

Effects of Parents' Social Class Gap towards Children's Character Building in Early Childhood Education (PAUD)

Elga Desmaryanti

Abstract -- This research is motivated by the importance of character formation of children from an early age that formed from the learning and absorption of the environment children, especially families. This research aims to know gap of the social class of parents, to know character building of children in preschool and the influence of social class gap parents on the character building of Early Childhood Education (PAUD) children in Sukasari, Bandung, West Java, Indonesia. The method used in this research is quantitative research approach with logistic regression method. Respondents in this study were selected using a saturated sample technique consisting of parents or guardians of Early Childhood Education (PAUD) children in Sukasari, Bandung who are divided into higher social class and lower social class. The main result of this research is there is effects of parents' social class gap towards children's character building in Early Childhood Education (PAUD), where the parents of higher social class are proven threefold that it is more concerned with character development of children than lower-class parents. Higher class parents prioritize pre-school education. This is supported by the higher level of income of parents will make it easier for them to send their children to have a good character that is by choosing a good quality Early Childhood Education (PAUD).

Keywords -- Gap of social class, Early childhood education (PAUD), Character building of children

I. INTRODUCTION

Education is an important element for the progress of a nation, therefore every citizen must and must follow every level of education. In the field of education, a child from birth needs appropriate services in the fulfillment of educational needs along with an understanding of the characteristics of the child according to their growth and development will be very helpful in adjusting the learning process for children with age, needs, and conditions of each, either intellectually, emotionally And social. Child education can be started from Early Childhood Education (PAUD). Early Childhood Education (PAUD) is very important and useful (Sylva, et al, 2004), (Krombholz, 2006). One of usefulness of early childhood education is character building of children relating with social behaviors (Children, 1999)(Musser, et all 2010). Character building is very important for children before they joined in formal education as basic knowledge for them in order to adapt with school environment (Bulach, 2010)(Brannon, 2012). One of forms of character building of children in early childhood education is that children are taught from early to have good attitudes, e.g. politeness, discipline, respectful etc. (Lickona, 2006) (Brannon, 2012). Those attitudes

will be useful for children in their daily life (Lareau, 1987)(Burchinal, et all, 2002).

Knowledge of parents relating taking a care patterns affect to character building of their children (Maccoby, 2000). So do with difference of parents' education, leaving, facilities, social class, motivation and values affects to development potential of children's talents (Sewell, et all 1967). A child who has social skills and knowledge of culture is easier to adapt in school than a child who does not have both (Lareau, 1999). Based on those differences, parents select different choices for preschool of their children. For parents of higher social class, they tend to select qualified and professional early childhood education that its accreditation has been certified, where as parents of lower social class select based on financial factor that tend to usual early childhood education (Mehan, 2014).

The role of parents of lower social class in character building of children is often confused. Taking a care patterns applied generally based on trial and error will generate accumulation of fails. They also join exercises and practice methods about taking a care patterns rarely (Dean, et all 1976). But instead, parents of higher social class make planned and maximal preparation for their children's needs (Lareau, 1999). This research aims to know gap between social class of parents in The Early Childhood Education at Sukasari, Bandung, to know character building of children in four of The Early Childhood Education and effects of parents' social class gap towards children's character building in Early Childhood Education (PAUD).

II. LITERATURE REVIEW

This research concerns on gap between social class of parents and education in The Early Childhood Education. It occurs because there is social inequality. According to Pierre Bourdieu, social inequality (Bourdieu, 1984) (Weininger, 2005) is valuable for setting study of early childhood education and care. Sending children into school especially preschool is lifestyle (Bourdieu, 1984) (Weininger, 2005). It is because education is used by parents for strategy as their existences in society (Ball, et all, 2004).

Lifestyle of parents is formed by its sense for specific education and care setting (Swartz, 1997). According to Bourdieu's the result of research (Bourdieu, 1984), members of lower social class border themselves for specific lifestyle they believe that is relating with their needs and sources. As showed before, lifestyle of middle class is focused from social mobility to the top.

Care patterns of lower class focuses on "natural development achievement", whereas higher class is included in "integrated cultivation" (Lareau, 2002, 2011).

