



The Relationship between Parents' Socio-Economic Level and Parenting with Early Childhood's Moral Development

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Abstract

Purpose – The socio-economic status of parents has an impact on parenting for early childhood. The purpose of this study is to explain the relationship between parents' socio-economic level and parenting with the moral development of early childhood.

Design/methods/approach – This quantitative research using a correlation method was carried out in Raudhatul Athfal Al-Izzah Serang City, dealing with 100 parents as the research population. The sampling technique used is simple random sampling with slovin formula as many as 80 people. The data on the variables of parents' economic level, parenting, and early childhood's moral development are measured by questionnaires. The data are then analyzed with Pearson Product Moment.

Findings – The results of the first hypothesis test show that there is no relationship between parents' socio-economic level and the moral development of early childhood. The results are indicated by the value of $r_{\text{count}} < r_{\text{table}}$ ($0.149 < 0.220$) and the significance value of $0.186 > 0.05$. Moreover, the results of the second hypothesis test show that there is a relationship between parenting and early childhood's moral development, justified by the value of $r_{\text{count}} > r_{\text{table}}$ ($0.380 > 0.220$) and the significance value of $0.000 < 0.05$. Finally, the results of the third hypothesis test show that there is a relationship between parents' socio-economic level, parenting, and the moral development of early childhood. The evidence is indicated by the value of $r_{\text{count}} > r_{\text{table}}$ ($0.412 > 0.220$) and the significance value of $0.001 < 0.15$.

Research implications/limitations – This study was limited on two independent variables and one dependent variable. Thus, further studies are expected to be able to explore more using other variables.

Practical implications – This quantitative research helps clarify that the socio-economic level and parenting can influence the moral development of early childhood.

Originality/value – The high and low socio-economic level of parents does not correlate with the moral development of early childhood. Therefore, it is necessary for parents to understand more or to practice more on parenting that can stimulate the moral development of early childhood and become good figures and role models for early childhood.

Keywords Socio-economic level, Parenting, Moral development, Early childhood education

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1. Introduction

Early childhood is an early period in the growth and development of human life. At this time, human development occurs more rapidly than in the past, which will affect development at the next age. Burton L. White and Benjamin S. Bloom stated that children from birth to 8 years of age develop an intellectual capacity of as much as 80%, and the rest occurs when children are 8 to 18 years old (Sholichah, 2020). The early childhood period is also known as Golden Age or golden age. This development includes religious and moral values, physical, motor, cognitive, language, social, emotional, and art (Suryana, 2018). Every aspect is interrelated and will develop very well if it gets the right and maximum stimulation, including moral development.

Moral can be interpreted as a habitual behavior system according to the norms of society or the environment related to good or bad (Mukarromah et al., 2021). Meanwhile, according to Dewey, morals are related to moral values (Gao & Wang, 2021). The essence of morality is the tendency to accept and obey the system of rules (Hasanah, 2018), whereas according to Kohlberg, justice structures the essence of morality (Francia, 2018). Moral development is the formation of a value system, the conceptualization of right and wrong, and the process of developing behavior following these values (Didin & Yarali, 2018). Laila et al. explain that morality is behavioral changes in children's lives concerning procedures, habits, customs, or standards of values that apply in social groups (Laia et al., 2021). The concept of moral development in early childhood includes not only what children think but also what children do. Borba formulated seven aspects of the development of moral intelligence in early childhood empathy, conscience, self-control, respect, kindness, tolerance, and fairness (Kurniawati & Pranoto, 2020).

There are stages in moral development that have characteristics; one of them is the stage of moral development that cannot be reversed (irreversible), namely that a stage that a person has reached not possibly go back to the stage below it (Kohlberg, 1984). Kohlberg also stated that moral behavior is determined by the development of moral reasoning (Hafeez et al., 2020). Kohlberg divides moral development into three levels, each with two stages (Polat & Ayna, 2018). First is level pre-conventional, divided into stage 1 (4-5 years), obedience orientation and fear of punishment, and stage 2 (6-9 years), naive egoistic orientation. The second is level conventional, divided into stage 3 (10-15 years), good child orientation, and stage 4 (15-18 years), morality, authority, and social rules. The third is the level post-conventional, divided into stage 5 (18-20 years), the morality of social contracts and individual rights, and stage 6 (20 years and over), the morality of individual principles and conscience.

