

Eva Latipah, Hanif Cahyo Adi Kistoro, Himawan Putranta. (2020). The Effects of Positive Parenting toward Intolerance in Pre-School Children. *International Journal of Early Childhood Special Education (INT-JECSE)*,12(2): 137-146. DOI: 10.9756/INT-JECSE/V12I2.201065

Received: 12.09.2020 Accepted: 10.11.2020

Eva Latipah^{1*}
Hanif Cahyo Adi Kistoro²
Himawan Putranta³

The Effects of Positive Parenting toward Intolerance in Pre-School Children

Abstract

The absence of mutual respect and tolerance in preschoolers is getting stronger. This research aims to elaborate on the manifestation and causes of intolerance and examine the effect of positive parenting on intolerance. This research is field research using survey and experimental methods. The survey was conducted to identify teacher needs as a basis for developing a positive parenting module. Experiments were conducted to see the effect of positive parenting on intolerance. The subjects of this research were 129 pre-school children in Yogyakarta who were selected using a purposive sampling technique. Data analysis uses qualitative analysis techniques (reduction, display, and conclusion) and quantitative (t-test). The results showed Intolerance of many pre-school children occurs around religion and morals (blaming and hating the religion of different friends, not wanting to share and make friends with friends who are different from themselves). Causes of intolerance include imitating songs, watching television, and the internet, imitating parents, friends, or teachers. Positive parenting affects the intolerance of pre-school children, as indicated by the value of $t = 3.396$ and $p = 0.000$, which means that positive parenting can reduce pre-school children's intolerance. Therefore, sustainable positive parenting needs to be implemented within both the family, school, and community, so that intolerance in pre-school children does not arise.

Keywords: Action, Imitating, Intolerance, Positive Parenting, Verbal, Watching.

Introduction

The Qur'an explains that Allah created humanity from a man and a woman and made people of nations and tribes so that people knew one another (The Qur'an Translation, 2015). This verse explicitly explains that humans were created in a variety of ways, based on gender, nationality, ethnicity, and with such diversity, humans strived to understand one another (The Qur'an Translation, 2015). The verse should be a reference for every Muslim, especially in Indonesia as a country that has the largest number of Muslims in the world (87.2%) to be tolerant (Abbasi-Shavazi & Jones, 2018).

Indonesia is a multicultural country consisting of various religions, ethnicities, races, and cultures (Hoon, 2013). The diversity found in Indonesia should be an opportunity and a challenge as well as to create peace and harmony. Increasing global diversity in both the religious and cultural fields requires tolerance of different groups to achieve harmony between groups (Verkuyten & Yogeeswaran, 2017). Tolerance brings several positive consequences for minority groups, including allowing minority groups to express their cultural identity, provide access to resources and rights, and protect them from acts of violence, as well as giving them the right and

Eva Latipah^{1*}, Department of Islamic Education, Faculty of Tarbiya and Teaching, Sunan Kalijaga State Islamic University, Yogyakarta, Indonesia. Email: eva.latipah@uin-suka.ac.id

Hanif Cahyo Adi Kistoro², Department of Islamic Education, Ahmad Dahlan University, Indonesia. Email: hanif.kistoro@pai.uad.ac.id

Himawan Putranta³, Department of Physics Education, Graduate School, Yogyakarta State University, Indonesia. E-mail: himawanputranta.2017@student.uny.ac.id

freedom to define and develop their way of life (Verkuyten & Yogeewaran, 2017). Conversely, the absence of tolerance can make the values of diversity, equality, and peace disappear in social life (Hjerm et al., 2020). Lack of tolerance causes the fading of mutualism understanding that results in the destruction of the integrity of social relations that leads to social aggression (Enshassi et al., 2020).

Tolerance needs to introduce to children as early as possible. Moreover, children are the most important periods in the human life cycle (Caucutt & Lochner, 2020). Many things happen during the development of children that can affect adult life. Childhood is a golden period because the brain at this age is actively working in learning (Santrock, 2012). During childhood, children also begin to recognize and learn about many things such as right and wrong, cause-effect relationships, knowing yourself, socializing with family, friends, neighbors, and the wider community (Santrock, 2012). Early childhood is a golden age, the development of intelligence occurs very rapidly. At this time, children are very easy to accept the learning provided by the environment in this case parents and teachers, both learning about good and bad things, children immediately accept it without being able to filter it. Early childhood education media are currently very varied, such as songs, books, readings, and pop-up books, which have a positive effect on children's development. However, some media hurt children's development. As with songs that are very familiar among adults and even children unwittingly have an unfavorable impact. Mention one of them is "*pat godly child*". This song has unwittingly given an intolerant understanding of early childhood. Children easily judge negatively other people of different religions, easily hate others, and disbelieve each other who disagree. This causes children to often interfere, attack, ridicule, and abuse other people who disagree.

