

## **Parenting Style in Entrepreneurship Building on Children**

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**Abstract:** *This study aimed to determine the form of parenting styles, the factors that affect parenting styles, and the impact of parenting styles on children's entrepreneurship building. The design of this study is qualitative research which focuses on case study approach. The key informants in this study are business owners of shell bag craft, they are Anas and Nurul, Ismarofi and Ririn, Marlean and Emi. The data were collected by conducting semistructured interviews. Based on the interviews, the findings showed that: (1) parenting styles applied by Anas and Marlean lead to an authoritative form of parenting that gives freedom to their children under their supervision, meanwhile, Ismarofi applied a collaboration parenting style which leads to both authoritative and permissive parenting as shown in different impression to the activities their children do; (2) factors that affect parenting styles on children's entrepreneurship building is the limitation of children to learn the real business as the children are still in the school age who have to study at school; (3) the impact of parenting style brings benefits on the formation of children positive characteristics, such as independent, confident, outgoing, and visioner - having a future orientation.*

**Keywords** – *parenting, parenting factors, the impact of parenting*

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### **I. Introduction**

Coconut shell bags crafting is the kind of business harnessing waste of coconut shells as the main material in producing bags. This business is growing rapidly in Blitar, East Java, Indonesia proven by high demand of the craft from both local and national markets. There are three craftsmen producing coconut shell bags in Blitar. These three craftsmen also have been well developed as they have many employees who work for them. Based on the observation conducted by researchers, the business which is run by Anas, Ismarofi, and Marlean were categorized as first-hand business which means that the business owners are the founder of the coconut shell bag craft. In other word, it can be said that Anas, Ismarofi, and Marlean are the key of success on coconut shell bag business in Blitar. Regarding to this issue, there is a concern of business owners on the continuity of their business, particularly on their children as the business successor. Therefore, they are trying to introduce their business to the children from now. They, as the parents who work as an entrepreneur, have their own way in introducing the business to their children. They are trying to educate the values of entrepreneurship to their children from an early age through parenting style application in their family. Parenting style is divided into four styles, namely authoritative, authoritarian, permissive, and disengaged (Baumrind, 1991, p. 62). Those parenting styles have variety characteristics for children (Buri, 1991; Robinson et al., 1995). Based on the above explanation, the focus of the study were (1) describe the form of children's parenting styles for entrepreneurship building, (2) describe the factors that influence those form of parenting styles, and (3) describe the impact of parenting styles' implementation.

### **II. Research Method**

The study was a case study and designed to answer the questions regarding to how and why of the contemporary problems on real life context (Yin, 2009). The study was conducted in three coconut shell bag craft center in Blitar which have been established for more than five years. The key informants were the business owners, in this case Anas and Nurul (the owner of "Khoi" coconut shell bag), Ismarofi and Ririn (the owner of "Cocoart" coconut shell bag), and Marlean and Emi. Meanwhile, the supporting informants were the son of the business owner (Ahmad, Ammar, and Amdi), and employees (Udin and Siti). The data were collected by using semi-structured interviews. Semi-structured interviews were conducted to reveal the data from key as well as supporting informants. The data were analyzed by using the Miles-Huberman-Saldana model (Miles et al., 2014) covering data reduction, data presentation, and data verification. The validity of the data was verified through triangulation of time and sources (Creswell, 2013).

### **III. Finding and Discussion**

#### ***The Form of Parenting Styles in Entrepreneurship Building on Children***

Based on the interview to Anas and Marlean, the parenting style they have applied tend to be an authoritative parenting that emphasizes on children desire but still under parents' supervision (Baumrind, 1991; Buri, 1991; Robinson et al., 1995). Anas and Marlean give the freedom to the children to explore their

capabilities with various activities that they follow both outside and inside of school. Anas and Marlean as the parents never limit their son to do activities outside. However, children have to be responsible and know the consequences of their choice.

