

Family-Based Character Education: The Role of Parenting as the Basic of Character Education for Elementary Children

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Abstrak

Salah satu aspek perkembangan karakter anak dipengaruhi oleh pola asuh orang tua, pola asuh yang baik tentu akan menunjang karakter anak dan begitu sebaliknya. Tujuan penelitian ini untuk merepresentasikan urgensi pola asuh orang tua sebagai basis pendidikan karakter anak usia dasar. Metode Penelitian ini menggunakan studi lapangan. Subjek penelitian yaitu keluarga Rendra Bimantara dan keluarga Teten Marlana di Desa Bumi Ayu, Kota Bengkulu. Hasil penelitian menunjukkan bahwa (1) pola asuh yang digunakan keluarga dalam mengajarkan pendidikan karakter pada anaknya menggunakan pola asuh authoritative; (2) nilai-nilai karakter yang ditanamkan pada anak meliputi religius, kejujuran, peduli/empati, mandiri, disiplin, tanggung jawab, kerja keras, rendah hati, berani, adil, sabar, toleransi, kepemimpinan; (3) strategi yang digunakan dalam mendidik anaknya antara lain (1) melalui contoh perilaku, pendidikan dini, melalui pembiasaan, melalui keteladanan. Kontribusi hasil penelitian dapat dijadikan sebagai bahan pengayaan baik secara teoretik maupun praktik perihal pendidikan karakter berbasis keluarga.

Abstract

One aspect of a child's character development is influenced by parenting, good parenting will certainly support the child's character and vice versa. The purpose of this study is to represent the urgency of parenting as the basis for character education for elementary children. This research method uses field studies. The subjects of the study were Rendra Bimantara's family and Teten Marlana's family in Bumi Ayu Village, Bengkulu City. The results showed that (1) the parenting style used by families in teaching character education to their children uses authoritative parenting; (2) character values instilled in children include religion, honesty, care/empathy, independence, discipline, responsibility, hard work, humility, courage, fairness, patience, tolerance, leadership; (3) strategies used in educating their children include (1) through behavioral examples, early education, through refraction, through example. The contribution of research results can be used as enrichment material both theoretically and practically regarding family-based character education.

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A. Introduction

Family is the first and main educational base in the formation of children's character, especially in elementary children. The development of a child's character is influenced by the family's treatment (parenting) of him. To create a strong character and good spirit in children in the family, it is necessary to create a harmonious and dynamic family atmosphere, this can be created if strong two-way coordination and communication between parents and children are built.¹ This confirms the function of the family as the center of all activities and the main place of occurrence of education for children.

The growth and development of elementary children, one of which is influenced by parents. The role of parents in educating children is very large in the process of child development because it is in the family that the child first obtains education before other education. The process of education and the formation of the personality of the child occurs first in the family environment.² Therefore, the role of parents in shaping the character of children is very important, especially in the first years of children navigating their lives. Parents in providing education to their children are inseparable from their role, in every era of change, including the role of parents also changing.³ For this reason, the behavior of parents at home must be able to reflect a good personality where their behavior will be imitated and become an example recorded by the memory of the child from childhood until he is an adult.

Therefore, the success of the family in educating their children depends on the parenting style used. Parenting is an attitude taken by parents, namely fathers and mothers in interacting with their children.⁴ Parenting is related to the emotional maturity of adolescents, in the sense that the parenting patterns applied by parents, both authoritative, authoritarian, and permissive, are jointly related to the emotional maturity of adolescents.⁵ It is undeniable that good parenting will form a good character as well, but poor or bad parenting will form a good child's character as well. Mistakes in parenting will result in child delinquency, for example, many children use profanity when talking to their elders. Children who are temperamental or have excessive emotions when playing with their fellow friends, as well as children who bully their peers.

¹ Santika, I. Gusti Ngurah, I. Made Kartika, and Ni Wayan Rini Wahyuni. "Pendidikan karakter: studi kasus peranan keluarga terhadap pembentukan karakter anak Ibu Sunah di Tanjung Benoa." *Widya Accarya* 10.1 (2019).

² Rahmat, Stephanus Turibius. "Pola asuh yang efektif untuk mendidik anak di era digital." *Jurnal Pendidikan dan Kebudayaan Missio* 10.2 (2018): 143-161

³ Aslan, Aslan. "Peran Pola Asuh Orangtua di Era Digital." *Jurnal Studia Insania* 7.1 (2019): 20-34

⁴ Ilahi, Mohammad Takdir. "Quantum Parenting: Kiat sukses mengasuh anak secara Efektif dan Cerdas." *Jogjakarta: Kata Hati* (2013).