The ages of children range from 2 to 6 years. This age is known as the age of problematic, difficult, or age of play (Santrock, 2012). Vähäsantanen et al. (2020) added that at this time children are relatively difficult to manage due to the development of their personality that demands freedom. This is generally shown by children who behave wayward, stubborn, and disobedient and against, often angry for no reason, and irregular sleep rhythms. This age is also known as groupage or exploring because at this age children begin to learn social values in the surrounding environment as a provision for social life in the future (Baardstu et al., 2020). Children continue to experience developmental changes in the physical, motor, cognitive, language, social, and emotional fields. At the same time, children have a great interest in the

environment, learn to understand themselves, and learn to recognize their own emotions and control them gradually. Various attempts to realize tolerance have been made, but the gap for intolerance is still always happening. Ironically, intolerance has infiltrated various educational institutions (Wang & Froese, 2020). Intolerance behavior is shown in attitudes such as mutual hatred, jealousy, disrespect, do not want to budge, do not understand each other, and are concerned with groups (Damanik, 2020).

Intolerance can occur for any reason such as differences in religion, race, ethnicity, gender, and differences in social status. The attitude of intolerance and the understanding of radicalism bloomed early on when children studied in school. This fact is reinforced by a study conducted by Fielding (2010), that 10% of senior high school students are potentially radical. Kamal's research (2017) with a distribution of 1,520 students in 34 provinces said that 7.7% of senior high school students were willing to take radical action. Findings from the Vaillancourt et al. (2018) that kindergarten teachers are more intolerant than teachers at other levels are. Intolerance in teachers can cause children who are educated to be intolerant also because teachers become models for children. Children imitate every action of their teacher. In addition to teachers, parents also serve as models for children to behave. In this case, the child imitates the actions of his parents. Model and imitation are two important factors in learning. That is, intolerant behavior in kindergarten students is very likely to occur due to imitation of children to parents as a model as part of meeting their social interaction needs (Pfister et al., 2013).

The family is the smallest unit that plays a strategic role in children's education through parenting. Parenting is all actions that are part of the ongoing process of interaction and affect not only the child, but also the parents, which carried out by adults to children who carried out from the beginning of the child born to adulthood to protect, teach, discipline, and provide guidance (Putranta & Jumadi, 2019). When the process of raising a child is carried out positively, the child grows into a positive personal child. Conversely, if the process of raising children is often done negatively, then even children tend to have a negative personality (Eanes, 2016). Envy, not giving in, not appreciating are indications of negative behavior. This is suspected because the child has been cared for with parenting that tends to be negative. Therefore, positive parenting can make a positive personal child, someone who is tolerant of various religious, ethnic, racial, cultural, and gender differences. In the context of psychology, tolerant of various psychological

differences such as differences in intellectual abilities, talents, interests, and motivation (Latipah, 2017). Besides positive parenting can make children have good emotional intelligence before taking action (Kistoro, 2014).

Research Problems

The development of science and technology-information is inevitable that affects the development of pre-school children. The more contact with information technology causes pre-school children to ignore the values of tolerance. Children seem unwilling to budge with their peers, do not want to share, do not want to cooperate with friends who are different, especially different religions, do not want to help different friends, even more, extreme is making fun of friends who are different from themselves. All manifestations of intolerant behavior are possible if the link is broken if the teacher at the school supports it. Therefore, the role of teachers in schools is very large in breaking the chain of intolerance of pre-school children. Teachers are parents when children are in school, so have a great responsibility for the development of pre-school children. The teacher can use positive parenting in caring for these pre-school children in the ways outlined earlier.

Research Question

Realizing the importance of positive parenting in the development of preschool children, especially in avoiding the emergence of intolerance, this study will specifically analyze the positive influence of parenting on the intolerance of pre-school children. This research tries to answer the following questions.

1. What are the manifestations of intolerant behavior practiced by pre-school children?
2. What is the reason for pre-school children to intolerance?
3. What is the effect of positive parenting on pre-school children's intolerance?

Research Focus

The focus of this research is to analyze various manifestations of intolerance in pre-school children, the reasons pre-school children behave intolerantly, and the effect of positive parenting on the intolerance of pre-school children.

Methods

General Background

This research is field research with both qualitative and quantitative approaches. The qualitative approach is been carried out by

survey and interview methods, while the quantitative approach is carried out by the quasi-experimental method. Surveys and interviews were been conducted to design a positive parenting module, and experiments were conducted to see the effect of positive parenting on the intolerance of pre-school children.

