

## Parenting Style in Developing the Character of Elementary School Student Responsibility

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### ABSTRACT

Character education in learning plays a role in helping students to grow good character that can be realized in their social life. Character education can also play a role so that students want to independently learn the material and develop an attitude of responsibility towards the tasks given by the teacher. This study aims to analyze the parenting style of parents in developing the responsibility of children at a private elementary school. The research employed a qualitative descriptive methodology. This study methodology employs many data collection techniques, including observation, interviews, documentation, and questionnaires. This investigation employed the Miles and Huberman model as the data analysis technique. The outcome of his research pertains to the influence of parenting on the development of kid responsibility. Parenting greatly affects children's development and growth. Effective and suitable parenting practises help children grow and develop, whereas insufficient parenting might hinder their growth. Student accountability is directly related to parental attitudes. Parents must consider their children's particular qualities and developmental needs, including their age, while using effective parenting practises. Parents must also be patient, open, and eager to listen to their children when faced with obstacles or needs. Parents may help their children grow and develop into well-rounded, moral people by using successful and suitable parenting practises.

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## 1. INTRODUCTION

Parents who monitor and limit their children's playtime may find that their children grow more reliant on their toys than they are (Wahyuni & Asfahani, 2021). Children will get anxious if they are separated from their possessions but will return to their usual demeanour once their parents leave.

Students who regularly miss class, stop caring about the world around them, become more slothful, and even stop praying when the moment is right are displaying a lack of responsibility in their character. Character is a crucial aspect of one's identity, say Roesdiana and Minsih (2017). In a 2021 study, Sabardila et al. You may argue that accountability is the most important trait that everyone, especially children, should possess.

Character can be formed and strengthened through the educational process, which can be done in families, schools, and communities (Desstya, 2015). In certain situations, parents are very important in directing, instructing, and influencing a child's behavior and worldview. Parents are obliged to accompany their children and provide guidance or supervision to ensure their children are responsible (Ariston & Frahasini, 2018). It is easier to teach children about which activities are excellent and beneficial with the help and advice of parents, for example, by introducing them to practical and educational applications in understanding tasks. This indirectly limits children's associations and helps them figure out what is appropriate for their age and what is not. More importantly, according to learning plays a role in cultivating students' good character that can be realized in their social life. Character education can also play a role so that students want to independently learn the material and develop an attitude of responsibility towards the tasks given by the teacher.

Parents who play the role of elementary school teachers can have a positive impact on child development. They can set a good example, educate children with the values they expect, and give children the encouragement they need to achieve their goals. However, as parents, we must know the limits, know when to take steps and provide space for the child to learn and grow independently. Based on the parenting approach used, the character of parents also has a significant influence on the development of their children. According to Hastuti et al. (2019), the role and guidance of parents given continuously can build an attitude of student learning responsibility permanently if the advice given periodically or gradually adjusted to child development.

Parenting encompasses the various ways in which parents actively participate, provide guidance, foster growth, and impart knowledge to their children in their day-to-day interactions (Fatmawati et al., 2021). It is imperative that parents undertake the responsibility of imparting moral understanding to their children, serving as a fundamental framework and exemplar of unwavering and accountable conduct. The influence of parenting style and parental character on the nature of individuals has been examined in the studies conducted by Septiani et al. (2021) and Bella et al. (2021).

A child receives instruction and nurturing from parents. This parenting style can also be described as a relationship between parent and child (Salafuddin et al., 2020). Parenting is an activity that parents do to direct, correct, teach, and protect their children. One important element in shaping and strengthening children's identity is their parenting style because the parenting style they experience will ultimately reflect their personality (Yulianti et al., 2022). Parenting, as defined by Yulianti et al. (2022), is how parents interact with their children and how it affects their character and behavior. Parenting is all positive behaviours that parents show when educating, protecting, and guiding their children so that their personalities can develop (Simbolon et al., 2021). Character values are considered important in supporting learning activities, namely responsibility. Responsibility is the condition of being obliged to bear everything for the actions that have been done. Syifa et al. (2022) explained that responsibility is an attitude in a person that shows an attitude of knowing and carrying out what is done as expected by others.

Based on field observations, elementary school students showed dishonest and irresponsible behavior and speech. This is not seen in children who are not raised by good parenting. For example, parents let their children just play all day; They did not pray and did not rest during the day. Some children only see their children coming home from school after the afternoon and need to be reminded. In addition, some children insult their friends to start fights and do not want to admit their mistakes; some report but do not say something according to their circumstances, so it is not uncommon for one of them to cry. This has a significant impact on the moral development of children, which is very concerning. This was reinforced by the principal, who stated that the students' responsibility and character had begun to decline. According to observations, the students are nurtured and educated by

parents with certain patterns. Children's moral development is certainly greatly influenced by internal and external factors because they have to concentrate and study hard in school at this age.

