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Measurement of the Parenting Style of the Character of Millennial Students at State Islamic Higher Educational Institutions

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MEASUREMENT OF THE PARENTING STYLE OF THE CHARACTER OF MILLENNIAL STUDENTS AT STATE ISLAMIC HIGHER EDUCATIONAL INSTITUTIONS

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Abstract

The research aimed to determine how to measure parenting style for students who experienced security conflicts or great natural disasters such as tsunamis. The research focused on the parenting style of millennial children, particularly in building their character. The study sample consisted of 210 students at a state Islamic university in Aceh. This study found 38 valid items from the 40 instrument items developed, while two instrument items were invalid because of the r_{xy} value < 0.30 . Furthermore, the reliability test is conducted by calculating the value of a Cronbach, which found a value of 0.871 for 38 valid items about the instrument. The ANOVA analysis measured the differences of each State Islamic Higher Educational Institutions in Aceh (STAIN, IAIN, and UIN). Obtained F value of 3.116 with sig = 0.046. Because the sig value < 0.05 , H_0 is rejected. It can be concluded that there were differences in the average parenting style and student character in UIN, IAIN, and STAIN in Aceh.

Keywords: Parenting Style; Character; Millennial Students.



A. Introduction

Aceh has been the victim of a prolonged security conflict since the DI/TII period led by Daud Beureueh in 1953. This conflict ended on August 15, 2005, with a memorandum of understanding between the Indonesian government and GAM officials in Helsinki, Finland, the MoU. Helsinki. The signing of the peace memorandum also occurred after the great tsunami disaster in Aceh on December 26, 2004, which claimed the lives of around 17,000 people (BBC Indonesia, 2010). The impact of this conflict leaves a deep sorrow because of the human rights violations happening before their eyes, and they live in uncertain pressures and fears because their lives could be lost at any moment. Profoundly affects the psychology of individuals who have gone through a security conflict and then experienced a major natural disaster that claimed their property and relatives. They are all in the phase of becoming parents. Their psychological effects significantly affect how they educate or raise their children. How parents educate and care for their children in their daily lives affects the child's self-formation.

Rosyadi (2013) defines Parenting as a way for parents to guide their children to live independently. According to him, with a specific parenting style, they want their children to have good morals and stand on their own. Experts have the same perception about Parenting children. Parenting aims for children to have a positive character in their lives. Parenting style influences the consequences and characteristics of individuals detained future in life, and as parents, they stage a vigorous role in child growth (Mascolo, 2015; Campbell, 2021). Values life can interpret life and teach them independence in the future. Thus, it can be concluded that Parenting means guiding, instilling life values, and training children to have life readiness.

Baumrind, Stewart, and Koch (in Aisyah 2010) suggest three types of Parenting that parents should do for their children. The three parenting patterns are (a) Authoritarian Parenting, characterized by strict rules given by parents to their children. Parents want their children to try and

do as they are told. They make children as if they are parents. In this case, it is easy for parents to blame the child if they make a mistake, so the child is not allowed to be creative. Thus, the actions of parents who apply this authoritarian parenting pattern tend to be less sympathetic to their children. (b) Democratic Parenting according to Hurlock, democratic Parenting is characterized by the recognition of children's abilities. Parents provide opportunities for children to develop their creativity. They support children's activities by discussing with the children. That way, parents' concern for their children is profound. (c) Permissive Parenting, this parenting style makes children more accessible. Parents give complete freedom to children to do what they want. They think that children can make their own decisions just like adults.

Wibowo (2011) also reveals that character is a way of thinking and behaviour that characterizes a person to live and work together in a family, community, and state environment. Life cannot be separated from socializing; Humans have their way of thinking and behaving. This trait will ultimately become a person's identity. Each individual has a unique self-image (self-image), belief system (belief system), and habits (habit). If self-confidence is in harmony, good character, and good self-concept, life will continue to be good and happy. On the other hand, if the individual has poor self-confidence, bad character, and poor self-concept, then the next life can encounter various problems.

Likewise, Asmani (2011) defines character as a person or an object characteristic. These characteristics are rooted in the individual or object encouraging someone to act, behave, or respond. Individual characters begin to form when children are five years old. The initial character formation is influenced by Parenting obtained from the family environment. After that age, children can reason. With age, knowledge increases, and analyzing the surrounding environment increases. The wider the knowledge gained, the higher the confidence and mindset created to become a character habit.

