



# Study of Social Behavior of Parents' in Fostering Rona Raya Kindergarten Children in Palangka Raya, Indonesia

*(Study Social Reality on Parents' Behavior in Palangka Raya, Indonesia)*

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## ABSTRACT

*This research aims to study and analyze the problems as follow: (1) how the social behavior of parents in encouraging children at home; (2) how the social behavior of parents in interacting with educational institutions where their children attend school; and (3) what factors are behind the social behavior of parents in interacting with the educational institutions where their children attend school. This study uses a qualitative research approach with descriptive research. The research subjects are the parents of Rona Raya Kindergarten students. while the method of data collection through interviews and documentation, with data analysis using interactive data analysis models from Miles, MB, Huberman, AM, & Saldana, J. The results of this study are: (1) the social behavior of parents with ASN status are more "disciplined" in encouraging children at home; (2) both parents who work as ASNs and those who work in other private sectors give positive attention to the institution, and also controlling and supervising their children while at school; and (3) there are some external factors influence and motivate parents' social behavior in interacting with educational institutions where their children go to school. They are, related to (a) parental office regulations; (b) the office leadership demands that the worker must work be optimal and maximal, as well as discipline; (c) leaders who have the character and attitude of family, attention, care, and "mingling" with staff make employees feel at home working. and also controlling and supervising their children while at school; and (3) there are some external factors influence and motivate parents' social behavior in interacting with educational institutions where their children go to school. They are, related to (a) parental office regulations; (b) the office leadership demands that the worker must work be optimal and maximal, as well as discipline; (c) leaders who have the character and attitude of family, attention, care, and "mingling" with staff make employees feel at home working. and also controlling and supervising their children while at school; and (3) there are some external factors influence and motivate parents' social behavior in interacting with educational institutions where their children go to school. They are, related to (a) parental office regulations; (b) the office leadership demands that the worker must work be optimal and maximal, as well as discipline; (c) leaders who have the character and attitude of family, attention, care, and "mingling" with staff make employees feel at home working. (b) the office leadership demands that the worker must work be optimal and maximal, as well as discipline; (c) leaders who have the character and attitude of family, attention, care, and "mingling" with staff make employees feel at home working. (b) the office leadership demands that the worker must work be optimal and maximal, as well as discipline; (c) leaders who have the character and attitude of family, attention, care, and "mingling" with staff make employees feel at home working.*

**Keywords:** Social Behavior, Encouraging, Kindergarten Children.

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## 1. INTRODUCTION

Parents (family) are most responsible for the development and progress of children. Parents are a component of the family consisting of father and mother, and are the result of a legal marriage bond that can form a family. Parents have the responsibility to educate, nurture and guide their children to reach certain stages that lead children to be ready for social life. In the family, parents play a very important role because in the child's life most of the time is spent in the family environment, especially if the child is still under the care of kindergarten and elementary school children, especially the role of a mother. Thus, family or parents

are an important factor in educating their children in terms of religious, social and individual views. So, It is clear that parents have an important role in the big duties and responsibilities of all family members, namely the character building and character building, skills training and household regulations, and the like. Parents deserve to be role models or models who are always imitated and emulated by their children.

Growth and development in each child determines what will happen to him when he grows up. The process of child growth and development is the responsibility of every parent. The course of children's growth and development is not only seen from a physical point of view but also must pay attention to how the child's psychological abilities are. Psychological abilities as adults are largely determined by their development in childhood. In order to get optimal development, parents must pay attention to childhood parenting given to the child. The wrong parenting style can often cause the child to have a bad condition or even develop in a negative direction.