According to Wanabuliandari and Ardianti (2018), the development of a student's sense of responsibility can be fostered by consistent engagement in responsible behaviour, particularly in relation to their environment. Therefore, it may be inferred that responsibility pertains to the disposition or conduct of an individual who demonstrates a willingness to fulfil their responsibilities and obligations towards oneself, others, society, the state, and their religious commitments. An individual is considered accountable when they have demonstrated discernible signs of accountability. According to Triyani et al. (2020), the indicators of responsibility include the following: (1) effectively completing tasks and homework, (2) assuming accountability for one's actions, (3) adhering to a planned timetable, and (4) collaborating on group tasks.

Several indicators can be used to assess an individual's level of responsibility. These indicators include: (1) consistently choosing a morally upright path, (2) actively seeking personal growth and development, (3) upholding one's own integrity and reputation, (4) remaining vigilant and attentive to one's responsibilities, (5) demonstrating a strong commitment to fulfilling one's duties, (6) executing tasks with high standards and quality, (7) taking full accountability for one's actions, (8) honouring commitments and promises made, and (9) displaying the courage to accept and face the potential risks associated with one's actions and words (Resti, 2017). The study conducted by Rahayu (2016) showed that indications of responsibility encompass several key aspects. These include the appropriate utilisation of time, adequate preparation prior to engaging in learning activities, active participation in the process of discussion, and meticulous handling of issues or problems. The indicators of responsibility utilised in this study encompass four key dimensions: (1) proficient completion of assignments and homework, (2) conscientiousness in assuming accountability for one's actions, (3) efficient time management, and (4) active participation in group assignments through collaborative conversations.

In their research, Hapsari et al. (2019), stated that parenting in applying discipline to grade IV students of SD Negeri Lobang 01 Batang mainly uses democratic parenting. Wijayanti (2021) The parenting style needed in the digital era is democratic or authoritative. This parenting style seeks to help children to be critical of the negative influences of the digital age. Therefore, parents must be able to play a role in educating and guiding children to use digital media for correct and positive purposes. Other research by Lubis et al. (2022) indicates that parents tend to consider the rights and obligations of the child the same compared to themselves because, in practice, in this type of authoritative parenting, the parent provides freedom and guidance to the child.

Septiani et al. (2021) suggest that the implementation of effective parenting practices, such as providing care, and attention, meeting needs, and exhibiting positive character traits in daily interactions, can significantly influence children's drive to study. Widiastuti and Elshap (2015) assert that parenting entails the endeavour to cultivate a sense of responsibility in children with regard to technology usage. Their research aligns with the findings of Ramadona et al. (2020), which indicate that parental behaviour, disciplinary approaches, and parenting strategies can exert an influence on parents.

All the aforementioned descriptions of studies focus on the role of parents in enforcing discipline and regulating their children's play. A parent's actions, methods of discipline, and outlook on parenting can all have a significant impact on their child's development of a feeling of personal accountability. Author is interested in doing research on his or her own terms into the role of parents in shaping their children's character development because no such study has ever been conducted.

## 2. METHOD

The present study employs a qualitative methodology. Sugiyono (2017) posits that qualitative research is a philosophical approach rooted in scientific principles, characterised by qualitative data-gathering methodologies that prioritise the interpretation of meaning. Qualitative research methods seek to comprehensively depict and examine a phenomenon and the subject of investigation by means

of social activities, such as individual or group interactions. Qualitative research methods are commonly referred to as natural research methods due to its implementation in naturalistic settings. According to Sugiyono (2019), the present study involves the collection and analysis of interview and observation data. The objective of this work is to provide a description of events that manifest in uncontrolled situations. Researchers promptly engage in fieldwork to investigate the phenomenon under study, making a descriptive qualitative technique an appropriate research methodology for this inquiry. 26 students of a private elementary school 4 in Paripurna Swakarsa as the respondent in this research. The data-gathering strategy employed in this research encompasses various methods, including observation, interviews, recording, and questionnaires. The data analysis technique employed in this study was based on the Miles and Huberman model.