Samani (2013) states that character is a person's way of thinking and behaving to live and work together in the family, community, and state



environment. He prefers that character is the behavioural values of a person related to God Almighty, oneself, society, and nationality, manifested in thoughts, attitudes, feelings, words, and actions according to the norms prevailing in the cultural order customs. Universally, the character is formulated in life's value, which contains various pillars: peace, honesty, respect, cooperation, freedom, happiness, humility, responsibility, simplicity, compassion, unity, tolerance., tradition, and aesthetics.

From the experts' opinions above, it can be said that character does not come from birth. However, its formation can be from Parenting in the family, the community environment that influences it, or acceptance at school. The character that already exists in a person can change depending on how the environment shapes it. However, changes in character do not significantly affect individual characteristics in a social environment if the character has taken root in him. Thus, everyone has the character to blend in and live in the family, community, and country environment.

Changes in educational process patterns at universities also create positive and negative social changes for generation y, or the millennial generation, which is an active component of this era. The Millennial generation mentions those born between 1980 and 2000 (Campbell, 2021) as The positive progress offered by the Industrial Revolution 4.0 era was greeted with the character of the millennial generation. The millennial generation has a different character from the previous generation. One of the millennial generation's main characteristics is familiarity with communication media and digital technology. A lot of the younger generation's behaviour, especially the millennial generation in this modern era, deviates from Pancasila values, where the behaviour of living people is too focused on technological developments (Umairroh et al., 2021)—reinforced by the Millennial Generation and Generation Z. They have special characters that need attention. Global information flows heavily influence these two generations (Alfithor, 2020). Compared to the previous generation, they are more good friends with technology. This generation is a generation that involves technology in all aspects of life.

Dziuban and colleagues (2005) mention that Millennials are seen as "stimulus junkies", gamers, confident, sheltered, and demanding an immediate response (Swanzen, 2018). The objective evidence that can be observed is that almost all individuals in that generation choose to use smartphones. By using this device, millennials can become more productive and efficient individuals.

The character of millennial students has naturally grown in their souls. Parenting patterns trained from an early age impact how mental and characters develop during adolescence. As the child season, they adapt to their family and are nurtured as devoted. As teenagers in higher education, millennial students understand the sensitivity to primary characters and the characters that must be instilled in higher education. Millennial students must also have a mission to build a nation to identify positive characters in themselves. Being within the scope of a university can formally shape students' character by instilling a more nationalist personality and character. For this reason, it is necessary to introduce the character in universities. Character identification as a student (Manurung & Rahmadi, 2017) includes academic and non-academic characteristics.

In this case, the literary character is also associated with academic honesty. Academic honesty can be seen from various aspects. In carrying out their duties, students always cultivate honesty. Honesty in academics helps the government to realize national development. Non-academic characters are characters that are not included in their scientific nature. Non-academic characters cannot be measured by value, right or wrong, good or bad. In this case, activities that can improve and develop talents and self-interest as students are included in non-academic activities.

Non-academic characters explore psychomotor and effectively more. In comparison, the literary character is a cognitive and effective enhancement. It takes a strong learning motivation, a positive attitude to move forward and good morals to carry out their students' duties to achieve brilliant achievements. These three elements are part of the non-academic character.



Thus, everyone must understand the child's character to appropriate the parenting pattern. These two aspects are interrelated in child development, especially for millennial students now of different generations from their parents. Based on the description above, this study was conducted to measure Parenting and the character of millennial students at State Islamic Higher Educational Institutions (PTKIN) Aceh.

B. Method

This paper is written based on quantitative research results using survey research methods. The survey research method describes conditions or attitudes about what is happening. Survey goals are to make interpretations around a population by investigating a sample from that population. This survey was conducted to measure parenting patterns and the character of millennial students studying at PTKIN in the Aceh region with a questionnaire instrument.

The respondents of this study were students at State Islamic College (STAIN) Gajah Puteh Takengon, State Islamic Institute (IAIN) Langsa, and Ar-Raniry State Islamic University (UIN). The population consists of students of STAIN, IAIN, and UIN, and the samples were taken from 210 students from the three PTKIN. The sample in survey research should be more than 200 people to minimize errors in measuring data in the field. This research instrument was analyzed with indicators from the measured variable: character and Parenting of millennial students. The questionnaire uses a Likert scale consisting of 4 categories of answer choices. The following instruments used are below:

Table 1: Questionnaire on parenting style and characters of millennial students

Dimension	Subdimension	Number of Questions
Parenting Style	Authoritative	5
	Democratic	5
	Permissive	5
Character	Academic honesty	12
	Learning Motivation	8



Dimension	Subdimension	Number of Questions
	Behaviour	5
Number of Questions		40

From the table above, there are two research instruments, namely Parenting, which has three sub-dimensions, namely: authoritative, democratic, and permissive, while the character dimension also has three sub-dimensions, namely: academic honesty, learning motivation, and behaviour. The total number of items on this instrument is 40 items.

