

## **THE ROLE OF PARENTS AND TEACHERS IN CHARACTER BUILDING OF CHILDREN AT SD INPRES LANGAWAI, LIDI VILLAGE, PALUE DISTRICT**

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### **ABSTRACT**

Education plays an important role in building the quality of life for Indonesians, especially through character building from an early age. Character education aims to instill moral values and good behavior, such as politeness, honesty, and religiosity. However, the role of parents in character building at SD Inpres Langawai, Lidi Village, Palue District, has not been optimal. Observations show poor student behavior, such as a lack of discipline and respect for teachers, which is caused by the limited involvement of parents in guiding their children at home. Economic factors lead parents to focus more on meeting basic needs, leaving character education of children largely to the school. This research uses a qualitative approach with a case study method to describe the role of parents and teachers in shaping children's character. Data were collected through observations, interviews, and documentation. The research results show that parents tend to direct children through words without providing real examples. Teachers at SD Inpres Langawai play a significant role in educating students' character through various educational programs, although parental support is crucial to achieving optimal results. Collaboration between parents and teachers is needed to create a conducive environment for strong character development in children so that they can grow into individuals who contribute positively to society. This study emphasizes the importance of communication and cooperation between parents and teachers in effectively shaping children's character.

**Keywords:** *Character education; Role of parents; Teacher; Parent-teacher collaboration.*

### **INTRODUCTION**

Education plays a very important role in national development, functioning to the fullest in improving the quality of life for Indonesians, with faith and devotion to God Almighty as the source of life motivation in all fields. Education is viewed as a strategic factor in creating the advancement of a nation. Quality education will produce high-quality human resources, indicated by skills, creativity, innovation,

productivity, and positive attitudes and behavior (Wirth et al., 2024; Quayyum, 2025). To foster positive attitudes and behavior in children, character education must be systematically and continuously applied from an early age, aiming to create a generation with good academic intellect and personalities grounded in values and norms (Breuer et al., 2024).

Character refers to a stable personal attitude that results from a progressive and dynamic consolidation process, integrating expression and action (Birhan et al., 2021). It is the value system that underlies human behavior, based on religious, cultural, legal, customary, and aesthetic norms (Williams et al., 2023). Character education is a planned effort to ensure that students recognize, care about, and internalize values so they become fully developed individuals. It involves instilling behavioral values in children, encompassing knowledge, awareness, or willingness, and actions to practice good values toward God, oneself, others, and the environment.

Character involves attitudes, behaviors, motivations, and skills (Gregoriou, 2023). The essence and meaning of character education align with moral and ethical education. The goal is to shape children into good people, responsible members of society, and citizens (Birhan et al., 2021). Character education is a deliberate and planned effort, not something that happens accidentally. Therefore, character education is a sincere attempt to understand, shape, and cultivate ethical values for oneself and all members of society (Cao et al., 2023; Putra, 2021).

The most important element in character building is the mind, as it serves as the leader of all actions. The mind holds the program formed from one's life experiences, which then shapes belief systems that influence behavior. Several key factors must be considered in shaping children's character, such as fostering polite behavior, cleanliness, tidiness, order, honesty, and discipline (Gregoriou, 2023). These factors indicate that character building results from everything parents do to influence their child's character, including setting examples in speech, tolerance, and other related actions.

## **METHODS**

### **Research Type and Approach**

This study uses a qualitative approach. Research is a series of activities undertaken to gain a deeper and more detailed understanding of a particular subject. Arikunto (1998:254) asserts that qualitative data is described using words or sentences categorized to draw conclusions. Furthermore, Taylor (in Moleong, 2001:3) emphasized that qualitative research procedures produce data in the form of written words.

The qualitative approach used in this research is a descriptive method, where the researcher must describe an object, phenomenon, or social setting in a narrative. Data and facts are expressed using words or images, not numbers. In this study, the researcher aims to describe and predict a phenomenon based on data obtained from the field. The research seeks to provide an in-depth understanding of the role of parents in the character building of children.

This is a case study type of research. A case study involves an intensive examination of a single entity, supported by sources and evidence from the observed object or subject, and is limited by space and time. Case studies aim to provide in-depth insight or knowledge regarding events in their specific contexts.

This research uses a case study design to understand the phenomenon of parents' and teachers' roles in shaping children's character.

### **Research Location and Subjects**

The research was conducted at SD Inpres Langawai, Lidi Village, Palue District, from January 17 to January 22, 2024. The researcher chose this location to explore the roles of parents and teachers in the religious character building of children. The research subjects included parents and teachers in Lidi Village, specifically in Woja Sub-village. Not all parents and teachers were selected as research subjects; the researcher selected a few samples randomly. The chosen subjects were parents of students and sixth-grade teachers at SD Inpres Langawai, Lidi Village, Palue District.

