



Models of Parenting and Education in Instilling Character Values: Case Study on Children with Single Parents in Indonesia

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Abstract

Objectives: This study seeks to identify single parents' parenting and educational strategies to instill moral values in their children.

Methods: This study applies interviews, observation, documentation, and inductive reasoning. Data validity is performed to determine the level of data validity based on data collection results. The validity of the data relies on credibility by extending participation; specifically, the researcher remains in place until data collection reaches saturation. This is accomplished by observing the daily lives of parents and children in the home, school, and community.

Results: The findings show that the authoritarian-democratic single-parenting model is 47%. Single parents tend to provide a mixture of authoritarian and democratic values, in the sense of providing strict and precise parenting based on parental wishes due parental knowledge, education, and occupation. The effects of parenting by parents include obedience, discipline, fear of punishment, introversion, diminished creativity, communication, independence, and respect for others.

Conclusions: Single parents are responsible for their child's physical and mental development. Parents' attention and affection are irreplaceable. The motivation and example of parents must be instilled more so that children continue to receive their parents' love and attention. Parents who invest time and care in their children can instill a positive character and personality. Also, parents must teach them that they are a family who can serve as role models and a support system in times of difficulty.

Keywords: Parenting, single parents, introvert, communicative, independent.

نموذج التربية في غرس القيم الشخصية (دراسة حالة عن الأطفال ذوي الوالدين الوحيدين في إندونيسيا)

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ملخص

الأهداف: تسعى هذه الدراسة إلى تعرّف الاستراتيجيات التربوية التي يتبعها الآباء العزاب والأمهات العازبات لغرس القيم الأخلاقية في أبنائهن.

المنهجية: تعتمد هذه الدراسة على المقابلات والملاحظة والتوثيق والتفكير الاستقرائي. ولضمان صحة البيانات وسلامته، تعتمد الدراسة على توسيع نطاق المشاركة بحيث يبقى الباحث في مكانه لحين اكتمال جمع البيانات ويُحقّق ذلك من خلال مراقبة الحياة اليومية للآباء والأطفال في المنزل والمدرسة والمجتمع.

النتائج: تظهر النتائج أن نموذج الأبوة والأمومة السلطوية الديمقراطية ذات الوالد الوحيد يمثل ما نسبته 47%. يميل الآباء الوحيدون إلى تقديم مزيج من القيم الاستبدادية والديمقراطية من خلال توفير بيئة تربية صارمة ودقيقة تستند على رغبات الوالدين بناء على معرفتهم لأبوية والتعليمية والمهنية.

الخلاصة: خلصت الدراسة إلى أن مسؤولية النمو الجسدي والعقلي للأطفال منوطة بالوالدين الوحيدين وأنه لا يمكن تعويض اهتمام وعاطفة الوالدين. يجب أن يُغرس تحفيز الوالدين وحماسهما على نحو أكبر حتى يستمر الأطفال في تلقي حب واهتمام والديهم. يمكن للوالدين الذين يستثمرون الوقت والرعاية في أطفالهم أن يغرسوا فيهم شخصية إيجابية. كما يجب على الوالدين تعليمهم أنهم عائلة يمكن أن تكون بمثابة قدوة ونظام دعم في أوقات الصعوبة.

الكلمات الدالة: الأبوين، الوالد الوحيد، المنطوي، تواصل، مستقل.

INTRODUCTION

Parents are obligated to provide their children with an education (Masduki et al., 2020). Parents are essential in providing care and education. Ideally, education should be provided not only in formal institutions such as schools, but also in the family environment, even if it is informal (Latipah et al., 2021).

According to Islamic doctrine, one of God's tests for parents is their offspring (Latipah, Kistoro, & Putranta, 2020). Consequently, every parent must be genuinely accountable for the command given by Allah and, at the same time, serve as a test that must be passed. If educated children adhere to Islamic teachings, their parents will receive a great reward for their obedience. The importance of parental awareness must be emphasized to parents. Psychologically, parental involvement in child development is essential (Biswas-Diener, 2010). Children require not only material sufficiency but also psychological needs, such as a sense of security, a desire to be cared for, and the actualization of their potential, which is essential for their growth and development (Latipah, 2021). Parents are the first individuals on whom children rely on to learn about life.