Antono (2019) explained Regarding some of the impacts of bad parenting on children, so that it must be considered so that it can be avoided by every parent, including (1) being late to be able to think in an adult manner. The first impact that can occur in children with poor parenting conditions from parents is a psychological delay in being able to think in an adult manner when it should be. This delay is very influential considering that maturity is an important thing that should be owned by every child in his life; (2) fear in making decisions. The wrong form of parenting in which parents suppress or indulge their children will often have excessive fear of being able to make a decision. This condition will make children more dependent on others than to believe in their own abilities; (3) immature emotions. The most visible impact of bad parenting on children is usually immature emotions in children. Poor parenting can cause children to become emotional easily about something, less calm in dealing with anything, and often afraid to try new things that are more challenging. Children who experience wrong parenting are often traumatized by the bad things they experienced as a child; (4) less smart in socializing. Success in a life that is lived by children often depends on their ability to socialize and socialize. Children who experience wrong parenting often experience less social conditions because they feel inferior to other people. This impact is of course very bad for children in the process towards a better life; (5) impaired physical development. In addition to having a bad psychological impact on children when they get improper parenting, children will also experience disturbances in their physical development. There are several forms of conditions that can be affected due to wrong parenting in children, such as causing the child's health to be deficient, the risk of obesity or being physically too thin, the appearance of the child that looks bad, so what also needs to be avoided is the condition of the child who is often ill.

Parents will be examples for children, children will usually imitate whatever parents do. So parents must be able to provide good examples and daily habits so that they can be used as examples for their children. Good examples and habits, should be given by parents from childhood or childhood because it can affect the mental development of children. Parents should pay attention to the education of their children because the role of parents is very important in the educational process for them. Parents are able to provide the material needs of their children satisfactorily but their educational needs are never met. Children are not prepared to become mature humans like the goals that education is trying to achieve. Children develop without a pattern to be aimed at, but develops on its own. Children are allowed to grow without the demands of definite norms. There is no certainty in children, how they should act or behave because their parents have never been told and guided by them, this kind of situation is called miss educated. Sometimes this kind of thing by the parents is not aware of it, so it is not on purpose. Parents do this maybe because they don't know, that is, they don't know how to educate their children and know, but the situation forces so, maybe because they are too busy. Sometimes this kind of thing by the parents is not aware of it, so it is not on purpose. Parents do this maybe because they don't know, that is, they don't know how to educate their children and know, but the situation forces so, maybe because they are too busy. Sometimes this kind of thing by the parents is not aware of it, so it is not on purpose. Parents do this maybe because they don't know, that is, they don't know how to educate their children and know, but the situation forces so, maybe because they are too busy.

Therefore, to become parents, certain conditions are required so that their children develop well. If a family is blessed with a child, then it is on the shoulders of the parents to make efforts to make their children develop properly. So children are not taken for granted, given food and clothing, but efforts are made so that children are able to develop properly. Parents must be able to divide their attention to all objects in the household because it is in the family that the parent-child interaction occurs. The love given by parents at the beginning of a child's life really helps the child's development and even becomes the basis for laying down his personality.

The importance of the role of parents in children's education is not trivial because education is the main asset that every living individual must have in order to survive the times. As now, parents are increasingly aware of the importance of providing the best education to their children from an early age. Parental involvement in children's education is proven to have many positive impacts on children. Many achieve success after they reach adulthood and dive into the real social world. The active role of parents, of course, needs to be supported by good communication between parents and the school. As parents who are involved in school will reap positive effects that will last a child's lifetime.

Based on some of the reasons and descriptions above, it becomes an interesting issue to study in this study, namely related to (1) the social behavior of parents at home; (2) parents' interactions with educational institutions where children go to school; and (3) the factors behind the behavior of the parents with the educational institutions where the children go to school.

## **2. LITERATURE REVIEW**

### **2.1. Social Behavior**

Pratiwi (2012) stated that social behavior is an atmosphere of interdependence which is a must to ensure human existence. According to Krech, Crutchfield and Ballachey (1982), in Ibrahim (2001), a person's social behavior is seen in the pattern of responses between people which are expressed by reciprocal interpersonal relationships. Social behavior is also synonymous with a person's reaction to others (Baron & Byrne, 1991 in Ibrahim, 2001). This behavior is indicated by feelings, actions, beliefs, memories, or respect for others. A person's social behavior is a relative characteristic of responding to others in different ways. For example, in working together, there are people who do it diligently, patient and always prioritize common interests above personal interests. While on the other hand, there are people who are lazy, impatient and just want to make their own profit.

