



The Relationship between the Style of Parenting and the Habit of Watching Educational Television Program on the Moral Values

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Abstract

The study aims at examining: (1) the relationship between the style of parenting and the moral values; (2) the relationship between the habit of watching educational television program and the moral values; and (3) the relationship between the style of parenting and the habit of watching educational television program on the moral values. The study is a non-experimental quantitative research and the sample is 149 Grade V students from Puren Cluster, Condongcatur, Depok, Sleman. The results of the study show that: (1) there is a positive and significant relationship between the style of parenting and the moral values with $r\ 0.812 > r_{table}\ (0.159)$ and $p < 0.05$; (2) there is a positive and significant relationship between the habit of watching educational television program and the moral values with $r\ 0.841 > r_{table}\ (0.159)$ and $p < 0.05$; and (3) there is a positive and significant relationship between the style of parenting and the habit of watching educational television program on the moral values with $r\ 0.841 > r_{table}\ (0.159)$ and $F\ 176.828 > F_{table}\ (3.060)$.

Keyword: style of parenting, habit of watching educational television program, moral values, elementary school

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Introduction

Education does not brighten the children but also develop the children's potentials and prepare the children to be good citizens. In relation to the statement, moral education for the children aims at achieving the function and the objective of national education. Based on Law Number 20 Year 2003 Regarding National Education System, in Article 3 it is explained that National Education serves to develop the capacity and to shape the attitude and also the civilization of a dignified nation in order to brighten the national life; in the same time, National Education aims at developing the children's potentials so that the children will individuals with faithfulness and piety toward Lord The Almighty, nobility, good health, knowledge, capacity, creativity, independence and at preparing the children to be democratic and responsible citizens. All human beings have the equal opportunity to attain education since education does not only guide the children to be

smart individuals but also to be better individuals. Moral education has very significant role in guiding the children with regards to the moral values that turn the children to be better individuals.

Human beings live with consideration on the moral values that they possess. The moral values encourage the human beings to do anything that should be done although they do not want to do that (Lickona, 2013, p.62). Human beings have the responsibility to do better things based on the moral values. The moral values that human beings have will support the prosocial behaviours in the socialization with their peers or their surrounding environment.

Moral values refer to the desired kindness. Moral values such as the universal ones apply to all individuals without discrimination. The universal moral values refer to the values that might be accepted in all cultures and environments (Poerwanti, 2013, p.32). The universal moral values become the demand for all indivi-

duals, including the children, within the prosocial behaviours in the surrounding environment. The example of universally governed moral values and therefore should be internalized among the children are respect and responsibility.

Respect should be given into each interaction with the surrounding environment. Allen & Dennis (2009, p.595) state that respect is something that we give others; it means consideration for them and their needs as individuals. Children pay their respect without viewing to whom they should pay their respect. Respect will be the children's consideration in their interaction with the surrounding environment. Through the internalization of respect, children will not treat others violently. The children's respect should be paid to others in the daily interaction. Children who have respect will be accustomed to appreciating others both in their school and in their community. Children will avoid themselves from the attitude of underestimating others and will always obey the governing regulations. The children's respect can be shown through the appreciation toward the dignity of other people such as teachers, peers, and parents.

The responsible children will carry out their task persistently. In order to meet the responsibility, children should have the capacity of performing tasks or jobs (Apriani & Wangid, 2015, p.16). The responsible children will bear the consequence of all the things that they have said or they have done. The responsible children carry out the tasks that the teacher or the parents or even the other people have assigned. The tasks that have been the part of their responsibility will be carried out persistently. Then, the children who have had the sense of responsibility will carry out the tasks and the responsibilities that have been given to them. The responsible children will accomplish the given tasks on time. This kind of children will avoid betraying their promise. The responsible children are encouraged to bear the risk for their attitudes and actions. Responsibility can be shown through the accomplishment of their tasks and responsibilities.

Sense of respect and of responsibility represent the foundation of main morality that applies universally (Lickona, 2013, p.69). The moral values apply universally and have universal consequence as well. The moral universal values are, for example, sense of respect and sense of responsibility, will encourage the children to take proper actions based on the truth although the children might not want to perform

it. Moral education for the children in this regard is important in order to educate the children with the sense of respect and responsibility. The children's surrounding environments such as school and family have important role in shaping the children's morality.