Both of the ways of organizing children education and care affect to their success in school (Bodovski, et all 2008) (Cheadle, 2009) (Redford, et.all, 2009) (Bodovski, 2010). By “natural development achievement”, it means that children are being bound by their parents such as playing out of home, not bound by school rules and getting social skills naturally by playing with their peers or brothers/sisters, whereas for higher class society their “cultivation” experience structured days with school activities, in the morning children go to school and they come home by picking up by their parents after working and their activities contain its academics. Some activities that are done by school will build characters of children. Kind of activities are formed to give children extracurricular activities called as “enrichment activities”(Vincent, et all 2007). There are some researches from Germany about the use of out of home education and care children from different social-economic background. This study demonstrates between social-economy status and the use of out of home education and care. For example, a study of Youth Germany Institute (Bien, et. all, 2006) indicates that parents with financial source use the bigger for pay out caretakers for caring their children than parents who are not rich. When a family has high income and mother has high formal education, children might be included in organized activities out of crèche center.

As being hoped, children tend to demonstrate the better academic skills if their parents have higher education and indicate their attention for them. Statistic interaction between family and teacher background – children relation indicates closer relation with teacher with positive relation. All of person in school should be included in character building process and development of children.

III. METHOD

This research uses quantitative research approach. Object in this research is parents of The Early Childhood Education from higher social class and middle-lower social class and The Early Childhood Education institutions. Population in this research is all of parents of four The Early Childhood Education institutions that are located in West Java, Indonesia. The four The Early Childhood Education institutions are classified into three categories based on social class of parents, education system and school facilities. Amount of all children in the four The Early Childhood Education institutions are 80 children. So, amount of population in this research are 80 parents. There are some reasons the researchers use population of four The Early Childhood Education institutions at Sukasari, Bandung. First, based on first observation towards some The Early Childhood Education institutions in same sub-districts, the four The Early Childhood Education institutions are appropriate with classification of social class that will be researched based on aspects such as school facilities, parent income, school fee, and learning program. Second, the locations are easy to be accessed by researchers. Third, the institutions that could be joined in cooperation help researchers in conducting this research.

Technique of sampling in this research use non-probability sampling. From any technique of non-probability sampling, researchers select technique of saturated sampling (census). In this research, the reason of researchers select technique of saturated sampling is because this research uses sample from the whole of population. Besides that, amount of population in this research is relatively little so as using the whole of data of population so that data generated is representative. Collecting data in this research uses questionnaire with kind of closed-questionnaire. There are two alternative answers using nominal scale they are yes or no answers that aims to know whether there is effect of gap between social class and education in The Early Education Institution towards character building of children. Validity test on this research questionnaire has been done by using SPSS program so that the questionnaire to be used to measure the research variables to be valid. The questionnaire in this research consists of 20 questions with dependent variable that is gap between social class in The Early Childhood Education institution, and independent variable that is character building of children. There are 20 questions given in this research as in the table below:

TABLE I: THE QUESTIONS OF THE RESEARCH

No.	Statements
1	I get easy of information access about The Early Childhood Education Institution
2	I get sources of information about The Early Childhood Education Institution from family
3	I get sources of information about The Early Childhood Education Institution from close friend
4	I get sources of information about The Early Childhood Education Institution from others
5	Services of The Early Childhood Education Institution are relating with my desire
6	I am constrained by school fees when my child go to school firstly
7	I give aids such as financial/books/facilities/etc. to support activities in The Early Childhood Education Institution
8	I give more attention relating with activities out of The Early Childhood Education Institution
9	My main purpose to send my child to The Early Childhood Education Institution is to send him/her elementary school
10	I pay attention to my child when she/he is at home
11	My child prays before and after doing activities
12	My child is ever caught lying
13	My child admits faults he did
14	My child returns goods not belong to him/her
15	My child can interact with his/her friends
16	My child goes to school on time
17	My child always expresses words mannered
18	My child has been able to learn appropriate with his/her age development
19	My child often sing children songs
20	My child does not have to wait when he/she was learning in The Early Childhood Education Institution

Analyzing data in this research uses logistic regression analysis (Morton, et all 2009) (Santoso, 2010). Technique in processing this data does not need normality test and classic assumption test on dependent variable anymore. When applying logistic regression analysis, it would be applied some tests; first, testing the feasibility of the regression model by testing null hypothesis that empiric data is appropriate with model; second, grading the whole of models by comparing values between -2log likelihood at

the beginning and -2log likelihood at the end; third, determination coefficient by knowing how big of the effects of gap between social class of parents towards character building of children in The Early Childhood Education Institution; fourth, simultaneous test by testing whether dependent variable that consists of gap between parent's social class in The Early Childhood Education Institution simultaneously affects to independent variable, that is, character building of children.