### 3. FINDINGS AND DISCUSSION

According to this study, parenting is the interaction that parents make in educating, guiding, nurturing, and nurturing children with love and responsibility to foster positive behaviors and attitudes. In terms of leading, nurturing, and guiding children in the family, Djamarah (2008) argues that parenting is a habit of parents, both fathers and mothers.

#### 3.1 *The Role of Parents as Role Models*

Parents have a vested interest in ensuring the optimal well-being of their children, thus necessitating the cultivation and refinement of their attitudes and behaviours to align with positive values. Hence, individuals who serve as role models, such as parents, exhibit a heightened level of worry towards their conduct towards children and others. This is due to the recognition that providing direct illustrations of appropriate behaviour can significantly impact the lasting impression formed by youngsters. While parents may occasionally choose an authoritarian parenting style, it is said that this approach effectively influences the development of children's character. The formation of a child's character is significantly shaped by their early upbringing. Parents play a crucial role as sources of knowledge inside the household, particularly in shaping and cultivating their children's character development.

1. Guiding children to always pay attention to the time and perform congregational prayers and read the Qur'an;
2. Invite children to visit neighbors who are sick;
3. Form good habits at home, such as cleaning the yard, tidying up the bedroom, watering plants, and other household chores.
4. Introduce good character to children, such as respecting older people, telling honestly and politely, being responsible, and tolerance because thus children will learn as social creatures in the community.

Parents play a crucial role in shaping the character development of their children, as they serve as the primary influencers during their formative years. It is imperative for parents to possess commendable personal qualities, as children are akin to blank canvases that may be easily influenced by both positive and negative factors. Hence, it is incumbent upon parents to instill positive character traits in their children. From cultivating basic routines within the household to adopting appropriate conduct towards others.

In line with Tridhonanto's statement (2014), how parents treat their children can also affect their attitudes and behavior. Therefore, a positive relationship between parents and children will have an impact on how their attitudes and behaviours grow. Children's attitudes can be managed with good parenting, so that children can behave more responsibly when carrying out tasks. Thus, one of the elements that influence the responsibility and honesty of students is to use smartphones, especially while studying at home. Students use their smartphones to search for material related to learning.

Researchers interviewed a fifth-grade guardian student named Yusuf, who was the subject of the study, from the parents of a fifth-grader at Swakarsa Private Primary School. The question asked by the researcher was regarding the issue of parenting parents on the character of their children's responsibility. The guardian explained that the students of SD Swasta Swakarsa, especially class V, did not have problems with the character of responsibility that exceeded reasonable limits. The problem of responsibility in general that often occurs between other elementary school students is sometimes not submitting assignments, during the pandemic, they are not absent from the forms provided, but sometimes they are late or do not do homework (homework) for reasons of forgetting, while the assignments given do not make students have to do it until late at night. Class V students who often break the rules are in several categories, only three or four people. Parents of students have the same answer; Even the parents of the students did not mention the issue of responsibility. If the student did not do the responsibility issue, it was the same when the researcher interviewed the student's parents. During this time, the problem with students' responsibilities when performing Fajr prayers is that it is common to be woken up, but prayers at other times are always as timely and punctual as possible. Unlike academic problems, academic students are very diligent and already have the self-awareness that at night, they should take time to study or do homework (homework).

Researchers also asked about how parents interact with children, especially related to affection and support for children. The student's parents answer that he has talents that accompany learning, for example, in extracurricular sports. We support it, for example, by buying badminton rackets, and volleyball is supported by buying volleyball uniforms. In short, what is good in school is learning. We help as much as possible by providing support. Next, researchers asked about the authority they have in the family and how to demonstrate that authority in parenting. The student's guardian replied;

*I often helps and accompanies her in school assignments, in carrying out daily life, reminding her of her work, study schedule, and studies.*

The researchers also inquired about the challenges faced by parents in cultivating responsible character traits in their children. According to parental perspectives, excessive engagement with peers who prioritise recreational activities may result in youngsters also adopting a playful demeanour. Consequently, parents impose restrictions or facilitate interactions with companions who exhibit diligence or discipline, so enabling children to partake in more focused socialisation. The subsequent inquiry pertains to the potential hindrance posed by peer socialisation on parents' efforts to cultivate a responsible character in their child. The guardian of the student responded that the influence of friends, particularly those inside a negative environment, may have an impact on individuals. Consequently, it is imperative to closely observe the company one keeps and the nature of their friendships. The subsequent inquiry pertains to the challenges posed by solutions that impede parents in cultivating the character development of responsible offspring. The guardian of the student responded by suggesting that perhaps these children are instructed to foster harmonious relationships and encouraged to associate with peers who share an interest in sports or possess a passion for learning, so enabling other children to emulate their behavior.