Elementary school as an educational institution for the children is responsible for developing well-qualified human beings in terms of knowledge and morality (Darmayanti & Wibowo, 2014, p.224). School has important role in educating both the children's knowledge and the children's morale. In the same time, family also plays important role in supporting the children's education, knowledge, and morale. Both school and family should cooperate in shaping the children's morale, including the sense of respect and responsibility, in the daily life. Both of school and family should not only facilitate the children's learning process into smart individuals but also the children's moral education into better personality. In order to achieve the objective, there should be support from all parties and one of these parties is the children's surrounding environment or the family. The reason is that children learn a lot of things from their surrounding environment, including their school and home.

Based on the observation on May 30th, 2015 in all elementary schools within Puren Cluster, the children, especially the ones in Grade V, display moral behaviours. However, there are still some children who do not display the moral values in their daily interaction; for example, they are less appreciative when they are talking to their friends and they do not accomplish the tasks that become the part of their responsibility. The school environment is sufficiently facilitative in supporting the children's moral development through the provision of the moral education. The elementary schools here have applied strictly the school regulations and the school regulations should be obeyed by the children. Despite the enforcement of the school regulations, one question still remains to ask: have the family members, notably the parents, implemented the strict regulations that will shape their children's morale? Based on this question, it can be considered whether the children's behaviours that reflect the moral values are already the results of the moral education in their school. Furthermore, it can also be considered whether the parents have established good communication in educating the children's morale or not, recalling the fact that the main moral education

for the children comes from the family since family is the first and the main environment of the children.

The moral education that takes place in the family depends on the parents' pattern in upbringing their children. The parents raise their children according to their desire or their expectation, which is deemed appropriate according to their consideration. There are three kinds of upbringing style or pattern that have been identified by Baumrind namely authoritative, authoritarian, and permissive (Papalia & Feldman, 2015, p.294). The three upbringing styles have low or high level in terms of control and acceptance toward the children's behaviours. The parents' upbringing pattern will influence their way to educate the morale of their children; as a result, the appropriate parents' upbringing pattern will define the moral values that their children have. The appropriate upbringing pattern refers to the upbringing pattern that suits into the children's needs or personality.

Every upbringing pattern that the parents use in educating their children have the high and low level in controlling or responding to or accepting their children. Baumrind in Levine & Munsch (2014, p.467) states that authoritative parents combine high levels of control with a good deal of warmth and encouragement. The authoritative parents set reasonable expectations and demands in educating the morale of their children in accordance to their children's development. The authoritative parents are willing to give explanations or reasons for the expectations and demands that they have set. The authoritative parents are open to listen to the opinions of their children. Sometimes, the children persuade their parents to be flexible with regards to the regulations that have been defined due to the assuring situations. The authoritative parents treat their children with respect and respond the unique characteristics of their children. The authoritative style refers to the parents' upbringing pattern that control the children's behaviours wisely and that appreciates the children wisely.

On the other hand, the authoritarian parents educate the morale of their children by implementing the existing regulations strictly without any violation from the children. Akinsola (2011, p.247) states that authoritarian parenting is restrictive and punitive and also places firm limits and controls on children with little or not verbal exchange. The authoritarian parents do not explain the reasons or the objectives behind the regulation. The objective of the authoritarian

parents in educating the morale of their children is certainly to pursue the good morale of their children. However, the authoritarian parents lack of communication with their children in relation to the objectives or the reasons behind the regulation. The firmness of the regulation that the authoritarian parents have designed may cause the children to be obedient but the children might lack of understanding toward the regulation; as a result, the children will not fully comprehend the morale messages that their parents would like to deliver. The authoritarian style refers to the parents' upbringing pattern that controls the children's behaviours strictly and that has less appreciation toward their children.

Last but not the least, the permissive parents tend to be warm, not too controlling, and not too demanding (Papalia & Feldman, 2015, p.294). The permissive parents set less demands and less monitoring on the activities of their children. In educating the morale of their children, the permissive parents tend to be less demanding toward their children; consequently, the children might have negotiations with their parents. The permissive parents hold discussions with their children with regards to the decision-making and therefore the decisions that have been taken are not too demanding for their children. The permissive style refers to the parents' upbringing pattern that sets less demands in controlling the children's behaviours and that provides more attentions to the children. The permissive parents are less demanding in controlling the behaviours of their children and tend to be very warm to their children.