*“Pada dasarnya kami membebaskan anak-anak melakukan apa yang mereka sukai, asalkan bertanggung jawab, tahu batasan norma agama dan konsekuensinya.”* (Basically we support the children to do what they like as long as they are responsible and know the limits from religious norms as well as the consequences of all they have done, translated from Anas Interview)

*“iya mbak asalkan bertanggung jawab.”* (Yes, as long as they are responsible, translated from Marlean Interview)

*“Sejauh ini bapak fleksibel bu, membebaskan anaknya melakukan kegiatan yang disukai.”* (So far, He (Anas) is really a flexible person, give freedom to his son to do activities that his children like, translated from Udin, Anas’s employee)

While another informant (Ismarofi) tend to apply the collaborative (authoritative parenting and permissive) parenting style in educating their children. Permissive parenting tends to be nondirective (Baumrind, 1991) or give the freedom for children “to regulate their own activities” (Buri, 1991). Ismarofi explained that he never forbid their children to do activities so that it looks like that he is really uninvolved. However, the control comes from his wife, Ririn who provides little oversight to prevent negative influences from outside.

*“Aturan nggak ada mbak, jadi mengalir aja.”* (There is no rules. Let it flows, translated from Ismarofi interview)

*“Iya kami mendukung kegiatannya. Anak saya di sekolah ikut ekstra basket kadang juga ikut pramuka. Terus dia juga suka beladiri. Jadi apapun kegiatannya kami support, asalkan tidak mengganggu dia belajar.”* (Yes, we support his (child) activities. My son participated in extra curricular at school, basketball and Scout. He also likes martial. So, we really support his activities, as long as it does not disturb him to learn, translated Ririn interview)

Related to the business, both informants (Anas and Marlean) have the same way in training entrepreneurship to Ahmad (Anas’s son) and Amdi (Marlean’s son). During interviews with the second informant, Anas and Marlean have introduced their business to Ahmad and Amdi since they were kids. It is usually presented during delivering the finished product to the consumer. Meanwhile, Ismarofi just introduce the business to his child by giving an overview of the business. Ismarofi and wife agreed not to involve his son in the business as his son are still studying at school.

*“Sejak kecil anak-anak suka saya ajak jalan-jalan, tapi jalan-jalannya nganter barang terus ketemu calon pembeli. Kalau sekarang yang besar agak susah diajak, karena sudah banyak tugas dan kegiatan di sekolah. Kalau yang kecil masih sering saya ajak jalan nganter barang.”* (My children loved to accompany me delivering the products or to meet prospective buyers. But now, my older son is little bit difficult to be invited, as there are many tasks and activities in school. While the younger, he still often accompany me to deliver the goods, translated from Anas interview)

*“Kami tidak pernah mengajari bisnis secara langsung kepada mereka. Sejauh ini hanya memperkenalkan saja kalau pekerjaan orangtua adalah wirausaha yang kerjanya seperti ini, karena kan mereka masih sekolah biar konsen sama sekolahnya dulu. Mungkin nanti bila besar mereka akan kami libatkan dalam bisnis ini.”* (We do not teach the business directly to them. So far, we only introduce that my job is like this (entrepreneur, producing coconut shell bags), because they still concentrate on their study at school. Maybe, later they will get involved in this business, translated from Ririn interview)

*“Waktu kecil itu saya ajak nganter barang, dalam perjalanan itu sering saya ajak ngobrol tentang apa saja yang dilihat selama perjalanan itu. Kita kasih umpan, jadi saya sering tanya kalau ini kira-kira bisa kita buat apa ya? Terus dia menjawab dengan imajinasinya. Jadi saya memanfaatkan waktu itu untuk memperkenalkan bisnis, sekaligus melatih anak untuk berpikir kreatif dengan cara yang menyenangkan.”* (When I was delivering goods, I often had a chitchat with him about what he saw during the trip. I gave him feedback, I often asked him

about something to stimulate his imagination. Then, he answered with his imagination. So I used the time to introduce my business and train the child to think creatively in a fun way, translated from Marlean interview)

Ismarofi and Ririn, in this case, do not involve his son in their business. They never force his son, Ammar to study and follow their business as an entrepreneur.

*“Tidak mbak, kalau mereka mau belajar ya silakan.”* (I do not, if they want to learn he can learn it later, translated from Ismarofi interview)

*“Tidak mbak, kami tidak pernah memaksa mereka untuk belajar bisnis agar meneruskan usaha tas batok ini.”* (I do not, we never force them to learn in order to continue this business, translated from Ririn)

While the other informant (Anas and Marlean) in this case never force their children to learn the business. He both tries to motivate businesses to their children through activities and discussion. They only direct their hobby to produce something that could be used as future business opportunities. Anas currently involves his son to assist him through online promotion using social media and as a team to design a new product. While Marlean started teaching her son Amdi to create watches made of wood. This is in accordance with model of development themes of the entrepreneurial spirit that is assumed by Rae (2000), namely entrepreneurship education that is focused on design and process, in which Anas and Marlean teach entrepreneurship step by step, starting from the small things by asking for their opinions and meeting the prospective buyer.

