Bunayya: Jurnal Pendidikan Anak
Volume 12 Issue 2 (2026) Pages *537-556*
ISSN: 2460-4437, E-ISSN 2549-3329 (Online)
DOI: http://dx.doi.org/10.22373/bunayya.v12i1.36077

PARENTING PRACTICES OF FARMER PARENTS UNDER PARENTAL BURNOUT CONDITIONS IN THE FORMATION OF SOCIAL CARE CHARACTER IN EARLY CHILDHOOD

Yusriani Maulida[1*], Asep Munajat[2], Ibnu Hurri[3]
[1,2,3] Universitas Muhammadiyah Sukabumi
Email: *yusrianimaulida008@ummi.ac.id*

Abstrak
Orang tua petani di Desa Ciracap menghadapi keterbatasan waktu dan tekanan pekerjaan yang berpotensi memengaruhi pendampingan terhadap anak usia dini. Penelitian ini bertujuan mendeskripsikan pola asuh orang tua petani dalam membentuk karakter kepedulian sosial anak usia dini di Desa Ciracap. Penelitian menggunakan pendekatan kualitatif dengan jenis studi kasus yang melibatkan lima orang tua petani, lima anak usia 5-6 tahun, dan satu guru sebagai informan. Data dikumpulkan melalui wawancara, observasi, dan dokumentasi, kemudian dianalisis menggunakan model interaktif Miles dan Huberman. Hasil penelitian menunjukkan bahwa orang tua petani cenderung menerapkan pola asuh demokratis melalui keteladanan, pembiasaan, dan komunikasi. Karakter kepedulian sosial anak berkembang pada aspek empati, berbagi, menolong, dan bekerja sama, dengan tiga dari lima anak menunjukkan perkembangan yang konsisten. Kondisi *parental burnout* berkaitan dengan menurunnya kualitas interaksi emosional orang tua, namun dampaknya diredam oleh dukungan keluarga dan budaya gotong royong sehingga pembentukan karakter kepedulian sosial anak tetap berlangsung secara positif.

Kata Kunci: *Anak Usia Dini, Orang Tua Petani, Parental Burnout, Pola Asuh, Karakter Kepedulian Sosial*

Abstract
Farmer parents in Ciracap Village face time constraints and work pressures that can potentially impact their support for early childhood. This study aims to describe the parenting styles of farmer parents in shaping the socially conscious character of early childhood children in Ciracap Village. The study used a qualitative approach with a case study involving five farmer parents, five children aged 5-6 years, and one teacher as informants. Data were collected through interviews, observation, and documentation, then analyzed using the Miles and Huberman interactive model. The results showed that farmer parents implement a democratic parenting style through role models, habituation, and communication. Children's socially conscious character develops in the aspects of empathy, sharing, helping, and cooperation, with three out of five children showing consistent development. Parental burnout conditions affect the quality of parental emotional interactions, but its impact is mitigated by family support and a culture of mutual cooperation, so that the development of children's socially conscious character continues to take place positively.

Keywords: *Early Childhood, Farmer Parents, Parental Burnout, Parenting Style, Social Care Character*

Corresponding author: Yusriani Maulida
Email Address: *yusrianimaulida008@ummi.ac.id*
Received 2 July 2026, Accepted 11 August 2026, Published 29 August 2026

A. INTRODUCTION

Early childhood refers to the period from birth to six years of age, often described as the *golden age* because children experience rapid growth and development. During this stage, important aspects of development, including physical, cognitive, social, emotional, and moral development, develop significantly. Law No. 20 of 2003 on the National Education System emphasizes the importance of education in developing intelligent and characterful individuals, including the values of social care, empathy, and mutual cooperation. Children's ability to recognize and regulate their emotions provides an important foundation for developing empathy, social skills, and self-control in later life.[1] Social care does not develop naturally on its own. Instead, it is shaped by children's earliest social environment, particularly the family, through the parenting practices and everyday interactions they experience with their parents.