The good parents will be directly involved in educating and upbringing the morale of their children so that their children will internalize the moral values. Grant & Ray (2013, p.63) state that children of authoritative families tend to be independent, self-reliant and responsible and also tend to have prosocial behaviours such as cooperation, sharing, and sympathy for others. The upbringing pattern that the parents have selected for educating the morale of their children will influence the moral values that their children internalize. The good upbringing pattern is the one that might be appropriately implemented to the children in accordance to their needs. The upbringing pattern that suits into the children's needs will support the internalization of the moral values within the children.

The results of the present study are in line with the argument by Lacny (2015), who states that there has been correlation between the

parents' upbringing efforts and the children's moral development. The implementation of appropriate upbringing pattern will assist the parents in educating the morale of the children in their family. However, the parents have less understanding toward the importance of establishing two-way communication with their children. Based on the interview from May 26th until 30th, 2015, with the elementary school children from Puren Cluster, especially those from Grade V, it is found that many parents have less control on the children's behaviours. Most of their parents are busy with the office affairs. However, such situation will not be a problem if the parents have quality time with their children amidst their heavy schedule. The parents might give suggestions to their children wisely by establishing good communication about the moral behaviours in the process of educating the morale of their children. This matter should be the consideration of the parents in implementing the upbringing pattern that suits into the children's needs. In addition, the results of the interview also show that the parents show less efforts in establishing communication with their children and, as a result, the children spend most of their time by watching television programs. Most of the Grade V students in Puren Cluster are very accustomed to watching television programs in their house.

Television programs provide wide knowledge throughout the globe. Television programs also provide the matters that might not be witnessed directly; as a result, there are many positive matters that might be learned from the television programs. The best side of television programs is the window of the world that develops the intellectual, aesthetic and moral horizon (Lickona, 2013, p.568). The moral values might also be attained from television programs. Television programs do not only present information and entertainment but also education for the children.

The educating television programs are very important for the development of the children's morale. The children might learn and imitate the moral behaviours such as respect and responsibility that the educating television programs present. The educational programs that the television companies broadcast are the school broadcasting programs and the life-long education programs (Darwanto, 2011, p.130). The school broadcasting programs the life-long education programs refer to the drama and non-drama programs or broadcasts in the general line

that is presented for the elementary school children.

Alloway, Williams, Jones, & Cochrane (2014, p. 343) state that television is becoming an increasingly prevalent habit of a child's daily routine. The habit of watching television has been spreading widely among the children. The children spend most of their times watching the television and that includes the Grade V students of Puren Cluster. Based on the interview from the May 26th until 30th, 2015, it is found that the children might spend approximately 4 hours in the weekday and 6 to 8 hours in the weekend for watching televisions. If the children watch televisions generally for 4 hours in a day then the children might spend 1,400 hours watching television in a year.

The children spend a lot of time watching television. The children's habit of watching television has been the part of their daily routine. In fact, the small screen has become a kind of teacher or a window to the world through which children are watching continuously and from which they extract values and models of behaviour that can be used as references in their daily lives (Fernández-Martínez, & de Ayala López, 2011, p.33). The parents should guide the children to watch the educational programs while the children are watching televisions so that the children will be accustomed to watching the educational programs. The children who have been accustomed to watching the educational program might learn and imitate the moral values and the educating role models.

The habit of watching educational programs refers to the habit of watching the educational television programs or broadcasts, both the school ones and the life-long education ones, that the children perform every day. The habit of watching the educational programs refer to the habit of watching the educational television programs that trigger the children's sense to learn more new knowledge. The habit of watching educational programs also refers to the habit of watching the television programs that provide wider knowledge to the children that are in accordance to the objectives of national education. The habit of watching educational programs might be viewed from how often the children watch the school broadcasts and the life-long education broadcasts in after-school hours and in Sunday.