Overall, good parenting from parents is very influential in shaping the character of responsibility in elementary school students. Parents should set a good example, give age-appropriate responsibilities to children, give positive feedback, teach the consequences of irresponsible actions, and provide opportunities to make decisions. Thus, the child will grow up to be a responsible and reliable individual.

### **3.2 Factors Influencing Children's Character Development**

The factors that affect the development of children's character are supporting and inhibiting factors.

#### **3.2.1 Supporting factors**

Supporting factors in the development of children's character values are influenced by: a) The curriculum content standard used is the 2013 curriculum. One of the A-accredited elementary schools

by implementing character education in learning, with a character-based scientific approach. Where character values are combined in the learning process, school management, and extracurriculars; b) Assessment from parents that the leadership character of the principal can be one of the indicators of the success of school programs in strengthening character education. Leaders who are good, transparent, establish harmonious relationships with school stakeholders, and have a high sense of concern for education and character development of children at school; c) The commitment of all school residents who fully support the school program in developing children's character and realizing the vision and mission of the school, so that good cooperation is established between the principal, teachers, committees, parents, and all school residents to obey and discipline school policies and rules; d) Involve the role of parents in school programs. Parents are people close to children, who can be used as partners to increase concern and responsibility for the development of children's character. For this reason, involving parents in school programs can encourage children's character education (Directorate General of PAUD and Dikmas, 2017).

### 3.2.2 Inhibiting factors

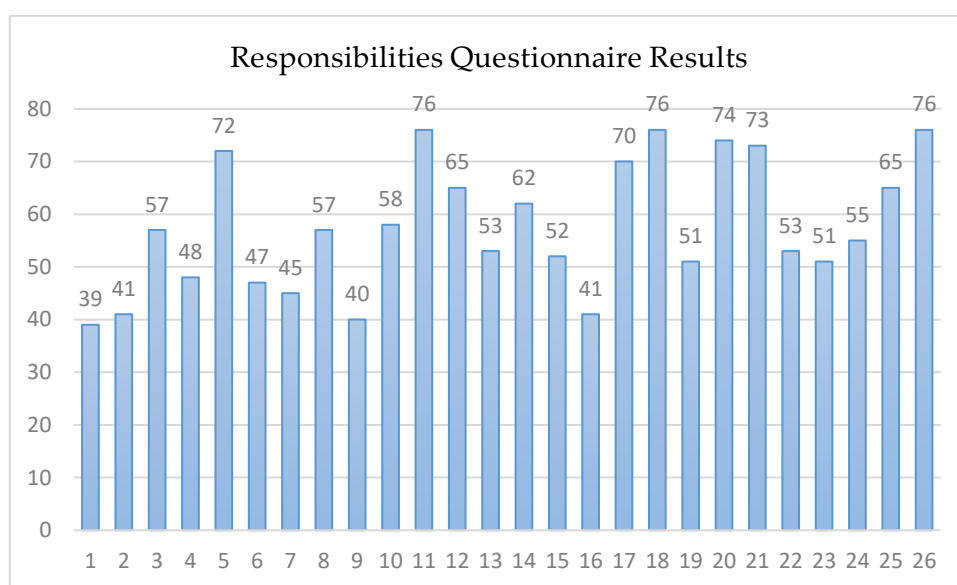
The impediment of character value development in children can be attributed to various variables, primarily encompassing the insufficient engagement exhibited by certain parents and educators. This mindset emerges due to various factors. Some parents may choose to delegate the responsibility of education solely to the school due to their own hectic work schedules, believing that it is the teacher's duty to enhance their children's intellectual capabilities and foster good behaviour. Insufficient parental awareness of character education. One contributing factor to parents' limited understanding and subsequent difficulty in providing guidance to their children at home is the insufficient communication and dissemination of character education information from schools to parents. There exists a discrepancy in the instruction provided to children, with regards to their upbringing, between the educational institution and the domestic environment. Children allocate a greater portion of their time engaging in play activities compared to engaging in activities such as repeating lessons, participating in congregational prayers, reading the Qur'an, and other activities aimed at enhancing character education. Insufficient parental understanding of character education contributes to unregulated behaviour in children, resulting in a lack of adherence to positive behavioural norms.