C. Result and Discussion

Analysis of the data in the study has two stages of measurement: measuring the validity and reliability of the instrument items. At the same time, the second is the analysis of research data using ANOVA.

1. Result

a. Instrument test

This instrument measures parenting style and the character of millennial students, where each measurement dimension has its indicator. The parenting style consists of three types: authoritative, democratic and permissive, and the character consists of academic honesty, learning motivation, and behaviour. This research instrument uses a Likert scale questionnaire with five measuring scales: strongly disagree, disagree, agree, and strongly agree. The following is the result of the analysis of the validity of the instrument item questionnaire.

Table 2: The results of validation instruments the parenting style and the character of millennial students

No	Item	r_{xy}	α	Description
1	Item 1	0,326	0,869	valid
2	Item 2	0,368	0,869	valid
3	Item 3	0,272	0,871	valid
4	Item 4	0,303	0,870	valid
5	Item 5	0,295	0,871	valid
6	Item 6	0,321	0,872	valid
7	Item 7	0,368	0,869	valid



No	Item	r_{xy}	α	Description
8	Item 8	0,398	0,868	valid
9	Item 9	0,366	0,869	valid
10	Item 10	0,391	0,870	valid
11	Item 11	0,422	0,868	valid
12	Item 12	0,367	0,869	valid
13	Item 13	0,553	0,865	valid
14	Item 14	0,170	-	invalid
15	Item 15	0,367	0,869	valid
16	Item 16	0,388	0,871	valid
17	Item 17	0,553	0,865	valid
18	Item 18	0,689	0,862	valid
19	Item 19	0,394	0,869	valid
20	Item 20	0,519	0,846	valid
21	Item 21	0,090	-	invalid
22	Item 22	0,408	0,868	valid
23	Item 23	0,600	0,864	valid
24	Item 24	0,528	0,866	valid
25	Item 25	0,449	0,867	valid
26	Item 26	0,338	0,870	valid
27	Item 27	0,358	0,869	valid
28	Item 28	0,467	0,867	valid
29	Item 29	0,509	0,866	valid
30	Item 30	0,428	0,868	valid
31	Item 31	0,328	0,870	valid
32	Item 32	0,641	0,863	valid
33	Item 33	0,412	0,868	valid
34	Item 34	0,341	0,870	valid
35	Item 35	0,328	0,870	valid
36	Item 36	0,521	0,866	valid
37	Item 37	0,389	0,868	valid
38	Item 38	0,524	0,866	valid
39	Item 39	0,641	0,863	valid
40	Item 40	0,512	0,866	valid

This instrument has 40 items that have been developed. Before this instrument is used, it must be tested by measuring its validity and reliability. Thus, Pearson's product-moment analysis was carried out by calculating the correlation value (r_{xy}) to find valid instrument items. From the r_{xy} value in the table above, it was found that two items were invalid, namely item 14 and item 21, because the value of $r_{xy} < 0,30$. The reliability analysis was measured by calculating the value of Cronbach and found a value of 0.871 for a valid item, as many as 38 items about the instrument.



b. Data Cultivating techniques

Quantitative data was cultivated by using one-way analysis of variance (ANOVA) to measure millennial students' parenting style and character with the categorical variables of PTKIN: UIN, IAIN, and STAIN.

Table 3: Descriptive data on parenting patterns and characters of millennial students

PITKIN	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
WIN	80	120.6250	13.82108	1.54524	117.5493	123.7007	77.00	144.00
IAIN	70	116.7429	11.47105	1.37105	114.0077	119.4780	79.00	140.00
STAIN	60	115.5000	13.11165	1.69271	112.1129	118.8871	76.00	143.00
Total	210	117.8667	13.00465	.89741	116.0975	119.6358	76.00	144.00

From the data above, the average value of parenting patterns and character of millennial students studying at UIN is in the first position with an average of 120, 6250, then in the second position of STAIN with an average of 115, 5, and the third position IAIN with an average of 116, 7429. The shows that students' average Parenting and karate is the highest at UIN than STAIN and IAIN. The exciting thing is that the average STAIN student is more than IAIN students by 0.8. The next step in analyzing variance is to measure the similarity of variance (Test of Homogeneity of Variances) in the table below.