Parents play an important role in their children's habit of watching television. The parents who have the appropriate upbringing

pattern will control the habit of watching television appropriately. The good parents will suggest their children to watch the educational programs since the children tend to imitate any scene that they see from the television programs. Parents should implement the appropriate upbringing pattern so that the children will not be trapped in the habit of imitating the no-educating scenes or figures.

Children tend to imitate the things that they see from their surrounding environment. children are great imitators, modelling behaviour they see, especially when the models are attractive and believable, whether in real life or on a screen (Nucci & Narvaez, 2008, p.540). Parents should guide their children to imitate the educating things from the surrounding environment. Children might imitate the behaviours of their parents since both of them live in the same environment. Therefore, parents should pay attention to their behaviours so that they might be the good role model for their children. Returning to the television programs, children might imitate the scenes that or the figures whom they watch every day. As a result, the parents' role is very necessary in implementing the appropriate upbringing pattern in accordance to the children's needs. The wise parents will control their children and suggest their children to watch the educational programs within their upbringing efforts so that the children will have positive moral education. The children might learn and imitate the moral values that are presented in the mostly-watched educational programs.

Departing from the above elaboration, the present study is conducted under the objectives of identifying the following relationships: (1) the relationship between the parenting styles and the moral values of Grade V students in Puren Cluster, Condongcatu, Depok, Sleman; (2) the relationship between the habit of watching educational programs and the moral values of Grade V students in Puren Cluster, Condongcatu, Depok, Sleman; and (3) the combined relationship among the parenting styles, the habit of watching educational programs and the moral values of Grade V students in Puren Cluster, Condongcatu, Depok, Sleman. The present study is expected to generate suggestions that might serve as a matter of reference in improving the moral values that the children have internalized especially in the domestic domain.

Method

The study was a non-experimental quantitative research using correlational research design. Correlational research gathers data from individuals on two or more variables and then seeks to determine if the variables are related (correlated) (Ary, Jacobs, Irvine, & Walker, 2018, p.27).

The study involved Grade V students of Puren Cluster, Condongcatu, Depok, Sleman, from 2015/2016 Academic Year. The elementary schools that had been involved in the study were the ones located in Puren Cluster, Condongcatu, Depok, Sleman and the list of the elementary schools that had been involved was as follows: (1) Negeri Puren Elementary School; (2) Negeri Ngringin Elementary School; (3) Negeri Gejayan Elementary School; and (4) Muhammadiyah Condongcatu Elementary School. The research activities in these elementary schools were conducted from February until March 2016.

The population in the study was all Grade V students from the elementary schools located in Puren Cluster, Condongcatu, Depok, Sleman who attended the 2015/2016 Academic Year and the total number of the population was 259 children. The list of population in the study might be consulted in Table 1.

Table 1. List of Research Population

Name of Elementary School	Number of Students
Negeri Puren Elementary School	37
Negeri Ngringin Elementary School	33
Negeri Gejayan Elementary School	26
Muhammadiyah Condongcatu Elementary School	163
Total	259

Source: Unit of Technical Caretaker in Education District of Depok

Table 2. Number of Sample for the Grade V Students from Each Elementary School

Name of Elementary School	Calculation	Sample
Negeri Puren Elementary School	$\frac{37}{259} \times 149 = 21,88$	21
Negeri Ngringin Elementary School	$\frac{33}{259} \times 149 = 17,85$	19
Negeri Gejayan Elementary School	$\frac{26}{259} \times 149 = 14,4$	15
Muhammadiyah Condongcatu Elementary School	$\frac{163}{259} \times 149 = 93,87$	94
Jumlah		149

Based on the table that had been developed by Isaac & Michael (Sugiyono, 2010, p.128), from 259 children 149 children were selected as the sample for the study with the degree of error 5%. The size of the sample for each classroom was determined by using the Proportionate Stratified Random Sampling because the population did not have homogenous amount of member. The determination on the size sample for the Grade V students of each elementary school might be consulted in Table 2.

Data Gathering Technique and Instrument

The data gathering technique that had been employed for the study was questionnaire. Questionnaire refers to the provision of a set of written statements for eliciting the respondents' answers. Questionnaire was selected due to the practicality and efficiency based on the consideration on the number of samples as the subjects in the study. In the same time, the data gathering instrument that had been employed in the study was also questionnaire. The questionnaire that had been involved in the study was the questionnaire on the parenting styles, the questionnaire on the habit of watching television, and the questionnaire on the moral values.