The researchers additionally sought input from parents of fellow students regarding maternal interactions with children, particularly in terms of affection and support provided to the offspring. The guardian of the student responded by stating that I had a close relationship with his son. Frequently, engaging in conversations with children is employed as a means to foster tighter relationships. When inquiring about school activities, individuals want to ascertain the presence or absence of academic tasks such as homework. The researchers inquired more into the dynamics of parental-child interactions and their subsequent impact on the attitudes and behaviours exhibited by the youngsters. The guardian of the student responded in a lighthearted manner during their conversation, employing humour as a means to foster a sense of familiarity with the child. The child's disposition is positively impacted, leading to increased levels of happiness, as well as enhanced familial bonds characterised by greater warmth and closeness. The researchers inquired about the parenting style that was employed. Are there any variables that help or hinder the subject under consideration? According to the student's guardian, an authoritarian parenting style was employed. The factors pertaining to my husband are being attended to. The challenge lies in the varying inclination of parents to engage in their children's homework tasks, since they may exhibit both willingness and reluctance in fulfilling this responsibility. If one is at home, they should assist with sweeping. It is advisable to comply with the guidance provided by one's child. In the event that her mother expressed a prohibition, she would adhere to it. The positive influence of this has been observed in my son. There are instances when children undergo processes of emotional softening and hardening. Similar to a kite, there are instances where it is subject to being pulled and other instances where it is subjected to being stretched. The subsequent inquiry pertains to the limitations faced by parents in cultivating the attributes of responsible offspring. According to the student's guardian, if the child is requested to complete homework at a later time,

ma'am. Occasionally, children exhibit resistance against being directed, while at other times, they do not. Occasionally, children may like to be subjected to control, while at other times, they may not. Moreover, in relation to the challenges faced by parents in fostering their children's sense of responsibility. The guardian of the pupil responded by stating that his kid had been convinced. Occasionally, awards are bestowed.

Questions to other parents related to the way the mother interacts with the child, especially regarding love and support for them. How do you interact at home by chatting? The student's parents informed; Yes, we usually talk; Just when this kid came home from school, he told his mother what he was doing at school. The researchers asked again, how do mothers interact with children, especially regarding affection and support for them? How do you interact at home by chatting? The student's guardian replied; Yes, we usually talk; Just when this kid came home from school, what he was doing at school, he told his parents. The next question regarding the solution of the barriers to character development responsibility is? The student's guardian replied; I suggest; Let's say I don't play too much on such a mobile phone, with heart-to-heart reporting in subtle language.

Data analysis on parenting in developing responsible character, it shows that parenting style in developing the character of responsible students at SD Privat 4 Paripurna Swakarsa, with other factors that influence it. So, parenting is one of the elements that affect the integrity and responsibility of students. The following is a diagram of the percentage of students who scored Recognizing the Character of Responsibility from 26 student respondents at SD Privat 4 Plenary Swakarsa.



**Figure 1** Responsibility Questionnaire Results

Therefore, attitudes are behaviors that can be modified in the sense of feelings, ideas and actions based on the surrounding environment and through the learning process. Honesty and responsibility refer to one's attitude and behavior in carrying out one's duties and obligations towards oneself, society, nature, the social world, the cultural world, the country, and God Almighty. According to Kom (2021), student responsibility can be seen from various things, including following directions carefully, submitting assignments on time, and being willing to take calculated risks. They also always look fair, disciplined, and reliable in carrying out their duties. Due to solid parenting and smartphone use that supports online learning well, honesty and accountability will eventually continue to grow (BdR).

Attachment theory and self-determination theory can be used in parenting discussions in developing the character of responsibility in elementary school students. According to attachment theory, children with strong bonds with their parents tend to behave more responsibly (Ngewa, 2021). Parents who provide attention and emotional support to children will strengthen the bond so that

children will be more motivated to fulfill their responsibilities. Meanwhile, according to the theory of self-determination, children who are given the freedom to make decisions and are responsible for those decisions tend to be more responsible (Hamidah & Al Baqi, 2022). Parents who provide opportunities for children to make decisions and take responsibility will help children develop abilities and confidence in responsibility. The results showed that parents who support children in developing responsible character can increase responsible behavior in elementary school students.

The theory of attachment and self-determination can be used to discuss parenting in developing the character of responsibility in elementary school students. Parents who can strengthen emotional bonds and give freedom to children to make decisions and be responsible will help improve the character of responsibility in children. Research has also shown that parents who provide clear consequences for irresponsible behavior and give praise and rewards for responsible behavior will help increase children's motivation to take responsibility. In conclusion, attachment theory and self-determination theory can be used as a foundation to discuss parenting in developing responsible character in elementary school students. The results showed that parenting that involves parents in supporting children and provides clear consequences and rewards will help increase responsible behavior in elementary school students.