Participant

The research population at the qualitative research stage was kindergarten teachers who were taking Teacher Professional Education at Sunan Kalijaga State Islamic University, who came from all kindergartens in Indonesia and recorded as many as 886 people. Determination of the sample is been done by randomly selecting 30 kindergarten teachers, and this is what received positive parenting training. The quantitative research populations are kindergarten students, aged 4-6 years (pre-school age), both male and female. Purposive random sampling with the following steps does the determination of the sample. Determine the number of kindergartens in Yogyakarta that have been accredited. Determine 3 kindergartens as needed, and the selected are KS kindergartens (145 people), MBPS kindergartens (47 people), and KhKY kindergartens (63 people), so a total of 255 people kindergarten students. Choose classes randomly from 3 selected kindergartens and obtained 6 classes A and B (3 classes A and 3 classes B), so that a total of 129 students.

Procedures and Instruments

There are two major stages in this research, namely the preparation of positive parenting modules and the application of modules to research subjects. Module preparation is been carried out in the following steps. Identify the needs of kindergarten teachers. Arranging the identification results in a module. Professional judgment on modules involving 3 experts namely positive parenting experts, linguists, and media experts, as well as simulating modules. Fixed modules are been trained on 30 kindergarten teachers (see sample). Positive parenting training was been held 20 times with a duration of 120 minutes (2 hours)/meeting.

After receiving training, teachers are been asked to apply positive parenting to kindergarten students. Before receiving positive parenting treatment, subjects filled the intolerance scale to find out their intolerance level. The application of positive parenting to kindergarten students uses the experimental method that is been conducted during 10 meetings, with each meeting lasting 150 minutes. During the 10 meetings, the

teacher who was been trained in positive parenting taught as usual, but by emphasizing the principles in positive parenting namely the need to build attachments with kindergarten students, rewarding every kindergarten student's efforts, proactive towards student activities kindergarten, show empathy during the learning process, and consistently uphold discipline. In addition to getting positive parenting, students were been observed intolerant behavior and were interviewed about why they acted intolerant. After receiving positive parenting for 10 meetings, the subjects filled the intolerance scale again to see the level of intolerance.

Data Analysis

Data analysis to elaborate manifestations of intolerant behavior and why pre-school children behave intolerantly is done by textual analysis of the results of transcripts and unstructured field notes (Yip et al., 2019). The analysis process uses grounded theory in which the researcher makes research questions without thinking about his hypothesis first, but still conducts a literature review to find out the manifestations of behavior and the reasons why intolerant behavior in pre-school children, which has been used in research. Finally, qualitative data is been processed by coding techniques, making concepts, making categories, making

hypotheses, and obtaining research results. Meanwhile, for quantitative data in the form of intolerance scores using different test analysis techniques (t-test), which compares intolerance scores after receiving positive parenting with before receiving positive parenting. If the intolerance score after receiving positive parenting is lower than before receiving positive parenting, it shows that positive parenting can reduce pre-school children's intolerance. Conversely, if intolerance scores increase, it shows that positive parenting is not able to reduce intolerance of pre-school children.

Results

Manifestations of Pre-School Child Intolerance

Kindergarten teachers who have trained in positive parenting then implement the results of the training to their students. At this time, the researcher observed to find out the manifestations of intolerance attitudes shown by pre-school students and the effects of positive parenting on the intolerance of pre-school students. Therefore, Table 1 shows various manifestations of intolerance that are been shown by pre-school students from the age range of 4-5 years and 5-6 years.

Table 1.
Manifestations of pre-school children intolerance behavior

intolerance scale	intolerance of pre-school children aged 4-5 years	intolerance scale	intolerance of pre-school children aged 5-6 years
1	Whine even cry when want to urinate and defecate, so do it carelessly (not in the toilet).	1	Saying that good religion is only their religion, others are infidels (not good), and sadder to say that other religions are experts in hell.
2	Encouraging each other to scramble to get food, especially snacks from the teacher.	2	When asked the question "would they want to help friends of different religions?" the answer was that they would help if they were of the same religion unless they were forced to, they would help friends of different religions.
3	Don't like to share work and let their friends do the work that should be done together.	3	When asked the question "will attend a friend's birthday party of a different religion?" the answer is no, because of different religions.
4	Crowded, chatting, and even running around when their friends come forward to express themselves in front of the class.	4	Not willing if children of different religions win a competition.
5	When a friend cries because of their actions, they don't regret the act, just leaving.	5	Children know the days of other religions besides Islam, only when asked will it come if invited to attend other religious holidays. Strictly say they will never come because it's sinful.
6	Reluctant to share the game with friends.	6	don't like to play with friends who are not like or different gender.
7	Don't like to share food (snacks).	7	Look away, pinch-hit, punch, and scratch the face (especially in the male).
		8	There is a specific female who does not want to join hands while doing sports activities.
		9	Whispering with friends in a group or shouting while talking with friends.
		10	Grouping when playing with friends they like.

Table 1 shows that pre-school or kindergarten students, both grade A (4-5 years) and class B (5-6 years) exhibited intolerant-prone behavior. Intolerant behavior in children aged 5-6 years (class B) is more than in children aged 4-5 years (class A). This reinforces the findings of previous studies that kindergarten teachers are more radical compared to teachers at other levels above.