Instrument Testing

The instrument testing that had been performed in the study was the validity test and the reliability test. The validity test that had been conducted in the study was the construct validity test. The construct validity test relied on the use of expert judgment; after the expert judgment had been completed, the instrument experiment was conducted. The instrument experiment was administered to 35 children from the population. After the data had been tabulated, the testing proceeded to the factor analysis. The technique that had been used for testing the instrument reliability in the study was the Alpha formula.

Data Analysis Technique

The data analysis technique in the study included description analysis, analytical requirements test and hypothesis test. The score of each variable in the study was described in the description analysis. Then, the analytical requirement test was conducted as the prerequisite to the conduct of hypothesis test. Last but not the least, the hypothesis test involved the use of Pearson Product Moment formula and the multiple correlation formula.

Results and Discussions

Results

The study was conducted toward Grade V students of the elementary schools located in Puren Cluster, Condongcatu, Depok, Sleman who attended the 2015/2016 Academic Year. The number of children who had been involved in the study was 149 children and these children were spread around four elementary schools. The four elementary schools were namely: (1) Negeri Puren Elementary School; (2) Negeri Ngringin Elementary School; (3) Negeri Gejayan Elementary School; and (4) Muhammadiyah Condongcatu Elementary School.

For the parenting style, the pattern with highest amount of implementation among the Grade V students from the elementary schools located in Puren Cluster, Condongcatu, Depok, Sleman is the authoritative pattern, followed by the authoritarian pattern in the second place and the permissive pattern in the third place. The mean score of the authoritative pattern is 2.78 while the mean score of authoritarian pattern and of permissive pattern is 2.47 and 2.28 respectively. Then, the parenting style in educating the Grade V students belong to the "High" category since it has been reported by 35 children (23.50%). The histogram for the categorization on the parenting style might be consulted in Figure 1.

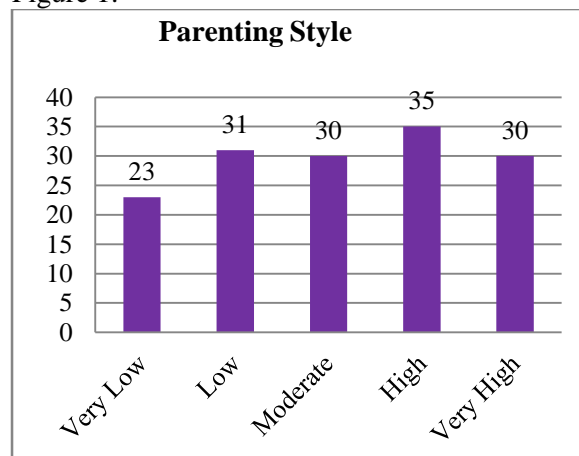


Figure 1. Histogram on the Categorization of the Parenting style

Then, for the habit of watching television the habit of watching life-long education programs has higher mean score in comparison to the habit of watching school broadcasts. The mean score for the habit of watching life-long education programs is 2.80 while the habit of watching school broadcasts is 2.53. The habit of watching educational programs among the Grade

V students itself belong to the “High” category since it has been reported by 46 children (30.90%). The histogram for the categorization on the habit of watching educational programs might be consulted in Figure 2.

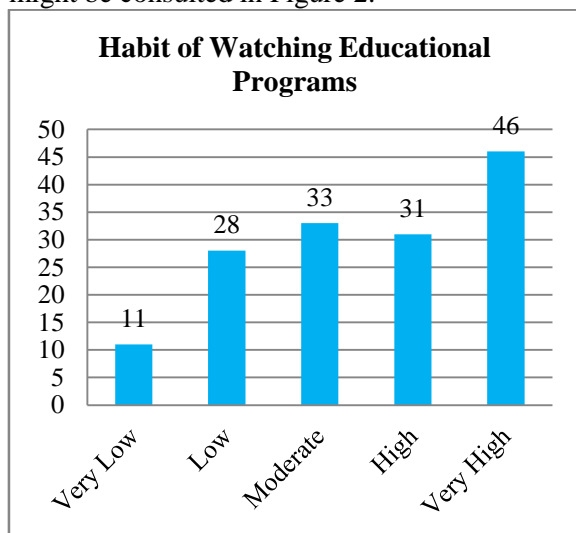


Figure 2. Histogram on the Categorization of the Habit of Watching Educational Programs