Parents are the main factors that influence the moral development of children. Moreover, the family is the first and foremost madrasa for children. Children will receive life lessons learned from their parents. Thus, children imitate the behavior shown by their parents or the people around them. However, parents with different backgrounds will undoubtedly influence how they raise their children.

Regarding parenting, Ma'rifah, Suryantini, & Mardiyana stated that parenting is a strategy for parents to children related to socializing, caring for, educating, guiding, protecting, disciplining children and as a process for children to learn to behave following social standards and expectations (Hasanah & Sugito, 2020). Parenting or parenting can be interpreted as everything that includes what parents should do in carrying out their duties and responsibilities for children's development (Purnama & Hidayati, 2020). It is in line with Elizabeth Hurlock that parenting is carried out in a disciplined manner (Firdaus & Kelly, 2019). In contrast to Eugenia Berger, parenting is the ability of a family, household, and community to give attention, time, and support to early childhood to meet physical, psychological, and social needs (Berger, 2013). Darling and Steinberg add that parenting as a whole interaction between parents and children (Candelanza et al., 2021).

Parents have their dimensions in raising their children. Baumrind said there are two dimensions of parenting: responsiveness and demandingness (Dewi & Khotimah, 2020). Responsiveness or responsiveness, namely parents demand children be able to communicate clearly (clarity of communication) and parenting efforts (nurturance). In contrast, demandingness or demands that parents demand children to be adults (demand for maturity) and parents

demand that children be able to control themselves (Asmawati, 2015). Likewise, in daily parenting, parents have their model or style. Elizabeth Hurlock divides parenting into three types, namely authoritarian parenting, democratic parenting, and permissive parenting (Husna & Suryana, 2021). Several factors influence parenting styles. These factors include the background of parenting patterns, parents' education level, parents' economic and occupational status, local culture, the ideology that develops in parents, geographical location, religious orientation, parents' talents and abilities, lifestyle, and age: parents, and the relationship between husband and wife.

As the most miniature system of a country, the family should provide for all the needs of children in learning and development. However, in meeting these needs, the socio-economic level of parents is very decisive. For parents with a high socio-economic level, the needs for children's learning support will be more easily met. In contrast to parents with a low socio-economic level, the learning process needs of children will tend to be mediocre and even not fulfilled. It, of course, impacts the form of parenting for their children. Parents with high economic backgrounds will provide direction and guidance in various ways, while parents with low economic backgrounds focus more on how to meet their daily needs.

Etymologically, economics comes from the Greek *oikonomia*, which means managing the household. In terminology, economics can be defined as a field of social science that studies human behavior in society individually or collectively to meet needs to achieve prosperity (Dinar & Hasan, 2018). John Stuart Mill called humans economic creatures or *homo economicus*. Mill described *homo economicus* as passionate about wealth (Rathbone, 2018). In economic theory, in the social structure of society, there is a measure of the grouping that occurs in society which is commonly known as social stratification, namely the grouping known as the economic level (Abednego & Astrika, 2019).

Regarding socio-economic status, Surbakti stated that what is meant by social status is a person's position in society because of descent, education, and work. In contrast, economic status is a person's position in the stratification of society based on wealth ownership (Surbakti, 2007). Socio-economic status also cannot be separated from economic resources, namely wealth, income, education, and property (Antonoplis, 2022). Another indicator of a person's socio-economic status is salary, prestige, and job (Kivimäki et al., 2020). Suryani also stated that four indicators form the socio-economic status of parents, including education level, income, facilities, and place of residence (Fatimah, 2018).

RA Al-Izzah Serang City is an educational institution engaged in early childhood education, with the majority of the parents' economy being upper middle class. Schools must understand the characteristics of their students because this will affect the policies that will be taken in designing or designing learning systems and strategies, as well as learning programs or activities. Of course, every school has a different parental background, so students also have different characters.

With this background, ideally, children can show good moral attitudes such as being disciplined, responsible, speaking politely, waiting in line, taking turns, and so on. However, the observations at RA Al-Izzah researchers found that about 15% of the total number of children still showed a bad attitude. Like not wanting to stand in line, not wanting to take turns when playing together, and talking by shouting. Through its program, schools certainly provide moral education. It turns out that this does not necessarily make children have a moral attitude as expected because moral development occurs through habituation. It is not enough just to do it at school. It takes repetition and habituation and the same treatment from parents so that it persists in the child.

