

The Importance of Parental Teaching in Shaping Children's Islamic Character: Parents' Perceptions

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Abstrak

Penelitian ini mengeksplorasi pentingnya praktik *parent teaching* dalam pembentukan akhlak islami pada anak-anak dalam konteks masyarakat modern yang dihadapkan pada tantangan moral dan etika. Dengan menggunakan pendekatan kuantitatif melalui survei, data dikumpulkan dari 100 orang tua dengan anak-anak usia 5-12 tahun. Instrumen survei digunakan untuk mengidentifikasi praktik *parent teaching*, persepsi orang tua tentang dampaknya, dan faktor-faktor yang mempengaruhi efektivitasnya. Survei kemudian dianalisis dengan teknik persentase untuk mengetahui tingkat persentase pendapat orang tua. Hasil menunjukkan bahwa keterlibatan orang tua, kualitas materi pengajaran, dan konsistensi pengajaran memainkan peran penting dalam membentuk karakter anak-anak. Implikasi penelitian ini adalah pentingnya meningkatkan keterlibatan orang tua, variasi metode pengajaran, dan konsistensi dalam pengajaran agama islam di rumah. Dengan memperkuat praktik *parent teaching*, diharapkan anak-anak dapat menghadapi tantangan moral dan etika dalam masyarakat modern dengan lebih baik.

Kata Kunci: Akhlak Islami, Persepsi Orang Tua, Parent Teaching

Abstract

This study explores the importance of parent teaching practices in shaping Islamic morals in children within the context of a modern society facing moral and ethical challenges. Using a quantitative approach through surveys, data were collected from 100 parents with children aged 5-12 years. The survey instrument was used to identify parent teaching practices, parents' perceptions of their impact, and factors influencing their effectiveness. The survey was then analyzed using percentages to determine the percentage level of parents' opinions. The results indicate that parental involvement, the quality of teaching materials, and consistency in teaching play crucial roles in shaping children's character. The implications of this research emphasize the importance of increasing parental involvement, diversifying teaching methods, and maintaining consistency in Islamic religious education at home. By strengthening parent teaching practices, it is hoped that children will be better equipped to face moral and ethical challenges in modern society.

Keywords: Islamic Morals, Parent Perception, Parent Teaching

INTRODUCTION

The formation of Islamic characters in children occupies a central position in the ever-changing reality of modern society (Hibatillah & Husni, 2022). New challenges arising from social, technological, and cultural changes underscore the importance of maintaining the integrity of moral and ethical values within the context of Islam (Grine et al., 2013; Siregar et al., 2023). In an environment influenced by globalization and technological advancements, children are often placed in difficult positions to distinguish between tradition and the current trends of modernity. This situation is exacerbated by the unrestrained flow of information through social media and the internet, often exposing them to content that contradicts Islamic teachings (Latipah & Nawawi, 2023; Törnberg & Törnberg, 2016).

In such circumstances, concerns about the moral integrity of future generations are growing, underscoring the crucial role of parents in shaping their children's character (Hardiyanto et al., 2021). According to Bandura's Social Learning Theory, children's behavior is shaped significantly by observing and imitating others, particularly those closest to them, such as their parents (Whiting et al., 1988). This theory posits that children learn moral and ethical behaviors through modeling, reinforcement, and direct instruction from parents. In Islamic education, this aligns with the Islamic Pedagogical Theory, which emphasizes the importance of direct teaching, moral exemplification, and consistent reinforcement of Islamic values in everyday life (Hidayatullah, 2024). Applied theory relevant to this context includes approaches to parental involvement in religious education, which suggest that parents' consistent engagement in religious teaching at home positively influences children's moral development (Nauli et al., 2019).

However, many parents face challenges in providing Islamic religious education to their children (Andhika, 2021). Factors such as a lack of understanding of Islamic teachings, the busyness of daily life, and the dominance of popular culture in the surrounding environment often become obstacles in this process.

Previous studies have highlighted the importance of Islamic religious education in shaping children's character. For instance, research by Jannah (2023) indicates that religious education significantly impacts attitudes and behaviors by Islamic teachings. However, this literature tends to focus on formal approaches to religious education, such as teaching in schools or religious institutions. At the same time, the role of parents in this process is often overlooked.

Research by Prabowo et al. (2020) emphasizes the importance of parental involvement in shaping children's Islamic character. Nonetheless, this study emphasizes general concepts of family education and does not explicitly explore how parents can integrate Islamic values into their daily interactions with their children. Therefore, there is still a need for more in-depth research on the role of parental teaching in the development of Islamic morals in children and its impact on addressing moral and ethical challenges in modern society.

