

THE ROLE OF FAMILY-BASED CHARACTER EDUCATION IN CHILDREN'S PERSONALITY DEVELOPMENT

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Abstract

Parents are obligated to teach noble morals to their children as the foundation of their personality development. Parents must be able to serve as role models and examples that can be imitated by children within the family environment. The family plays a very significant role in character education because children spend most of their time at home. The family becomes the first institution of character education before children receive formal education at school.

Parents, especially mothers, have an undeniable role in educating children. The function of the mother as an educator within the family environment cannot be replaced, as the mother carries, gives birth to, and breastfeeds the child. For this reason, the mother is often referred to as the first and primary school for the child. Nevertheless, fathers also bear responsibility in educating their children. One of the most important factors determining the success of a child's life is the effort made by parents. Therefore, parents must strive to create a peaceful and supportive atmosphere for their children.

Providing enjoyable time together should not only involve staying at home but also engaging in enthusiastic learning processes through the use of various strategies. The success of children's education greatly depends on the responsibility of parents in fulfilling their roles. The role of parents as motivators in shaping children's character at home becomes a strategic effort in creating a learning process that encourages children to be active, enabling them to acquire attitudes and behaviors that continue to develop over time. Character education implemented from an early age within the family serves as a foundation for children's future development. The family is also the first institution where children receive education and serves as a place for the growth and formation of children's personality traits.

Keywords: character education, children's personality, family



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INTRODUCTION

Parents are obligated to teach noble morals to their children as the foundation of personality development. They must be able to serve as role models whose behavior can be imitated by children within the family (Lešková & Yochanna, 2024). The family plays a crucial role in character education because children spend most of their time at home. It is within the family that children first receive character education before obtaining formal education at school (Khadidja, 2024). Parents—especially mothers—have an undeniable role in educating children. The function of mothers as educators in the family environment is irreplaceable, as mothers carry, give birth to, and nurture their children (Sheyanova, 2024). For this reason, mothers are often referred to as the first and primary school for children. Nevertheless, fathers also share responsibility in educating their children.

One of the most important factors determining a child's future success is parental effort. Therefore, parents must strive to create a calm, supportive, and nurturing environment for their children (Zaidi, 2024). Providing enjoyable time together should not only involve staying at home but also engaging in enthusiastic learning processes through various strategies (Arimbi et al., 2024). The success of children's education largely depends on parents' responsibility in fulfilling their educational roles (Sun et al., 2024). Parents' encouragement in shaping children's character at home serves as a strategy to create an engaging learning process that motivates children to be active, enabling them to develop attitudes and behaviors that continue to grow over time (Tavares de Campos & de Andrade Varanda, 2024). Character education implemented from an early age within the family becomes a fundamental basis for children's subsequent development. The family is also the first institution where children receive education and serves as the primary setting in which personality traits are formed.

Character education is not limited to imparting knowledge about moral values; it also involves emotional engagement so that individuals can distinguish between good and bad values (Biswas & Sinha, 2024). This process ultimately determines the actions taken and is manifested in behavior consistent with the values embraced, following the internalization of knowledge into feelings (Chugunekova & Pokoiakova, 2024). Character education is considered essential to be instilled in children from an early age, as it facilitates the formation of strong character. Schools, families, and the surrounding environment should provide sufficient opportunities for personality development (Santos & Melo, 2024). The more knowledge children gain from both school and family, the better their personality development will be.

The school and family environments are strategic settings for implementing character education, as children spend most of their time in these environments (Nauval et al., 2024). What children experience and learn there significantly influences their character formation (Alazemi et al., 2024). The roles of teachers and parents are therefore vital in the educational process. Several factors contribute to and determine the success of learning, including parents, teachers, students, educational facilities and infrastructure, and, importantly, the environment—whether family, school, or community—where children engage in daily social interactions.

Fundamentally, children's development is influenced not only by innate factors present from birth but also by environmental factors, particularly the educational environment (Syarifuddin et al., 2024). This implies that future human life, including children's development, depends on both inherited potential and the maturation and educational processes they experience (Fathoni et al., 2024). The extent to which innate traits or environmental factors exert influence depends on the intensity and quality of the environment encountered by learners. Many environments can serve as learning resources, including the family, nature, community, and school.

From this perspective, the home functions not only as a place of residence but also as a central educational setting. In Islamic thought, children are regarded as a trust (amanah) from Allah SWT (Yuan, 2024). Consequently, parents are obligated to educate their children so that they grow into righteous, knowledgeable, and pious individuals. The family is viewed as the primary environment for individual development and as the main source of education among various educational institutions. It is also the first arena in which children encounter cultural influences prevailing in society (Wang & Wang, 2024). This demonstrates that the family's role during early childhood is decisive in shaping development in subsequent life stages.

