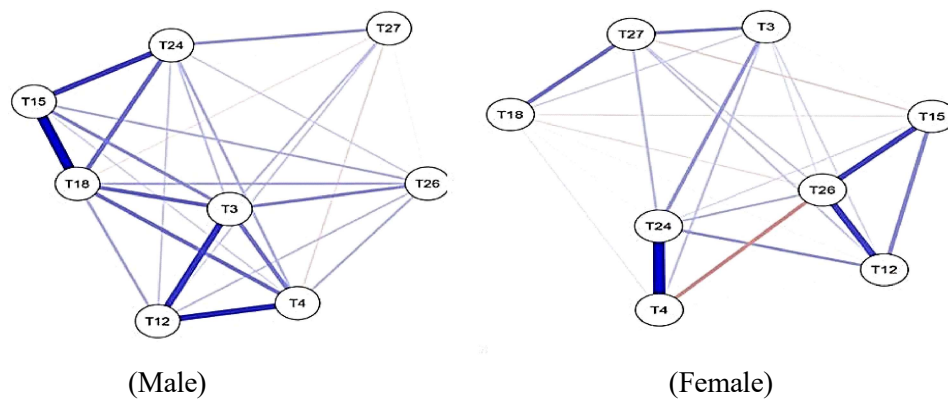


Figure 2. Graph of density and correlation of responsibility character items

Table 4. Coefficient of density and correlation of responsibility character items

		Network							
Male	Responsibility	T3	T4	T12	T15	T18	T24	T26	T27
	T3	-							
	T4	0.012	-						
	T12	0.431	0.436	-					
	T15	0.093	-0.246	-0.135	-				
	T18	0.124	0.310	0.039	0.767	-			
	T24	-0.107	0.193	0.035	0.379	-0.086	-		
	T26	0.209	0.060	-0.026	0.042	0.007	0.038	-	
	T27	0.167	-0.189	0.128	0.009	-0.131	0.299	-0.074	-
Female	Responsibility								
	T3	-							
	T4	0.022	-						
	T12	0.021	0.02	-					
	T15	-0.027	0.012	0.106	-				
	T18	0.035	0.061	-0.017	-0.011	-			
	T24	0.109	0.597	0.091	0.016	-0.072	-		
	T26	0.029	-0.309	0.275	0.276	-0.046	0.22	-	
	T27	0.184	-0.067	0.067	-0.119	0.239	0.096	0.070	-

Based on the results of the t-test, it is known that the *t*value (-0.474) < 1.96 with *Sig* (0.637) > 0.05 means that there is no difference in the character pattern of responsibility in male and female based on parenting. The findings of this study are in line with the results of Filipiak & Łubianka's (2021) research that male and female show comparable levels of conscientiousness and friendliness, traits often associated with responsible behaviour. Children's character development is significantly shaped by their daily experiences and interactions, which are

independent of gender (Riski & Ain, 2022). This is also the case in Halimombo and Bonatiro villages, where interactions between children occur in a coastal environment that is unique in the context of local wisdom. Local wisdom can strengthen character, but it functions more as an educational unifying tool than as a gender-differentiating character tool (Anggraini et al., 2021). Thus male and female show similar character traits in responsibility, with character development influenced by daily experiences and interactions, not gender.

Discipline Character

Figure 3 shows a visualisation of the network of disciplinary characters in male and female in Halimombo and Bonatiro villages. There is a diversity of connections between nodes and other nodes in the network. For male, the connection between nodes D20 and D21 (see Table 5) has a strong density or relationship (0.690). For example, parents convey to the teacher if their child cannot attend school due to illness, and parents give permission to carry out school activities outside school hours. Whereas for female, node connections D8 and D21 have a strong density or relationship (0.374). For example, when their children get poor performance, parents remind them to be more diligent in learning. These findings suggest that there are diverse patterns of disciplinary character influenced by parenting styles, with striking differences between male and female. For male in particular, parents actively communicated with teachers about their child's absence. This behaviour reflects a proactive approach to parenting that emphasises responsibility and involvement in the educational process (Zhu et al., 2022). In contrast, for female, parental interactions often focus on academic performance, with parents reminding their daughters to study hard when faced with poor results. This pattern highlights a different aspect of parental involvement, where the emphasis is on academic

achievement and motivation (Asyhar & Hastuti, 2023). This diversity in discipline character patterns suggests that gender plays a role in how parental guidance is perceived and applied by children, with male receiving more logistical support and female receiving motivational encouragement.

