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An Authoritarian Parenting of Early Childhood in Islamic Perspective: A Case Study in Sleman District, Yogyakarta

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Abstract: In spite of positive impact in it, authoritarian nursery is essential to be studied because of its negative effect to children. This article aims to determine the cause of authoritarian parenting in early childhood in Sleman district. This research was qualitative research with a case study approach. It is a single case study with one research subject. This research is not intended to generalize, but shows the importance of phenomena encountered in other families as well. One case in Sleman district that has implemented authoritarian parenting to her children was showed by tight rules, not involvement of the children to agree with the parents and verbal abuse in harsh words and yelling's as the punishment. The research result showed that the leading cause of Mrs R committed authoritarian parenting toward her children is caused by several reasons parenting style from the elders who are authoritarian when instilling religious education, the circumstance outside the home that caused parents to be more protective toward their children, the demands of religion-based schools make the parents more rigid to educate their children, and the influence of parents' diversity background adhered to the particular tenet.

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INTRODUCTION

Early childhood requires external stimulation in order to develop optimally, the family is the child's first environment for growth and development and education. So that parenting is an important element for child development. Parenting patterns are very important for child development. Based on previous research, democratic parenting is seen as an ideal parenting style, because

children feel valued even though their parents apply the rules. Meanwhile, authoritarian parenting has a detrimental impact on children, although it has a positive impact.

Religious values must be introduced since early stage. According to Nashih Ulwan, the parents who provide religious education from an early age will obey Allah as their God during their infancy (Berghan & Aarkadas, 2013). Many parents view religious education

as very important, but sometimes parents' authoritarian behaviour in instilling religious values often occurs. The phenomenon occurs currently, in Islamic Perspective, that the parents instil Islamic education by doctrine. The children are supposed to introduce the good values, behave well in their environment, and teach the ritual or certain tenet that sometimes the children do not understand due to their age. When instilling the doctrine to their children, the parents sometimes act authoritarian (*Observation and Interview in, n.d.*).

Based on the initial observation and interview in the field, the causes behind this research were found to practice authoritarian parenting committed by parents against their early childhood. From a religious perspective, a single case was found in Sleman Regency, for example, some parents have three children which 2 of them are early age, three years old and six years old, while their older sibling is in grade 6 of the elementary school where the schools adhere Islamic values with certain denominations. Their family life seems good outside because their children always pray together in the mosque, even for Shubuh praying, except three years old child, but they believe in particular tenets, such as the prohibition to listen to the music, the teaching taught is not appropriate. When the child is caught listening to music using headset, the 6 years old older- sibling reported to his mother while reprimanding and kicking his younger brother, then the mother came and got mad and reprimanded her child. The mother also proudly said that her child only watches television on Saturdays and Sundays, when asked who make the rules, the mother said that who makes it is herself, while her children could not compromise or discuss. In addition, when her children asked about why they must pray five times, mother by reprimanding said that he prohibited their children to ask, while her children immediately fell silent. Based on this, this study aims to determine the causes of the emergence of authoritarian parenting in early childhood, a single case study in Sleman Regency with the islamic perspective.

METHOD

This research is qualitative research with a case study approach. The research of case study is a qualitative approach that has been explored from a real story in some instances, with detailed and in-depth data collection from various information sources (Cresswell, 2015). Several characteristics in the case study identify a case related to time and place, which used various information sources in collecting the data to obtain a detailed and in-depth picture, in which the researcher attempts to describe the contexts of the cases in detail (Cresswell, 2013) In the single case study in Sleman regency, this study aims to determine the causes of the emergence of authoritarian parenting in early childhood, a single case study in Sleman Regency with the Islamic perspective.

Based on the number of people to be studied, there are three techniques, namely sampling studies, population studies and case studies. In the case study, it is not concerned with quantity but more emphasis on the depth of the case. Informants are not a sample and are not intended to generalize. (Moh Soehadha, 2018, 103-104)

The research was located in Sleman regency that Mrs R, a mother who uses authoritarian parenting in religious and education field, was a research sample. Her six-year-old child often gets authoritarian behaviour to recite the Al-Qur'an, praying and learning to read hijaiyah letters. The child is often yelled and gotten mad without wise explanation of why they must do many things.

The technique of data collection was the observation, interview, and documentation. The data was collected through observation, either by participating or not (Moleong, 2010). This research used participative observation, which the researcher was involved directly with the daily life of the person who was observed. When making observations, researchers participated actively to feel what has been felt on the object being observed (Moleong, 2010). The observation was conducted to determine the communication pattern between parents with children.