Parents are the first educators of their children, providing education in the home. Both the father and the mother should be responsible for educating their children. Father and mother both contribute to the development of their children. Nevertheless, the era's progress gave rise to numerous social phenomena at this time. Parents are too preoccupied with their economic needs, resulting in children's neglect, attitudes and behavior that deviate from religious teachings (Lukman et al., 2021) and social order (Malette, 2017), and even the phenomenon of violence in the family, school, and community. There is no longer any educational support for children's intellectual and psychological development. Frequently, unsupervised learning is detrimental to the character development of children. If parents are incapable of educating their children, it is recommended that they enroll them in formal educational institutions. By entrusting the education of their children to formal institutions, parents do not demonstrate irresponsibility, neglect, or less concern for their children. Efforts continue to be made to improve academic performance in order to achieve maximum results in the development of children.

Parenting and education are the responsibilities of both parents. Unfortunately, the children's fates differ from one another. Some children still have both parents, while others are orphans. Having only a mother or father is challenging for the children and the single parent. A single parent is a parent who does not reside with a spouse or partner and who assumes the majority of day-to-day parental responsibilities (Stephen & Udisi, 2016). Indeed, the job of a single mother or father is more difficult and complex than that of a couple. In addition to providing for their material needs, single parents are responsible for their children's education.

The father's role in the education of his children includes guiding them along the correct path as a leader. The father is the protector of the family, a booster of children's self-confidence, an encourager of their curiosity, a trainer of their bravery, and a religious educator. As role models, fathers play with their children, motivate them, and demonstrate care. Father strengthens family ties, confides in friends, pays attention to and supervises children's relationships, and increases emotional intelligence, intellectual intelligence, and spiritual intelligence (Kistoro, 2017; Ahmed et al., 2016). Mother plays a crucial role in the family that is comparable to that of the father. The success of a child's education is determined by the mother's touch. Mother pays attention to serving physical, psychological, and social needs, such as eating, drinking, and dressing. The mother is a role model in order to set an example for her children and inspire them to achieve their goals.

Despite the challenges they face, single parents must ensure that their children are well-cared for and educated (Shirahase & Raymo, 2014). Some single parents succeed in educating their children, whereas the majority do not. These failures have consequences for the children of those who fail to educate them. The children are typically abandoned and neglected. As a result, their dissatisfaction manifests itself in destructive behaviors such as alcohol consumption, violence, and in some cases, criminal behavior.

The situation described above is an intriguing issue that warrants further research, particularly regarding the impact of single-parenting models on character education and the influence of this parenting and education model.

LITERATURE REVIEWS

The urgency of childcare and education

A model is a pattern of something to be made or produced (Batson & Yoder, 2012). The parenting model is a method used by parents in trying various strategies to encourage their children to achieve the desired goals (Hasanah et al., 2018). The intended goals include knowledge, moral values and standards of behaviour that children must have when they grow up. According to the understanding of the explanation above, the parenting model or pattern is the way parents apply to children to achieve a specific goal.

The parenting model is a method of how parents treat their children in a daily family setting, both physically and psychologically. According to Havighurst (Duncombe et al., 2012), the model of educating children or parenting is a responsibility manifested in structuring children's behaviour. Parenting models or patterns can also be interpreted as treatment from parents to provide protection and education for children in daily life, as well as how parents interact with children.

From the preceding definitions, it can be concluded that the parenting model is the model of educating children to foster their development. Parenting model is a pattern of interaction between parents and children, in which the parenting model is influenced by several factors, including the past that is closely related to parenting or the attitude of their parents, the values adopted by parents, the personality type of parents, the married life of parents, and the reasons parents have children, to educate by changing behavior, knowledge, and values that parents deem to be most appropriate for children so that they can become productive members of society.