Both parents have an important role in instilling the character value of responsibility to children to form the strength of character in children. Honesty characters instilled in children living in Halimombo and Bonatiro villages are: 1) Children ask permission from parents when leaving the house, 2) parents ask about children's daily activities, 3) when children get poor performance, parents remind them to be more diligent in learning, 4) parents punish children by hitting, 5) parents allow children to come home late at night if they give a clear reason, 6) parents limit children in watching television, 7) parents allow children to tell teachers if they cannot go to school due to illness, and 8) parents give permission to carry out school activities outside school hours. These findings are in line with Wang & Liu's (2017) research findings that the impact of parental corporal punishment on children's externalising behaviour becomes stronger over time. Parents may resort to corporal punishment when non-violent methods are deemed ineffective (Ganapathy et al., 2022). The negative impact of corporal punishment is less pronounced due to normative acceptance (Pinquart, 2021).

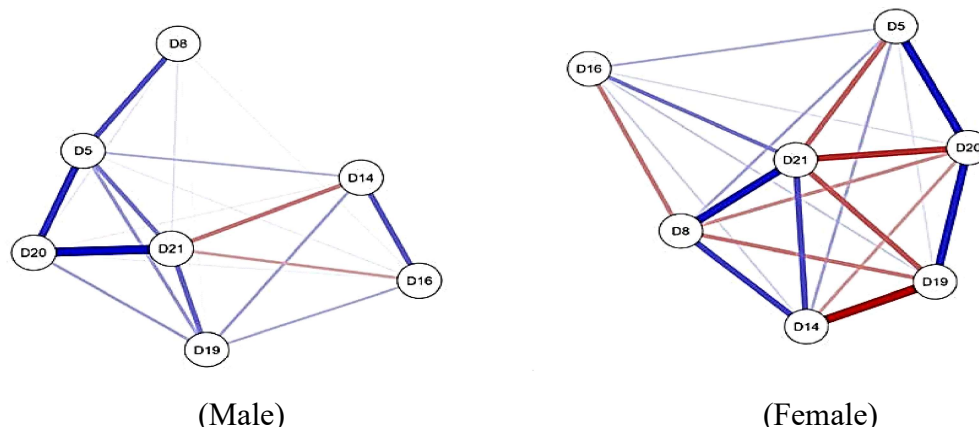


Figure 3. Graph of density and correlation of discipline character items

Table 5. Coefficient of density and correlation of discipline character items

Male	Discipline	Network						
		D5	D8	D14	D16	D19	D20	D21
	D5	-						
	D8	0.433	-					
	D14	0.170	-0.055	-				
	D16	-0.11	0.090	0.209	-			
	D19	0.146	-0.074	0.270	0.223	-		
	D20	0.439	-0.189	0.108	0.277	-0.235	-	
	D21	-0.093	0.087	-0.359	-0.311	0.446	0.690	-
Female	Discipline	Discipline						
		D5	D8	D14	D16	D19	D20	D21
	D5	-						
	D8	0.237	-					
	D14	0.126	0.141	-				
	D16	0.169	-0.281	0.081	-			
	D19	-0.031	-0.005	-0.345	0.100	-		
	D20	0.304	-0.087	-0.011	0.013	0.248	-	
	D21	-0.256	0.374	0.105	0.29	-0.093	-0.133	-

Based on the results of the t-test, it is known that the *t* value (0.857) < 1.96 with *Sig* (0.395) > 0.05 means that there is no difference in disciplinary character patterns in male and female based on parental parenting. This finding is in line with previous research that emphasises the importance of parenting style in shaping children's behaviour and character development, regardless of gender (Chen & Zhou, 2021; Adkison-Bradley et al., 2013). Previous research shows that parents who teach their children about the importance of honesty have an effect on their children's moral understanding (Tong & Talwar, 2021; Booker et al., 2021). Thus the character of discipline between male and female in coastal areas is shaped by complex interactions between gender norms, parental practices and individual behaviours. Understanding this diversity is important for creating discipline that is equitable for both sexes.