With different economic backgrounds, of course, the parenting patterns of parents to children are also different. Therefore, it is necessary to research the relationship between parents' socio-economic level and parenting patterns with the moral development of early childhood in RA Al-Izzah Serang City. Therefore, moral development must also be supported by maximum parenting.

2. Methods

The population in this study were parents of students from RA Al-Izzah Serang City, Banten Province. The number of students in the 2021/2022 academic year is 100. The research was conducted from January to June 2022. The sampling technique is simple random sampling using the formula Slovin to determine the number of research samples. Formula calculation results Slovin found that the number of respondents who could be used as research samples were 80 parents of students. Data from each variable l obtained through a questionnaire.

2.1 Research Method

Three types of questionnaires are given to respondents: socio-economic levels, parenting patterns, and early childhood moral development. Each questionnaire has instrument questions/statements that must be answered by choosing the options provided by the researcher.

The parents' socio-economic level questionnaire consisted of 20 questions in the form of multiple choice questions with five alternative answers using an ordinal scale. The ordinal scale gives a score for the choices a=1, b=2, c=3, d=4, e=5. Each choice of each question has a categorization or classification with a relationship or level. The parenting style questionnaire consists of 21 statements using a rating scale for each answer choice, namely; 1=never, 2=rarely, 3=sometimes, 4=often, and 5=always. The questionnaire for early childhood moral development consists of 23 statements using a rating scale for each answer choice, namely; 1=not yet, 2=starting, 3=sometimes, 4=often, 5=consistent.

2.2 Data Analysis

The data analysis technique used is a correlational technique with Pearson Product Moment. After the data is collected, the researcher analyzes it to reveal the main problem under study so that conclusions can be obtained. The product-moment correlation test in this study was carried out with the help of Statistical Package of Social Science (SPSS) version 22. The reference for significance value is 0.05.

3. Result

Before distributing the instrument to the research sample, the researcher first tested the instrument on respondents outside the research sample. They are testing the instrument in the form of a questionnaire consisting of 64 questions. The results of data processing using SPSS 22. For the Validity Test, the validity criteria of $p < 0.05$ means that the instrument is said to be valid. While the reliability test uses criteria > 0.6 , with a value of Cronbach Alpha for the variable of the socio-economic level of parents of 0.842, the variable of parenting is 0.728, and the variable of the moral development of children after an early age is 0.952. These results mean that the instrument used by researchers in collecting data is quite reliable as a data collection tool.

3.1 Respondent Data

An overview of the respondents from this study can be presented in the demographic research table 1.

Table 1. Demographics of Research Respondents

No.	Information	Amount	Percentage	
1	Gender	Man	25	31.25%
		Woman	55	68.75%
2	Age	26-30	11	13.75%
		31-35	26	32.5%
		36-40	24	30%
		41-45	15	18.75%
		46-50	4	5%

3.2 Research Results

In an overview of the research variables, in this case, the Socio-Economic Level of Parents, Parenting Patterns, and Early Childhood Moral Development, a descriptive statistical table is used, as shown in table 2.

Table 2. Descriptive Statistics

		Statistics		
		Parents' Socio-Economic Level	Parenting	Early Childhood Moral Development
N	Valid	80	80	80
	Missing	0	0	0
	mean	64.61	73.64	90.14
	median	63.00	73.00	90.00
	Std. Deviation	9,842	7.077	13.004
	Variance	96,873	50.082	169,107
	Range	44	37	62
	Minimum	49	59	53
	Maximum	93	96	115

The results of the early childhood moral development questionnaire are as follows. The results showed that the socio-economic level of 80 respondents, 0% of respondents were in the lower class, 85% were in the middle class, and 15% of respondents were in the middle class on high class. As for parenting, 33% of parents apply authoritarian parenting, 44% apply democratic parenting, and 23% apply permissive parenting.

Table 3. Category Values of Early Childhood Moral Development

Indicator	Average value
Empathy	3.81
Conscience (conscience)	4.18
Self-control (self-control)	3.79
respect (respect)	3.97
Good Budi (kindness)	3.95
Tolerance (tolerance)	3.81
Fairness	3.84

3.3 Hypothesis Testing

Hypothesis testing is done by analyzing the product-moment correlation, comparing the r_{count} with the r_{table} , and the significance level of $p < 0.05$. The value of the r_{table} for the research sample (N) totaling 80 respondents is 0.220. If $r_{\text{count}} > r_{\text{table}}$ and the significance value of $p < 0.05$, then the hypothesis is accepted and significant. On the other hand, if the $r_{\text{count}} < r_{\text{table}}$ and the significance value of $p > 0.05$, the hypothesis is rejected and not significant.