RESEARCH METHOD

This study employs a qualitative research method because it seeks to explore and understand the roles, responsibilities, and efforts of parents in implementing character education within the family environment (Sugiantoro & Gasa, 2024). Qualitative research is appropriate as this study focuses on values, attitudes, moral development, and educational processes rather than numerical data. Through this approach, the researcher aims to obtain in-depth information regarding how parents shape children's character through daily interactions, guidance, and exemplary behavior at home.

Research Design

The research design used in this study is a descriptive qualitative design. This design is intended to describe systematically and comprehensively the implementation of character education in the family, particularly the role of parents as the first and primary educators of their children (Zinabu, 2024). The study describes parents' perspectives, strategies, and experiences in instilling moral values and noble character from an early age, as well as the family's contribution to children's personality development.

Research Target/Subject

The research subjects consist of parents, including both fathers and mothers, who have children (de Oliveira Borges et al., 2024). The focus of the study is directed toward the family as the primary educational environment where character formation begins. The research object is the role of parents in character education, encompassing their responsibilities, parenting practices, and educational efforts in nurturing children's moral and emotional development within the home setting.

Research Procedure

The research procedure is conducted through several stages. First, the researcher identifies the research problem related to the role of parents in children's character education. Second, a literature review is carried out to examine relevant theories on character education, family education, and Islamic perspectives on child upbringing. Third, the research subjects are determined based on their relevance to the research focus. Fourth, data are collected using appropriate qualitative techniques. Fifth, the collected data are analyzed systematically to identify patterns and meanings (Boloje, 2024). Finally, conclusions are drawn based on the findings of the study.

Instruments, and Data Collection Techniques

In qualitative research, the primary research instrument is the researcher herself, who is directly involved in collecting and interpreting data (Izzatunnisa, 2024). Supporting instruments include interview guidelines to direct the interview process, observation sheets to record parental and child interactions, and documentation checklists to gather relevant supporting materials related to family education practices.

Data Analysis Technique

The data analysis technique applied in this study follows the qualitative data analysis model proposed by Miles and Huberman (Izci et al., 2024). This process consists of data reduction, in which irrelevant data are filtered and essential information is selected; data display, where the data are organized and presented in descriptive form; and conclusion drawing, which involves interpreting the findings to understand the role of parents in character education and verifying the results to ensure their validity.

RESULTS AND DISCUSSION

Character is understood as the distinctive way and pattern of behavior that each individual displays in living and cooperating within the family, society, nation, and state. Character education plays an essential role in shaping an individual's character. It is a systematic effort to instill character values in learners, encompassing components of knowledge, individual awareness, determination, willingness, and concrete actions to practice positive values toward God Almighty, fellow human beings, the environment, and the nation, ultimately leading to the formation of a well-rounded individual. According to the *Great Dictionary of the Indonesian Language*, character refers to psychological traits, morality, or ethical qualities that distinguish one person from another, including innate disposition, heart, soul, personality, conduct, behavior, temperament, and moral character. Character also refers to a set of attitudes, behaviors, motivations, and skills that are deeply embedded within an individual. These intrinsic qualities are often referred to as temperament or disposition, as both character and disposition represent fundamental traits inherent in an individual.

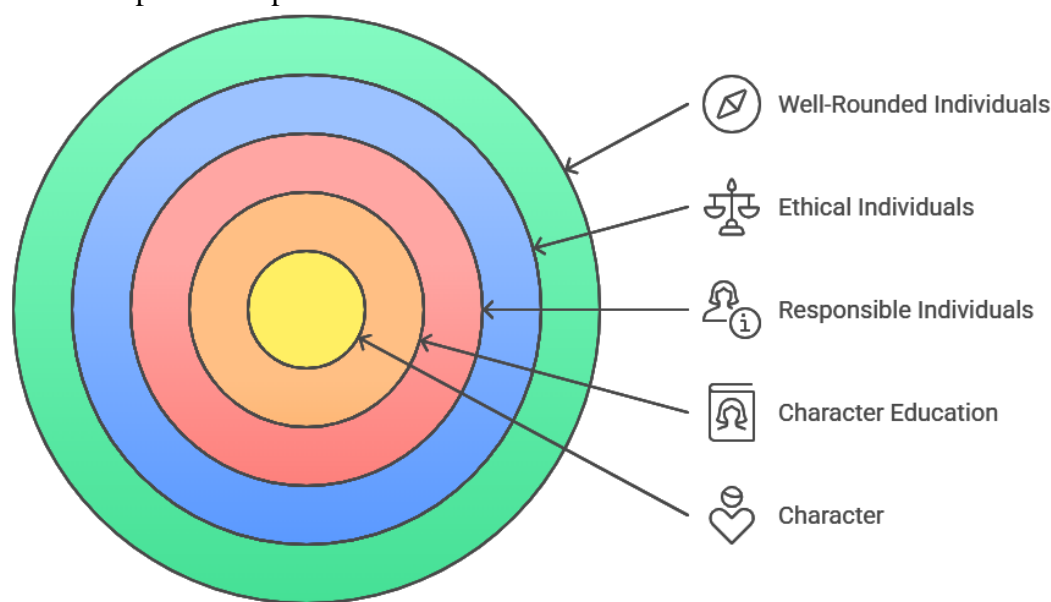


Figure 2. Character Education Process

An individual with good character is someone who is able to make decisions and take responsibility for the consequences of those decisions. Family education holds a very important and strategic role in the success of a child's education. However, this does not imply that education in schools and society is less important. The success of children's education cannot be separated from the balanced influence of family, school, and community education.