Good parenting has a beneficial and significant impact on students' responsible character, proving that this factor will improve student behavior and make them more accountable for their actions. However, not because of that, because it turns out that the use of smartphones today also has a significant effect on the character of students. Parenting and smartphone use are two aspects that can help shape this attitude of responsibility. Therefore, this study shows that parenting and smartphone use are two factors that influence students' attitudes towards responsibility.

Parenting is very influential in shaping the character of responsibility in elementary school students. Parents can implement several parenting styles to help their children develop a character of responsibility. Set a good example; Parents can set a good example of responsibility by demonstrating consistency and discipline in performing household tasks, work, or other responsibilities. Children will learn to take responsibility and do their duties well by setting a good example. Give age-appropriate responsibilities; Parents should give age-appropriate responsibilities to their children. For example, they ask the child to clean the room or wash the dishes. By giving age-appropriate responsibilities to your child, they will learn to take responsibility and feel more confident. Parents should give positive feedback when the child completes a task or responsibility. This will boost your child's confidence and encourage them to stay accountable. Teach the consequences of irresponsible actions; Parents should teach the consequences of irresponsible actions. For example, if your child doesn't do well with his homework, he won't get good grades in school. Children will learn to take responsibility and appropriate actions by teaching the consequences of irresponsible actions. Provide opportunities to make decisions; Parents should allow children to make decisions and take responsibility for those decisions. For example, ask your child to choose foods for the family or extracurricular activities that he or she is interested in. Children will learn to take responsibility for their decisions by providing opportunities to make decisions.

Parenting has an important role in developing the character of responsibility in children, especially at elementary school age. Parents are very important in shaping and influencing their child's values, attitudes, and behavior. Therefore, parents need to pay attention to the parenting style they give to children to help children develop a strong character of responsibility. One parenting style that can help develop the character of responsibility in children is to set a good example. Parents must demonstrate responsible behavior on a daily basis and teach children to take responsibility for their actions. For example, parents can teach children to get rid of toys after playing or cleaning their room. In addition to setting a good example, parents also need to support and encourage children to take responsibility for their actions. This support and encouragement can include giving age- and ability-appropriate responsibilities, providing positive feedback, and providing clear consequences for irresponsible actions.

Parents also need to pay attention to how they provide consequences for their child's actions. Appropriate consequences can help children understand and feel the impact of their actions, thus helping them develop a better character of responsibility. However, parents must ensure that the consequences are proportionate and appropriate to the child's actions. In addition, parents also need to give freedom and autonomy to children to make decisions and be responsible for these decisions. Providing this freedom will help your child feel valued and recognized as a responsible individual and able to make informed decisions. In this case, parents need to avoid authoritarian or authoritative behavior that tends to control the child's decisions. If parents are too authoritarian, the child can lose the confidence and confidence necessary to take responsibility.

Conversely, if parents are too authoritative, children can lose their sense of responsibility because they feel no need to make their own decisions. In developing the character of responsibility in children, parents also need to pay attention to other factors such as social and cultural environment, family values, and the level of emotional maturity of children. Therefore, the parenting style provided by parents needs to be adjusted to the needs and conditions of the child.

#### 4. CONCLUSION

A comprehensive study of the effect of parenting in developing responsibility in elementary school students shows that positive and supportive parenting is essential. Research shows that parental practises including attention, emotional support, and opportunity for children to be responsible grow their urge to be responsible. Parents must set clear sanctions for irresponsible behaviour and praise responsible behaviour. This intervention may help youngsters understand and strengthen the complex relationship between responsibility and consequences. The elementary school years are where students should learn responsibility. Children in this stage are highly susceptible to environmental influences and character formation. Parents must supervise smartphone use, limit time and information, and model responsible smartphone use to instill a sense of responsibility in primary school students. Thus, youngsters should learn responsibility and behave well when using electronic devices. Thus, parents must understand and develop parenting styles that match their children's needs. Parents must create a positive and supportive environment, provide opportunities for children to take responsibility, set clear consequences for irresponsibility, and praise responsible behaviour for developing responsibility in elementary school students. Thus, children are encouraged to become responsible people who can improve their community. Due to time and energy restrictions, the researchers may not be able to provide a thorough reason for all parents' ability to instill a feeling of responsibility in their children. Future study should include a larger sample of students from varied educational institutions in many regions.

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