Various Models of Parenting

Hurlock categorizes models of child-rearing and education as authoritarian, democratic, and permissive (Nora, 2021). The authoritarian parenting model is characterized by parental dominance in decision-making. Balanced between discipline and affection in a democratic system. The permissive model is characterized by parents who allow their children complete freedom and lack of clear boundaries (Kistoro, 2013). Hurlock (Khambali, 2017) identifies the following parental attitudes as typical: (1) Excessive protection, where excessive parental protection includes excessive parenting and child control. (2) Permissiveness is exhibited by parents who have little control over their children's actions. (3) Pamper the child and meet all his or her needs. (4) Rejection, wherein refusal can be expressed by ignoring the child's welfare or by placing excessive demands on the child, as well as by displaying open hostility. (5) Acceptance, characterized by great attention and affection for the child, in which the receiving parent pays attention to developing the child's abilities and considers the child's interests.

According to Smetana and Rote (2019), there are three distinct styles of parent-child relationships: (1) Accept-reject, this model is based on the level of parental-child closeness. (2) Having-letting go, this model is based on the protective nature of parents toward their children. From overprotective parenting and having children to total neglect of children. (3) This model is based on the degree to which children are involved in determining family activities. In the autocratic model, parents act as dictators over their children, whereas in the democratic model, children have some say in family decisions.

Parenting or educating children can be divided into three categories based on the explanations provided above: authoritarian, democratic, and permissive (Awaliyah et al., 2022). The characteristics of authoritative parenting are as follows. First, there are rules, comprehension, and strict and strict oversight. Second, the desire for children to submit to and obey their parents so that parental orders cannot be contested and must be carried out. Third, they frequently employ threatening language or phrases when providing supervision, orders, and regulations. Fourth, problem-solving frequently employs both physical and non-physical punishments.

These are the characteristics of democratic parenting. First, there is dialogue between children and their parents. Second, warmth allows children to feel accepted by their parents, thereby connecting their emotions. Thirdly, parental rules are not overly stringent. While the characteristics of the permissive parenting model are permissive, the first characteristic is that children are not limited or constrained in their actions. Second, children are free to make their own decisions and act

independently. Third, most parents are apathetic.

Each parenting style has benefits and drawbacks. The advantages of the authoritarian parenting model are that children are completely submissive and obedient to their parents, do not dare to break the rules set by their parents so that what is ordered is always carried out, are genuinely disciplined, responsible out of fear of punishment, and have a high level of parental loyalty. The disadvantages of the authoritarian parenting style include children who prefer solitude, a decline in maturity, and hesitation in all actions. Children lack initiative and creativity, are passive, fear making mistakes and being punished, are shy, and yearn for social interaction with their peers.

The advantages of the democratic parenting model are that the child's attitude is more adaptable, respectful of the work of others, accepting of criticism, engaged in life, emotionally stable, and has a sense of responsibility. As one of the flaws of the democratic parenting model, children's speech can occasionally spiral out of control and appear impolite to their parents. Occasionally, when children and parents have divergent opinions, the situation escalates into conflict.

The benefit of the permissive parenting model is that children have an independent attitude and are not reliant on their parents. Children have no fear of their parents because they rarely discipline them, are inventive, and take responsibility for their care. The child's psyche is not susceptible to shocks because he or she gets along well with others. The weakness of the permissive pattern is that children frequently abuse and misinterpret the trust given to them by doing as they please. Children have a spoiled disposition and are sluggish, disobedient, and capricious. They demand a lot of facilities, and the relationships between families need more focus; they also frequently disobey parental orders.

Children are the responsibility of their parents, so parental care models are essential (Mahoney & Nam, 2011). The responsibilities of parents toward their children include caring for and raising them, protecting and ensuring their physical and spiritual health, educating them with diverse knowledge and skills, and making children happy for this world and the next by providing them with religious instruction (Gusman et al., 2021).

Parental care is typically influenced by several factors, such as the parents' level of maturity, their level of education or knowledge, and their level of religiosity (Kim & Kim, 2013). The first factor that influences parenting models for children is maturity. The maturity in question focuses primarily on psychological maturity; therefore, parents who are psychologically mature or mature enough to educate children will typically have a good parenting model. In contrast, parents with immature psychology are ill-equipped to raise their children from a psychological standpoint. With all the problems, parents tend to be poor role models. Being prepared to become a mother or father is the parents' initial investment in childrearing. Families formed by adult couples will be able to become balanced, characterized by harmonious relationships between parents and children accompanied by parental responsibility and example.