*“.....Namun saat ini anak pertama mulai saya libatkan dibagian media sosialnya, karena saya tidak terlalu paham dengan hal demikian. Kalau anak-anak kan cepat belajarnya apalagi berkaitan dengan teknologi. Jadi nanti, anak saya yang akan mengusi bagian medsos nya. Tapi untuk saat ini karena masih sekolah, jadi kita mau membuat rencana 2-3 jam per hari untuk dia mengurus medsos nya, untuk selebihnya tetap kewajiban mereka adalah belajar.”* (..... this time my first child started to be involved on social media section, because I am not too familiar with such things. My children are able to learn quickly especially on technology. Later, my son will manage it (social media), but in the meantime, I only allow him to manage it (social media) 2-3 hours per day as he needs the rest of time to learn at school, translated from Anas interview)

*“Dengan mengajak mereka diskusi, misalnya ada desain tas baru. Kami minta saran sama mereka tapi bukan diskusi yang formal gitu bu, misalnya pas makan.”* (By inviting discussions, for example, when there is a new bag design, we ask them to give their opinion, translated from Nurul interview)

*“Saat ini dia sedang belajar cara membuat jam tangan dari kayu, belum sempurna tapi hasilnya sudah lumayan bagus. Saya bilang nanti jika kamu berhasil buat ini dan laku dipasaran kamu akan dapat uang untuk beli motor ninja.”* (Currently he is learning how to make watches from wood, it is still imperfect but the results have been pretty good. I told him that later if he was successfully created and sold it in the market, I will give him money to buy motorbike, translated from Marlean interview)

*“Anak saya kan sukanya desain-desain suka bikin logo-logo, suka ngotak-ngatik gambar dari internet. Dari situ diajarin ayahnya untuk bikin jam tangan dari kayu dan dia suka, tapi sampai sekarang masih belajar sih mbak belum sampai diproduksi jamnya.”* (My son likes to make logos and images from the Internet. Then, he was trained to make watches from wood and he likes it, but until now he is still studying. The watches has not been produced yet, translated from Emi interview)

From the interview above, Anas and Marlean, as the head of the family and father, tried to equip children with the knowledge of entrepreneurship from early age with authoritative parenting. Anas and Marlean in this case was directly involved in teaching their children the values of entrepreneurship as an alternative choice of a job for his son. This proves that the parents especially fathers have an important role in influencing a child to become an entrepreneur. This is supported by Zhang (2009). He explains that women have a large genetic influence but does not have a great share to become entrepreneurs, while men have few genetic influence but has a great share to become entrepreneurs. Anas, Ismarofi, and Marlean were assisted by their wives. Thus, their wives have dual role which is as a wife and working woman that should strive to balance their roles. This is supported by McGowan et al. (2012) as he also describes the involvement of a woman in business, they hope to build the business which balance their lives as parents and female workers.

*“Kan bikin tas bisa disambi mbak, kalau waktunya jemput anak sekolah ya istirahat dulu jemput anak. Lagian kita sore juga udah selesai, malam juga, kecuali ada lembur ya mbak. Terus juga hari minggu kita libur, tidak ada proses produksi dan juga tidak menerima kunjungan. Jadi kalau ada yang datang hari minggu kebanyakan kami tolak”* (Producing bags can be done at the same time with other works. Besides, we usually have already completed it in the afternoon or night, except there is an overtime. Sunday is a day off so that there is no production process nor visits, translated from Ririn interview)

*“Bu Ririn sama pak Rofi masih bisa membagi waktu antara kerja dan anak mbak, kan semua produksi dilakukan di rumah.”* (Rofi and Ririn are still able to manage their time toward their work and children. All the production is done in the house, translated from Siti interview, one of the employees of Ismarofi)

### **The Factors that affect Parenting Styles in Entrepreneurship Building on Children**

Parenting style applied by Anas, Ismarofi, and Marlean family to their children are not separated from the outside and inside influences. The factors that influence parenting styles of those families were adapted from the Edwards's factors (Edwards, 2006).