Then, for the moral values the aspect of responsibility has higher mean score in comparison to the aspect of respect. The mean score for the aspect of responsibility is 3.01, while the mean score for the aspect of respect is 2.93. The moral values among the Grade V students of the elementary schools located in Puren Cluster, Condongcatur, Depok, Sleman belong to the “Very High” category since it has been reported by 51 children (34.20%). The histogram for the categorization on the moral values might be consulted in Table 3.

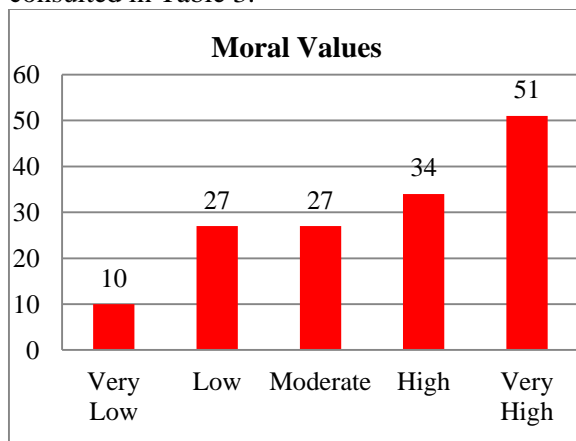


Figure 3. Histogram on the Categorization of the Moral Values

First Hypothesis: There Has Been Relationship between the Parenting styles and the Moral Values of the Children

The result of the Pearson Product Moment test between the parenting styles and the moral values of the children is 0.812 (r-count). Then, 0.812 (r-count) is consulted to 0.159 (r-table); as a result, r-count 0.812 > r-table 0.159. The significance value between the parenting styles and the moral values of the children is 0.000. Automatically, the significance value 0.000 is smaller than the α level that has been employed (0.050) or it can be stated that 0.000 < 0.050. The level of relationship proximity between the two variables belong to the “Good” category because the level of relationship proximity lies between 0.66 – 0.85.

Based on the analysis that has been conducted, it is clear that the first hypothesis is accepted. Therefore, it might be concluded that there has been positive and significant relationship between the parenting styles and the moral values of the children among the Grade V students of the elementary schools located in Puren Cluster, Condongcatur, Depok, Sleman. The result of the analysis on the relationship between the parenting styles and the moral values of the children is elicited through the use of SPSS 16 for Windows and the results might be consulted in Table 3.

Table 3. Analysis on the Relationship between the Parenting styles and the Moral Values of the Children

R	Change Statistics				
	R Square Change	F Change	df1	df2	Sig. F Change
.812 ^a	.660	285.342	1	147	.000

a. Predictors: (Constant), parenting styles

Second Hypothesis: There Has Been Relationship between the Habit of Watching Educational Programs and the Moral Values of the Children

The result of the Pearson Product Moment correlation test on the relationship between the habit of watching educational programs and the moral values of the children is 0.731 (r-count). Then, 0.731 (r-count) is consulted to 0.159 (r-table); as a result, 0.731 (r-count) > 0.159 (r-table). The significance value between the habit of watching educational programs and the moral values of the children is 0.000. Automatically, the significance value 0.000 is smaller than the α level that has been employed (0.050) or it can be stated that 0.000 < 0.050. The level of relationship proximity between the two variables belong to the “Good” category because the level

of relationship proximity lies between 0.66 – 0.85.

Based on the analysis that has been conducted, it is clear that the second hypothesis is accepted. Therefore, it might be concluded that there has been positive and significant relationship between the habit of watching educational programs and the moral values of the children among the Grade V students of the elementary schools located in Puren Cluster, Condongcatur, Depok, Sleman. The result of the analysis on the relationship between the habit of watching educational programs and the moral values of the children might be consulted in Table 4.