In families whose occupation is farming, parenting is often influenced by heavy physical workloads, long working hours, and economic uncertainty arising from harvest yields.[2] Such pressures may potentially trigger *parental burnout*, that is, a state of exhaustion specific to the parenting context, characterized by very high emotional exhaustion, increasing emotional distance from the child, and a reduced sense of competence and effectiveness in carrying out the parental role. This condition may potentially reduce the quality of parenting because parents become less responsive, less patient, and find it

[1] Putri Rahmi and Hijriati, 'Proses Belajar Anak Usia 0 Sampai 12 Tahun Berdasarkan Karakteristik Perkembangannya', *Bunayya: Jurnal Pendidikan Anak*, 7.1 (2021), p.152.

[2] Lilia Bliznashka, Joshua Jeong and Lindsay M. Jaacks, 'Maternal and Paternal Employment in Agriculture and Early Childhood Development: A Cross-Sectional Analysis of Demographic and Health Survey Data', *PLOS Global Public Health*, 3.1 (2023), pp. 2–3.

more difficult to maintain warm interaction with the child.[3]

Parental burnout does not essentially affect the development of the child's character directly, but rather operates through changes in the quality of parenting provided by parents. Physical and emotional exhaustion that persists over a long period may reduce parents' patience, warmth, and responsiveness when interacting with their child. As a result, the processes of communication, role modelling, habituation of positive behavior, and support for the child become less than optimal. Conversely, if parents remain able to maintain warm, consistent, and democratic parenting despite facing occupational pressure, the child still obtains social learning experiences that support the development of social care character.

This condition is relevant to the characteristics of authoritarian, permissive, and democratic parenting styles, because *burnout* may be associated with a shift in the quality of parental practices away from the democratic parenting style that is ideal for the development of a child's character.[4]

From the perspective of early childhood development, parenting constitutes the principal medium connecting the psychological condition of parents with the development of the child's character. Social care values such as empathy, sharing, helping, and cooperating do not emerge spontaneously, but develop through repeated interactions between parents and children in daily life. Therefore, when parental burnout conditions affect the quality of parenting, the process of forming the child's social care character also has the potential to change. Accordingly, the relationship between parental burnout, parenting, and the formation of social care character needs to be understood as a set of interrelated processes rather than as three self-standing concepts.

The results of the preliminary observation conducted by the

[3] Alice Schittek, Isabelle Roskam and Moïra Mikolajczak, 'Parental Burnout Stages and Their Link to Parental Violence: A Longitudinal Study', *Journal of Applied Developmental Psychology*, 95 (2024), 101717, p. 1.

[4] Schittek, Roskam and Mikolajczak, 'Parental Burnout Stages', p. 2.

researcher in September 2025 at one kindergarten institution in Ciracap Village, Ciracap Sub-district, Sukabumi Regency, involving five children aged 5–6 years from farming families, revealed that the social care character of the young children had not developed optimally.

Observations during learning and play activities showed that some children already appeared willing to share and help their friends, but such behaviour was not yet performed consistently. Children were still found who tended to display egocentric attitudes such as competing over toys and being unwilling to wait their turn, being less sensitive to friends in need of help, and more often playing alone.

Preliminary interviews with the teacher and several parents also indicated that limited time for parental support, owing to the parents' work as farmers, resulted in some children being cared for more often by grandparents or other family members. These preliminary findings became the basis for the need to examine the relationship between parental burnout conditions, parental practices, and the formation of social care character in early childhood among farming families in Ciracap Village.

Research on parenting in farming families has shown that permissive parenting is commonly practiced, while democratic parenting may better support the development of children's responsibility and social care.[5] Other research similarly suggests that authoritative parenting, which balances parental supervision with warmth and affection, can foster social care more effectively. In contrast, overly permissive and authoritarian parenting practices may provide less support for the development of children's social care.[6] Quantitative research has shown that parenting practices are positively and significantly associated with the development of social care character among children aged 5–6 years, with

[5] Ahmad Syauki and Ichsan, 'Pola Asuh Anak Usia Dini pada Keluarga Petani', *Thufuli: Jurnal Ilmiah Pendidikan Islam Anak Usia Dini*, 4.1 (2022), pp. 22-26.