Second, data collection technique was a face-to-face interview, in which the interviewer directly met the respondents to ask the questions (Kerlinger, 2014). Several kinds of interviews include structured and unstructured interviews, researchers only based on the outline to be studied, and there are no specific guidelines (Sugiyono, 2011a). In this research, interview aimed to dig deeper into the problem being studied.

The third technique is documentation that became the completion of the interview and observation (Sugiyono, 2011a). This documentation used to collect the data regarding the activities carried out by parents and children in the home.

Validity and reliability test used to see the validity of the data. In this research, the validity test used the technique of source triangulation. Source triangulation was conducted by checking several sources (Sugiyono, 2011b). The data was then described, categorized, chosen, and analysed. Except for source triangulation, data triangulation was also used for this research to collect the data collected as more valid and trusted, while interviews were conducted with various informants to check the validity of the data (Gunawan, 2015). In principle, qualitative data analysis is carried out simultaneously with the data collection process. Data analysis in this research used Miles and Huberman's model that covered data reduction, data presentation, and conclusion (verification) (Basrowi & Suwandi, 2002).

Data reduction is the process of choosing and being the centre of attention and transforming rough data in the field. This process occurred during research, in which the reduction is a part of in-depth analysis, sort out which one is suitable for use or not so that an interpretation can be drawn (Basrowi & Suwandi, 2002). After data reduction, it was conducted data display. Miles and Huberman in Sugiyono stated that narrative text is the most used in qualitative research. Data display eases to understand what is studied.

The next phase is drawing the conclusion based on data reduction and data

representation. If valid evidence had supported the initial data, it would be obtained a credible conclusion. The Description of Research Location, Sleman Regency. Sleman Regency consists of 17 districts, 86 villages and 1212 counties. According to the data in 2013, the population structure based on gender was 566,841 women and 574,892 men. The percentage of men and women seems equal, consisting of 50% men and 50% of women from many people (Sippa.Ciptakarya.Pu.Go.Id/Sippa_online/Ws_file/Dokumen/Rpi2jm/DOCRPIJM_1501228_149draft_Bab_4_Profil_Kabupaten_Kab_Sleman.Pdf, 2020). The increasing number of urbanites in Sleman is due to universities' existence in the Sleman region, resulting in growth in various sectors in Sleman. Various universities in Sleman Regency include Gadjah Mada University (UGM), Yogyakarta State University (UNY), and Veteran National Development University (UPN). The Javanese lifestyle in Sleman is strongly influenced by Kraton Ngayogyakarta Hadiningrat, a palace complex in Yogyakarta city. There is a social change in traditional society to modern society due to the growth of urban activities. Several culture heritages in Sleman are starting to extinct because of the lack of preservation. Facilities and art preservation decrease caused by the lack of.

RESULT AND DISCUSSION

Authoritarian Parenting

Plenty of research showed that parenting influence child's growth and development. Healthy behaviour parents can decrease the negative impacts of harmful incidents the children receive, which allows them to be stressed, for example, complicated economic factors, discrimination, the impact of divorce, and the girls who have grown mature too early (Brooks, 2011).

Parents indirectly affect the growth of children. By parent's parenting, the children can develop and grow well, both in mental and education. The parents give time, emotion, energy, and materials to grow their children. Those parents' sacrifices are conducted for

their children in order to be grown well. Plenty of research mentioned that behaviour and parents' effort critically influence children's development and competency, even though is not the only factor (Brooks, 2011).

Although genes and the environment affect children's development, parents have a significant role in providing and monitoring the environment. Parental care can change the genetic potential, even since a child is in the mother's womb. For example, mothers who consume alcohol or drugs will danger fetus development; fathers who smoke, consume alcohol, and drugs will also affect the quality sperma and baby born (CANDLE, n.d.).

From the linguistic meaning, parenting involves the pattern of the words and nurture. The pattern means a system, while nurture means taking care and educating (Ata et al., 2012). According to Gunarsa, Parenting is an action and method of the parents to prepare the young generation in their family (including their children) to be independent in actions and make the decisions, so that the children are not dependable to their parents (Gunarsa, 2007). Kohn in Chabib Toha said that parenting is the relationship between parents and children, it is said that depends on the rule, punishment, award, authoritarian, parent's attention toward their children (Toha, 1996). From the previously mentioned statements, it is clear that parenting is a system or way adopted or applied by parents to take care of their children while educating them.