Although the literature has highlighted the importance of Islamic religious education in shaping children's character, there is a significant knowledge gap regarding the role of parents, particularly in the context of parent teaching. Previous studies have primarily focused on religious education in formal institutions (Firmansyah et al., 2023; Nurazizah et al., 2022; Yuanita, 2018), with little attention given to the role of parents at home. However, parents play a crucial role in shaping children's character and influencing the values they adopt daily (Wahyuni & Putra, 2020). The lack of understanding of how parents fulfill this role indicates the need for more in-depth research.

This research can help parents impart Islamic values to their children and help them face moral and ethical challenges in modern society by clarifying their role. Therefore, the novelty of this research lies in emphasizing the role of parent teaching in developing Islamic morals in children. Focusing on parent teaching practices at home, as an addition to or even a replacement for formal religious education in institutions, enriches our understanding of the dynamics of religious education within the family environment.

Furthermore, this research contributes by providing richer empirical data on the impact of parent teaching practices on children's character development. This study aims to investigate the role of parent teaching in developing Islamic morals in children within the context of modern society, which faces moral and ethical challenges. Thus, this research is expected to fill the existing knowledge gap in the literature and provide practical guidance for parents in strengthening Islamic values in their children's daily lives, thereby contributing positively to facing moral and ethical challenges in modern society.

METHOD

This study employs a quantitative approach using a survey method to gather data on parental teaching practices and their perceptions of their impact on children's development of Islamic morals. This research was conducted in several Yogyakarta areas to ensure a diverse and representative sample. 100 parents with children aged 5-12 years were randomly selected

through simple random sampling from different areas. The survey instrument was a questionnaire designed to collect information on parental teaching methods, parents' perceptions of its impact, and factors influencing teaching effectiveness. The questionnaire was distributed online with clear instructions, and participants were given two weeks to complete it, with reminders sent to increase response rates.

The collected data were analysed using descriptive statistical methods. The analysis process began with data cleaning to ensure accuracy and consistency, followed by calculating frequencies and percentages for teaching methods and parents' perceptions of their impact. Data visualization was achieved through charts and tables. Additionally, descriptive analysis was employed to evaluate factors influencing teaching effectiveness based on respondents' agreement percentages. By employing this method, the research can provide accurate and accountable findings regarding parent teaching practices in shaping the Islamic morals of children. The survey method also allows researchers to understand parents' perceptions and practices in this context.

RESULT AND DISCUSSION

Parent Teaching Practices within Families

In this study, we collected data on the frequency and methods of parent teaching used by parents in imparting Islamic values to their children at home. Here are the results of the survey conducted among 100 families:

Table 1
Methods used by parents

Parent teaching Methods	Percentage of families
Lectures	35%
Exemplary examples	25%
Discussions	20%
Reading together	15%
Everyday practices	5%

From the table above, it can be seen that the lecture method is the most commonly used by parents in providing Islamic religious education to their children at home, with a percentage of 35%, followed by exemplary examples at 25%, discussion at 20%, then followed by joint reading at 15%, and daily practice at 5%.

The predominance of the lecture method in providing Islamic religious education highlights its perceived efficacy and simplicity in delivering structured content to children (Anisyah et al., 2023). This method allows parents to convey religious principles clearly and

directly. However, the success of this method is not solely contingent upon its usage but also on the quality and relevance of the content provided. Research indicates that while lectures can effectively impart knowledge, their impact on behavior and moral development depends significantly on how well the child's content resonates with and is internalized by the child (Susilawati, 2019).

The effectiveness of the lecture method aligns with behaviorist theories, which posit that children's behavior is shaped by external stimuli such as direct teaching (Sudarti, 2019). Nevertheless, this approach must be complemented by strategies that foster more profound understanding and internalization. The mere delivery of information does not guarantee that children will consistently integrate and apply the values. It is crucial for the teaching to engage children, provoke thoughtful reflection, and be reinforced through practice and real-life application (Nurrita, 2018).

In Islamic pedagogy, the lecture method should be adapted to incorporate interactive and experiential learning principles. Islamic educational theories stress the importance of interaction between the educator (in this case, the parent) and the learner. This interaction should be engaging, relevant, and aligned with the child's cognitive and emotional development (Hidayat et al., 2020). Effective teaching practices in Islam encourage the transmission of knowledge and the development of a personal connection to the values being taught. Hence, while lectures can be a fundamental part of religious education, they should be complemented by other methods to enhance their effectiveness.

The second most common method, exemplary examples, involves parents modeling behavior consistent with Islamic values. This approach is crucial because children often learn by observing and imitating the behaviors of significant adults in their lives (Kaputra et al., 2021; Slamet, 2020). Demonstrating Islamic values through everyday actions can make these values more tangible and relatable for children. The consistency and authenticity of the examples set by parents play a significant role in reinforcing the desired behaviors and moral teachings.