Religious Character

Figure 4 shows the network visualisation of religious character in male and female in Halimombo and Bonatiro villages. There is a diversity of connections between nodes and other

nodes in the network. In male, the connection between nodes R6 and R11 (see Table 6) has a strong density or relationship (0.373). For example, parents ask about children's daily activities, and in the family help each other in work. Whereas in female, node connections R6 and R29 have a strong density or relationship (0.405). For example, mutual respect between family members. Then some previous studies such as research conducted by (Guchi & Sunarti, 2021) show that children's religious character is caused by parental parenting. This shows that although both genders benefit from parental involvement, the nature of that involvement is different, reflecting diverse parenting styles and their impact on religious character development (Gemar, 2023). Parental influence on children's religious character plays an important role in shaping children's beliefs and behaviours. Research (Kelley et al., 2021) through authoritative parenting style is very effective in transmitting religious values. In addition, the intergenerational transmission of religious practices is influenced by the quality of the parent-child relationship, which can facilitate or hinder the development of religious identity in children (Henderson et al., 2016). This is in line

with the pattern observed in the graph, where the density of relationships between dots reflects the quality of family interactions, such as communication about daily activities and mutual respect (Kim-Spoon et al., 2012).

In an Islamic perspective, children’s education is the process of educating, nurturing, and training their physically and spiritually by parents towards children based on good and commendable values sourced from the Qur’an and Hadith. Because children are a mandate from Allah Swt given to parents. Children are the next generation who are the foundation of hope and pride of the family and are expected to bring

progress in the future. This concept also applies to children living in Halimombo and Bonatiro villages in instilling religious character values, namely: 1) parents ask about my daily activities, 2) polite speech between family members, 3) in the family help each other in work, 4) parents communicate with children, 5) parents remind children to worship, and 6) mutual respect between family members. This finding is in line with the results of research involving children in religious activities will help the development of their religious cognition (Saide & Richert, 2022; Richert & Corriveau, 2022). Both parents having the same religious affiliation can strengthen family ties (Hwang et al., 2019).

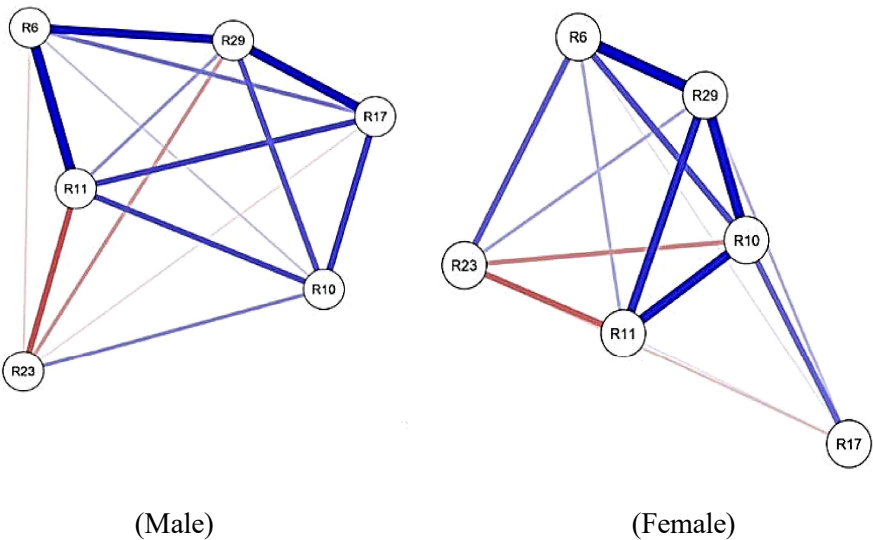


Figure 4. Graph of density and correlation of religious character items

Table 6. Coefficient of density and correlation of religious character items

		Network					
Male	Religious	R6	R10	R11	R17	R23	R29
	R6	-					
	R10	-0.101	-				
	R11	0.373	0.239	-			
	R17	-0.002	0.148	0.155	-		
	R23	0.086	0.228	-0.267	0.007	-	
	R29	0.310	0.189	-0.134	0.288	-0.169	-
Female		Religious					
	R6	-					
	R10	0.180	-				