⁵ Basuni, Dita Nan Diya, and Deasy Yunika Khairun. "Hubungan Pola Asuh Orangtua Terhadap Kematangan Emosi Remaja." *SISTEMA: Jurnal Pendidikan* 2.2 (2021): 22-29

However, the role of parenting has an influence in shaping the child's of elementary children. The success of the family in shaping the child's character depends on how the parenting style is applied, the quality of guidance, and the affection provided. Parents must be able to choose the right parenting style so that it has a positive impact on the formation of children's character. Parenting is a form of relationship between children and parents to fulfill physical needs, psychological needs, and introduction to applicable rules so that children have a balanced spirit with environmental conditions.

The character can be interpreted as a form of a person's identity that has been formed in the process of life by several ethical values.⁶ Character is a moral and mental quality of a person whose formation is influenced by innate and environmental factors. The potential for good character is possessed by humans before birth, but these potentials must be continuously fostered through socialization and education from an early age.⁷ Character refers to a series of attitudes, behaviors, motivations (motivation), and skills (skills).⁸ To create a good character in children, it is necessary to create a harmonious and dynamic family atmosphere, it can be created through a given parenting style that allows the formation of strong two-way coordination and communication between parents and children.⁹

Character education can simply mean temperament, disposition, attitude, and personality in a person by instilling good values so that these values are integrated and imprinted in thoughts, hearts, and deeds and show their influence on everyday life. The role of the family has a very large potential for the growth and development of children from an early age, where children are likened to a plain white paper, and clean, do not yet have a fixed soul shape, so the family factor is the first influence factor that will help shape the character of a child.¹⁰ The role of the family in the character education of the child has a great influence on the education of his child. Parenting is an influential thing in the formation of a child's personality or character. When the parenting style given by the parents to the child is right, the character formed will be good and vice versa.

Based on the preliminary study above, it can be interpreted that the family is the first and main vehicle for children's character education at the elementary age children.

⁶ Zubaedi, Zubaedi, and Prio Utomo. "Nilai Kerja Dalam Pendekatan Tasawuf Dan Pengaruhnya Sebagai Bimbingan Pribadi-Sosial Terhadap Pembentukan Karakter Masyarakat Modern." *Altifani: Jurnal Pengabdian Masyarakat Ushuluddin, Adab, Dan Dakwah* 1.2 (2021): 99-112. <http://ejournal.iainkerinci.ac.id/index.php/altifani/article/view/912>

⁷ Noor, Rohinah M. "Mengembangkan karakter anak secara efektif di sekolah dan di rumah." Yogyakarta: Pedagogia (2012).

⁸ Azizah, Siti. "Guru dan Pengembangan Kurikulum Berkarakter." Makassar: Alaudin University Press (2014).

⁹ Pahlevi, Reza, and Prio Utomo. "Orang Tua, Anak dan Pola Asuh: Studi Kasus tentang Pola layanan dan Bimbingan Keluarga terhadap Pembentukan Karakter Anak." *Jurnal Hawa: Studi Pengarus Utama Gender dan Anak* 4.1 (2022): 91-102. <http://dx.doi.org/10.29300/hawapsga.v4i1.6888>

¹⁰ Kusdi, Solihin Slamet. "Peranan pola asuh orang tua dalam pembentukan karakter anak." *AL-USWAH: Jurnal Riset dan Kajian Pendidikan Agama Islam* 1.2 (2018): 100-111

If the family fails to do character education for their children, it will be difficult for other institutions outside the family (including schools) to improve it. The failure of the family in shaping the character of the child will result in the growth of a society that has no character. Therefore, every family must have the awareness that the character of the nation largely depends on the character education of the child at home. So it is clear that the role of parents in instilling and fostering character in children is very important.

The purpose of this study is to uncover the urgency of family-based character education by emphasizing the role of parents as the basis for the character building of elementary children. The focus of the research discussion examines (1) the parenting patterns used by parents in educating children; (2) the values of character that parents instill in children; (3) strategies used by parents in instilling character in children.

B. Research Methods

This study focuses on the role of parenting in a family in children's character education. This research method uses field studies. Field studies are one of the data collection methods in qualitative research which does not require in-depth knowledge of the literature used and certain abilities of the researcher. Field studies are one of the data collection methods in qualitative research which does not require in-depth knowledge of the literature used and certain abilities of the researcher. Field studies are conducted to decide which direction the research is in based on context).¹¹ In this study, researchers used field notes that included direct observation notes and interview notes. All of these records are used by researchers as a source of information in data collection.

This research was carried out in 2021. Lokasi this research in Bumi Ayu Village, Bengkulu City. The subjects of the study were the family of Rendra Bimantara and the family of Teten Marlina. Data sources include (1) primary data, namely the Rendra Bimantara family and the Teten Marlina family as the main focus of information sources about children. (2) secondary data, namely the children of Rendra Bimantara's family and Teten Marlina's family as supporting sources.