Parents with a high level of education are aware of the nature, functions, and responsibilities of parenting. With adequate education, parents will be able to comprehend their children's traits and will have the means to educate them (Okilwa & Barnett, 2017). According to Betancourt et al. (2003), parents should understand the three temperament types of children: difficult children, easy children, and children who are slow to adapt to new situations. Understanding a child's temperament is crucial because parents must foster their development and accept them as they are.

Parental Religious Aspects By nature, parents are the first educators for their children, meaning they will always occupy the top position (Latipah, Kistoro, & Khairunnisa, 2020). Therefore, parents are the primary educators of their children. This law is believed to be embedded in all religions and human values. Obviously, to effectively raise children, especially in the area of religion, parents must also have a strong faith. With adequate diversity, parents will not only serve as role models, but also be compassionate, just, and accountable.

Parents are already responsible for the care, education, and guidance of their children. The mother is the only parent in a single-parent family; she is the one who gave birth to the child. Fathers and mothers are responsible for educating, guiding, and positively influencing their children. The role of parents in educating their children is to instill the nation's values in the next generation. In this discussion, single parents refer to parents in a family who reside alone, i.e., only fathers or only mothers (Raymo et al., 2014). Single parenthood can result from a divorce, a family member's departure, or the demise of a family member.

Single-parent parenting

Rachel & Kowaleski state that there are three types of family structure: single parent, married parent, and cohabiting parent (Dunifon & Kowaleski–Jones, 2002). In general, single parenthood has been linked to greater behavioral issues, higher rates of teen pregnancy, and lower achievement among children and adolescents. Therefore, children from single-parent families are identified as problematic children (McLanahan & Sandefur, 2009).

Korese et.al resume at least four theoretical models have been proposed to explain the relationship between single-parent families and a variety of youth outcomes, including crime (Kroese, et al, 2021). According to Kroese et al. Social control theory, social/parental absence model (fitting within self-control theory), economic strain model, and family crisis model are these theories. Unlike the family crisis model, this theory focuses on the family disruption processes rather than the family structure itself. This model suggests that family disruptions are significant determinants of children's well-being. For The family crisis model, for instance, suggests that experiencing parental divorce or separation causes psychological distress, emotional resentment, and social tension in children. Children's emotional resentment towards their parents may reduce the level of family attachment and increase their criminal behavior. In contrast, the model posits that the loss of a parent is associated with anxiety, emotional distress, and depression. Felner et al. found that the loss of a parent is not typically accompanied by the same level of emotional resentment as parental divorce or separation (Felner et al,1981). Therefore, according to this model, children are more likely to engage in criminal behavior in response to parental divorce or separation than in response to parental death. Because children in two-parent families and those born to a single parent do not experience a family disruption crisis, these children are expected to exhibit less criminal behavior.

Parents have a significant impact on the development of personality and character. The absence of one or both parents will have detrimental effects on their development and increase their susceptibility to mental illness and behavioral disorders. Li declares a single parent condition can negatively impact the children (Li, 2021). These impacts such as an introverted personality and a high risk of depression; a lower happiness index than their peers; and a decline in grades and an increase in psychological issues. Thus, parents have a significant impact on the development of personality and character. The absence of one or both parents will have detrimental effects on their development and increase their susceptibility to mental illness and behavioral disorders.

Children from single-parent households are susceptible to emotional health and behavioral issues. Therefore, considerable effort is required to address this mental and behavioral condition. Research conducted by Motamedi et.al shows that intervention programs that teach emotional intelligence management skills helps children from a single-parent families are better able to regulate their own emotions and those of others in response to the negative effects of stress (Motamedi et al, 2017).

Nevertheless, stress management is not only applicable towards the children. Parents also need an education in how to cope with their children to minimize stress and conflict. In response to this matter, Linxin suggests how parents should manage their relationship with their children. First, parents should communicate with their children in a timely manner. Secondly, try to reduce the frequency of arguments. Third, in addition to parents and children, society should provide care. Fourth, both parents should reach an agreement for children whose parents are divorced and do not reside together, and lastly, schools should strengthen psychological counseling.