[6] Yanru Wen and others, 'How Key Family Factors Influence Preschool Children's Social–Emotional Competence: Threshold Effects of Parental Parenting Styles and Parent–Child Interaction Quality', *Frontiers in Psychology*, 17 (2026), p. 2.

parenting practices accounting for 44.3% of the observed variation.[7] In addition, farming families may face challenges in providing consistent guidance and education to their children because of limited time and patience resulting from demanding agricultural work.[8]

These four studies indicate that the relationship between parenting and social care character, as well as the parenting challenges faced by farming families, has been extensively examined. However, these studies still discuss each aspect separately, namely the type of parenting applied, the influence of parenting on children's social care character, or the parenting obstacles arising from parents' occupational demands.

To date, research explaining how parental burnout conditions affect the quality of parenting and subsequently have an impact on the formation of social care character in early childhood, particularly in farming families in rural settings, remains limited. Yet understanding the relationship among these three aspects is important for explaining the mechanism of children's character formation in situations where parents face high occupational pressure. Therefore, this study examines the interrelation between parental burnout, the parenting practices of farmer parents, and the formation of social care character in early childhood as an integrated whole through a qualitative case study approach.

On the basis of the theoretical exposition and the results of previous studies, it can be understood that parental burnout, parenting, and the formation of social care character have a mutually influencing relationship. Parental burnout conditions may potentially affect the quality of parenting applied by parents, whereas parenting constitutes the principal means of instilling social care values in children. On the basis of this

[7] Windi Lestari, Wilson and Dafetta Fitrilinda, 'Pengaruh Pola Asuh Orang Tua terhadap Karakter Peduli Sosial Anak Umur 5–6 Tahun di Desa Segati Langgam Kabupaten Pelalawan', *Innovative: Journal of Social Science Research*, 3.3 (2023), p. 750.

[8] Nur Aina Arifah, Nabila Annufus and Nadhiratul Uyun, 'Pola Asuh Orang Tua dalam Menanamkan Nilai-Nilai Agama AUD pada Keluarga Petani Melati Desa Daramista Lenteng Sumenep', *Thufuli: Jurnal Ilmiah Pendidikan Islam Anak Usia Dini*, 5.2 (2023), p. 12.

relationship, this study was designed to obtain a more comprehensive understanding of the process of forming social care character in early childhood within the context of farming families. Based on these differences, this study aims to: (1) describe the parenting practices of parents working as farmers in the formation of children's social care character in Ciracap Village; (2) describe the outcomes of such parenting practices with respect to children's social care character; and (3) analyze the interrelation between *parental burnout* conditions and the parenting practices of farmer parents in the formation of social care character in early childhood.

The novelty of this study lies in the use of a qualitative case study approach that positions *parental burnout* as a vantage point for understanding the parenting practices of farming families in rural settings as well as its direct interrelation with the formation of social care character in early childhood—an interrelation among variables that has rarely been discussed in previous research.

B. METHOD

This study employs a qualitative approach with a *single case study* design. The case study is used to understand a phenomenon in depth within its *real-life context*, particularly when the boundary between the phenomenon and its context is not clearly apparent. This approach was selected because the parenting practices of farmer parents, *parental burnout* conditions, and the formation of social care character in early childhood are interrelated phenomena influenced by the social, cultural, and environmental conditions in which families conduct their daily lives. Therefore, this study requires a comprehensive understanding drawn from multiple data sources so that the phenomenon can be understood as an integrated whole.[9]

The use of a single case study design was based on the consideration that this study focuses on a single case with clearly bounded context, namely

[9] Samson Mtisi, 'The Qualitative Case Study Research Strategy as Applied on a Rural Enterprise Development Doctoral Research Project', *International Journal of Qualitative Methods*, 21 (2022), p 2.

parenting practices within farming families in Cimahi Hamlet, Ciracap Village, Ciracap Sub-district, Sukabumi Regency. A single case study is used when the researcher seeks to obtain an in-depth understanding of a case that is *typical*, *unique*, or capable of representing a particular phenomenon in a real context. This study constitutes a typical case, as it depicts parenting practices in farming families that face occupational demands, *parental burnout* conditions, and the process of forming social care character in early childhood within a rural community environment.