Only some parents have heard of the names Diana Baumrind and Gerald Patterson. Their research for a decade showed that loving, taking care, and understanding must be combined by strict boundaries and consistency to develop. Diana Baumrind research has influenced the expert argument for five decades, which her research has become a pioneer in children's parenting (Journal & Issn, 2017).

In Baumrind's primary research, three parenting configurations have appeared as an empiric portrayal of parents' parenting types (Baumrind, 2005). Baumrind identified three parenting types: authoritative, authoritarian,

and permissive. In all age groups, across all ethnic groups of the country, authoritative parenting has a huge positive benefit for children across all kinds of family structures (Brooks, n.d.).

Parents in authoritative parenting have firm control toward their children, but still emphasizes children's independence and individuality. Parents have a certain standard in their parenting style, and even though applied firm control, they are flexible and rational by paying attention to children's needs (Rego, 2015). Success parenting involves the relationship between mother and father who are synergized, that affect child development (Cabiera, n.d.). Child's behaviour usually is based on home applied parenting. Several pieces of evidence showed that children under democratic parenting could adapt to their environment under permissive and authoritarian parenting (Elisabeth B Hurlock, 1980).

Authoritarian parents emphasized more on firm control and arbitrary without thinking on needs and support toward their children (Theresya et al., 2018). Authoritarian parents are signed by the existing firm control, enforcement, limited child actions, and rare discussion with children. Parents assume that everything they decide is the right decision, so they do not need to ask children's consideration, particularly about children's needs (Hurlock, 1980b).

Permissive parents impose fewer limits and control on children, which children are given the freedom, and parental control are lacking so that children do not become independent and immature (Hurlock, 1980a). According to Baumrind, the children with "difficult temperament" often hostile with their parents. It was caused by the children who trigger hostility and parents' parenting that is not trained by an effective discipline strategy (Baumrind, 1994). Authoritative parents are an interpretation of parenting role that encompassing the responsibility to educate the children in their relationship, each of them must treat each other as they are treated, in which the children are expected to behave the

same to other people outside the home (Raja, 2017).

From the previous explanation, it can be concluded that the characteristics of authoritarian parenting include children being given high compliance standards, tends to give a punishment, having a high discipline, asking

the children to receive everything without asking, setting the fixed standard, and limiting their children to carry out many things (Fitriyani, 2015). Based on authoritarian parenting explained, it can be concluded that several indicators of parents' behaviour can be categorized as follows:

Tabel 1. Authoritarian Parenting Indicators

No	Authoritarian Parenting Indicators
1	Arbitrarily set up firm control toward children.
2	Parents have full power regardless of the children's individuality.
3	Strict rules made unilaterally by parents.
4	Enforcement to make their children behave like the parents want (in action and behaviour).
5	Children are rarely invited to tell stories and exchange ideas, especially about what children want.
6	Absolute and full of discipline.
7	The child must accept the rules without any questioning rights.
8	Punishment does not tend to educationally because it involves punishment physically or verbal abuse.

Early Age Children

There are several various arguments about early age children. NAEYC (National Association for The Education of Young Children) stated that early-age children are 0-8 years old under day-care until elementary school. According to the Law of Republic Indonesia, Number 20 Of 2003 about National Education System Article 1 Paragraph 14, the early age children are 0-6 years old. In contrast, UNESCO divided the education into seven levels, called the International Standard Classification of Education (ISDEC), where early-age children are 0-5 years old (Aisyah & Dkk, 2014). This discussion is focused on 0-6 years old early age children. Early age children have various development which every child development is different. In this early age, the stimulus is vital to develop their intelligence. Rapid brain development occurs at this age. Therefore, this age is called a golden age, whereby the student experience rapid brain development. This age is optimal to develop various aspects of child development (Board on Children, Youth, 2015).

Ecology Theory of Urie Bronfenbrenner

Urie Bronfenbrenner developed a comprehensive system to understand child development and the factors which affect parents and children. Ecology term refers to the daily living environment of the people

while growing and developing (Brooks, 2011). Ecology environment structure is defined in the more abstract environment. Ecology environment develops and influences someone's development (child is in this case) that interacts directly in that environment (Bronfenbrenner, 1979). This theory aims to understand the dynamic and complex interaction among individuals in various environmental aspects (Mujahidah, 2015). This theory portrays that various child Ecology influence child's developments (Ettelkal & Mahoney, n.d.).