#### **1. Parents Education**

The experience of parents in educating children provide considerable influence for business owners to educate their children. Anas and Nurul provide a strong religious foundation education to their children. It is also influenced by the way their parents educate them with strong religious as well. While Ismarofi and Ririn do not educate their children as their parents educate them. Ismarofi and Ririn just take some positive values of their parents to apply for their children that are tailored to their condition. On the other hand, Marlean and Emi educate his son as their parents educate him since he was child. He educate their children in accordance to today's and future situation. He tried to prepare his son to be ready to read the opportunities not to be influenced by others.

*“Tidak mbak. Kalau dari orangtua saya iya. Dulu orangtua saya mengajarkan untuk disiplin, waktunya ngaji ya harus ngaji. Terus diajak juga membantu di sawah. Beliau bilang nanti pada jaman saya itu jaman industri yang akan maju, jadi saya harus berusaha melihat peluang. Nah itu juga yang saya terapkan pada anak saya, dijamannya nanti, IT akan semakin berkembang pesat. jadi saat ini saya membekali anak saya agar menguasai IT dan ketrampilan yang nanti akan sangat membantu dia.”* (I do not, but my parents' did. My parents used to teach discipline. He said later in my era was the industrial age that going forward, so I have to try to see opportunities. So, this time I equip my children in order to master IT and skills that will be important to help him, translated from Marlean)

#### **2. Society**

In caring for his son, the fathers do not really follow the ways that exist in the environment community to educate their children. They, three fathers, have their own way in educating their son in which more emphasizing on a strong religious foundation to their children.

*“Lingkungan sekitar rumah tidak terlalu mempengaruhi karena kami sudah memiliki aturan sendiri.”* (The environment around the house does not really influence us as we already have our own rules, translated from Anas interview)

#### **3. Culture**

In educating his son, Ahmad, Anas and Nurul bring existing activities in community such as recite Quran and prayers in the mosque to be implemented into the family's parenting. Anas always took his sons to mosque every prayer time. Every evening, Ahmad also participate in activities with the children around his residence in the mosque. It is also done by by the Ismarofi and Ririn, they adopted a positive culture to be applied in the family. These activities include religious activities that exist around the house such as reciting the Qur'an in the mosque.

*“Di sini setiap sore sampai malam itu anak-anak ngaji di masjid dekat situ saya juga ikut. Di rumahpun juga ngaji.”* (Here, every afternoon until the evening the children is learning Quran in the mosque near the house. It also happens in the house, translated from Ahmad interview)

*“Di sini kalau sore anak-anaknya ngaji di masjid. Aku ikutan juga ngaji disana. Sering main basket atau bola bareng. Ayah sama ibu nyuruh kita ngaji di masjid. Kalau di rumah belajar lagi sama nenek.”* (“Here, the children read the Koran in the mosque. I also follow it. Sometimes, I play basketball or football together, translated from Ammar interview)

As for the other factors that affect parenting three informants are internal factors that come from within the family. The internal factor is the limited time to fully learn about the business. Currently, Ahmad, Ammar, and Amdi, they are son of the business owners are still in junior high school. They spend their time for school activities. In this case, their fathers will not allow them to involve in the family business. All three informants agreed that learning on business activities or their involvement (child) in the business will not interfere their main task in school. Studying business activity is as an additional activity that can be used as an activity to exercise creativity outside of their school to enhance skills in preparing the future market opportunities.

*“Anak-anak masih sekolah jadi kita tidak bisa melibatkan seutuhnya dalam bisnis, karena kan mereka sudah banyak kegiatan dan proyek dari sekolah yang harus segera diselesaikan. Jadi porsi nya masih kecil hanya sekian persen saja mereka terlibat.”* (The kids are still in school so we can not fully engage them in the business, as they have lots of activities and projects of schools that must be done, translated from Anas interview)

*“Kendalanya karena anak-anak masih kecil masih usia sekolah, jadi waktunya lebih banyak di sekolah dan untuk belajar. Jadi untuk melibatkan mereka secara penuh tidak bisa.”* (The obstacles for young children is they are still studying at school, so they spend more time in school for learning. Thus, they will not fully involved, translated from Ririn interview)