Cimahi Hamlet, Ciracap Village, was selected as the research site because it possesses characteristics consistent with the focus of the study. Most members of the community earn their livelihood as farmers, so that parents share relatively similar occupational characteristics, such as high physical workload, long working hours, and uncertainty of harvest yields. On the other hand, the community still maintains the culture of mutual cooperation (*gotong royong*) and the involvement of the extended family in child-rearing. These conditions render Ciracap Village a coherent social system and therefore suitable for examination as a single case within a single case study design.

Consistent with the characteristics of case study research, this study does not merely describe the parenting practices adopted by farmer parents but also seeks to explain how and why these practices are shaped under conditions of *parental burnout* and how they relate to the development of social care character in early childhood.[10] Therefore, the single case study approach is deemed appropriate for producing an in-depth understanding of the phenomenon within the context of farming family life in Ciracap Village.

In this study, the researcher acted as the principal instrument, entering the field directly, interacting with the families of the subjects, and conducting observation, interviews, and data recording throughout the parenting process.

[10] Mtisi, 'The Qualitative Case Study Research Strategy', p. 3.

The participants in this study comprised five farmer parents with young children, five children aged 5–6 years, and one teacher who served as a supporting informant. Participants were selected purposively, with data collection continuing until data saturation was reached. Participants were determined using the *purposive sampling* technique, in which subjects are selected specifically on the basis of criteria relevant to the research objectives rather than randomly.[11]

The criteria for child subjects included: being aged 5–6 years, coming from a farming family, living with their parents, and being able to interact with their social environment. The parents designated as key informants were farmers who had children aged 5–6 years and were directly involved in their children's daily upbringing. The participating parents primarily worked as tenant farmers or farm laborers.

The selection of informants was carried out *purposively* on the basis of alignment with the research objective, namely obtaining in-depth information about parental practices in forming the social care character of early childhood under *parental burnout* conditions. If the data obtained from the initial participation were not yet adequate to answer the research questions, the number of participants could be increased until the data reached saturation point.

The study was conducted in Cimahi Hamlet, Ciracap Village, where most residents work as farmers and where social interaction and mutual cooperation are prominent. This setting was considered relevant to the focus of the study. Field data collection continued until information obtained from multiple sources reached data saturation.

The analysis of parental practices was conducted with reference to indicators of democratic parenting.[12] The indicators used comprised two-way communication between parents and children, the provision of affection and attention, the application of rules accompanied by explanation, the granting of responsible freedom, and

[11] Lexy J. Moleong, *Metodologi Penelitian Kualitatif*, edn rev., 29th printing (Bandung: Remaja Rosdakarya, 2011), p. 224.

[12] Wen and others, 'How Key Family Factors Influence Preschool Children's Social–Emotional Competence', p. 2.

the provision of role modelling in daily life. These indicators served as guidance in the processes of coding, data grouping, and interpretation of the interview and observation results, so that the determination of parenting tendencies was based on systematic criteria.

This study was conducted with attention to research ethics principles. Before the data collection process was carried out, the researcher first obtained permission from the relevant parties as well as *informed consent* from the parents as research participants. The participation of all informants was voluntary, and they were given an explanation regarding the objectives, procedures, and benefits of the study. Throughout the study, the identity of participants was kept confidential through the use of codes or initials in the presentation of data, so that the privacy of informants remained protected. Observation of the children was carried out with parental consent and while continuing to prioritize the comfort and best interests of the child.

Data were collected through three mutually complementary techniques, namely interviews, observation, and documentary study. Interviews were conducted with farmer parents who were familiar with the children's social interaction, using a semi-structured interview guide as the instrument. The interview guide was developed based on the research focus and the theoretical foundations underpinning the study, including democratic parenting, the concept of *parental burnout*, and theories of children's social care character development.

The parenting indicators comprised communication between parents and children, the provision of affection, supervision, the setting of rules, and the granting of freedom accompanied by responsibility. The *parental burnout* indicators comprised emotional exhaustion in parenting, reduced emotional involvement with the child, and a decline in the sense of being able to fulfil the parental role.