Urie Bronfenbrenner stated that the development is influenced by five environment systems consisting of five rough contexts regarding direct interaction with people to cultural contexts (Perron, 2018). There are five interrelated systems, which every system is influenced and affect each other. Those five systems are microsystem consisted of parents, family, peer, babysitter, school, neighbourhood, religious group, and others, mesosystem covered interaction between microsystem (for example, family and school). At the same time, macrosystem includes culture, customs, and social values in general, whereas chronosystem encompasses environment influence from time to time that has influenced development and behaviour (for instance, technology, the number of mother currently working, and others) (Zhang, 2018). However, that ecology theory got criticized

because Urie did not provide clear stages in human development, so that Urie added and modified previous theory with the individual role, time impact, and proximal process (Rosa & Tudge, 2013). Also, Urie added the biological influence in his theory and mentioned it in the bioecology theory; however, Ecology and environment contexts still dominate the theory (Santrock, 1995). Ecology theory of Bronfenbrenner used as in-depth analysis to consider the cause of appeared authoritarian behaviour in the parents from a religious perspective.

Child Parenting of Islamic Perspective

Naturally, parents love their children that foster father's feeling in the form of love and attention to child's matters. Al-Qur'an describes the children as an adornment of the worldly life (Ulwan, 2019). It is reflected in Q.S Al-Kahfi (18): 46, stating that wealth and children are an adornment of the worldly life, but the enduring good deeds are better to your Lord for a reward. Likewise, in Q.S Al-Isra'(17): 6, Allah help humans by giving wealth and children and made them more numerous in power. The compassion that Allah gives to parents and their children is a noble feeling. Compassion is a noble trait to educate children to be good children and stay away from rude and violent behaviour. Abuse and rudeness can result in good behaviour, moral decadence, ignorance, and distress (Ulwan, 2019). Al-Bukhari and Muslim narrated that Usamah bin Zaid told that Muhammad Prophet had tears in his arms while carrying a severe suffering baby, then He said that tears are also the compassion that Allah gives to his servants. Furthermore, by compassion, parents take care of their children full of care and full responsibility (Ulwan, 2002).

According to the Sunnah of Prophet and exemplary from Prophet's companions, several stages are appropriate for the Islamic method to conduct the changes and education. That is related to instruction and advice to children had narrated by Al-Bukhari dan Muslim for Hadits of Umar bin Abi Salamah. Umar bin Abi Salamah said that "I was a child under Rasulullah parenting. At that time, My hand reached out to the food on the dining

table. Then, the Prophet of Muhammad said that I must eat with the right hand and ate what closer to me." (Ulwan, 2002).

Relating to boycotting, Al-Bukhari dan Muslim narrated that a child played rock-throwing, Rasulullah prohibited and said that children who still played rock-throwing would not invite to speak forever (Hamid R, 2005). In Islam, punishing children is allowed, such as hitting. Abu Dawud and Al-Hakim from Hadist of Amr bin Syu'aib, from his father, from his grandfather, Rasulullah said that the children have been ordered to pray since ten years old and may to be beaten when they are ten years old; also bedroom must be separated. Various stages are conducted when the children are still at an early age and in puberty. When they are in adolescence and maturity, the changes and education from children will be different. When giving advice, if the advice does not work, the educator must boycott them simultaneously (Hamid R, 2005).

Parents are the primary educator for the children, who have a great responsibility, even becoming parents' mandatory. QS. ThaHa ((20): 132) ordered the people to pray, also in QS. An-Nahl (16): 93 that later will be asked what we have been working on. Also, Hadits Al-Bukhari and Muslim said that men are the leader of their family, while the wife is the leader in her husband home, and both are responsible, whereas the best gift from parents to their children is good behaviour. From the previous explanation, it is clear that A-Qur'an and Hadits obliged the parents to educate and be responsible for child developments. According to Abdullah Nashih 'Ulwan, parents have various responsibilities in Islamic Parenting. Various responsibilities include faith, education, moral education, physical education, sense education, mental education, social education, and sex education (Ulwan, 2002). Abdullah Nashih 'Ulwan has explained various educator responsibility. In this discussion, educators mean as parents. Parents certainly are responsible for their religious and moral values and other educations like cognitive aspect, sex education, and physical and mental health. Parents are the main foundation of the manifestation of the quality of the children in the future. Although

parenting is regarding discipline and responsibility, Islam teaches that compassion (love), exemplary, and gentleness are essential foundations of parenting.