### **Data Collection Techniques**

Appropriate and relevant research techniques facilitate the smooth disclosure of the problem under investigation. For this reason, the researcher employed several data collection techniques, including:

#### 1. Observation

Observation involves directly observing the role of parents and teachers in character building at SD Inpres Langawai, Lidi Village, Palue District. The observation technique collects data through direct monitoring of the activities in progress.

#### 2. Interview

An interview is a conversational process aimed at constructing knowledge about people, events, activities, organizations, and motivations. Based on its implementation, interviews are divided into structured and unstructured types. This research employed structured interviews, where the researcher followed a prepared list of questions. This method is considered more effective as it is guided by pre-formulated questions.

#### 3. Documentation

Documentation involves written records of past events. Documents can take the form of texts, images, or significant works by individuals. In qualitative research, documents supplement other methods, such as observation and interviews, to enhance research credibility.

### **Data Analysis Techniques**

Data analysis is the process of systematically organizing the data obtained from interviews, field notes, and documentation by categorizing it into units, synthesizing it, arranging it into patterns, choosing what is important, and deriving conclusions. Since this is a qualitative study, data analysis follows several stages: collecting primary and secondary data, editing the data, categorizing the data, presenting the data, and interpreting the data based on field findings.

1. Editing. This step involves analyzing the collected data to clarify or confirm its accuracy and consistency.
2. Categorization, i.e. grouping the collected data based on relevance and separating core data from supporting information.
3. Data Presentation; Organizing data systematically, such as through surveys or other supporting data, to determine responses.
4. Interpretation. This final stage involves explaining the research findings in detail, drawing conclusions based on the collected data.

### **Data Validity Techniques**

Data validity is tested through triangulation, which involves verifying findings by comparing various sources, methods, or theories. Triangulation is the best method for eliminating differences in perceptions of reality. The tools used in this research include:

1. Source Triangulation; Validating data by cross-referencing it with multiple data sources, such as observations, interviews, and documentation.
2. Cross-referencing with the Parish Priest; The researcher will consult the parish priest regarding the religious character building of children to ensure no data errors or misinterpretations.
3. Collecting Additional Data; If necessary, the researcher will revisit the study site to gather supplementary data.

## **RESULTS AND DISCUSSION**

### **The Role of Parents in Character building**

Based on interviews about the role of parents in shaping children's character in Lidi Village, Palue District, parents play a crucial role in determining their children's character. Children imitate their parents' behavior, making parents the first role models in a child's life. The family environment significantly influences children's character development, as they spend most of their time with family. The values parents instill in their children include politeness, religious behavior, and honesty. However, the interviews and observations indicate that while parents verbally impart these values, they do not demonstrate them through real-life examples. Most parents in Lidi Village prioritize work over setting tangible examples for their children.

It was found that parents do not provide direct examples, such as saying "please," "sorry," or "excuse me" in daily interactions. Parents tend to command children without asking for help politely, and they do not apologize if their words hurt their children's feelings. Furthermore, parents do not say "excuse me" when taking something that belongs to their child, nor do they greet others when passing by in the house. While parents verbally convey values, they often do not practice them in everyday life.

In addition to the interviews, field observations showed that most parents are only available for their children in the evenings due to their work commitments during the day.

### **The Role of Teachers in Character building**

Teachers serve as partners for children in nurturing positive behavior. A good teacher sets an example that students follow. At SD Inpres Langawai, teachers have made maximum efforts to address student issues, particularly regarding character development. Teachers play a critical role as communicators, mastering the material to ensure smooth learning, and as initiators, creating a creative learning atmosphere that engages and motivates students.

One effective method teachers use to shape character is leading by example. Teachers at SD Inpres Langawai serve as role models by dressing appropriately, being punctual, and taking responsibility. Over time, this behavior becomes habitual for students. From the researcher's observations, teachers at SD Inpres Langawai have taken several steps to shape students' character, but they acknowledge that parental involvement is also essential.

However, some students still exhibit poor character traits, such as arriving late to school, not completing assignments, and cheating. These behaviors are partly due to the lack of collaboration between parents and teachers. Parents often believe that once their child is in school, the teacher is solely responsible for their education, while parents prioritize work over character development at home.

### **CONCLUSION**

Based on the analysis of the role of parents and teachers in shaping children's character at SD Inpres Langawai, Lidi Village, Palue District, the following conclusions can be drawn:

First, the character building of children at SD Inpres Langawai has not been fully optimized due to insufficient collaboration between parents and teachers. Character development should not be limited to the school environment. Parents play a significant and continuous role in shaping their children's character. However, parents in Lidi Village often assume that character building is solely the responsibility of teachers, providing verbal advice to their children without setting real-life examples due to their work commitments.

Secondly, character building takes time, and it cannot be forced or rushed. Positive character traits develop through habitual behavior. Therefore, close collaboration between parents and teachers is essential for guiding children toward a successful future and shaping their character.

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