However, research indicates that single parenthood is not always detrimental to the development of children. In two large-scale datasets, Smith et al. found no effects of single parenthood on young children's achievement and intelligence test scores (Smith et al, 1997). Additionally, children's development is not always correlated with their family structure, as the findings of Rachel and Jones' study comparing parental mode among European-Americans and African Americans indicate that parental role structure is influenced by race. Therefore, one type of family structure results in success for one race but failure for another, and vice versa.

In Indonesian context, previous research on character education in single-parent families in Indonesia indicates that religious instruction and teaching children the value of discipline are both components of character education (Utami, 2023). Consequently, religious education is the most fundamental item and source of instruction on how to conduct oneself in

social life, both in the home and in society. Moreover, instilling discipline in children as early as feasible teaches them to adhere to social norms.

RESEARCH METHODS

Considering the characteristics of the research object, this study is qualitative (Saldaa, 2011). Qualitative research is research that aims to understand phenomena about what research subjects experience, such as behavior, perceptions, motivations, and actions, holistically and descriptively in the form of words and language in a specific natural context and by employing a variety of natural methods (Neuman, 2014).

In the regions of Yogyakarta, Magelang, and Kebumen, fifteen students with single parents participated in this study. Students are selected as participants through systematic sampling. This selection is based on the criterion that students with single parents will objectively provide more information about parenting models than parents through parenting.

Interviews, observation, and documentation are employed for data collection in this study. The interview is a technique that employs direct dialogue with respondents with the aid of instruments in the form of interview guidelines. Observation is a valid data search method for discovering what the author wishes to know by directly observing the object of study. For instance, investigating parents' behavior, attitudes, and methods of fostering children's growth. In the form of anecdotal records, researchers examine research-supporting objects using documentation, such as wall data, books, minutes, and diaries. (Bates, 2013) Anecdotal records are unique occurrences pertaining to issues that are the focus of attention, particularly about individual behavior.

The technique employed in data analysis is qualitative data analysis. In describing qualitative data analysis, inductive reasoning is used, which is a process of reasoning that moves from the specific to the general. According to Miles & Huberman, the method of qualitative data analysis used is an interactive model. The four required steps are data collection, reduction, presentation, and conclusion/verification (Miles, MB, Huberman, AM, & Saldana, 2014).

Data validity is performed to determine the level of data validity based on the results of data collection. The validity of the data relies on credibility (degree of trust), which is achieved by extending participation; specifically, the researcher remains in place until data collection reaches saturation. This is accomplished by observing the daily lives of parents and children in the home, school, and community. Observation perseverance, data triangulation, the process of comparing data obtained with other methods, such as comparing observational data to interview results, etc. Examining peers through discussion. Sufficient references, review of negative cases, and member verification. Additionally, to determine the accuracy of the author's detailed description process. The author elaborates on the research findings. Reliability is also one of the data validity techniques, which involves rechecking the obtained data in comparison to the compiled details. The author reexamines the research paper with the presented research results and to ensure that the written results are genuinely valid, i.e., their applicability to the field.

RESULTS

The single-parent parenting and education model and its effects on children were determined based on the interviews. RI, as a student of a child with a single parent, explained his parenting model,

"My parents, particularly my mother, frequently enforced strict rules and oversight at home. My mother manages my time for study, assists my parents, and plays. My mother was strict when issuing orders and requiring assistance, so we were required to comply. However, my mother never yelled at me or used physical force to force me to do something."

In accordance with the statement, KN, one of the students with single parents, also explained,

"My mother rarely reprimands me with stern and threatening words. My mother requested that I and my siblings respect our parents. However, if I make a mistake, my mother will sometimes punish me by making me clean the house and not allowing me to play."

Unlike TAS students whose mothers have died and they have only fathers, explained that,

"My father was very disciplined with regard to my education. My father taught me how to do it on my own. However, my father will provide for all of my needs, especially school-related ones. For instance, tasks requiring specific tools will be provided."