3.3.1 Testing the First Hypothesis

The first hypothesis states, "There is a social relationship between the socio-economic level of parents and the moral development of early childhood." The results of the correlation test between the socio-economic level of parents and the moral development of early childhood are as follows table 4.

Based on table 4 it can be seen that the value of $r_{\text{count}} < r_{\text{table}}$ ($0.149 < 0.220$) and a significance value of $0.186 > 0.05$. Based on these results, the first hypothesis in this study was rejected. Correlation analysis results from Pearson product-moment show no relationship between parents' socio-economic level and the moral development of early childhood.

3.3.2 Second Hypothesis Test

The second hypothesis states, "There is a relationship between parenting patterns and the moral development of early childhood." The correlation test results between parenting and early childhood moral development are as follows table 5.

Table 4. Correlation of Parents' Socio-Economic Level with Early Childhood Moral Development

		Correlations	
		Parents' Socio-Economic Level	Early Childhood Moral Development
Parents' Socio-Economic Level	Pearson Correlation	1	.149
	Sig. (2-tailed)		.186
	N	80	80
Early Childhood Moral Development	Pearson Correlation	.149	1
	Sig. (2-tailed)	.186	
	N	80	80

Table 5. Parenting Correlation with Early Childhood Moral Development

		Correlations	
		Parenting	Early Childhood Moral Development
Parenting	Pearson Correlation	1	.380 **
	Sig. (2-tailed)		.000
	N	80	80
Early Childhood Moral Development	Pearson Correlation	.380 **	1
	Sig. (2-tailed)	.000	
	N	80	80

Based on table 5 it can be seen that the value of $r_{count} > r_{table}$ ($0.380 > 0.220$) and a significance value of $0.000 < 0.05$. Based on these results, the second hypothesis in this study was accepted. Correlation analysis results in Pearson product-moment show a significant relationship between parenting patterns and early childhood moral development.

3.3.3 Third Hypothesis Test

The third hypothesis states, "There is a relationship between the socio-economic level of parents, and parenting together with the moral development of early childhood." The correlation test results of the socio-economic level of parents and parenting and the moral development of early childhood are as follows.

Table 6. Correlation of Socio-Economic Levels and Parenting Patterns Together with Early Childhood Moral Development

Model Summary ^b										
Model	R	R Square	Adjusted R Square	Std. The error in the Estimate	R Square Change	Change Statistics				Durbin-Watson
						F Change	df1	df2	Sig. F Change	
1	.412 _a	.170	.148	12.002	.170	7.868	2	77	.001	2.144

Based on table 6 it can be seen that the value of $r_{count} > r_{table}$ ($0.412 > 0.220$) and a significance value of $0.001 < 0.05$. Based on these results, the third hypothesis in this study is accepted. Correlation analysis results in *Pearson product-moment* show a significant relationship between the socio-economic level of parents and parenting and the moral development of early childhood. The regression output of multiple correlation test results shows that the value of R^2 is 0.170. it means that the socio-economic level of parents and parenting patterns influence 17%, while the remaining 83% is influenced by other variables not examined.

4. Discussion

The results showed no relationship between parents' socio-economic level and the moral development of early childhood. The results of this study support the research conducted by Andi Kurniawan (2019), which concluded that there is no relationship between a weak family economy and the moral development of children. It shows that the socio-economic level of parents is not

correlated with the moral development of children. The difference with this study lies in the sample, economic background, and the place of research. Andi Kurniawan's research samples were teenagers with weak economic backgrounds in Sihepeng Opat Village, Siabu District, Mandailing Natal Regency. In contrast, the samples in this study were parents of early childhood students in RA Al-Izzah with middle to upper economic backgrounds in Serang City.

Social stratification is the differential ranking of individuals who make up a particular social system (Parsons, 1940). Three classes are commonly referred to as people in the socio-economic stratification level: the lower class, middle class, and upper class. Concerning the moral development of early childhood, the study's results did not find a correlation between the two. It is because people's educational opportunities are equal, unlike in the previous era, when the upper class could only take education. So that only certain groups get proper education, including moral education. Through the government regulation of the Republic of Indonesia number 47 of 2008 concerning compulsory education.