### **2.2. Children's Behavior**

Human behavior can occur because of the impulses that arise from humans. While the urge is an effort to be able to meet the needs that exist in humans. So that behavior is defined as a manifestation of human needs and has a relationship between behavior and attitudes for each individual. Behavior can still be said to be reasonable when there is an adjustment which essentially must be harmonized with the role of humans as individual social beings and also as divinity. This results in behavior divided into 2, namely open behavior and closed behavior. Open behavior is behavior that can be recognized by many people without having to use tools. Closed behavior is behavior that can only be understood by using methods or tools such as thinking, dreaming, fantasizing about being afraid and also sad.

### **2.3. Social Behavior Paradigm**

Ritzer described by Mustaqim (2016) laid out three major paradigms in the discipline of sociology. The first paradigm is social facts. Durkheim emphasized that his sociological approach was opposite to that of Herbert Spencer, who emphasized individualism. Spencer was more interested in the long-term evolutionary development of modern societies, and for him, the key to understanding social phenomena or other natural phenomena is the universal law of evolution. There are similarities in the views of Spencer with August Comte, the father of sociology and the originator of positivism in the social sciences. Both of them both want to apply the theory of evolutionism to nature and biology in the field of study of the social sciences. Spencer paid more attention to changes in the social structure of society, and not to intellectual development.

### **2.4. Theory of Social Behavior (Behavioristic)**

Retzer (2011: 70), The approach of behaviorism in social science has been known for a long time, especially psychology. Its revival in all branches of social science in modern times is found in the work of BF Skinner, who is also the leader of the exemplar of this paradigm. Through this work, Skinner tried to translate the psychological principles of behaviorism into sociology. His theories, ideas and practices have played an important role in the development of the sociology of behavior.

Skinner sees both the paradigm of social facts and the definition of social as a mystical perspective, in the sense that it contains a puzzle that cannot be explained rationally. Skinner's criticism is aimed at the substantial problem of the two paradigms, namely the existence of the object of study itself. According to Skinner, the two paradigms build the object of study in the form of something mystical. The idea of developing this social behavior paradigm from the start was intended to attack the other two paradigms. It is therefore not surprising that the difference in views between the social behavior paradigm and the other two paradigms is inevitable.

### **2.5. Social Interaction Theory**

According to Gillin and Gillin, there are two kinds of social processes that arise as a result of social interaction, namely the associative process and the dissociative process. The Associative Process, in essence, this process has a tendency to make the community unite and increase solidarity among group members. Then the associative process forms, namely cooperation, accommodation, assimilation, and acculturation (Sudrajat, 2011).

### **2.6. Human Needs Theory (Abraham Maslow)**

Setiawan (2014), quoted by Muazaroh and Subaidi (2019) states that, not a single thought is born from empty space, without any contact with the surrounding environment. Likewise experienced by Maslow. His thoughts about humans were very much

influenced by... his life at that time. Maslow was born on April 1, 1908 AD. As a child, he became the only Jewish boy living in the Gentile settlement of Brooklyn, New York. He then grew up there, with a narrow situation that made socializing quite difficult. Maslow is the eldest of seven children in a less harmonious family.

Maslow divides the hierarchy of needs into five basic levels of needs, namely: (1) Physiological needs. Physical needs are the most basic and most dominate human needs. this need is more biological in nature such as oxygen, food, water and so on. (2) Safety needs. After the physiological needs are met, humans will tend to look for a sense of security, it can be a need for protection, freedom from fear, chaos and so on. This need aims to develop human life for the better; (3) The belongingness and love Needs. (4) The esteem Needs. After the three needs above are met, it becomes human instinct to be appreciated by others and even the community. Maslow classifies this need into two parts, namely, First, it is more directed at self-esteem. This need is considered strong, capable of achieving something adequate, has certain skills in facing the world, is free and independent. (5) Self-actualization needs. This need is the highest peak of human achievement after the above needs are met. The achievement of self-actualization has an impact on higher psychological conditions such as changes in perception, and motivation to always grow and develop. These five hierarchies of needs are Maslow's key structure in explaining humans. have certain skills to face the world, free and independent. These five hierarchies of needs are Maslow's key structure in explaining humans.