Causes of Intolerance in Pre-School Children

The results of interviews with students, kindergarten teachers, and parents of students were confirmed that intolerance behavior in kindergarten students occurred due to several factors. First, students imitate what parents do, especially mothers in their homes. Student S said, "I often imitate what my mother did at home". Student V added that he often saw his mother do negative things too "My mother usually does that too". Student N also said, "I'm only obedient to my mother". While students A and L are not much different from saying "My father told me to obey my mother, I was afraid of my father if I did not obey my mother", "My brother also told me according to my mother, because heaven is under the mother's feet".

Based on the interview passage it is been understood that children imitate whatever parents do at home, especially mothers. Without knowing, whether what the parent is doing is right or not, the child continues to imitate. Parents become role models for their children. The theory that can explain this is the theory of social learning from Albert Bandura. Social learning theory explains human behavior in terms of continuous reciprocal interactions between cognitive, behavioral, and environmental influences. People learn through observing other people's behavior, attitudes, and results from these behaviors. "Most human behavior is studied observationally through modeling that is from observing others. Then the results serve as a guide to action". This shows that the child observes every parent's attitudes and actions. These observations are processed (cognitive) and remembered (memory) of the child, then in the end encourages (motivation) and becomes a guide for children to behave.

Likewise, children imitate their teachers at school. They revealed, "If the teacher is like that, for example screaming, I am too. When asked if you think it's good to shout?" Another student said, "My father said, shouting is not good because it disturbs others". Most students said, "It's good, just scream, to be clear". An influential student with the support of his friends said, "Teacher is smart, so it must be imitated, if not imitated, then I can't be smart like the teacher". Other children support him by saying

"that's right". This further reinforces previous findings that kindergarten teachers are more radical than other level teachers are. Teacher radicalism can be allegedly due to a lack of knowledge about the importance of differences. As stated by Bandura, there is a connection between cognition, environment, and behavior. Information held by the kindergarten teacher shows the cognitive aspects of the teacher, which have an impact on intolerant behavior. Minimal knowledge of tolerance causes intolerant children.

Meanwhile, when asked the question, "Who do you like to be friends with?" The students' answers varied, "With a friend who is the coolest, a friend who likes to play, friends who carry a lot of food, a friend who carries a lot of money, same friend (male or female), friends who are not whiny". These answers indicate that several children cannot accept differences, do not want to appreciate differences either in differences in interests, hobbies, habits, and even finances. This shows, apart from being the influence of the teacher, also because of the influence of peers (peer). When asked, "Why do you scramble to get snacks or learning tools from the teacher" Their answers varied, "Because they wanted to be fast because they were hungry, afraid of being run out". Unique answers were obtained from students as follows, "If not hurry up, time to eat is over because the time to eat for a while".

The Effect of Positive Parenting on Intolerance

Testing the effect of positive parenting on intolerance requires several statistical tests beforehand on the data. The following are the results of the prerequisites before testing the hypothesis. The normality test results as shown in Table 2 below.

Table 2.
Normality test results

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sign.	Statistic	Df	Sign.
Intolerance	.085	129	.022	.963	129	.001

Based on the normality test with the Kolmogorov-Smirnov technique, a df value of 129 was obtained with a significance value of p of 0.022 ($p > 0.05$). This means that data intolerance is normally distributed. Likewise, by observing the observed value, intolerance data is been normally distributed, as shown in Figure 1 below.

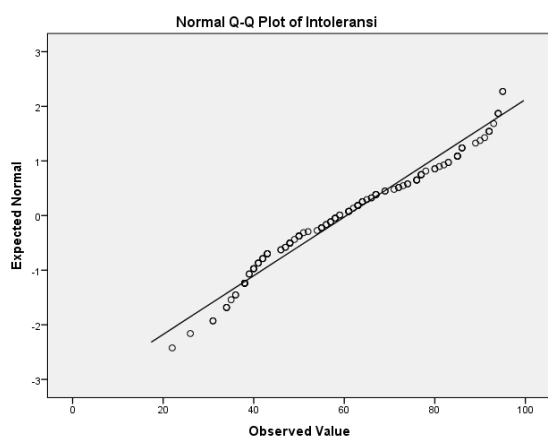


Figure 1.
Normality test chart based on the observed value

A homogeneity test is a test of whether or not the variances of two or more distributions are equal. If the significance value is $p > 0.05$, then the variance of the two or more groups is homogeneous. Based on homogeneity test results obtained an F value of 11.531 and p of 0.602 ($p > 0.05$). This shows there is no variance between groups (homogeneous data). The results of different intolerance tests before and after positive parenting were applied, a t value of 3.396 was obtained with a p -significance of 0.01 ($p < 0.05$), which indicates that there were significant differences in children's intolerance between before and after positive parenting was given. This means that positive parenting influences or can reduce the intolerant behavior of kindergarten children.