NA students who have single-parent mothers explained that,

"Because my mother works to provide for me and my siblings, she does not enforce a great deal of rules at home. My mother makes an effort to meet our needs. In addition, we were expected to assist her with housework, such as sweeping, cooking, and cleaning. She will reprimand us on occasion if the house is not cleaned. However, my mother never physically displays anger."

In line with the students above, IRA students also said that,

"My father is a government employee who never imposed stringent regulations. My father always provides for my needs and those of my brother. We employ a maid because my father frequently returns home late from work. My father frequently instructs my brother and me to be self-sufficient despite the presence of helpers. We sometimes do, sometimes we do not."

According to the findings and analysis, most single parents use authoritarian and democratic parenting styles, while some use permissive styles. This circumstance exists because some parents are preoccupied with work. Some parents have well-established careers, including as teachers, business owners, and office workers. Although some single parents work in factories, others become farmers. Details of research findings regarding the care and education of single parents can be explained in Table 1.

Table 1. Single-parent parenting and education models

Student initials	Class	Parent	Parents' job	Hometown	parenting models	Student achievement
RI	I	SMR	Teacher	Magelang	Permissive and democratic	Rank 2
KN	I	SPR	Factory employee	Magelang	Permissive	Rank 18
SA	I	sl	Private sector employee	Magelang	Authoritarian and Permissive	Rank 8
BAG	II	SKW	Teacher	Magelang	Democratic	Rank 2
NA	II	FPA	Self-employed	Kebumen	permissive	Rank 9
IRZ	II	ICE	Farmer	Kebumen	permissive	Rank 12
MA	II	IF	Private sector employee	Kebumen	Authoritarian and democratic	Rank 2
ESK	II	TW	Private sector employee	Kebumen	Autoitarian and Democratic	Rank 6
JP	II	SRT	Private sector employee	kebumen	Authoritarian and Democratic	Rank 4
NH	III	AK	Teacher	Yogyakarta	Authoritarian and Democratic	Rank 4
GD	III	NT	Teacher	Yogyakarta	Democratic	Rank 2
HG	III	EF	Teacher	Yogyakarta	Democratic	Rank 3
MH	III	STM	Teacher	Yogyakarta	Democratic	Rank 1

Student initials	Class	Parent	Parents' job	Hometown	parenting models	Student achievement
VT	III	SR	Private sector employee	Yogyakarta	Authoritarian and Democratic	Rank 4
NM	III	RV	Private sector employee	Yogyakarta	Authoritarian and Democratic	Rank 5

Other findings from this study's parenting and education model are dominated by the democratic-authoritarian parenting model. Meanwhile, the other model includes democratic parenting mode, permissiveness, and democratic permissiveness. An overview of the percentage of single-parent parenting models can be seen in Table 2.

Table 2. Percentage of parenting models

No	Parenting Models	Number of children	percentage
1.	Authoritarian and Democratic	7	47%
2.	Democratic Permissiveness	1	7%
	Permissive	3	20%
3.	Democratic	4	26%

DISCUSSION

In general, parents employ a variety of parenting models in their parenting practices. In contrast to students whose parents are still together, students from single parents struggle with child rearing and education. Children and their families are the primary beneficiaries of many work objectives. Understanding and caring for parents in this manner has multiple effects on children's character and accomplishments in school or the community (Harkness & Salgado, 2018).

Authoritarian and democratic parenting styles are utilized by 47% of single parents. This style may be the result of single parents placing greater emphasis on their older children's economic, social, and educational needs in the hopes that their children will obey and comply with their wishes. Nonetheless, on the other hand, parents are also aware of their children's needs and desires, so they allow their children certain freedoms.

This parenting style affects children's character, behavior, and achievements. Garriga et al. (2015) note that influential factors include children's cognitive abilities, family economic conditions, environmental and community conditions, and parents' educational level. Each parent's approach to parenting their child results in a spectrum of attitudes. Even though the applied parenting model is the same, it yields different results due to several factors, namely the child's internal factors, internal parents, and their living and social environment. The internal factors of a child are his or her innate personality, cognitive, emotional, and spiritual capacities. The impact of parenting patterns on children's behaviour and attitudes can be described in Table 3.