Data collection uses (1) interviews with parents, (2) observations, namely through direct observation of the location, (3) documentation, namely data collection using other information to support data sources. The steps of this study include (1) literature study, (2) selection of research sites, (3) research focus, provisions that have been planned and determined by the researcher (research objectives), (4) data collection, (5) data analysis, (6) conclusions in the results report. Data analysis using content analysis.

C. Discussion and Analysis

1. Research Results

Based on the results of observations and interviews with Rendra Bimantara's family and Teten Marlina's family, the findings are presented as follows:

¹¹ Neuman, W. Lawrence. "Social research methods: Qualitative and quantitative research." USA: University of Wisconsin. Hal (2006): 209-309.

b. Parenting in Educating Children

The family of Rendra Bimantara and Teten Marlana in teaching character education to their children using an authoritative parenting style, this parenting style emphasizes a democratic parenting style. In daily activities at home, Rendra Bimantara's family and Teten Marlana's family have standards of behavior and are also always responsive to the needs and needs of the children. Characteristics of parenting applied to the family include (1) always listening to the child's opinion; (2) being direct, and always respecting the opinion of the child; (3) applying standards of behavior clearly and consistently and still recognizing important needs for children; (4) be open and honest; (5) build good communication between parents and children. Through the authoritative parenting style applied by Rendra Bimantara's family and Teten Marlana's family, children can easily and more quickly learn by following the behaviors exemplified by parents.

c. The Values of Character Education that are Instilled

The character values instilled by Rendra Bimantara's family and Teten Marlana's family in educating their children all lead to efforts to form a good personality in children. The character values instilled include (1) religious, this value emphasizes children to always obey and carry out their worship on time; (2) honesty, this value emphasizes the attitude and behavior of the child to always be open and honest in saying; (3) caring/empathy, this value emphasizes the child to always care about others and help in terms of kindness; (4) independent, this value emphasizes the child to always be independent and not to rely on others; (5) discipline, this value emphasizes the child has timely attitudes and behaviors and does not neglect the assigned tasks; (6) responsibility, this value emphasizes the child has responsibility for every behavior that has been carried out; (7) hard work, this value emphasizes the child to always persevere through his own efforts; (8) humble, this value emphasizes the child to always be modest and not arrogant; (9) be brave, this value emphasizes the child to always be brave in making decisions and confident; (10) fair, this value emphasizes the child to always behave fairly and not to discriminate (favoritism); (11) be patient, this value emphasizes the child to always be patient and not give up easily; (12) tolerance, this value emphasizes the child to always respect, appreciate and uphold brotherhood; (13) leadership, this value emphasizes that the child has the attitude and behavior of a leader. These character values are taught by Rendra Bimantara's family and Teten Marlana's family to their children with the aim that their children have a characterful personalities.

d. Strategies for Instilling Character in Children

The strategies used by Rendra Bimantara's family and Teten Marlana's family in educating their children include (1) through behavioral examples, this method is done by the way parents become models and provide examples to children so that later children can imitate the behavioral attitudes exemplified by parents; (2) through early

education, this method is done, namely by the way parents educate their children from an early age; (3) through refraction, this method is carried out employing habits that are applied daily at home; (4) through example, this method is done by the way parents ask children to imitate characters as role models and emulate them in everyday life; (5) through the rules, this method is done, namely by the way the parents give gifts for the success of the child and provide punishment if they violate the rules that have been made in the family. This strategy is used by Rendra Bimantara's family and Teten Marlina's family in educating their children to instill character values in their children.

2. Discussion

The family portrait of Rendra Bimantara and the family of Teten Marlina in instilling character values in their children shows that the parenting style instilled in their children through character education is an effort to make their children whole individuals, namely having a good personality. Character education that is taught from an early age is given with the aim that his child has life values and can practice them in daily life which includes for himself, his family, and his environment. In educating their children, Rendra Bimantara's family and Teten Marlina's family use an authoritative parenting style.

An authoritative parenting style as applied by Rendra Bimantara's family and Teten Marlina's family is a form of parental responsibility in shaping the child's personality, the parenting style is given to prevent deviant behavior in children that are not following moral norms and moral values. In practice, the care provided includes activities such as nurturing, educating, guiding, and disciplining children. Meanwhile, the strategies used in parenting through examples of behavior, early education, refraction, and rules are all framed and integrated with parenting.

The description of Rendra Bimantara's family and Teten Marlina's family in their roles shows that they can perform their functions well, the function intended here is a place of early and basic education for a child, before the child enters a formal educational environment such as in school. Viewed in its role, there are eight functions of the family towards child development, including (1) the function of religion; (2) socio-cultural functions; (3) the function of love; (4) protection function; (5) economic functions; (6) socialization and educational functions; (7) environmental preservation functions; (8) reproductive function.¹² The eight functions in their role guarantee the lives of their members, provide a sense of security, protect, and place them into a certain status within society.