Meanwhile, the indicators of social care character comprised empathy, sharing, helping, and cooperating. On the basis of these indicators, the interview guide contained six principal topics, namely parenting practices, strategies for instilling social care character, children's social care

character, the role of the family and surrounding environment, parenting obstacles, and efforts to overcome those obstacles.

Before being used in the study, the interview guide was consulted with the supervising lecturer to obtain input regarding the appropriateness of the indicators, the research focus, and the formulation of the questions, so that the instrument used was consistent with the research objectives. Observation was conducted in two forms, namely participatory observation, in which the researcher was directly involved in the daily life of the informant families, and unstructured observation, which was developed in accordance with the evolving situation in the field.

Documentary study was used to complement the interview and observation data, in the form of photographs of children's activities, field notes, and depictions of the surrounding environment. The participant technique was carried out through the researcher's passive to semi-active involvement in the daily activities of the families in order to bring the researcher closer to the substance of the problem under study.

The data were analyzed using the Miles and Huberman interactive model of qualitative data analysis, comprising four stages: data collection through interviews and field observations, data reduction through selecting and simplifying field notes in accordance with the research focus, data display through narrative and descriptive presentations, and conclusion drawing and verification. During the verification stage, the researchers examined emerging patterns, themes, relationships among categories, and the consistency of the findings to establish the accuracy and credibility of the data.[13] This data analysis flow is illustrated in Figure 1.

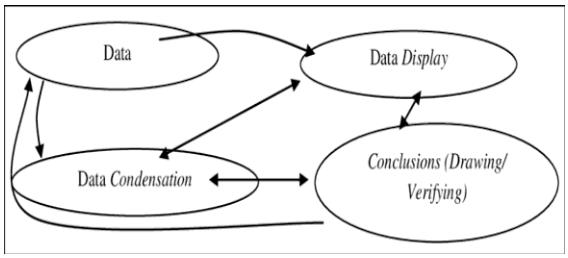


Figure 1. Data Analysis Using the Miles and Huberman Interactive Model

[13] Matthew B. Miles, A. Michael Huberman and Johnny Saldaña, *Qualitative Data Analysis: A Methods Sourcebook*, 4th edn (SAGE Publications, 2019), pp. 16–17.

The validity of the data was examined through source triangulation, namely comparing the results of parent interviews, the results of observation of the children, and information from the teacher as a supporting informant. In addition, a *member check* was carried out by reconfirming the interview results with the informants in order to ensure the correspondence of meaning and to maintain the consistency of the data.

Data collection was carried out until data saturation was reached, that is, when subsequent interviews and observations no longer generated new themes, categories, or information relevant to the research focus. Data saturation was determined on the basis of analysis conducted concurrently with the data collection process, so that the researcher ceased adding informants once the information obtained displayed recurring patterns and had been able to address the entire research focus.

In this study, indications of data saturation were apparent when the information obtained from parents, the teacher, and the observation results displayed consistent patterns regarding the forms of parenting, children's social care character, and *parental burnout* conditions, such that additional interviews did not generate substantively different new categories or themes.

C. RESULTS AND DISCUSSION

The research data were obtained through interviews with five parents working as farmers, observation of five children aged 5–6 years, and an interview with one teacher as a supporting informant in Cimahi Hamlet, Ciracap Village. The findings are presented and discussed following the three-research focus, namely the parenting practices of farmer parents in the formation of children's social care character, the outcomes of such parenting practices with respect to children's social care character, and the influence of parental burnout conditions on the parenting practices applied.

1. Parenting Practices of Farmer Parents in the Formation of Children's Social Care Character

The results of interviews with five parents who have children aged 5–6 years show that the limited time

available as a result of work in the rice fields did not lead parents to relinquish their child-rearing responsibilities. As expressed by one informant:

> *"Because we work in the fields from morning until late afternoon, there is indeed less time to sit down or talk at length with the children. But even though we are busy, we try to make time, whether during meals together or at night before bed." (W/04/OT)*

Parents applied rules concerning the times for playing, studying, and worship, while still providing space for children to interact with peers without excessive supervision. The instilling of social care values was carried out primarily through direct role modelling, such as visiting sick neighbors, helping relatives in difficulty, and sharing food with neighbors, as well as through simple habituation such as involving children in tidying up toys and fetching items.