Discussion

Manifestations of pre-school children intolerance in this research often occur on issues surrounding religion and morals. As can be seen that children believe that only their religion is true and other religions are wrong. Likewise, children believe that people of different faiths will go to hell. Children as fun (for heaven) and frightening (for hell) describe Heaven and hell. Children analogize heaven as a sea of ice cream and analogize hell as a hot place filled with fire. Someone who enters heaven will get whatever he wants and will never get sick. While someone, who goes to hell will feel incomparable pain. With this understanding, children assume that their religion is a true religion, and others are wrong and will go to hell. The consequences of such understanding lead to an exclusive attitude in children. For example, exclusivity has been shown in the attitude of not wanting to be friends with different religions, not wanting to share food with friends of different religions, not wanting to be neighbors with friends of different religions, even not wanting to

study with friends of different religions. This exclusivity is the potential for intolerant behavior in children.

When there is a model (teacher), then it is imitated (children), so children whose cognitive development is in the pre-operational stage, have confidence that what the model is doing is correct and should emulate. Certainly, this is not always justified. There needs to be clarification from the teacher that what he does is not always true. There are times when what the teacher does is incorrect so that children do not need to imitate them. Teachers need to convey to children that many things such as being tired of accompanying children can cause when they act improperly (eg emotional). The openness of teachers to children in the class can bring trust (teacher) for teachers (Van Maele & Van Houtte, 2011). Based on Table 1 it also appears that intolerant behavior in class B students (5-6 years) is more than grade A students (4-5 years). The variety and number of behaviors related to the experience they have (Clark, 2012). That means that the more experience the more behavior that arises. Using the term Thorndike connectionism learning theory (Behavioristic learning theory) that experience is an indication of the number or frequency of stimulus and response (S-R) relationships. In this context, the number of intolerant behavior of children shows the negative experiences of grade B students more than the experiences of grade A students (4-5 years). As an example, class B students (5-6 years old) have more friends than class A students (aged 4-5 years). A large number of friends can be a source of negative behavior. The more friends, the more opportunities for negative behavior to be accepted by children.

In addition to experience, cognitive development, social-emotional, and even religion influence why the negative behavior of Class B students more than Class A students. The curiosity of children increases with age. Higher curiosity drives children to improve their thinking abilities (cognitive development). Children also want to expand their social relations (social development) which often meets with how they have to maintain their feelings and control their emotions (emotional development) (Zimmer-Gembeck et al., 2019). The increased curiosity of religious teachings encourages children to see and compare what they do with other classmates. The developments experienced by these children have the potential to lead to a variety of behaviors including negative behaviors that have been claimed to be intolerant behavior (Siddiqui et al., 2019). Based on the kindergarten children's answers, they identified that they were 'mimicking' the teacher. The teacher becomes a model for them. Students observe the attitudes

and actions of the teacher in class, observations are processed, and then imitated. This is in line with the explanation of social learning theory put forward by Bandura. Some children have been able to assess the teacher even though the assessment is still dependent on other opinions (father), not based on self-assessment (the results of internalization of grades). This is consistent with the theory of moral development that to declare right and wrong at this age still depends on external parties or the surrounding environment (Huerta-Wong & Schoech, 2010). The millennial era influences all dimensions of life including how the characteristics of the millennial generation.

Millennial generation revealed several experts have all-round characteristics, making the gadget as a medium for socializing. This also affects kindergarten children behaving intolerant (Smokowski et al., 2015). The children stated that they watched scenes, movements, speeches, and things that appeared on the watch from the internet. Even in one of the kindergartens where the study was located, there were conflicts between students and even parents' conflicts caused by children's actions that they viewed as games. Children don't know if the games they copy from the internet can cause more dangerous problems. They realized that the action was dangerous after one of the parents found out what his friend was doing to him (the child). Parents cannot accept the actions of their childhood friends to their children, then convey to the School, even finally involving a psychologist for treatment. This case is the impact of internet use. Even so to the intolerant behavior of children. Children often play shooting using certain tools, or at each other, because of watching the internet through their gadget. Of course, in this case, it is not forbidding children to use gadgets at all, but parents must be wise to children in using gadgets (Ashori et al., 2019). For example, pay attention to the duration of the use of gadgets, websites that may and maybe not be accessed by children, including how the child sees the gadget.