### **3. RESEARCH METHOD**

#### **3.1. Research Approach**

This research uses a qualitative research approach with descriptive research type. The use of a qualitative research approach is based on the consideration that in implementing educational activities at Rona Raya Kindergarten, it is not only the responsibility of the government, schools, also the community, especially parents with various backgrounds of other social strata including types of work.

#### **3.2. Research Focus**

From several problem formulations that have been stated previously, the focus of this research is directed at "The social behavior of parents in fostering kindergarten age children" with the following indicators.

**Table 1. Focus and Indicators**

| <b>No.</b> | <b>Formulation of the problem</b>  | <b>Indicator</b>  |
|------------|--|---|
| 1.         | Parents' social behavior in fostering children at home.  | 1) Parenting profession<br>2) Parents' activities in the morning in fostering children<br>3) Parents' activities at night in fostering children<br>4) Parents' activities after working in the office<br>5) Attitudes and actions of parents in preparing children for school<br>6) The role of both parents at home  |
| 2.         | Parents' social behavior in interacting with educational institutions where children go to school                          | 1) Attitudes and attention of parents towards educational institutions (Kindergarden)<br>2) The attitude and character of teachers in school  |
| 3.         | The factors behind the social behavior of parents in interacting with educational institutions where children go to school | <ul style="list-style-type: none"> <li>• Internal factors                             <ul style="list-style-type: none"> <li>1) Affection for children</li> <li>2) Responsibility for work</li> </ul> </li> <li>• External Factors                             <ul style="list-style-type: none"> <li>1) Parents' workplace regulations</li> <li>2) Leadership demands</li> <li>3) The attention of the leadership of the parent workplace</li> </ul> </li> </ul> |

#### **3.3. Data Analysis Technique**

Data analysis in qualitative research in Rona Raya Kindergarten was carried out and met with the parents of students at school and at the parents' house. The research data were obtained from interviews, observation and documentation. Data analysis is carried out by organizing the data obtained into a category, describing the data into units, analyzing important data, compiling or presenting data in accordance with the research problem in the form of a report and making conclusions so that it is easy to understand. In accordance with the type of research above, the researcher used an interactive model from Miles and Huberman to

analyze the research data. Activities in qualitative data analysis are carried out interactively and take place continuously until completion, so that the data is saturated.

## **4. DISCUSSION**

### **4.1. Parents' Social Behavior in Fostering Children at Home**

That parents as civil servants are more "disciplined" in fostering children at home, starting from the phase of waking up, preparing school children, accustoming children to congregational prayer, tadarus, evening prayers, studying until isha. For those of other religions, the activity is to invite children to watch the 'youtube "children's program with guidance and guidance from parents. Also accustomed to teaching children to bathe themselves, in their own clothes, wear their own veil.

This is in line with the results of research by Wahyuni *et al.* (2018) which research related to "Subjective Well-Being children who come from families with low social economic status" with the aim of research to find out and analyze the level of children's Subjective well Being. children who come from families with low socioeconomic status in Pekanbaru City. The results of his research concluded that the level of subjective well-being of early childhood was high even though they came from families with low economic status.

Besides that, it also reveals that the factors that can affect children are the level of happiness of the child with the condition of his family. Such as parental attention, facilities, and so on that children have. The tendency that occurs is that children who come from poor families have a low assessment of the happiness of their life. The level or level of happiness felt by one individual will be different from another individual. This is influenced by things that make the individual happy such as a harmonious family, friends or a warm environment, socioeconomic status, and so on. However, often a person's happiness is only measured based on the fulfillment of basic needs such as clothing, food, and housing.