The parenting style emerging from this combination of rules, role modelling, and guided freedom tends to point towards a democratic parenting style. Nevertheless, the interview results indicate that the application of this democratic parenting style did not always proceed optimally, because parents also faced the occupational demands of farming, which caused physical and emotional exhaustion.

This condition is consistent with the concept of *parental burnout*, which is marked by declining energy in carrying out the parenting role. For several informants, exhaustion after working in the rice fields or plantations resulted in limited time for supporting the child, so that interaction, communication, and the habituation of prosocial behavior could not be carried out consistently. Nevertheless, some parents still endeavored to maintain warm parenting practices through role modelling and simple habituation whenever they had the opportunity to be with their children.

This finding supports the view that *parental burnout* can undermine parenting quality by contributing to emotional exhaustion, reduced parental involvement, and a diminished capacity to fulfil the

parental role.[14] In this study, however, the impact of *parental burnout* did not necessarily result in a shift towards authoritarian or permissive parenting styles. Rather, its effects were more evident in the reduced intensity of parental support and interaction with children, largely due to the demands of agricultural work.

This finding is consistent with Hurlock's theory, which explains that democratic parenting is characterized by affection, communication, supervision, and the provision of freedom accompanied by responsibility.[15] The role modelling demonstrated by parents further illustrates the principles of social learning, whereby children learn through observation, imitation, and modelling the behaviors of those closest to them.[16] The three stages of character formation proposed by Lickona, namely *moral knowing, moral feeling*, and *moral action*, are also evident in this parenting process.[17] Children are introduced to positive values through parental guidance, encouraged to develop empathy, and subsequently habituated to demonstrate caring behavior in concrete ways.

Nevertheless, the findings of this study indicate that the formation of social care character in farming families in Ciracap Village is not influenced solely by the interaction between parents and children as explained in the theories of Baumrind and Bandura. The rural social environment, which continues to uphold the values of mutual cooperation, togetherness, and extended family involvement, also plays a role in reinforcing the parenting process. This condition indicates that the formation of children's character in the context of farming families proceeds through interactions broader than the parent–child relationship alone.

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[14] Schittek, Roskam and Mikolajczak, 'Parental Burnout Stages', p. 1.
[15] Wen and others, 'How Key Family Factors Influence Preschool Children's Social–Emotional Competence', p. 3.
[16] Joscha Kärtner, Marta Giner Torréns and Nils Schuhmacher, 'Parental Structuring during Shared Chores and the Development of Helping across the Second Year', *Social Development*, 30.2 (2021), p. 374.
[17] Ariska Pujarsa, Juanda and Usman Pahar, 'Nilai Pendidikan Karakter dalam Buku "Cerita untuk Bumi" Perspektif Thomas Lickona', *Alinea: Jurnal Bahasa, Sastra, dan Pengajaran*, 15.1 (2026), p. 104.

This finding reinforces previous research showing that farming families adopt varied parenting styles according to their family circumstances and occupational demands.[18] It is also consistent with evidence that farming families continue to strive to apply democratic parenting despite limited time and parental exhaustion resulting from agricultural work.[19]

However, the present finding differs from previous research, which found permissive parenting to be more prevalent among farming families in the study setting.[20] This difference may be associated with the socio-cultural context of Ciracap Village, where values of mutual cooperation and kinship remain strong. These community norms may function as an indirect form of social control, encouraging parents to maintain more structured parenting practices despite having limited time with their children.

2. *Outcomes of Parenting Practices for Children's Social Care Character*

Observation of five children aged 5–6 years was conducted on four aspects of social care, namely empathy, sharing, helping, and cooperating. The observation results show that the development of social care character varied across children. Some children had displayed empathetic, sharing, helping, and cooperative behavior consistently in various situations, such as providing help to friends without being asked, sharing play equipment, and being able to cooperate in group activities.