The character values instilled by Rendra Bimantara's family and Teten Marlina's family in their children are based on life values. These life values include religious character, honesty, care/empathy, independence, discipline, responsibility, hard work, humility, courage, fairness, patience, tolerance, and leadership. In instilling character values, children are introduced to teachings that are following the rules (norms) that

¹² Rahmat, Stephanus Turibius. Ibid.... hlm 143-161

apply in the family, religion, and society. It can be seen where all the activities carried out by children from the attitude and behavior of children in daily life do not lepas from the attention, guidance, control of parents.

Family-based character education as taught by Rendra Bimantara's family and Teten Marlina's family to her children seems to be the synthesis of the pillars of character education according to the Indonesia Heritage Foundation (IHF) covering nine character pillars, including (1) love for God and the universe and its contents; (2) responsibility, discipline, and independence; (3) be honest; (4) respect and courtesy; (5) compassion, care and cooperation; (6) confident, creative, hard-working and unyielding; (7) fairness and leadership; (8) kind and humble, and (9) tolerance, peace-loving and unity.¹³ The pillars of character emphasize the effort to become a whole person that is a good person by always being principled on the value of life (character).

The role of the family seems to have been attached and made a social institution for the child. As the smallest social institution, the family is a miniature complex society, because it starts from the family of a child experiencing a process of socialization. In the family, children learn to socialize, understand and feel all aspects of life that are reflected in the culture.¹⁴ Strictly speaking, the family is the basis for the formation of the child's character where the child's character building. The formation of a good child's character aims to prepare a child to take part in further education and welcome a world that requires a person to be creative, innovative, and productive.¹⁵ The family should be a place to learn from each other, communicate effectively, a place to educate each other. On that basis, it is often mentioned that the family brings with it an educational influence on fellow family members. The family as an educational institution plays a role in educating its members to become responsible people.¹⁶

The cultivation of character in children at the age of basic sector is the best step where at that age the child is in the process of learning the concept of understanding. At this age, children are very sensitive to external stimuli, so the behavior and actions of parents are very influential on the child. The way parents talk, behave, and get along with others becomes a mirror for the child. This is where parents set the perfect example to their children in greeting, behaving, and getting along. From what parents teach, the character that the child learns is what he sees from the behavior of the parents.¹⁷

¹³ Megawangi, Ratna. "Pendidikan karakter solusi yang tepat untuk membangun bangsa." Jakarta: Indonesia Heritage Foundation (2004).

¹⁴ Yoga, Dyah Satya, Ni Wayan Suarmini, and Suto Prabowo. "Peran keluarga sangat penting dalam pendidikan mental, karakter anak serta budi pekerti anak." *Jurnal Sosial Humaniora (JSH)* 8.1 (2015): 46-54

¹⁵ Rahmat, Stephanus Turibius. *Ibid....* hlm 1-20.

¹⁶ Raho, Bernard. "Keluarga Berzarah Lintas Jaman, Suatu Tinjauan Sosiologis." Cetakan I). Flores. Nusa Indah (2003).

¹⁷ Rakhmawati, Istina. "Peran keluarga dalam pengasuhan anak." *Jurnal Bimbingan Konseling Islam* 6.1 (2015): 1-18.

Based on the discussion above, the results of the research findings reveal that family-based character education is an important aspect of children's character development, the role of the family is interpreted as the first unit and the first institution for children. The family in addition to acting as the foundation for the foundation of children's character through the transfer of culture and family traditions also acts as a child protector. The existence of parents is the most important and first educator that children need, that's why parents' education of children is most importantly instilled in affection, attention, protection, facilitating, guiding, and caring for children

D. Conclusion and Recommendation

Family is the first and main educational base in the formation of children's character, especially elementary children. The development of a child's character is influenced by the family's treatment (parenting) of him. To grow the character of the child in the child, the parenting style of authoritative can be used as a method of parenting the child. In its scope, the character values that need to be instilled in children include religious character, honesty, care/empathy, independence, discipline, responsibility, hard work, humility, courage, fairness, patience, tolerance, and leadership. Meanwhile, strategies can be used in instilling character in children through examples of behavior, early education, refraction, and rules.

The recommendations and suggestions offered include (1) the results of this study can be used as reference material for observers and academics regarding the role of parents as a basis for building the character of elementary children; (2) for subsequent researchers to consider the limitations of this study, namely only focusing on field studies; (3) researchers can then develop their research with a broader setting and more in-depth studies.

The implications of the results of this study offered include (1) the results of this study can be used as a novelty of research related to the role of parents as a basis for building the character of elementary children; (2) parents may use authoritative parenting in instilling the child's character; (3) family-based character education can be applied in educating children; (4) efforts to instill character in children, strategies that can be used, namely through examples of behavior, early education, refraction, and rules.

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