Table 3. Attitudes and behaviour of students based on parenting and educational models.

Attitude and behaviour	student
Children are submissive and obedient to the orders of their parents.	SA, MA, ESK, JP, NH, VT, NM
Children are disciplined and responsible for fear of punishment.	SA, MA, ESK, JP, NH, VT, NM
Has an aloof personality	SA, MA, ESK, JP
Experiencing hesitation in action	KN, NA, IRZ
Lack of initiative and creativity	KN, NA, IRZ
Passive is afraid of being wrong and punished	SA, MA, ESK, JP, NH, VT, NM
Expressive and cheerful	GD, HG, MH

Attitude and behaviour	student
More adaptable	GD, HG, MH, SA, MA
Appreciate other people's work	GD, HG, MH, VT, NM
Accept criticism openly and communicatively.	GD, HG, MH
Active in life, more stable emotions, have a sense of responsibility	GD, HG, MH
When sometimes talking out of control and seeming impolite	KN, NA, IRZ, SA, MA, ESK
Have an independent attitude, and do not depend on parents.	GD, HG, MH SA, MA, ESK, JP, NH, VT, NM
Have a fear of parents.	SA, MA, ESK, JP, NH, VT, NM

Authoritarian and democratic parenting styles, as well as democratic parenting styles, have the same effect on the attitudes that develop in children, including loyalty to parents, adaptability, respect for the work of others, openness to criticism, engagement in life, emotional stability, a sense of responsibility, independence, and lack of dependence on parents. This equation is realized despite the different levels.

In the application of authoritarian and democratic parenting, not all children have a truly submissive and obedient attitude towards their parents, so not everything that is ordered is always carried out. Disciplined, responsible for fear of punishment, has a personality that likes to be alone, lacks initiative and creativity, is active in life, emotions are more stable, has a sense of responsibility, and creates a fight when there is a difference in opinion.

Authoritarian and democratic parenting styles can result in a child's emotional immaturity, doubt in action, and fear of being wrong and being punished passively. It is uncommonly discovered during research, but it can occur in children. It has been demonstrated that one child exhibited such an attitude. Developing a child's motivation to become a self-assured and courageous adult requires considerable time.

The permissive democratic parenting model will have both positive and negative effects. Children's communication skills are more likely to benefit because they can express their desires. Additionally, children tend to be open and proactive. However, the negative consequence is that children tend to be spoiled, less independent, and willful.

Emotionally and cognitively, democratic parenting styles have a more stable effect on children's personalities, which is very understandable given that democratic parents give their children opportunities to express their opinions through two-way communication. Children who have a sense of worth develop communicative, innovative, and creative attitudes, particularly regarding education. In addition, children are capable of self-adjustment and respect for others.

Patterns of permissive parenting can reveal children's excessive attitudes toward their parents. Children typically lack appreciation and place numerous demands on their parents. More likely, the child's personality will be complex and arbitrary.

CONCLUSION

According to the preceding explanation, the authoritarian – democratic single-parent parenting model is 47%. There are as many as 7% of democratically permissive parents, 20% of permissive parents, and 26% of democratically permissive parents. This demonstrates that single parents tend to provide a mixture of authoritarian and democratic values, in the sense of providing strict and precise parenting based on parental wishes. This may also result from parental knowledge, education, and occupation.

The impact of each parent's parenting style on their child produces a variety of attitudes. Even though the applied parenting model is identical, it yields different results. Some children are typically expressive, joyful, and communicative. Others have deficiencies in understanding, concentration, creativity, initiative, and academic achievement. This can be caused by several factors, including internal factors of the child, internal factors of the parents, and their living environment.

On the basis of the results of research on parenting and education models for single parents to instill character in their children, there is room for further investigation. Single parents are responsible for their child's physical and mental

development. Parents' attention and affection cannot be replaced by the provided material. The motivation and example of parents must be instilled more so that children continue to receive parental love and attention, despite the fact that this is not yet the case. Parents who invest time and care in their children will be able to instill in them a positive character and personality. In addition, parents must teach their children that they are a family that can serve as role models and a support system in times of difficulty.

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