Meanwhile, other children had displayed social care behavior, but its occurrence was not yet consistent and still required direction or reinforcement from the teacher or parents. These differences indicate that the formation of social care character proceeds gradually in accordance with the experience, habituation, and support received by each child.

[18] Syauki, Ichsan and Winarti, 'Pola Asuh Anak Usia Dini pada Keluarga Petani', p. 26.
[19] Arifah, Annufus and Uyun, 'Pola Asuh Orang Tua dalam Menanamkan Nilai-Nilai Agama AUD', p. 12.
[20] Syauki, Ichsan and Winarti, 'Pola Asuh Anak Usia Dini pada Keluarga Petani', p. 26.

Of the five children observed, three demonstrated consistent development across all four aspects. For example, they willingly shared stationery without being asked, immediately helped friends who were experiencing difficulties, and actively participated in group activities while patiently waiting for their turn. The other two children also demonstrated caring behaviors but still required guidance or reminders from the teacher before taking action. The teacher, who served as a supporting informant, corroborated these findings:

> *"Each child's ability is different. There are children who immediately help their friends without being asked, and there are also those who still have to be reminded first by the teacher to be more caring towards the friends around them."* (W/01/GR)

The differences in developmental levels across children are consistent with the stage of egocentric empathy, in which young children begin to understand that others have feelings, although this understanding remains relatively simple and inconsistent.[21] The sharing, helping, and cooperating behaviors identified in this study are also consistent with the concept of prosocial behavior, which refers to voluntary actions intended to benefit or help others.[22] This finding is further supported by research showing that children's helping behaviors can be fostered through parental modelling and structured participation in everyday activities, rather than through verbal instruction alone.[23]

The findings of this study are also consistent with previous research demonstrating that parental practices play an important role in the socio-emotional development of children aged 4–6 years.[24] Parenting characterized by positive

[21] Tamara Becher, Samuel Essler, Carolina Pletti and Markus Paulus, 'Compliance or Empathy—What Links Maternal Sensitivity and Toddlers' Emotional Helping?', *Journal of Experimental Child Psychology*, 226 (2023), 105547, p. 5.

[22] Maila D. H. Rahiem, 'Upaya Orang Tua dalam Mengembangkan Perilaku Prososial Anak Usia Dini', *Aulad: Journal on Early Childhood*, 6.1 (2023), p. 22.

[23] Kärtner, Giner Torréns and Schuhmacher, 'Parental Structuring during Shared Chores', p. 374.

[24] Skolastika Mude, Marsianus Meka, Angelina Kurnia Juita and Andi Nafsia, 'Hubungan Pola Asuh Orang Tua dengan Perkembangan Sosial Emosional Anak

communication, the provision of support, and consistent accompaniment is able to encourage children to develop the ability to interact, cooperate, and display prosocial behavior. In line with those findings, this study demonstrates that the application of democratic parenting through role modelling, habituation, and communication also supports the development of children's social care character, even though parents face time constraints arising from the occupational demands of farming.

The findings of this study indicate that the development of children's social care character is influenced not only by parenting within the family, but also by children's social experiences in the community environment. In the context of Ciracap Village, interaction with neighbors and peers and the culture of mutual cooperation provide children with opportunities to practice empathetic, sharing, helping, and cooperative behavior in daily life. This condition demonstrates that the local socio-cultural context constitutes a factor that complements the explanations offered by the theories of social development employed in this study.

When considered alongside previous quantitative findings showing that parenting contributed 44.3% to children's social care character.[25] the qualitative findings of the present study reinforce this result while also providing insight into the mechanisms underlying this relationship. Children's social care character does not develop instantaneously but emerges gradually through repeated habituation, with differences in development depending on the extent of role modelling and support they receive.

3. *The Influence of Parental Burnout Conditions on the Parenting Practices of Farmer Parents*

The interview results show that heavy physical workloads and uncertainty of harvest yields caused some parents to experience both physical and emotional exhaustion. This condition affected parents' patience and responsiveness towards

Usia 4–6 Tahun di TKK Satu Atap Lebijaga', *Bunayya: Jurnal Pendidikan Anak*, 12.1 (2026), pp. 107–124, p. 118.