Discussions and shared reading, used by 20% and 15% of families, respectively, offer interactive and participatory methods that can facilitate more profound understanding and engagement with Islamic teachings. Discussions allow for the exploration of values and principles in a dialogical format, enabling children to ask questions and express their thoughts. This method fosters critical thinking and helps children to internalize values more effectively. Shared reading, on the other hand, provides opportunities for parents and children to explore

religious texts together, fostering a collaborative learning environment and strengthening the parent-child bond.

Although less commonly used, everyday practices are an integral part of reinforcing Islamic values. Integrating religious teachings into daily routines can help children see the relevance of these values in their everyday lives. This approach can be particularly effective in instilling habits and behaviors that align with Islamic principles.

The Impact of Parent Teaching Practices on Children's Character Formation

We analyzed data to evaluate the impact of parent teaching practices on children's character formation and behavior within the framework of Islamic values. The results from the survey reveal that a substantial majority of parents, precisely 80%, reported observing positive changes in their children's behavior following parent teaching. In contrast, 20% of parents noted no significant changes. This data underscores parents' significant role in shaping their children's character through teaching Islamic values at home.

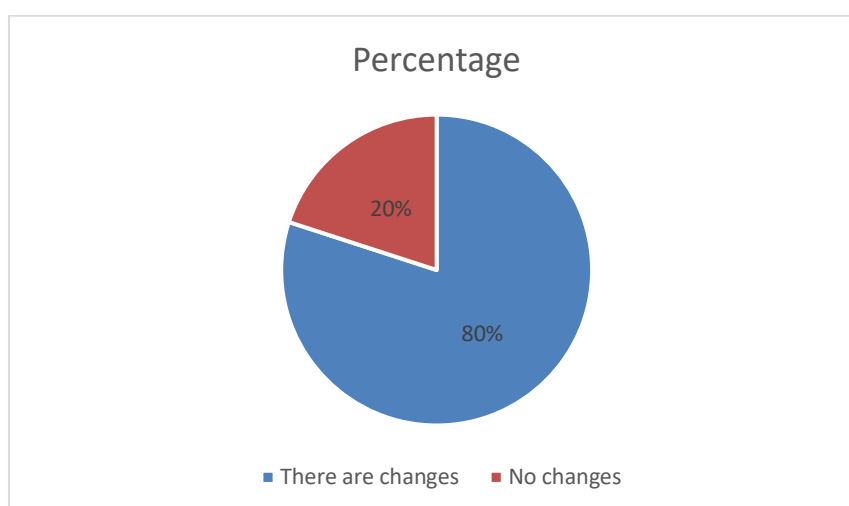


Figure 1. Parents' Perception of Changes in Children's Behavior

The positive impact of parent teaching on children's behavior is consistent with several theories of character formation. One pertinent theory is Albert Bandura's social learning theory, which highlights the role of observation and imitation in developing behavior and values (Putri & Muhid, 2021). According to this theory, children learn by observing the actions of others, particularly their parents, and imitating those behaviors. When parents actively teach and model Islamic values, children are likely to internalize these values through observation and practice. This process reinforces the importance of direct parental involvement in children's moral and ethical development.

In addition, social cognitive theory supports the notion that reinforcing desirable behaviors is crucial for effective learning and behavior change. Positive reinforcement, such as praise and encouragement, can significantly enhance the likelihood that children will continue to exhibit and internalize the values they have been taught (Nurhalim, 2017). The observation that 80% of parents noted improvements in behavior suggests that effective reinforcement strategies may contribute to the positive outcomes observed.

The findings of this study align with previous research demonstrating the beneficial effects of parental involvement in religious education. For instance, Cahyaningrum et al. (2017) found that children who received religious instruction from their parents exhibited higher moral values and better behavior. This consistency in research results underscores the effectiveness of parent teaching practices in fostering positive character development in children. It suggests that when consistently applied, parental teaching plays a crucial role in nurturing moral and ethical behaviors aligned with Islamic values.

Despite the positive outcomes reported, it is essential to recognize the need for consistency in teaching Islamic values. Integrating these teachings into children's daily lives is critical for reinforcing and sustaining behavior changes. According to Nurhalim (2017), regular and consistent application of values in everyday contexts helps children to internalize these values more deeply. This integration ensures that the moral lessons learned at home are not viewed in isolation but are reflected in the children's everyday actions and interactions.

The results emphasize parents' need to adopt a holistic approach to teaching Islamic values. While the lecture method and exemplary examples are significant, incorporating discussions, shared reading, and everyday practices can enhance the overall effectiveness of teaching. Moreover, the role of positive reinforcement cannot be overstated. Providing praise and support for positive behaviors helps to strengthen the child's commitment to the values taught and encourages continuous personal growth.