This research is also strengthened by the results of research by Adpriyadi and Sudarto (2019) which examined "parenting styles and their implications for early childhood education in the Dayak Inggar silat sub-tribe". Concluding the results of his research that the understanding of the parents on the Dayak Inggar Silat sub-tribe is in the good category. Parents generally understand that education is very important. This can be seen from all the informants who said that they wanted their children to stay in school and reach their highest aspirations for a better future. The parenting patterns applied by most of the Dayak Inggar silat sub-ethnic communities are permissive and democratic parenting. Meanwhile, the factors that influence parenting are: parents' education level, socio-economic status, number of children.

While the results of research by Adawiyah (2017) which examined "Parenting patterns and their implications for children's education" (Study on Dayak Communities in Halong District, Balangan Regency) ", the results of his research concluded that the understanding of Dayak parents in Halong District was in a good category. They generally understand that education is very important. This can be seen from all informants who said that basically they wanted their children to go to school as high as possible. The educational pattern applied by most Dayak people is permissive parenting and democratic patterns. Meanwhile, the factors that influence children's education patterns are: (1) Family Socio-Economic Level, (2) Parents' education level, (3) Distance from residence to school, (4) age, and (5) number of children.

The results of this study are supported by the basic social behavior theory (behavioral sociological model of social exchange), in which Homans tries to explain the relationship between two people using economic principles (buying and selling). He argues that the psychological process that occurs in two people who interact with each other is essentially the same as the buying and selling process in which both parties give each other a price and seek profit.

### **4.2. Parents' Social Behavior in Interacting with Educational Institutions Where Children School**

Parents of students give positive attention to the institution, because schools can train, educate children to be more independent, children can get along with anyone, because they are supported by teachers who are more painstaking, patient, and compassionate. When parents are slow in picking up the child's home time, due to the leadership of the workplace, the parents often give sudden assignments, as well as relatively limited resources in the parents' workplace.

This is supported by the theory, put forward by George Homans, with the main proposition of this theory is the Proposition of Success, namely "In everything a person does, the more often an action gets rewarded (brings positive responses from others), the more often actions will be carried out by the person concerned ". In essence, the results of this study indicate that parents of students pay positive attention to the institution, because they think that school can train children, and educate children to be independent, and get along with anyone. And supported or taught by teachers who, according to the parents, are teachers who are



more painstaking, full of patience, and compassion, so that parents feel at home with their children studying and attending the kindergarten.

Another finding, is that sometimes the parents of students are late in picking up their children home, because the leadership of the workplace, the parents often give sudden assignments, this situation can be examined by the social interaction theory that Gillin and Gillin 1954 (in Setiadi, 2007: 91) states that social interaction is the relationship between individual people, between groups of people, and individuals with groups. According to Bonner (in Gunawan, 2010:31) social interaction is a relationship between two or more people, so that the behavior of one individual affects, changes, or improves the behavior of another individual, and vice versa. This situation creates a conflict between the leadership and staff as subordinates which has an impact on the educational institution where the child goes to school.

This is also supported by the results of research by the Research Team for Balitbang Province of Central Java (2007), which explains that (1) environmental education in schools shapes children's social behavior; (2) the conditions of the living environment / community shape the social behavior of school children towards the environment; and (3) social behavior of school children in an effort to conserve the environment at school and where they live.

#### **4.3. Factors Behind Parents' Social Behavior in Interacting with Educational Institutions Where Children School**

The factors underlying the Social Behavior of Parents with ASN Profession towards Educational Institutions where Children School are internal factors, namely (1) parental affection as ASN for children; (2) make "special" time for children at home; and (3) there is an attitude of responsibility towards duties in the office. The external factor is the existence of (1) regulations in the workplace, which are generally relatively the same, for example having to be disciplined, with working hours starting at 08.00 to 16.00, however for ASN who are professions as teachers go to work at 06.30 and come home at 14.00. Including giving finaly and giving warning letters I, II, to III, if they violate the rules; (2) office leadership demands that work must be optimal and maximal, as well as disciplined; (3) each leader has different concerns in each workplace; (4) the leadership of the workplace has character and attitude, such as (a) kinship; (b) very careful not to differentiate between other employees: (c) care and provide convenience to employees; (d) if there are problems, the leadership can provide solutions and directions; (e) leaders can mingle with subordinates and make employees feel at home working.