[25] Lestari, Wilson and Fitrilinda, 'Pengaruh Pola Asuh Orang Tua', p. 751.

their children, as expressed by one informant:

> *"Physically, we are certainly tired because the work is heavy, but there is also inner or emotional fatigue. Sometimes, when the child is fussy or difficult to manage while we have a lot on our minds, we become easily emotional or overly preoccupied." (W/04/OT)*

When exhaustion reached its peak, some parents chose to take a brief distance from the child in order to keep their emotions under control, and once calm they restored communication and even apologized to the child. This pattern suggests that *parental burnout* does not necessarily lead parents to neglect child-rearing. Instead, parents may respond by regulating their emotions through a temporary withdrawal from the interaction, followed by efforts to restore the parent–child relationship.

This finding is consistent with the principles of Kohlberg's theory of moral development, which suggest that young children are still at an early stage of moral development and therefore remain highly dependent on the quality of guidance, habituation, and responses provided by their surrounding environment.[26]

When parents maintain positive habituation practices despite experiencing exhaustion, the development of children's social care character can continue. Spousal support also plays an important role in this process. When one parent experiences exhaustion, the other can assume a greater supportive role, ensuring that the child's emotional needs continue to be met. This pattern of reciprocal support reflects the importance of cooperation among parents, schools, and the wider social environment in fostering consistent and supportive child-rearing.[27] In this context, the parenting burden is not borne by one party alone but is shared through the support of spouses,

[26] Fatimah Ibda, 'Perkembangan Moral dalam Pandangan Lawrence Kohlberg', *Jurnal Intelektualita: Prodi MPI FTK UIN Ar-Raniry*, 12.1 (2023), pp. 62–64.

[27] Asep Munajat, Dadan Rahmat and Ibnu Hurri, 'Techno Parenting: Sinergi Sekolah, Lingkungan Sosial dan Orangtua untuk Meningkatkan Mindful dalam Pengasuhan Anak', *Jurnal Pendidikan Ilmu Pengetahuan Sosial Indonesia*, 8.3 (2023), p. 222.

extended family members, and the norms of mutual cooperation within the Ciracap Village community.

These findings indicate that the impact of *parental burnout* in farming families is not entirely consistent with the general picture presented in various previous studies, which tend to emphasize a decline in the quality of parenting. In the context of Ciracap Village, the support of the spouse, the extended family, and the culture of mutual cooperation function as sources of social support that help parents maintain the quality of their parenting. Accordingly, the influence of *parental burnout* on the formation of children's character is also shaped by the socio-cultural context in which the family is situated.

This finding offers a new perspective on the general understanding of *parental burnout*, which tends to be associated directly with a decline in parenting quality. In the context of farming families in Ciracap Village, spousal support and the social resource of mutual cooperation appear to function as a counterbalance that buffers the impact of *burnout* on the formation of children's social care character, so that the influence of *burnout* on parenting is not absolute but may be moderated by the social support surrounding the family.

Overall, these three findings complement one another, because the democratic parenting style built through role modelling and habituation contributes to the gradual development of children's social care character, while the *parental burnout* conditions experienced by farmer parents affect the quality of daily interaction without entirely halting the process of character formation, since it is counterbalanced by the support of the spouse, the family, and a social environment that upholds the value of togetherness.

D. CONCLUSION

The parenting practices of farmer parents in Ciracap Village tend to be democratic, developed through role modelling, habituation, and communication despite the limited time parents spend with their children. Children's social care character, reflected in empathy, sharing, helping, and cooperation, develops gradually,

with varying levels of development among children.

Parental burnout is associated with parents' patience and the quality of parent–child interactions. However, these effects may be buffered by support from spouses and extended family, as well as by the strong culture of mutual cooperation within the community. Such social support may enable parents to maintain parenting practices that support the development of children's social care character despite the challenges associated with farming work. These findings suggest that the relationship between parental burnout and parenting quality is not straightforward but is shaped by the social support available to farming families.

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