Factors Influencing the Effectiveness of Parent Teaching

We analyzed the factors influencing the effectiveness of parent teaching in shaping Islamic morals in children. Here are the survey results related to these factors:

Table 2
Factors Shaping Children's Islamic Character

Influencing factors	Percentage of agreement
Teaching Consistency	65%
Teaching Material Quality	70%
Parental Involvement	75%
Family Environment	60%

The table above shows that parental involvement is the most trusted factor (75%) influencing the effectiveness of parent teaching, followed by the quality of teaching material (70%) and teaching consistency (65%). Research findings indicate that several factors influence the effectiveness of parent teaching in shaping Islamic morals in children. One of the main factors identified is parental involvement in the teaching process. High parental involvement in providing Islamic education to their children positively impacts shaping children's character (Zakariyah & Hamid, 2020). This aligns with social learning theories emphasizing the importance of interaction and active parental involvement in shaping children's behavior.

A Study by Jailani (Jailani, 2014) highlights the importance of parental involvement in their children's education, especially in religious education. They found that children with parents involved in religious teaching activities at home tend to have a more positive attitude towards religious values and are more committed to practicing them daily.

In addition to parental involvement, the quality of teaching materials also significantly influences the effectiveness of parent teaching. The teaching materials must align with a correct understanding of religion and be relevant to children's development. Constructivist learning theory emphasizes the importance of instructional content that matches children's cognitive development levels and is relevant to their experiences (Nerita et al., 2023). By presenting suitable teaching materials, children will find it easier to understand and internalize the Islamic values taught by their parents.

Furthermore, teaching consistency is also a crucial factor in the effectiveness of parent teaching. Consistently providing Islamic religious instruction to children in a routine and structured manner will help reinforce their understanding and application of these values in their daily lives. Behaviorist learning theory emphasizes the importance of reinforcement or positive reinforcement of desired behavior. By providing consistent teaching, parents can offer positive reinforcement for children's behavior aligning with Islamic values.

By considering these factors influencing the effectiveness of parent teaching, parents can enhance the quality of Islamic religious instruction to their children at home. Thus, parent teaching practices will become more effective in shaping children's characters by Islamic teachings.

Practical Recommendations for Parents

Based on the research findings, it can be concluded that parent teaching practices are crucial in shaping Islamic morals in children. Therefore, formulating practical recommendations for parents is

an important step to reinforce Islamic values in their children's daily lives. Here are some practical recommendations that can assist parents in effectively implementing parent teaching:

Firstly, increase parental involvement. Parents need to engage in Islamic education activities at home actively. This includes providing time to interact with children, listening to their questions and thoughts, and setting real examples of how to apply Islamic values in daily life. Parental support and involvement have been proven to positively impact children's character formation (Suhardin et al., 2021). Secondly, vary teaching methods. In addition to lecturing, parents should also utilize various teaching methods such as role modeling, discussions, or shared reading. This variation will help to capture children's interest and strengthen their understanding of Islamic values (Fathra, 2023).

Thirdly, maintain teaching consistency. Parents need to provide consistent and structured Islamic education to their children. This helps to reinforce understanding and application of these values in children's daily lives. Consistency in teaching has been proven effective in shaping children's character by Islamic teachings (Khairunnisa & Fidesrinur, 2021). Fourthly, provide positive reinforcement. Parents should praise and support positive behavior exhibited by children after receiving Islamic education. This positive reinforcement helps to strengthen desired behaviors and provides additional motivation for children to continue internalizing Islamic values (Fatmawati & Sholikin, 2019).

By implementing these practical recommendations, parents can become effective agents in shaping their children's character according to Islamic teachings. These steps strengthen Islamic values within the family and help children confront moral and ethical challenges in modern society with solid faith and awareness of their religious teachings.

CONCLUSION

This research highlights the importance of parent teaching practices in shaping Islamic morals in children amidst the moral and ethical challenges in modern society. The research findings indicate that parent teaching practices positively impact shaping children's characters, with parental involvement, the quality of teaching materials, and teaching consistency being factors influencing its effectiveness. Practical recommendations for parents, such as increasing involvement, varying teaching methods, maintaining consistency in teaching, and providing positive reinforcement, are crucial to strengthen Islamic values in children's daily lives.

The research has several limitations, including limited respondents and a focus on specific contexts. Additionally, the research is confined to using survey methods and quantitative data

analysis, thus not encompassing a broader perspective of parents' and children's experiences. Future research could deepen understanding of the role of parent teaching in shaping Islamic morals in children by expanding the scope and considering the impact of modern technology. Diverse research methods, such as in-depth interviews or case studies, could be employed to gain deeper insights. Future research could also explore the impact of modern technology, such as digital media, in supporting or disrupting parent teaching practices.

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