

AUTHORITARIAN PARENTING AGAINST RELIGIOUS UNDERSTANDING IN CHILDREN

Nadlrah Naimi¹, Mawaddah Nasution²

University of Muhammadiyah North Sumatera

Email : nadlrahnaimi@umsu.ac.id¹, mawaddahnst@umsu.ac.id²

Abstract

Religion is the basis of life for mankind on earth, because in religion, all regulations are written that must be obeyed by every human being. It does not matter what religion a person adheres to, because all religions basically teach goodness for every ummah. Religious education must be taught to children from childhood even the child is still in the womb, and this is the main task of parents. In educating children in particular, parents play an important role in carrying out their duties and functions, so that they can direct children to become good children, understand the religious values they adhere to, and are expected to behave in accordance with religious teachings, which is right and wrong, strict and authoritarian parenting is needed from the correct understanding of religion to children so that they always do not go wrong in the future.

Keyword: Authoritarian Parenting, Religious Understanding, Children.

Having children is a beautiful gift by Allah SWT to married couples. Children are nature that must be taken care of properly. Every child has its own uniqueness, therefore no child has the same development both physically and psychologically. Every child must be raised with love, fulfilled all their needs, given protection, given a sense of security and given religious education especially.

Religious education is fundamental for children, because religion is the basis of life and rules that govern all human life to be able according to good directions, and not do bad things. Religion is also a system that regulates belief and worship to God Almighty as well as rules related to culture, and a world view that connects humans with the order of life (Abudin, 2009).

From the point of view functional theory, religion is fundamental because there are elements of human experience derived from uncertainty, powerlessness and scarcity which are fundamental characteristics of the human condition. In sociology, religion is seen as a belief system that is embodied in certain social behaviors. It is related to human experience, both as individuals and groups, so that the behavioral attitudes displayed will be related to the belief system of the religious teachings they adhere to (Jamil, 2008). So, the existence of a religion in a society is very influential, where all human behavior both as individuals and groups is shaped by the ethical values of their respective religions.

For this reason, the role of parents is very important in assisting children in teaching understanding religious values to children from an early age. Children are born into this world like white paper, and whether they want to be colored or in what shape they will be depending on how the parents educate and raise the child. In Islam, the role and responsibility of parents in educating and raising children is very large, therefore it is not an easy thing to be a parent (Achmad, 2009). Skills are needed to be honed and must continue to learn as long as the child is still growing and developing.

Every parent will certainly give the best for their children as much as they can, all parents want give the best for their children, whether it's a place to live, food, clothing, education and care. The inculcation of religious values must have started from an early age, because religion is very important in human life. With religious education taught to children,

it is hoped that children will be able to show good attitudes and behavior. Instilling religious values can also prevent someone from thinking long about committing a crime or other bad deed. In other words, education and inculcation of religious values can prevent a person from committing vile and evil deeds. Religious education can be used as a shield for anyone who wants to do evil to others.

However, providing religious education to children in particular cannot be separated from the role of parents and the environment, both the home environment and the school environment. Given the many problems that occur in today's era, it can be said to be very complex. Crime and violence is happening everywhere. The perpetrators themselves, even close people who are not suspected of being able to do heinous things. For example cases of sexual harassment, sodomy, rape, persecution and so on.

Educating children cannot be equated between one child and another, even if they are siblings. Remember, that children have their own characteristics, they have their own uniqueness, so they cannot be equated between one child and another. Likewise with parenting styles. Given that each child is different, usually parents also use different parenting styles for each child. There are children who are extroverted, some are introverted, some are shy, some are brave, some are easy to get along with and get along well with other people, some are quiet and so on. Parents who better understand the characteristics of each child, therefore they are more aware of how to approach each child (Hurlock, 1999).

Everyone must go through a phase of development in his life, and every phase of development should be lived well, but there are also individuals who do not undergo a phase of development properly (Santrock, 2012), for example due to illness or other developmental barriers. For each phase of development, there are also different approaches to parenting to children. For example, educating early childhood by educating teenagers and adults is also definitely different.

Educating early childhood, especially parents, must be firm, because all rules should be determined by parents. At this time children are not able to distinguish what is good and not, do not understand the surrounding environment, have not been able to distinguish many things, for that parent fully hold full rights in directing and educating children, in other words parents must be firm and authoritarian in their upbringing (Imam, 1994).

Authoritarian parenting is very necessary for early childhood. Authoritarian parenting is parenting that is fully in the hands of parents, without tolerance for children, and parents have full control over children (Hurlock, 1999). This authoritarian parenting is considered very appropriate for early childhood, especially in teaching religious understanding that should not be bargained, because teaching religion is very important in a child's life. (Achmad, 2009).

Literature Review

Authoritarian Parenting

Definition of Parenting

Based on the grammar, parenting consists of two syllables, namely "pattern" and "parenting". According to the general Indonesian dictionary, the word pattern means model, system, working method, form (proper structure). While the word foster means to maintain, care for, educate children so that they can stand on their own (Santrock, 2012).

Parenting is a number of models or forms of changes in the expression of parents that can affect the genetic potential inherent in individuals in an effort to maintain, care for, guide, foster, and educate their children, both young and immature so that they become mature human beings. Independent in the future. (Hurlock, 1999).

Authoritarian Parenting

Authoritarian parenting Authoritarian parenting is a type of parenting where parents are too demanding and very less responsive to the wishes of their children. Authoritarian parenting is a parenting style that restricts, punishes and requires children to follow other people's orders and does not allow children to speak. (Santrock, 2012)

The characteristics of the parenting pattern are as follows:

- Parents try to shape, control and evaluate the attitudes and behavior of their children absolutely in accordance with the rules of the parents.
- Parents apply obedience/obedience to the best values demanding orders, working and keeping traditions.
- Parents like to give verbal pressure and pay less attention to the problem of receiving and giving between parents and children.
- Parents suppress the independence (independent) or independence (autonomy) individually to the child.