R11	-0.066	0.235	-			
R17	-0.039	0.247	-0.112	-		
R23	0.267	-0.262	-0.312	-0.070	-	
R29	0.405	0.304	0.356	0.057	0.247	-

Based on the results of the t-test, it is known that the *t*value (-0.561) < 1.96 with *Sig* (0.577) > 0.05 means that there is no difference in religious character patterns in male and female based on parental parenting. This finding is consistent with previous research that emphasises the stability of religious beliefs across generations, indicating that the fundamental role of parents in shaping religious character remains important, regardless of gender differences (McPhail & Yang, 2021). The exploration of religious character networks among male and female underscores the complexity of parental influence on religious development. Although male and female experience diverse relational dynamics, the overarching impact of parental involvement is significant and similar across genders. This reinforces the importance of fostering open and respectful communication within the family as a way to foster strong religious character in children (Sârbu et al., 2021). Thus, there is no difference in religious character patterns between male and female related to parental care. This finding confirms the importance of the role of parents in coastal areas in shaping religious character, regardless of gender, and the need for open communication in the family.

Hard Work Character

Figure 5 shows the visualisation of the network of hard work characters in male and female in Halimombo and Bonatiro villages. There is a diversity of connections between nodes and other nodes in the network. In male, the connection between nodes K9 and K28 (see Table 7) has a strong density or relationship (0.291). For example, parents remind their children to study, and parents are fair to the division of tasks adjusted to the age level. Whereas in female, the node connections K9 and

R28 have a strong density or relationship (0.428). This shows that although there is diversity in the strength of the relationship, parenting patterns applied by parents still play an important role in the formation of the character of hard work in children (Sipahutar et al., 2024). In addition, (Khuzafah & Syarafuddin, 2024) noted that parents have the primary responsibility in guiding and educating children, although they often face challenges in carrying out their role. In line with the results of research (Kurniawan, 2023), which shows that good parenting can improve children's character development, including hard work. Thus, parenting plays an important role in the formation of children's hard work character, although challenges in its implementation remain. Research shows that good parenting can encourage children's character development, including hard work.

Both parents have an important role in instilling the value of hard work character to children to form character strength in children. This has also been studied by (Handayani & Sumaryati, 2014) Parents have a very important role in fostering the character of hard work in children because the family is the first and main vehicle in guiding, directing to form moral behaviour for children's character education. Seeing the reality that there are now many teenagers who prefer things that smell instant, it results in low hard work owned by teenagers. Therefore, this is where the efforts and role of parents to always instil and teach the character of hard work to children, so that later the character of children who are independent, responsible and hardworking will be formed. The character of hard work instilled in children living in Halimombo and Bonatiro villages are: 1) parents remind their children to study, 2) parents

punish them if they do not do their homework, and 3) parents are fair in the division of tasks according to age level. This finding is in line with the research findings of Létourneau et al. (2023) that a fair parenting role can reduce the risk of

bad experiences in children, because children are in a balanced family environment. Parents who often use corporal punishment when non-violent methods are deemed ineffective (Ganapathy et al., 2022).

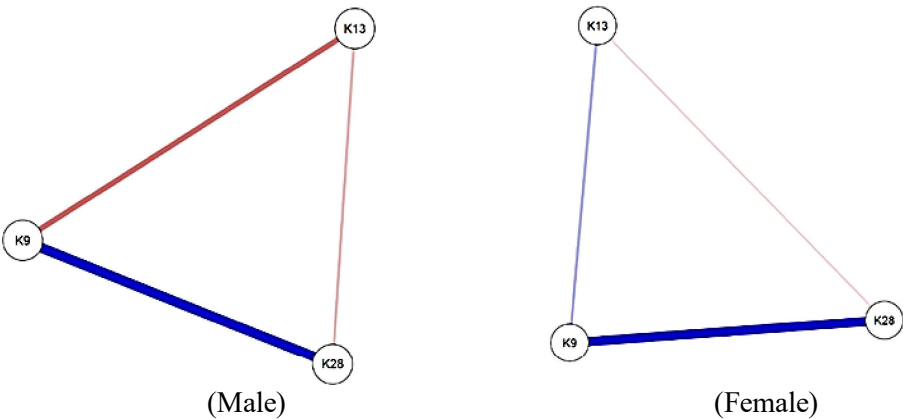


Figure 5. Graph of density and correlation of hard work character items

Table 7. Density and correlation coefficient of hard work character items

Network				
Male	Hard work	K9	K13	K28
	K9	-		
	K13	-0.147	-	
	K28	0.291	-0.029	-
Female	hard work			
	K9	-		
	K13	0.157	-	
	K28	0.429	-0.123	-