Table 4. Analysis on the Relationship between the Habit of Watching Educational Programs and the Moral Values of the Children

R	Change Statistics				
	R Square Change	F Change	df1	df2	Sig. F Change
.731 ^a	.535	168.882	1	147	.000

a. Predictors: (Constant), habit of watching educational programs

The result of multiple correlation test on the relationship between the parenting styles and the habit of watching educational programs toward the moral values of the children is 0.841 (r-count). Then, 0.841 (r-count) is consulted to 0.159 (r-table); as a result, 0.841 (r-count) > 0.159 (r-table). Then, the significance test is conducted by using the F-test and thus F-count that has been attained is 176.268. The value 176.268 is compared to the F-table with dk numerator = 2 and dk denominator = 149 – 2 – 1 = 146 for standard error 5%. Based on the calculation, it can be inferred that the F-table is 3.06. Automatically, 176.268 (F-count) > 3.06 (F-table) and it might be concluded that the level of relationship proximity belongs to the “Good” category because the level of relationship proximity lies between 0.66 – 0.85.

Based on the analysis that has been conducted, it is clear that the third hypothesis is accepted. Therefore, it might be concluded that there has been positive and significant relationship between the parenting styles and the habit of watching educational programs altogether toward the moral values of the children among the Grade V students of the elementary schools located in Puren Cluster, Condongcatur, Depok, Sleman. The result of the analysis on the relationship between the parenting styles and the habit of watching educational programs toward the moral

values of the children is attained by using the SPSS 16 for Windows and the result might be consulted in Table 5.

Table 5. Analysis on the Relationship between the Parenting styles and the Habit of Watching Educational Programs toward the Moral Values of the Children

R	Change Statistics				
	R Square Change	F Change	df1	df2	Sig. F Change
.841 ^a	.708	176.828	2	146	.000

a. Predictors: (Constant), parenting styles, habit of watching educational programs

Discussions

The results of the study show that there has been positive and significant relationship between the parenting styles and the habit of watching educational programs toward the moral values of the children. If the parenting styles are higher then the moral values of the children will also be higher. These results might be generalized to the population of Grade V students of the elementary schools located in Puren Cluster, Condongcatur, Depok, Sleman.

The results of the study are supported by the results of a study by Lacny (2015). In her study, Lacny has found that there has been correlation between the parenting styles and the moral development of the children. The parenting styles that have been implemented influence the moral values that the children internalize. The good upbringing patterns refer to the upbringing patterns that are appropriate for the children’s needs in terms of control and response provision to the children. The good parents are the parents who have been involved in the upbringing and the education of the children’s morale. The parents do not only educate the children to be brighter but also to have good moral values.

Within the study, it is found that the authoritative pattern has been mostly implemented among the children and the implementation of the authoritative pattern has provided positive benefits for the children. Children of authoritative families tend to be independent, self-reliant, and responsible and to have prosocial behaviours such as cooperation, sharing and sympathy for others (Grant & Ray, 2013, p.63). The more the parents are involved in the upbringing activities, the higher the moral values that the children internalize will be. Therefore, the parents should be more directly involved in upbringing and educating the children in accordance to their

needs so that the children will gain many positive benefits within their development including the development of their moral values. This matter can be seen from the high mean score on the relationship between the parenting styles and the moral values of the children.

Relationship between the Habit of Watching Educational Programs and the Moral Values of the Children

The results of the study show that there has been positive and significant relationship between the habit of watching educational programs and the moral values of the children. If the habit of watching educational programs is higher, then the moral values of the children will also be higher. These results might be generalized on the population of Grade V students from the elementary schools located in Puren Cluster, Condongcatur, Depok, Sleman.

The children imitate the moral values that have been presented in the educational programs. Models in the media can have an impact as well. Rather than encouraging aggression, some characters in popular media promote prosocial behaviours – those aimed at helping others rather than at enhancing one's personal well-being (Ormrod, 2012, p.124). Children tend to learn from the programs that they watch in the television. The high rate of children's habit of watching educational programs provide positive benefit in the form of the children's moral values level. The children learn and imitate the moral values from the educational programs that they watch every day.