The Forms of Authoritarian Parents in a Religious Perspective in Sleman Regency

In the Sleman regency research, the researcher raised one case in a family that applies authoritarian parenting in early childhood from an Islamic perspective. Authoritarian forms are based on the research result that is described in the following Table.

Table 2. Children are Prohibited to Watch Television Except for Holiday

No.	Subject	Reason
1	Mrs R	Mrs R stated that better playing than watching television

According to Table 2, Mrs R has set up the regulation for her children. Watching television allows in certain days. During the interview, it was revealed that children were not involved in making the regulation. It is suitable with authoritarian parenting that there are strict rules, the limitation of children's activities, and the children not involved in exchanging the mind. In this case, the rules made are top-down. Another authoritarian parenting is described in the following Table. (*Observation and Interview in, n.d.*). Here are the excerpts of the interview:

"The kids only watch TV on holidays, which is my rule, so they can play something else and not be lazy."

Table 3. Children are Prohibited to Listen to Music

No.	Subject	Reason
1	Mrs R	Music is considered haram, so it is better used for reading Al-Qur'an

In this research, an authoritarian parenting action is shown when older sibling kicked the second 6 years old child after being caught listening to music. After kicking his younger sibling, he called her mother and reported that his younger sibling was listening to music. Mrs R immediately came and questioned and then scolded her child, while the scolded child was silent. The authoritarian behaviour is seen in this action because there

is an arbitrary strict control over the child. The punishment is also indicated by verbal abuse, which can adversely affect the child's psychology (*Observation and Interview in, n.d.*). Here are the excerpts of the interview:

"It is better for children to listen to the Al-Qur'an, listening to others is less important and haram."

Table 4. Instilling Religious Values Under Authoritarian Parenting

No.	Subject	Reason
1	Mrs R	Teaching religion must be authoritarian so that the children will be ordered

According to abovementioned data, an authoritarian actions of the parents are seen on how to instil the children religious values, teach to recite Al-Qur'an, pray and go to mosque regarding on order and exemplary, but the children do not explain why they must do those activities, and why they conduct religious rituals. This case was seen while the second child was ordered to go to the mosque by her mother. At that time, the children seemed lazy and asked her mother why he prays at that time. While listening to her child, Mrs R seemed in high tension, with a tone of anger and harshness he answered: "do not ask again, just do it". While talking, Mrs R looked at my face and at the same time, her expression seemed very annoyed with her second child, who always asked many questions and mostly protested. Here are the excerpts of the interview:

"The second child often protested. I often ask questions, so I'm tired of answering her."

From the story described previously, authoritarian behaviour can be seen when children did not have the right to ask questions or exchange ideas. Communication tends to be one-way, and parents are absolute truth holders. In addition, children also experienced verbal abuse. This action also applied to other home activities, like studying, going to the mosque, eating meals, etc. Indeed, this second child is the most critical and usually asks many questions, so the child gets scolded the most. Mrs R often complained about this second

child as a child who often raised the emotions and stresses.

Apart from what has been described above, mother and father are busy working in the home environment because they open an online shop at home. Parents seem busy with their respective activities. Sometimes, the mother teaches her child while studying and accompanying to do other activities but already looks tired, so it seems “impatient” when dealing with her children. . Harsh answers and unpleasant faces were sometimes seen, so the children seemed reluctant to communicate with their mothers. Mother often asks her children about their responsibilities, such as studying, reciting Al-Qur’an, praying and others. The children look closer to their father, who looks more patient. A father often invites his children strolling around, doing sport, playing and pursuing their hobbies like farming fish in the aquarium, farming, skating, inviting tours to the playground. The children in the home appear orderly, not fussy, and independent, although they sometimes seem afraid to reveal something and look sad when their mother scolds them.

Mrs R cares about her children’s development and education. Mrs R has a good education background, she is an alumna of chemical engineering of Gadjah Mada University (UGM), at the same time, her husband also an alumna of Civil Engineering of Gadjah Mada University (UGM), both of them have settled under a fast-growing online shop business. They are aware and try to provide the best for their children, especially in terms of religion and education, but child’s parenting tends to use authoritarian parenting, especially the parenting carried out by Mrs R.

An Analysis Study of Authoritarian Parenting Over Early Age Children Toward Islamic Perspective in Sleman

According to the findings presented previously, authoritarian parents’ forms in religious perspective found in Sleman are prohibited from watching television and listening to music under an excuse that television and music do not teach in Islamic teaching. Also, the authoritarian parenting

form is when parents instil Islamic teachings and rituals rigidly. Parents, especially mothers, apply these rules so that children can become sholehah children (Islamic Craving) and understand religion.