Character education does not merely involve providing knowledge about moral values but must also engage emotions so that individuals are able to distinguish between good and bad values (Masduki et al., 2024). This process determines the actions taken and ultimately manifests in behavior that aligns with internalized values after knowledge has deeply influenced feelings. Character education is considered crucial to be instilled from an early age,

as it facilitates the formation of personality. Schools, families, and communities should provide sufficient support for personality development. The more knowledge children acquire from schools and families, the better their personality development will be (Anzai, 2024). The family and school environments serve as strategic arenas for character education because children spend most of their time at home and school, and what they experience there significantly influences character formation.

Children's development is not solely influenced by innate factors present at birth but is also shaped by environmental factors, including educational environments. Future human life, including that of children, depends on inherited potential, maturation processes, and the education they receive (Fatemi et al., 2024). The extent to which innate traits and environmental influences shape development depends on the intensity of environmental exposure experienced by the child (Anwar et al., 2024). Learning environments include family, nature, society, and school. In this context, the home functions not only as a living space but also as an educational environment. From an Islamic perspective, children are regarded as a trust (*amanah*) from Allah SWT; therefore, parents are obligated to educate their children to become righteous, knowledgeable, and devout individuals (Wallwork et al., 2024). The family is considered the primary source of education and the first environment in which children encounter cultural influences that shape their development, particularly during early childhood, which greatly determines later stages of growth.

Character education in Indonesia is derived from four main sources: religion, Pancasila, culture, and national education goals (Bertelli et al., 2024). These sources shape values such as religiosity, honesty, tolerance, discipline, hard work, creativity, independence, democracy, curiosity, nationalism, patriotism, appreciation of achievement, friendliness, peacefulness, a love of reading, perseverance, environmental awareness, and social concern (Robbins, 2024). These values are essential for developing individuals who are morally grounded, socially responsible, and capable of contributing positively to society.

Several factors influence character education, which can be classified into internal and external factors (Mukherjee & Kibria, 2024). Internal factors include instincts or innate tendencies, habits formed through repeated actions, personal will or determination, conscience, and heredity, which encompasses both physical and spiritual traits. External factors include education and environment. Education significantly influences character formation, particularly religious education delivered through formal, informal, and non-formal channels. The environment, including both material and social environments, also plays a critical role in shaping personality (Lickona, 2024). A supportive environment can foster positive character development, while an unfavorable environment may lead to negative outcomes.

Parents, particularly mothers, have a profound influence on children's personality development through their actions and interactions (Mirzakhmedov et al., 2024). Three aspects of the parent-child relationship that are especially influential include emotional attachment, parenting styles, and inappropriate treatment or maltreatment (Ismawati et al., 2024). Character education can be implemented through various models, such as habituation, role modeling, and discipline development. Habituation involves repeatedly practicing positive behaviors until they become ingrained habits. Parents play a crucial role as role models, as children naturally imitate parental behavior (Hirudini & Yamada, 2024). Discipline training at home, such as obeying family rules, practicing politeness, and engaging in positive daily routines, contributes significantly to successful character education.

In conclusion, character education within the family is fundamental to shaping children's personalities (Kultti, 2024). Through consistent guidance, positive role modeling, emotional support, and discipline, parents can lay a strong foundation for children's moral, emotional, and social development, enabling them to grow into responsible and well-rounded individuals.

CONCLUSION

Character education essentially aims to shape a resilient and competitive nation whose members possess noble character, moral integrity, tolerance, a spirit of mutual cooperation, patriotism, dynamic development, and an orientation toward science and technology, all of which are grounded in faith and devotion to Almighty God based on Pancasila. Character education plays a crucial role in building an individual's personality. Parents serve as life models who are constantly observed and imitated by children. Therefore, the most effective way to educate children is when parents are able to become good examples and role models.

When a mother teaches her child to perform prayers, parents should first demonstrate this practice themselves. Likewise, when parents educate children to be patient, grateful, enjoy learning, and develop other positive traits, the most effective approach is for parents to model these behaviors and invite children to practice them through an approach filled with love and affection. In other words, the success or failure of parents can be seen in the success or failure of their children.

Parental education that begins even during pregnancy greatly influences the development of a child's character and personality. These traits and character formation subsequently affect the child's life development, both within society and in the world of work.

AUTHOR CONTRIBUTIONS

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

Author 2: Conceptualization; Data curation; Investigation.

Author 3: Data curation; Investigation.

Author 4: Formal analysis; Methodology; Writing - original draft.

CONFLICTS OF INTEREST

The authors declare no conflict of interest.

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