IV. FINDINGS

The researchers conduct research with the amount of sample is 80 persons with category of dependent variable, that is, code 0 including not built character of children and code 1 including built character of children. In this case, gap between social class and education in The Early Childhood Education Institution is the reason that builds character of children. If it just involves dependent variable, null hypothesis will be rejected (there is not gap between social class in The Early Childhood Education Institution towards character building of children).

It means if it just involves dependent variable, it will not be synchronous with data. After independent variable involved, it indicates that adding independent variable can give real effects towards research. In other words, the research is synchronous with data. By involving both variables, in logistic regression called likelihood maximum test, the answer for hypothesis of simultaneous effects of independent variable towards dependent variable is receiving H_1 and rejecting H_0 , or that is, there is significant effects simultaneously between social class and The Early Childhood Education Institution towards character building of children.

For seeing capability of independent variable in explaining dependent variable is used Pseudo R-square, or cox and snell R-square, and nagelkerke R-square. The value of nagelkerke R-square in this research is 0.607 and the value of cox as well assnell R-square are 0.449. The capability is shown in table below:

TABLE II: THE EFFECTS OF INDEPENDENT VARIABLE TOWARDS DEPENDENT VARIABLE
The Amount of the Effects

Variable X towards variable Y	60.7 %
Another factors	39.3 %
Total	100 %

Table 1 indicates that the capability of independent variable in explaining dependent variable in this research is 60.7 % and 39.3 % of another factor out of research that explain dependent variable.

Seen from table 2, the classification based on empiric data is generated that in this research there are 48 children examine good character building of children, whereas 32 children do not examine achieving character building of children.

TABLE III: DATA CLARIFICATION

Character Building of Children	
Reached	48
Not reached	32
Total	80

After examined by SPS, it is found that social class affects towards character building. The amount of this effect could be seen in the picture below:

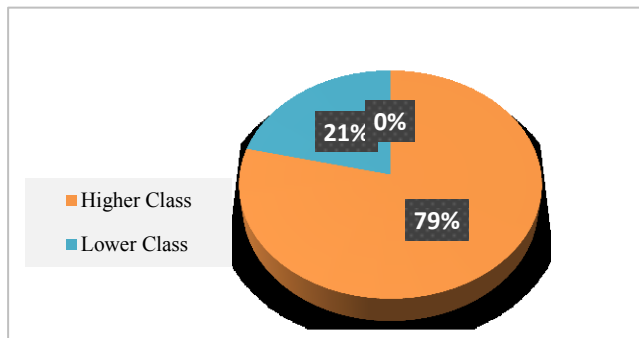


Figure I. Effects social class towards children's character building

Based on picture above, it explains that every variable has significant effect towards Y in this research. Social class has value of sig wald $0.000 < 0.05$, so it rejects H_0 or it means that social class gives significant effect towards character building of children. The amount of effects is indicated by value of EXP (B) or also called ODDS RATIO (OR) of social class variable with OR 3.778, so higher class more affects in character building 3.778 fold than lower class. The value of B = natural logarithm from $3.778 = 1.329$. Because the value of B is positive, social class has positive relation with character building of children.

V. DISCUSSION

Analysis report is conducted by software set of IBM Statistic of SPSS Statistic 20 for Windows (IBM, 2001). For predict dependent dependent variable that is social class of parent to forming child character.