Understanding Religion

According to Benjamin S. Bloom, understanding is a person's ability to understand or understand something after something is known and remembered. A student is said to understand something if he can give an explanation or give a more detailed description of it using his own language (Sudjiono, 2011).

On the other hand, understanding is a person's ability to be able to define something and master the learning material by understanding the meaning of the concept of the lesson being studied. Thus understanding is the ability to interpret the things contained in a theory or concepts being studied (Sudjana, 2012).

Religion can be seen in terms of language (etymology) and terms (terminology). Interpreting religion from the linguistic point of view will be easier than interpreting religion from the point of view of the term, because the understanding of religion from the point of view of this term already contains the subjectivity of the person who interprets it. Experts put forward various theories about the meaning of religion. Some say that religion is taken from Sanskrit, namely the word *a* = no, and *gama* = chaotic or messy. Thus, religion means not chaotic, not messy, orderly. This kind of understanding may be acceptable because from the point of view of the role that must be played by religion is so that everyone who adheres to it can obtain peace, order, peace, and away from chaos (Alim, 2011).

Conclusion and Suggestion

Based on the explanation that has been described, it can be concluded that understanding religion is the basic thing that must be taught by parents to their children, because religion regulates one's life so that it is directed, not chaotic, and acts according to good directions. Religion as the basis of human life that has been arranged in such a way by the almighty, which must be carried out with the rules that have been set. To realize a good understanding of religion in children, it must be started from an early age. Early age is a time when children want to do whatever they want without any restrictions and prohibitions. At an early age, they have not been able to distinguish everything, which is good and bad, what can and cannot be done and so on. For this reason, it is necessary to educate and direct parents to be able to make applicable rules, especially in understanding religious values.

When the child is small, everything is regulated by the parents, because it is the parents who better understand what the child's needs are, what should be taught to the child, for that parents have absolute power and authority over the child. In other words, at this time parenting with an authoritarian style is the right thing in educating children. Authoritarian in

this case is that children completely only follow the rules of their parents, because they have not been able to distinguish between good and bad things. Thus parental authority is needed in teaching and educating children in teaching religious understanding to children for their future provisions.

Reference

- Abudin Nata, 2009. *Metodologi Studi Islam*. Jakarta: PT. Raja Grafindo Persada.
- Alim, Muhammad. 2011. *Pendidikan Agama Islam Upaya Pembentukan Pemikiran dan Kepribadian Muslim*. Bandung: PT Remaja Rosdakarya.
- Achmad, Wahyuddin, dkk, 2009. *Pendidikan Agama Islam*. Surabaya : Grasindo.
- Fanreza. Robie. (2016). Pendidikan Islam Dalam Pembentukan Karakter Anak Didik. Retrieved from <http://hdl.handle.net/11617/7600>
- Haditono, Rahayu Siti. 2002. *Psikologi Perkembangan*. Yogyakarta : Gadjah Mada University Press.
- Hurlock, E.B.1999. *Psikologi Perkembangan .Suatu pendekatan sepanjang Rentang Kehidupan* . Alih Bahasa: Isyi Widayanti dan Soejarwo. Jakarta : Erlangga.
- Imam Muhni A, Djuretna. 1994. *Moral dan Religi menurut Emile Durkheim dan Henri Bergson* .Yogyakarta: Kanisius
- Jamil, Mukhsin. 2008. *Agama-Agama Baru di Indonesia*. Yogyakarta: Kanisius.
- Nasution, M., & Sitepu, J. M. (2018). Pola Asuh Permisif Terhadap Agresifitas Anak di Lingkungan X Kelurahan Suka Maju Kecamatan Medan Johor. *Prosiding Konferensi Nasional, 2*(Asosiasi Program Pascasarjana Perguruan Tinggi Muhammadiyah), 1–4. <https://doi.org/https://doi.org/10.30596/jp.v2i2.2459>
- Nurzannah, Akrim, M. Y. D. (2015). *Studi Islam 1 Akidah dan Akhlak*. (A. Imran Sinaga, Junaidi, N. R. Amini, & H. E. Samosir, Eds.) (1st ed.). Medan: UMSU Press. Retrieved from <http://publikasiilmiah.umsu.ac.id/index.php/publikasiilmiah/article/view/317>.
- Rudi Setiawan, Abdul Halim, Turmuzi, Tengku Muhmmad Hendra, K. (2020). Materi Pendidikan Akhlak Dalam Pemikiran Burhanul Islam Az-Zarnuji. *Jurnal Pendidikan Serambi Ilmu*, 1(1), 18–28. <https://doi.org/10.30596/al-ulum.v1i1.3>
- Santrock, J. W. (2012). *Life-Span Development, Perkembangan Masa-Hidup Life-Span Development, Perkembangan Masa-Hidup* (Cet. 1 / E). Jakarta: Erlangga. Retrieved from <http://katalogdisperpusipmaros.perpusnas.go.id/detail-opac?id=5670>
- Sudijono, Anas. 2011. *Pengantar Evaluasi Pendidikan*. Jakarta: Rajawali Pers.
- Sudjana, Nana. 2012. *Penilaian Hasil Proses Belajar Mengajar*. Bandung: Remaja Rosdakarya.
- Widya, M. (2019). Morality in Islam. *Proceeding International Seminar on Islamic Studies*, 1, 914–922. Retrieved from <http://journal.umsu.ac.id/index.php/insis/article/view/4268>