Based on the description above, it can be argued that external factors are more influencing and a background for the social behavior of parents in interacting with educational institutions where children go to school. Namely, internal factors are (1) parental affection as ASN for children; (2) make "special" time for children at home; and (3) there is an attitude of responsibility towards duties in the office. The external factor is the existence of (1) regulations in the workplace, which are generally relatively the same, for example having to be disciplined, with working hours starting at 08.00 to 16.00, however for ASN who are professions as teachers go to work at 06.30 and come home at 14.00. Including giving finaly and giving warning letters I, II, to III, if they violate the rules; (2) office leadership demands that work must be optimal and maximal, as well as disciplined; (3) each leader has different concerns in each workplace, but in this study; (4) the leadership has character and attitude, such as (a) kinship; (b) very careful not to differentiate between other employees: (c) care and convenience for employees; (d) if there are problems, the leadership can provide solutions and directions; (e) leaders can mingle with subordinates and make employees feel at home working. (d) if there are problems, the leadership can provide solutions and directions; (e) leaders can mingle with subordinates and make employees feel at home working. (d) if there are problems, the leadership can provide solutions and directions; (e) leaders can mingle with subordinates and make employees feel at home working.

That external factors are more influencing and a background for the social behavior of parents in interacting with educational institutions where children go to school. This is supported by the theory put forward by Skinner who developed behaviorism by creating and developing the operant conditioning theory. Where, the key to understanding operant conditioning is direct reinforcement of the response. Continued reinforcement can increase the likelihood that the same behavior will reappear. In operant conditioning the frequency of reinforcement is always changed or replaced. Reinforcement does not lead to a habit but increases the likelihood that a behavior will be repeated.

This is also reinforced by Abraham Maslow's Theory of Basic Human Needs. Humans, in an effort to fulfill their daily needs, always try to find the best. As social beings, in an effort to meet their needs, humans always need other parties. It is impossible for a human to fulfill his own needs. Human needs, when viewed from a level of importance, are divided into primary, secondary and tertiary needs. Primary needs are very important needs for the person concerned so that for him this need must be met first and foremost. Previously, primary needs only included clothing, food and shelter. But nowadays, because life is increasingly complex, it is also added as a primary need, namely the need for health, education, entertainment, and others.

Maslow has a unique fundamental concept from his theory, namely: Humans are motivated by a number of basic needs that are the same for all species, do not change, and come from a genetic or instinctive source.

These needs are also psychological, not merely physiological. These needs are the core of human nature, it's just that they are weak, easily manipulated and controlled by the wrong learning process, habits or traditions (Supratiknya, 1992). These basic needs are arranged hierarchically into relative strata, namely: (1) Physiologic Needs; (2) Safety & Security Needs; (3) Love and Belonging Needs; (4) Esteem Need; and (5) Self Actualization Need.

Support for this theory is consistent with the results of Mahyatun (2010) study that the attention of parents who are civil servants tends to be high; (2) the learning motivation of students whose parents are civil servants tend to be high; (3) there is a significant relationship between parental attention and learning motivation of students whose parents work as civil servants with the attention and learning motivation of students whose parents are non civil servants; (4) there is no significant difference between the attention of PNS and non PNS parents. This means that parents of PNS and non PNS have no difference in giving attention to their children; (5) there is no significant difference between the learning motivation of students whose parents are PNS and non PNS.

Another study, conducted by Makhmudah (2018) on the results of her research, on strengthening the role of the family in children's education, concluded that: (1) family responsibility in children's education, namely the family displays an act or behavior that can be imitated, imitated, and emulated. by children, as well as education of good habits, for example parents must provide an example of teaching congregational prayer, guiding prayer services, and practicing children's prayer worship. (2) factors that affect children's education, consisting of family factors that act as educators and motivators for children and environmental factors, including family environment, school environment including peers, the surrounding environment, children's motivation and the child's intelligence.