According to researchers' hypothesis indicates that social class in The Early Childhood Education Institution affect towards character building of children. It means that there is gap between social classes towards character building of children where parents of higher class have more effect towards character building of children than parents of lower class. Based on the result of the research, it is known that the education level of parents mostly had passed undergraduate degree. This is appropriate with (Maccoby, 2000) that parents' knowledge relating with care patterns affect character building of their children. Based on the results of the research of parents' income, parents of higher class is easy to send their children to school for having better characters, that is, by selecting best qualified The Early Childhood Education Institution. This result of the research is appropriate with Dumais (Dumais, 2006) (Vincent & Ball, 2007) who said that parents of higher class more prioritize preschool education. According to the researchers, higher class category is just affected by factors of formed social stratifications, they are, education, authority, wealth and ancestry.

The effect of higher class towards character building of someone relate closely with material sources (income, access towards high quality education) and social sources (relations with family and peers). Both sources from time to time build characters and generate cultural norms (Stephens, et. all, 2014). Family is important agent for accessing those sources. A child of higher class family is easier to achieve highest level of education, health and social aspects (Chiu & Khoo, 2005). The family custom patterns are supporting factors in this case. The parents who encourage their children to be involved in activities that can develop their skills the result will differ with children who are just sent to school without careful planning (Chin, 2004) (Evans 2004). The higher social class has the bigger opportunity than the lower social class in case accessing education that is main factor for character building of children (Bailey & Dynarski, 2011).

The higher social classes tend to select qualified education for their children because school is the most affected factor for children's future. This is relating with financial, social network and employment opportunity (Lareau & Weininger 2008). Although education is the most important aspect in accessing sources, but in practice it seems different. Education practice always reflects and promotes cultural norms to create children better. School can promote norms through better learning experience, encourage special skills for children and internalize behavior patterns (Gamoran & Mare, 1989). But, not all of schools can apply those, it means that the only certain school.

VI. CONCLUSION

The social class gap of parents towards the formation of the character of the child is seen in the parents of the higher social class preferring a higher education for their children than the lower social class parents. This will have an impact on differences in the character formation of children between higher and lower class of the social class. Although parents of higher class have good access for children's education, but they have limited time with their children. All this time, education in family environment does not contribute enough for supporting competency achievement and character building of children. The high parents' activities relatively, the lack of parents' knowledge towards children development and the effects of out-of-home could affect towards character building of children. One of alternative ways to face those problems is by joining children in The Early Childhood Education Institution, by integrating and optimizing informal education activities in family environment and formal education activities in school environment.

Based on the research that has been done, it can be concluded that there is a social class parental gap on the character formation of children. Where higher-class parents are proven to be three times more concerned with children's character development. Then there is the gap of parents' social class in Early Childhood Education (PAUD) to the formation of children's character in Sukasari Bandung.

REFERENCES

- Bailey, M. J., & Dynarski, S. M. (2011). Gains and Gaps: Changing Inequality In U.S. College Entry and Completion.
- Ball, et al. (2004). Middle Class Fractions, Childcare and The 'Relational' and 'Normative' Aspects of Class Practices. *The Sociological Review*, 52, 478–502.
- Bien, W., Rauschenbach, T., & Riedel, B. (Eds.). (2006). Who is looking after Germany's children? Weinheim: *The German Youth Institute (DJI)*.
- Bodovski, K. (2010). Parental Practices and Educational Achievement: Social Class, Race and Habitus. *British Journal of Sociology of Education*, 31, 139–156.
- Bodovski, K., & Farkas, G. (2008). 'Concerted Cultivation' and Unequal Achievement in Elementary School. *Social Science Research*, 37, 903–919.
- Bourdieu, P. (1984). *Distinction: A social critique of the judgement of taste*. Cambridge, MA: Harvard University Press.
- Brannon, D. (2012). Character Education: Its a Joint Responsibility. London: Routledge Publisher, 37–41.
- Bulach, C. R. (2010). Implementing a Character Education Curriculum and Assessing Its Impact on Student Behavior. London: Routledge Publisher. 76 (2) (October 2014), 37–41.
- Cheadle, J. E. (2009). Parent Educational Investment and Children's General Knowledge Development. *Social Science Research*, 38, 477–491.
- Chin, T., & Phillips, M. (2004). Social Reproduction and Child Rearing Practices: Social Class, Children's Agency, and The Summer Activity Gap. *Sociology of Education*, 77, 185–210.
- Chiu, M. M., & Khoo, L. (2005). Effects of Resources, Inequality, and Privilege Bias on Achievement. USA: *American Educational Research Journal*. 42.
- Collins, J. (2009). *Social Reproduction in Classrooms and Schools*. New York: Department of Anthropology.
- Dean, G., & McKay, G. D. (1976). *Systematic Training for Effective Parenting: Effects on Behavior Change of Parents and Children*. USA: The University of Arizona Publisher.
- Dumais, S. A. (2006). Early Childhood Cultural Capital, Parental Habitus, and Teachers' Perceptions. *Poetics*, 34, 83–107.
- Eckhardt, A. G., & Riedel, B. (2012). *Familialer Habitus und Inanspruchnahme außerfamilialer Bildungs-, Betreuungs- und Freizeitangebote bei unter dreijährigen Kindern [Family habitus and the use of out-of-home education, care and recreation for the under-threes]*. *Frühe Bildung*, 1, 210–219.
- Evans GW. 2004. The Environment of Childhood Poverty. *Am. Psychol*, 59, 77–92.
- Gamoran, A., & Mare, R. D. (1989). Secondary School Tracking and Educational Inequality: Compensation, Reinforcement, or Neutrality. 94(5), 1146–1183.
- Kromholz, H. (2006). Physical Performance In Relation To Age, Sex, Birth