Table 4: Description Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
.920	2	207	.400

The measurement of the variance similarity (Test of Homogeneity of Variances) displays the homogeneity of variance test results as a prerequisite to using ANOVA. The test results found that F count = 0.920 with sig = 0.400. Because of the value of sig > 0.05, it can be concluded that the variance between groups is homogeneous. Thus the prerequisites to be able to use ANOVA are met.



Table 5: Description of ANOVA parenting patterns and characters of millennial students

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1033.145	2	516.573	3.116	.046
Within Groups	34313.121	207	165.764		
Total	35346.267	209			

The section above displays the results of the overall mean difference test. In the table, it is found that the calculated F value is 3.116 with sig = 0.046. Because the value of sig < 0.05, Ho is rejected so that it can be concluded that there are differences in the average parenting pattern and character of millennial students at UIN, IAIN, and STAIN in Aceh. There is a significant difference between the three campuses, so it is continued to the post hoc test. The results of the Anova test showed a significant difference. The next test is to see which groups are different. The Tuckey HSD test was then carried out. The Tuckey HSD test performs multiple comparison tests in determining three or more means that are significantly different in the number of variance analyses produced at a 95% confidence level or less than 0.05. with the test results in table 6 as follows:

Table 6: Description of post hoc tukey HSD parenting and character millennial students

(I) PTKIN	(J) PTKIN	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
WIN	IAIN	3.88214	2.10716	.158	-1.0922	8.8565
	STAIN	5.12500	2.19881	.054	-.0657	10.3157
IAIN	WIN	-3.88214	2.10716	.158	-8.8565	1.0922
	STAIN	1.24286	2.26512	.847	-4.1044	6.5901
STAIN	WIN	-5.12500	2.19881	.054	-10.3157	.0657
	IAIN	-1.24286	2.26512	.847	-6.5901	4.1044

Table 6. above shows that the follow-up test results are to find differences between groups specifically and determine which of the three groups has the highest parenting pattern and character of millennial students. The difference between groups can be seen in column sig (significant). To see the difference in parenting patterns and the character of millennial students between students from UIN, IAIN, and STAIN



obtained a sig value > 0.05 ; because the sig value < 0.05 , it can be concluded that there is no difference in the parenting style and character of millennial students between students from UIN, IAIN, and STAIN at PTKIN Aceh.

2. Discussion

Based on the data above, the data results show that the average value of parenting style and the character of millennial students studying at UIN is in the first position with an average of 120, 6250, then in the second position of STAIN with an average of 115, 5, and the third position IAIN with an average of 116, 7429. This shows that students' average Parenting and characters are higher at UIN than at STAIN and IAIN. The exciting thing is that the average STAIN student is more than IAIN students by 0.8. The next step in variance analysis is to measure variance's similarity (Test of Homogeneity of Variances).

The measurement displays the results of the homogeneity of variance test as a prerequisite to using ANOVA. The test results found that $F_{count} = 0.920$ with $sig = 0.400$. Because of the value of $sig > 0.05$, it can be concluded that the variance between groups is homogeneous. Thus the prerequisites to be able to use ANOVA are found. The overall test results are different on average. It is found that the calculated F value is 3.116 with $sig = 0.046$. Because the value of $sig < 0.05$, H_0 is rejected so that it can be concluded that there is a difference in the average parenting style and character of millennial students at UIN, IAIN, and STAIN in Aceh. There is a significant difference between the three campuses, so it is continued to the post hoc test. The results of the Annova test showed a significant difference. The Tuckey HSD test performs multiple comparison tests in determining three or more means that are significantly different in the number of variance analyses produced at a 95% confidence level or less than 0.05.



The following test results precisely determine the differences between groups and determine which of the three groups has the highest parenting style and character of millennial students. See the difference between groups can be seen in sig (significant). To see the difference in parenting style and the character of millennial students between students from UIN, IAIN, and STAIN obtained a sig value > 0.05 , therefore the sig value < 0.05 , it can be concluded that there is no difference in the parenting style and character of millennial students between students from UIN, IAIN, and STAIN at PTKIN Aceh.

D. Conclusion

Based on the findings of this study, it was found that the character and upbringing of PTKIN millennial students in Aceh looked homogeneous. Researchers did not find differences in Parenting Patterns and Characters of Millennial Students at UIN, IAIN, and STAIN at PTKIN Aceh. Thus, it can be concluded that Parenting at PTKIN Aceh consists of three types: authoritarian, democratic and permissive, with the character of millennial students consisting of academic honesty, learning motivation, attitude, and non-academic honesty.

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