The difference in intolerance of kindergarten children before and after being given positive parenting by their parents reinforces previous findings that positive parenting can reduce various emotional problems, attitudes, dysfunctional care in children with special needs, and so for children aged 3-16 years (Oeri & Roebbers, 2020). The success of positive parenting programs in reducing child intolerance can be explained as follows. First, parents have a strong motivation or motivation to use positive parenting. Motivation is essential for someone as a basis for doing something because motivation makes someone want to take action and take

responsibility for something they do (Rowell & Hong, 2013). Motivation is the reason or basis for all actions taken by someone (Latipah, 2017). Motivation is also the initiative, direction, and intensity of one's behavior (Wiesman, 2012). Meanwhile, for this reason, parents who are motivated to implement positive parenting apply positive parenting and take full responsibility for the application of positive parenting (Schofield et al., 2012).

Motivation is often associated with personality characteristics by experts who use the perspective of nature. While behaviorists focus motivation on the consequences, both reinforcing or punishing. Social cognitive perspective or cognitive perspective focuses on self-perception and other cognitive factors that directly or indirectly encourage someone to engage in certain behaviors (Wachs et al., 2020). In this context, parents who have a strong motivation to implement positive parenting are those who have a positive personality, which means having a positive outlook on positive parenting. Parents believe that positive parenting is nurturing which results in their children having positive personalities (Rowell & Hong, 2013). When referring to the view of the behaviorists, parents who apply positive parenting are parents who apply the consequent concept to every behavior of their children. Consequent means providing reinforcement of certain expected behaviors and providing penalties for certain undesirable behaviors (Kausik & Hussain, 2020). This behaviorist view is not in harmony with the concept of positive parenting because positive parenting does not recognize the term punishment, but discipline. Punishment causes suffering for children, while discipline invites children to be consistent and responsible for everything they do. In other words, discipline does not aim to make children suffer but rather how to make children responsible.

From a religious perspective, motivation has termed an intention, which is been defined as intending to do something with the heart and making choices to do it. Another meaning of intention is unanimous determination. Intention contains 3 elements, namely believed in the heart, spoken orally, and carried out with deeds (Wei & Chen, 2012). Thus if someone has the intention, it is not enough to just have the desire, but must be done or proven. This means that if someone already has an intention, then he/she will keep trying until he reaches what he/she wants (Van Gog & Rummel, 2010). Intending means to unite between heart, words, and deeds. Based on the results of interviews confirmed that when a mother is motivated or intends to implement positive parenting (so that her/his child is not intolerant), then the mother does not just have the desire to use positive

parenting so that intolerance decreases or disappears.

However, it also often reminds him by saying positive things repeatedly, which shows that the information has been stored properly in memory. Furthermore, the brain will forward the information in memory to all the senses shown through the act or the mother applies positive parenting in the care of her child by establishing attachment to the child, respecting the child, being proactive to the child, showing the soul of the leader who empathic, and consistent discipline. In addition to having strong motivation, parents have a certain way or strategy in applying positive parenting to their children (Latipah, 2015). The method used is been adjusted to the target to be achieved, such as how to establish an attachment to children, how to show respect for children, how to be proactive, how to empathize with the leader, and how to apply discipline to children. The method used must be precise, not just in any way because different targets require different methods (Latipah, 2017).

Positive parenting strategies carried out by parents can have a positive impact on children's development. One of the positive effects of positive parenting is the role of parents in shaping a child's sense of independence. The form of positive parenting can also have a positive impact on the potential and abilities of each child (Latipah et al., 2020). Activities that are positive from parents will form a sense of independence and high concern for children and can interact with the environment with positive information obtained. Children who receive something positive in the form of verbal appreciation or action will tend to obey what the parents ordered. One obvious example is when children are given positive titles such as smart children or smart children, they will feel rewarded and do what they are told, for example throwing trash in its place, rearranging used toys, and so on. In parenting, people will certainly strive for things that are positive and best for children (Alminde & Warming, 2020). But in practice, there are several behaviors and attitudes of children that influence parenting activities. For example, parents always provide support, attitude, and high respect for children, but children do something that is not acceptable to parents, for example arguing, not doing what is ordered, and other behavior.

This becomes a dilemma for parents because, on one hand, they do positive things, but on the other hand, the children do not do what they want. When parents will give punishment to children, parents do not feel the heart and pity. In this condition, sometimes in parenting, it is necessary to provide balanced care, for example, the child is given an understanding that when carrying out orders, the

parents will be given a temporary reward if they make a mistake, they will be given punishment by the concept of positive parenting. From this, it can be seen that parenting is a way for parents to interact with their children, which includes giving rules, gifts, punishments, and giving attention to and responding to children's behavior (Kistoro, 2013). Parenting is very important for children because children can learn about something whose results will be expected by the surrounding community and will also affect children's behavior.

One of the important things in parenting is the existence of parental figures. Many children make their parents, especially fathers, as models or figures to be imitated. This behavior will certainly make children imitate and make parents as role models in children's daily behavior. This condition will certainly affect children's development both cognitively, motorically, and effectively. Cognitively, the knowledge obtained from parents will become a basis for children in considering everything they do. If parents teach positive things in their upbringing, of course, the children will also do positive things. Likewise, in child development from the motoric and affective side (Tarakci et al., 2020). Positive parenting will have a big impact and influence on children's development. Children will imitate and do what is obtained from people based on their care.