Changes in opportunities to obtain education make moral education accessible to all children, so the dominance of children's internal factors will distinguish their moral development. One internal factor that influences children's moral development is the individual factor (Beißert & Hasselhorn, 2016). Each individual has a different temperament and emotions. According to Jung, every child has innate characteristics sensitive to each experience and the ability to interact (Aron, 2004). Likewise, with the emotions that children have, in some humans, morals are more related to emotions than reasoning or thoughts (Kagan, 2006). A person can be motivated to behave morally when pleasant feelings color his emotions compared to unpleasant feelings (Kurniawati & Pranoto, 2020).

Research also shows a significant relationship between parenting and the moral development of early childhood. The results of this study support the research conducted by Tsali Tsatul Mukarromah, Ruli Hafidah, and Novita Eka Nurjanah (2021), which concludes that parenting and parenting styles from families, especially parents, have a relationship with the moral development of children. It shows that the good or bad parenting applied by parents will correlate with the moral development of early childhood. The better the parenting applied, the better the moral development of early childhood. The difference with this research is in the method. Mukarromah et al. used the literature review method, while this study used quantitative correlational methods by going directly to the field to get research data.

The moral development of children depends on the involvement of fathers and mothers in education, parenting applied by parents, habituation, consistency, and exemplary. According to Dahl and Killen, children build morality by leading back to their environment (Fitri & Na'imah, 2020). The child's closest environment is his family. Parents have a vital role in shaping the child's personality, educating, guiding and disciplining, and protecting children so that children reach maturity following the norms that exist in society. Children will see and imitate what is received so that it will form patterns and personalities in children (Tomasello, 2020).

Baumrind divides three parenting types: authoritarian, democratic, and permissive (Raja & Parveen, 2022). The eighty respondents, more apply democratic parenting than authoritarian parenting, followed by permissive parenting. The results also show that children are superior in morality related to conscience (conscience). One of the indicators contained in the aspect of conscience is honesty. According to respondents, honest children are more reassuring because they know better what children feel and think, so it is easier for parents to invite them to discuss many things. Not infrequently, children directly rebuke and even criticize their parents because they are accustomed to being honest about anything. Respondents also admitted that they could not consistently apply democratic parenting to their children. There are times when parental authority is needed in certain situations. Permissiveness towards children is also sometimes done for pity if it is too harsh on children.

Different results were shown when the socio-economic level of parents and parenting were jointly tested for correlation with the moral development of early childhood. Results research show a significant relationship between the socio-economic level of parents and parenting and

the moral development of early childhood. It is because parenting has a stronger relationship with the moral development of early childhood than the socio-economic level.

There are many reasons behind the parenting style. According to Maccoby, socioeconomic factors, education, religious values held by parents, personality, and children's ownership (Sari et al., 2018). Each point from the background has its share in influencing parenting patterns—likewise, the socioeconomic level of parents. The higher the socio-economic level of parents, the higher the expectations of parents for their children. Mainly in terms of morality, because there is a prestige that parents want to maintain. Children who are known to be good, let alone supported by exemplary achievements, will increase the prestige of their parents. People will praise their parents' upbringing and even learn how parents educate their children.

5. Conclusion

Based on the study's results, it can be concluded that there is no relationship between the socio-economic level of parents and the moral development of early childhood. It shows that parents' high and low socio-economic level does not correlate well with poor moral development in early childhood. Second, there is a significant relationship between parenting and early childhood development. It shows that parents who apply certain parenting styles, authoritarian, democratic, or permissive, will correlate with the moral development of early childhood. Third, the socio-economic level of parents and parenting patterns have a significant relationship with the moral development of early childhood. It happens because parenting has a more vital role than the socio-economic level of parents. However, the socio-economic level of parents is one of the factors that affect parenting style, so together, these two variables have a relationship with the moral development of children after an early age. Applying proper parenting and parents who make themselves figures or role models the best for children is essential for the moral development of early childhood because, at their age, the duplication of behavior is still very thick, especially among people closest.

Declarations

Author contribution statement

Ratu Ratna Komalasari conceived the presented idea. Cucu Atikah and Luluk Asmawati developed the theory of parenting, moral development and early childhood education. All authors discussed the results and contributed to the final manuscript.

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Data availability statement

The datasets generated during and/or analyzed during the current study are available from the corresponding author on reasonable request.


Declaration of interests statement


The authors declare that they have no known competing financial interests or personal relationships that could have influenced the work reported in this paper.


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