Including from the research of Ramli and Syam (2006) (1) There are many laws and regulations that regulate the behavior of civil servants in providing public services that are regulated in laws, government regulations, the Presidential Decree, KepMen, and perda, regulation of civil servant behavior is indeed a matter of which is very important but if there are too many regulations it will create difficulties in understanding and implementing them in the field. Likewise, the community will experience obstacles if they want to participate in encouraging civil servants to continue to behave in a more positive manner. To increase the positive behavior of civil servants, it is necessary to have a holistic and comprehensive approach so that several approaches are needed, namely: Legal Approach, Moral Approach, Administrative Approach, Work Ethic Approach, (2) Legal reform is needed to be able to encourage the behavior of civil servants in a more constructive and dynamic direction. Legal reform must be able to encourage the bureaucracy to be able to change the behavior of civil servants so that the services provided can be accounted for to the public. Law enforcement and reforming laws and regulations in public services should be able to create services that are fair and in accordance with the demands of society.

## **5. CONCLUSIONS AND SUGGESTIONS**

### **5.1. Conclusion**

Some of the conclusions from this study are as follows.

- 1) The social behavior of parents with the ASN profession is more "disciplined" in fostering children at home, compared to parents with other work statuses. Among them, parents in the ASN profession are accustomed to getting up early between 03.00 and 04.00. And have made it a habit to train children to pray in congregation, tadarus and evening prayers, and get children to bathe themselves, in their own clothes, and wear their own veil.

Meanwhile, for parents of other religions, the activity is to invite their children to watch the 'YouTube' movie, the children's program, with guidance and guidance from parents. In addition, parents consider that at home is a "special" time for child assistance.

- 2) Parents who work as civil servants as well as those with other private status give positive attention to the institution, they even control and supervise their children while they are at school. Because parents consider the Rona Raya Kindergarten educational institution to be able to train and educate children to be more independent, children can get along with anyone, because they are supported by teachers who are more painstaking, full of patience, and compassion.
- 3) That external factors influence and motivate the social behavior of parents, including in interacting with educational institutions where children go to school. External factors, for example, (1) regulations for civil servant and non-civil servant offices, including the provision of working hours at 6.30 am must be at the workplace; and sometimes also giving finalty and

giving warning letters I, II, to III if they violate the rules; (2) office leadership demands that work must be optimal and maximal, as well as disciplined; (3) leaders who have character and family attitude, care, care, and "mingle" with staff to make employees feel more at home working.

4) Some of the findings from this study are as follows.

- a. With strict civil servant regulations, namely at 6.30am to enter the office, it is not uncommon for children without being bathed to be taken to school, even when they are sleeping in a vehicle (delivery).
- b. Sometimes the teacher takes the child back to the workplace of the parent who works as a civil servant, rather than being picked up by the parents themselves.
- c. The teacher who becomes the "idol" of the students is the teacher who has affectionate attitudes and actions.
- d. One of the children has extraordinary interest and enthusiasm who always wants to go to school, even though holiday time is included during the Covid'19 pandemic.
- e. One of the children under the age of 2 is already proficient in reading.
- f. Among the elderly with civil servant status, they are not only in arrears, they do not even have time to pay tuition fees as they should.

## **5.2. Suggestion**

Based on some of the conclusions above, the suggestions that can be conveyed are as follows.

- 1) Practically, it can be the basis for planning and employee development in the office, related to regulations and regulations on working hours for employees.
- 2) The Rona Raya Kindergarten Education Institute needs to consider increasing the number of teachers according to the qualifications and the ratio of the number of students.
- 3) It is necessary to increase the attention and cooperation of parents of students and kindergarten educational institutions, in relation to picking up children, and the responsibility for contributing to education and other funding.
- 4) The results of this study can be the basis for further research involving various aspects that influence the behavior of parents, educational institutions, and other environments.

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