The children are used to watch educational programs every day. The children's level on their habit of watching television is so high that the level of their moral values also become high. In fact, the small screen has become a kind of teacher or a window to the world through which children are watching continuously and from which they extract values and models of behaviour that can be used as references in their daily lives (Fernández-Martínez, & de Ayala López, 2011, p.33). From the habit of watching television every day, the children increasingly learn and imitate the moral values that have been displayed. The children who have been accustomed to watch the educational programs perform their learning process through their favourite scenes or models. The children imitate the scenes or the models that or who display the moral values so that the children might

implement the moral values that they have learned from the educational programs.

The Relationship between the Parenting styles and the Habit of Watching Television toward the Moral Values of the Children

The results of the study show that there has been positive and significant relationship between the parenting styles and the habit of watching television toward the moral values of the children. Consequently, if the parenting styles and the habit of watching television is higher then the moral values of the children also become higher. These results might be generalized to the population of Grade V students from the elementary schools located in Puren Cluster, Condongcatur, Depok, Sleman.

The children like to learn and imitate the things that they have learned from the surrounding environment. children are great imitators, modelling behaviours they see, especially when the models are attractive and believable, whether in real life or on a screen (Nucci & Narvaez, 2008, p.540). The children learn and imitate the moral values that have been taught and modelled by their parents in the upbringing process. the children learn and imitate the moral values that have been displayed in the educational programs that they watch every day. This matter can be seen from the high mean score from the parenting styles, the habit of watching televisions and moral values of the children.

The parents implement the upbringing patterns that suit the children's needs. The parents are directly involved in educating and upbringing their children for most of their time and these activities also happen when they educate their children to watch the educational programs. Children usually watch what their parents watch (Bergin & Bergin, 2014, p.576). The parents also control and pay attention to their children. The parents control the children's habit of watching educational programs by guiding and modelling the programs that their children should watch.

The parents educate the morale of their children from the educational programs that contain the moral values. It is clear that children can learn from educational media; television programs designed with a specific goal to teach academic or social skills can be effective with potentially long-lasting effects (Kirkorian, Wartella & Anderson, 2008, p.47). The parents control their children by directing the students to learn the moral values that might be imitated

from the educational programs. The children might learn the moral values that have been displayed in the educational programs that have been displayed so that these moral values might be turned into regulations within the socialization.

Conclusions

Based on the results of data analysis and discussions on the relationship between the parenting styles and the habit of watching television toward the moral values of the children, there are several conclusions that might be drawn. First, there has been positive and significant relationship between the parenting styles and the moral of the Grade V students within the elementary school located in Puren Cluster, Condongcatur, Depok, Sleman. The r-count in this regard is 0.812, while the r-table in this regard is 0.159; consequently, $0.812 > 0.159$. Then, the significance value that has been attained is 0.000 which is smaller than the α level that has been used namely 0.050. As a result, it might be stated that $0.000 < 0.050$. Second, there has been positive and significant relationship between the habit of watching educational programs and the moral values of Grade V students within the elementary school located in Puren Cluster, Condongcatur, Depok, Sleman. The r-count in this regard is 0.731, while the r-table in this regard is 0.159; consequently, r-count $>$ r.table. Then, the significance value that has been attained is 0.000, which is smaller than the α level that has been used namely 0.050. As a result, it might be stated that $0.000 < 0.050$. Third, there has been positive and significant relationship between the parenting styles and the habit of watching television toward the moral values of Grade V students from the elementary schools located in Puren Cluster, Condongcatur, Depok, Sleman. The r-count is 0.841, while the r-table is 0.159; consequently, r-count $>$ r-table. Furthermore, it is found that F-count is 176.828 and F-table is 3.06 for dk numerator = 2 and dk denominator = 146 with degree of error 5%. As a result, F-count is greater than F-table ($176.828 > 3.06$).

Based on the results of the study, the suggestions that might be proposed are as follows. First, the teachers should be cooperative with the parents in educating the children's morale, in controlling and responding to the children's behaviours around the school environment and in suggesting the children to always watch the programs that educate their morale.

Second, the children should only watch the television programs that education their morale. Third, the parents should be more controlling and responding to the children during the efforts of educating their children and controlling the children's habit of watching television so that the children will only watch the programs that educate their morale.

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