Conclusions

This study found that there are several intolerant behaviors performed by kindergarten students, both kindergarten-A (4-5 years) and kindergarten-B (5-6 years). Intolerant behavior in B-kindergarten students is greater than in Kindergarten-A students. This is in line with the increasing experience and curiosity of B-kindergarten students. As for the forms of intolerant behavior among pre-school children in the form of whining and even crying when they want to urinate and defecate so that they do it carelessly. Pushing or scrambling to get food, especially snacks from the teacher. Do not want to share work by letting their friends doing work that should be done together, reluctant to share toys and food.

The reason for kindergarten students behaving intolerantly is that they imitate parents (especially mothers), teachers, peers, and watching from the internet (youtube). They make parents, teachers, peers, and the internet a model for behavior. Positive parenting applied by parents and teachers to kindergarten students turned out to be able to prevent intolerant behavior. This is evident from the significant t-test results before and after applying positive parenting to kindergarten students. Therefore, with the findings of this study, it is

been recommended for parents and teachers, to use positive parenting in caring for their children.

References

- Abbasi-Shavazi, M.J., & Jones, G.W. (2018). Population dynamics and human capital in Muslim countries. *Vienna Yearbook of Population Research*, 16, 57-82.
- Alminde, S., & Warming, H. (2020). Future workshops as a means to democratic, inclusive, and empowering research with children, young people, and others. *Qualitative Research*, 20(4), 432-448.
- Ashori, M., Norouzi, G., & Jalil-Abkenar, S.S. (2019). The effect of a positive parenting program on mental health in mothers of children with intellectual disability. *Journal of Intellectual Disabilities*, 23(3), 385-396.
- Baardstu, S., Coplan, R.J., Karevold, E.B., Laceulle, O.M., & von Soest, T. (2020). Longitudinal pathways from shyness in early childhood to personality in adolescence: Do peers matter? *Journal of Research on Adolescence*, 30, 362-379.
- Caucutt, E.M., & Lochner, L. (2020). Early and late human capital investments, borrowing constraints, and the family. *Journal of Political Economy*, 128(3), 1065-1147.
- Clark, I. (2012). Formative assessment: Assessment is for self-regulated learning. *Educational Psychology Review*, 24(2), 205-249.
- Damanik, E.L. (2020). Ethnicity situation and intolerant attitudes in multicultural societies in Medan City. *Journal of Humanities*, 32(1), 39-50.
- Eanes, R. (2016). *Positive parenting an essential guide*. United States: TarcherPerigee.
- Enshassi, M.S., Walbridge, S., West, J.S., & Haas, C.T. (2020). Probabilistic risk management framework for tolerance-related issues in modularized projects: Local and global perspectives. *ASCE-ASME Journal of Risk and Uncertainty in Engineering Systems, Part A: Civil Engineering*, 6(1), 04019022.
- Fielding, M. (2010). The radical potential of student's voice: Creating spaces for restless encounters. *The international journal of emotional education*, 2(1), 61-73.
- Hjerm, M., Eger, M.A., Bohman, A., & Connolly, F.F. (2020). A new approach to the study of tolerance: Conceptualizing and measuring acceptance, respect, and appreciation of difference. *Social Indicators Research*, 147(3), 897-919.
- Hoon, C.Y. (2013). Multicultural citizenship education in Indonesia: The case of a Chinese Christian school. *Journal of Southeast Asian Studies*, 44(3), 490-510.
- Huerta-Wong, J.E., & Schoech, R. (2010). Experiential learning and learning environments: The case of active listening skills. *Journal of Social Work Education*, 46(1), 85-101.
- Kamal, R. (2017). Internalization of moderate Islamic values in education. *Islamic Studies Journal for Social Transformation*, 67-80.
- Kausik, N.H., & Hussain, D. (2020). Integrating the nurtured heart approach with self-determination theory: A proposed intervention model for managing disruptive behaviors of children. *Child Care in Practice*, 26(1), 50-61.
- Kistoro, H.C.A. (2013). Differences in the level of aggressiveness in Yogyakarta MUHI high school students based on patterns and types of parent work. *Al-Misbah (Jurnal Islamic Studies)*, 1(1), 1-15.
- Kistoro, H.C.A. (2014). Emotional intelligence in Islamic education. *Journal of Islamic Religious Education*, 11(1), 1-18.
- Latipah, E. (2015). Self-regulated learning strategies and learning achievement: A meta-analysis study. *Journal of Psychology*, 37(1), 110-129.
- Latipah, E. (2017). *Basic Psychology*. Bandung: Remaja Rosdakarya.
- Latipah, E., Kistoro, H.C.A., Hasanah, F.F., & Putranta, H. (2020). Elaborating motive and psychological impact of sharenting in millennial parents. *Universal Journal of Educational Research*, 8(10), 4807-4817.
- Oeri, N., & Roebbers, C.M. (2020). Regulating disappointment can impair cognitive performance in kindergarten children: Individual differences in ego depletion. *Journal of experimental child psychology*, 190, 104728.
- Pfister, R., Dignath, D., Hommel, B., & Kunde, W. (2013). It takes two to imitate: Anticipation and imitation in social interaction. *Psychological Science*, 24(10), 2117-2121.
- Putranta, H., & Jumadi, J. (2019). Physics teacher efforts of Islamic high school in Yogyakarta to minimize students' anxiety when facing the assessment of physics learning outcomes. *Journal for the Education of Gifted Young Scientists*, 7(2), 119-136.
- Rowell, L., & Hong, E. (2013). Academic motivation: Concepts, strategies, and counseling approaches. *Professional School Counseling*, 16(3), 2156759X1701600301.
- Santrock, J.W. (2012). *Life-span development, 13th*. University of Texas, Dallas: McGraw Hill.
- Schofield, T.J., Conger, R.D., Donnellan, M.B., Jochem, R., Widaman, K.F., & Conger, K.J. (2012). Parent personality and positive