- Lareau. (1987). Social Class Differences in Family-School Relationship: The Importance of Cultural Capital. USA: American Sociological Association. 60 (2), 73–85.
- Lareau, A., & Weininger, E. B. (2008). The context of school readiness: Social class differences in time use in family life. In A. Booth & A. C. Crouter (Eds.), *Disparities in school readiness: How families contribute to transitions into school* (155–187). New York, NY: Lawrence Erlbaum Associates.
- Lickona, T. (2006). *Journal of Moral Education: Eleven Principles of Effective Character Education*. London: Routledge Publisher. January 2015, 37–41.
- Redford, et al (2009). Parenting Practices-Cultural Capital and Educational Outcomes: The Effects of Concerted Cultivation on Academic Achievement Race, Gender & Class, 16, 25–44.
- Maccoby, E. E. (2000). Parenting And Its Effects On Children: On Reading and Misreading Behavior Genetics. California: Department of Psychology, 51(1), 1–27.
- Mehan, H. (2014). *Understanding Inequality in Schools: The Contribution of Interpretive Studies*. USA: American Sociological Association, 65(1), 1–20.
- Morton, R.F, Hebel, J.R, McCarter, R.J. 2009. *Panduan Studi Epidemiologi dan Biostatistik*. Jakarta: Penerbit Buku Kedokteran EGC
- Musser, L. M& Diamond, K. E. (2010). The Children's Attitudes Toward the Environment Scale for Preschool Children. London: Routledge Publisher, 30 (2), 23–30.
- Santoso, Singgih. 2010. *Statistik Multivariat*. Jakarta: PT Elex Media Komputindo.
- Sewell, W. H., & Shah, V. P. (1967). Socioeconomic Status, Intelligence, and the Attainment of Higher Education. USA: American Sociological Association, 40(1), 1–23.
- Stephens, N. M., Markus, H. R., & Phillips, L. T. (2014). *Social Class Culture Cycles: How Three Gateway Contexts Shape Selves and Fuel Inequality*.
- Swartz, D. L. (1997). *Culture and Power: The Sociology of Pierre Bourdieu*. Chicago: University of Chicago Press.
- Sylva, B. K., Melhuish, E., Sammons, P., Siraj-blatchford, I., & Taggart, B. (2004). The Effective Provision of Pre-School Education (EPPE) Project: Findings from Pre-school to end of Key Stage 1, 1–10.
- Vincent, C., & Ball, S. J. (2007). 'Making up' The Middle Class Child: Families, Activities and Class Dispositions. *Sociology*, 41, 1061–1077.
- Weininger, E. B. (2005). Foundations of Pierre Bourdieu's class analysis. In E. O. Wright (Ed.), *Approaches to class analysis*. Cambridge: University Press, 82–118.