Based on the results of the t-test, it is known that the *tvalue* $(-0.354) < 1.96$ with *Sig* $(0.725) > 0.05$ means that there is no difference in the pattern of hard work character in male and female based on parenting. This indicates that although there is no difference in the way male and female respond to parenting, the impact of parenting remains consistent in shaping hard work character. Research (Handayani et al., 2023) underlines the importance of parenting in developing children’s character, showing that democratic parenting can provide opportunities for children to be responsible and independent. Despite differences in the strength of the relationships between the nodes, good parenting

remains a key factor in supporting children’s overall character development.

The findings of this study can be applied in the context of family education through better parenting so that it has a positive impact on the character building of male and female. The factors of children’s character formation based on gender are very important for parents to know. Nurlina’s (2019) research confirms that the family is the main place for the formation of children’s personality, with parents playing an important role in equipping children to become a reliable, skilled and good character generation. For this reason, parents need to apply appropriate parenting in the 21st century, such as based on local wisdom,

full responsibility, closeness, clear parenting goals, good communication, religious teaching, and mental preparation for puberty.

Parenting in Halimombo and Bonatiro villages encompasses a range of practices, beliefs and the influence of local wisdom or customary law. Increased recognition of gender diversity has prompted a shift towards more inclusive parenting approaches that prioritise acceptance and support of children's gender identity. In the context of local wisdom, parenting can be influenced by the culture that shapes parental attitudes and practices (Misrohmasari & Prihatiningrum, 2022). Local cultural values significantly influence parenting styles and children's perceived competence (Yim, 2022). Thus parenting patterns rooted in local wisdom are influenced by cultural and social factors, understanding that it is important to create an effective way of parenting in accordance with the values of the Community. As parenting styles change, it is important to look at how culture influences child development.

■ CONCLUSION

Based on the results of the data analysis that has been stated, the results of this study confirm that parenting is very important in the formation of children's character. Good parenting has a positive impact on children's character formation. This can be seen in the results of the correlation analysis of honesty, responsibility, religion, discipline, and hard work characters. shows that the character building of male and female is very different. For example, in Honest character, children are included by parents in making family rules (J1), when children get good achievements, parents give praise (J7), and when children express opinions, parents listen to them (J25). In the Character of Responsibility, for example, parents fulfil children's school needs (T15), parents pay attention to sick children (T18), when children are wrong, parents pay attention to children's explanations (T4), and

parents give all requests that children give (T24). The character of discipline shows that parents allow their children to the teacher if their children are absent from school due to illness (D20), parents give permission to their children to carry out school activities outside of school hours (D21), and when the child gets a bad achievement, parents remind me to be more diligent in learning (D8). Whereas in the religious character, parents ask about children's daily activities (R6), in the family between brothers and sisters and parents there is polite speech between family members (R10), in the family help each other in work (R11), parents communicate with children (R17), and in the family there is mutual respect between one another (R29). Similarly, the character of hard work shows that parents remind children to study (K9) and parents are fair in the division of tasks that are adjusted to the age level of older and younger siblings. So that the formation of children's character based on gender is very important for parents to know.

Based on the results of this study, it is recommended that parents pay more attention to the application of consistent and balanced parenting, focusing on children's character building such as honesty, responsibility, discipline, religiosity, and hard work. Parents are also expected to set a good example and reinforce positive values through open communication, both in terms of children's achievements and mistakes. Although the results of this study show no significant differences in children's character building based on gender, parents are advised to remain sensitive to the needs of male and female. This study has limitations in the limited sample coverage and has not considered external factors such as social environment, culture, or formal education. Therefore, further research with a wider sample and considering other external variables needs to be conducted to gain a more comprehensive understanding of the influence of parenting on children's character.

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