Authoritarianism instilled in children is also due to previous parenting styles. A mother experienced authoritarian parenting while she was a child so that a mother assumed that children must obey their parents. One-way communication is carried out because Mrs R believes that obedient and discipline children toward their parents are the keys to successful parenting. It seems that since an early age, the children orderly go to the mosque, pray, recite Al-Qur’an, and memorize Al-Qur’an. However, behind all these things, the children seemed to harbour many things and seemed hesitant to reveal something.

Analysed using Urie Brofenbrenner’s theory, it can be explained that the microsystem environment is direct interaction and experience. Parents have direct influences on child development. Likewise, parents who apply the authoritarian parenting style is cause by their previous childhood experience while raised under authoritarian parenting. In the chronosystem environment, TV shows make parents more selective in finding the right program for their children. From a religious perspective on certain communities, they consider music not in accordance with religious teachings. There was supposedly a relationship between teacher and parents in the mesosystem aspect, which was at the research time, there was indeed an outbreak of covid 19, which prompted children to study at home. The school instructs parents to accompany their children when doing assignments online. Because Mrs R’s children attend an Islamic-based school, they must master certain materials related to religion. It makes Mrs R disciplined to teach her children the religion to not miss school lessons, especially regarding religious education.

From what has been previously stated, it is clear that several reasons cause the reasons for parents to practice authoritarian parenting for their children: (1) previous authoritarian parenting obtained from previous parents

while teaching the religion, (2) external factor of the environment makes parents more protective. (3) the demands of religion-based schools make parents more rigid in educating their children, (4) the parents' influence on specific ideologies.

Juxtaposed with Parenting in Islamic perspective, in Islam educating children is under compassion (love), although the punishment is still used, it uses gradually. Islam also teaches to educate children by exemplary. In this case, democratic values are used to communicate and give the understanding of the religion with loving, even though firm control like giving a punishment is still used, but the punishment given is far away from physical and mental abuse. According to the observation, Parents are still thick with authoritarian parenting from the perspective of Islam.

In Islam, according to Nashih 'Ulwan, parents supposedly provide the freedom to act for their children and habituate them to be responsible according to their age (Hamid R, 2005). It is clear that even though children are taught about responsibility, they give a freedom to act, the right of questioning, the right to express opinions without fear to bear children's self-esteem and self-confidence that is good for their development. It is in line with the research that mentioned authoritarian parenting that affects children's difficulty in socializing due to the parents' restrictions and rules that the children must obey, resulting in feelings of anxiety, insecurity, and disrespect and lack of confidence in children (Jannah, 2020).

CONCLUSION AND RECOMMENDATION

According to several explanations mentioned above, it can be concluded that the cause of authoritarian parenting seen from Islamic perspective in this case in Sleman regency can be explained under Urie Brofenbrenner theory explained that microsystem includes the direct interaction and experience on it. The parents have a direct influence on a child's development. Also, parents' authoritarian parenting style is caused

by a similar case from parents' parents, in which they raised with authoritarian parenting. In the cronosystem environment, TV shows make parents more selective to find the right shows for their children. In certain communities' religion perspective, they consider that music is not appropriate with their religious teachings. In the mesosystem aspect, there supposedly is the relationship between teacher and parents, which was at the research time, there was indeed an outbreak of covid 19, which prompted children to study at home. The school instructs parents to accompany their children when doing assignments online. Because Mrs R's children attend an Islamic-based school, they must master certain materials related to religion. It makes Mrs R disciplined to teach her children the religion, so that children do not miss school lessons, especially regarding religious education.

The research result Juxtaposed with Parenting in Islamic perspective, in Islam educating children is under compassion (love), although the punishment is still used, it uses gradually. Islam also teaches to educate children by exemplary. In this case, democratic values are used to communicate and give the understandings of the religion with loving, even though firm control like giving a punishment is still used, but the punishment given is far away from physical and mental abuse. According to the observation, Parents are still thick with authoritarian parenting from the perspective of Islam.

From what has been previously stated, the parents' reasons practising authoritarian parenting against their children are caused by several reasons: (1) previous authoritarian parenting obtained from previous parents while teaching the religion, (2) external factor of the environment makes parents more protective. (3) the demands of religion-based schools make parents more rigid in educating their children, (4) the parents' influence who adhere to specific ideologies.

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