- parenting as predictors of positive adolescent personality development over time. *Merrill-Palmer quarterly (Wayne State University. Press)*, 58(2), 255.
- Siddiqui, N., Gorard, S., & See, B.H. (2019). Can programs like philosophy for children help schools to look beyond academic attainment? *Educational Review*, 71(2), 146-165.
- Smokowski, P.R., Bacallao, M.L., Cotter, K.L., & Evans, C.B. (2015). The effects of positive and negative parenting practices on adolescent mental health outcomes in a multicultural sample of rural youth. *Child Psychiatry & Human Development*, 46(3), 333-345.
- Tarakci, E., Arman, N., Tarakci, D., & Kasapcopur, O. (2020). Leap motion controller-based training for upper extremity rehabilitation in children and adolescents with physical disabilities: A randomized controlled trial. *Journal of Hand Therapy*, 33(2), 220-228.
- The Qurán Translation. (2015). *Ministry of Religion of the Republic of Indonesia*. Bandung: Darus Sunnah.
- Vähäsantanen, K., Paloniemi, S., Räikkönen, E., & Hökkä, P. (2020). Professional agency in a university context: Academic freedom and fetters. *Teaching and Teacher Education*, 89, 103000.
- Vaillancourt, T., Brittain, H., Haltigan, J.D., Ostrov, J.M., & Muir, C. (2018). Cortisol moderates the relation between physical peer victimization and physical aggression in preschoolers attending high-quality child care: Evidence of differential susceptibility across informants. *Merrill-Palmer Quarterly*, 64(1), 101-134.
- Van Gog, T., & Rummel, N. (2010). Example-based learning: Integrating cognitive and social-cognitive research perspectives. *Educational Psychology Review*, 22(2), 155-174.
- Van Maele, D., & Van Houtte, M. (2011). The quality of school life: Teacher-student trust relationships and the organizational school context. *Social indicators research*, 100(1), 85-100.
- Verkuyten, M., & Yogeewaran, K. (2017). The social psychology of intergroup toleration: A roadmap for theory and research. *Personality and Social Psychology Review*, 21(1), 72-96.
- Wachs, S., Görzig, A., Wright, M.F., Schubarth, W., & Bilz, L. (2020). Associations among adolescents' relationships with parents, peers, and teachers, self-efficacy, and willingness to intervene in bullying: A social cognitive approach. *International Journal of Environmental Research and Public Health*, 17(2), 420.
- Wang, X., & Froese, P. (2020). Attitudes toward religion and believers in China: How education increases tolerance of individual religious differences and intolerance of religious influence in politics. *Religion & Education*, 47(1), 98-117.
- Wei, C.W., & Chen, N.S. (2012). A model for social presence in online classrooms. *Educational Technology Research and Development*, 60(3), 529-545.
- Wiesman, J. (2012). Student motivation and the alignment of teacher beliefs. *The Clearing House: A Journal of Educational Strategies, Issues, and Ideas*, 85(3), 102-108.
- Yip, W. L.F., Zelman, D., & Low, A. (2019). How to improve parenting in Hong Kong by training: the 6As Positive Parenting Program. *Public Administration and Policy*, 22(1), 55-70.
- Zimmer-Gembeck, M.J., Kerin, J.L., Webb, H.J., Gardner, A.A., Campbell, S.M., Swan, K., & Timmer, S.G. (2019). Improved perceptions of emotion regulation and reflective functioning in parents: Two additional positive outcomes of parent-child interaction therapy. *Behavior therapy*, 50(2), 340-352.