*“Kendalanya mungkin waktu mbak, soalnya kan masih sekolah jadi belajarnya hanya pas saat libur atau hari minggu saja. Selebihnya dia konsen dulu sama sekolahnya.”* (because the school is still become the priority, they can learn the business during day off or Sundays only. The rest he has to concern about the school, translated Emi interview)

*“Karena sekolah jadi ndak bisa setiap hari belajar bikin jamnya, karena kan di sekolah sudah banyak kegiatan dan tugas.”* (Since I am still studying at school and have a lot of activities and tasks, I cannot learn making the watch everyday, translated from Amdi interview)

### ***The Impact of Parenting Style in Entrepreneurship Building on Children***

Parenting applied by each parents to their children will have an impact on the growth and development that will form the children's character. Parenting applied by parents generally relates to child development (Collins et al., 2000) which bring the effect, both positive and negative. The impact of parenting style can be different for each child, although the same parenting style applied by the same or other parent. The findings showed that the three parents who own business, Anas, Ismarofi, and Marlean provide different styles on each individual child according to their applied parenting style. Parenting applied by those parents makes the child become independent, self-discipline, responsible, and confidence. Children from three informants grow into a sociable and adapt easily to new environments.

*“Anak saya jadi lebih mandiri dan percaya diri. Mereka berani untuk mengajukan pendapat dan bicara didepan umum.”* (My children become more independent and confident. They dared to present their views and speak in public, translated from Anas interview)

*“Anak jadi lebih mandiri, bertanggung jawab terhadap pilihannya.”* (Children become more independent, responsible choices, translated from Ismarofi interview)

*“Anaknya lebih mandiri, ulet jadi kalau punya keinginan itu harus dia dapat. Caranya ya dia nabung dulu nanti kalau ada kurangnya kita yang nambahin”* (my son is more independent, resilient. He always want to realize all of his desire, translated from Marlean interview)

Those three fathers who work as a business entrepreneur have introduced the children since early. The third informant tried to emphasize the values of entrepreneurship in children through fun activities. Educating entrepreneurship values give positive impact for children. It is clear from the attitude and perspective they (children) to businesses owned by his parents.

*“Iya bu. Saya pengen memperbaiki lagi usaha ayah baik itu dari bentuknya atau kualitas batoknya. Kalau di Indo ada pak Chairul tanjung bikin transcorp, saya kalau sudah besar cita-cita nya pengen bikin Artcorp Internasional. Jadi nanti disitu menampung semua kerajinan, kayak tas, kaos, pajangan-pajangan. Pokoknya nanti yang ada seni nya nanti ada disitu.”* (Yes ma'am. I want to improve the quality of the shell. Further, I

want to accommodate all crafts, such as bags and T-shirts. All of the arts products later can be united in one place, translate from Ahmad interview, Anas's son)

"*Iya nanti kalau sudah gede pengen jadi dosen yang miliki usaha.*" (Yeah, he wants to be lecturer who has a business, translated from Ammar interview, Ismarofis's son)

"*Saya tertarik dengan usaha ini, jadi termotivasi lagi untuk belajar supaya jam tangan ini bentuknya bagus dan bisa dijual nantinya.*" (I am interested in this business, so I am motivated to learn to make these nice watches which can be sold later, translated from Amdi interview, Marlean's son)

The results above show that authoritative parenting applied by parents has a positive impact on the development of the child. This is according to research conducted by Jackson et al. (1998) which states that authoritative parenting shows a good impact on adolescent development.

#### IV. Conclusion

The forms of parenting conducted by Anas and Marlean in educating entrepreneurship of the children was belongs to the form of an authoritative parenting style, which emphasizes the freedom of children under parents'supervision. While Ismarofi tend to form parenting style collaboration between permissive and authoritative parenting. Ismarofi allows his son in doing activities that seem similar. Yet, the control comes from Ririn (ismarofi's wife) who provides oversight to avoid negative association. Factors affecting parenting is parents'education, society, and culture. Other factors that influence is limited time owned by the successor of business owners to learn the business, as they are still studying at school. Hence, the three informants are not free to engage their children in the family business. The impact of the adoption of parenting makes children become independent, disciplined, responsible, and easy to adapt to the new environment. In addition, the children have thought their family business and its future.

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