

The Role of Teacher And Family In Forming Children's Character

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Abstract. Character education is an education carried out to form noble character and noble character that is manifested in behavior that is in accordance with moral values so that people can respect, understand, and be useful to families, communities, nations, and countries. Character education values that need to be developed in school and home and community environments are 1. Religious values, 2. Moral values, 3. National values. The role of the teacher in forming the character of the child is as a motivator, providing examples, and is able to help students develop their potential. The role of parents in forming the character of children who are noble in the family environment is done by means of character education basically emphasizes on the cultivation of good habits that can make humans as real human beings and as God's main creatures.

Keywords: Teacher; Family; Children's Character

1. Introduction

Humans are individual beings and also social beings, humans as individual beings because each human being has different characteristics and different needs. While called social beings because humans cannot live alone, they need other human assistance to humanize themselves through formal, non-formal and informal education. Education is essentially the process of humanizing humans and is an important thing to improve the quality of life.

Education is an integral part of nation building. The education process cannot be separated from the development process itself. The development carried out has the aim to develop quality human resources and the development of economic sectors that are interrelated and take place simultaneously [1].

Based on this, to build quality education and quality human resources, every citizen has the right to education without exception. Based on Article 1 of Law No. 20 of 2003, education is a conscious and planned effort to realize a learning atmosphere and learning process so that students actively develop their potential to have a noble religious spiritual power, self-control, personality, intelligence, noble character, and the skills needed to improve quality of life so that it is useful for families, communities and nations. Whereas national education is education based on Pancasila and the 1945 Constitution of the Republic of Indonesia which is rooted in

religious or spiritual values, Indonesian national culture and responsive to the demands of changing times [2].

In accordance with Article 1 of Law No. 20 of 2003, education is no longer just about teaching but about how students are able to learn and become independent, responsible and noble characters. Quality is the degree of goodness [3]. The quality of education is a goal that is always fought for by all education stakeholders. The central and regional governments always strive for quality education processes. Through human character education is expected to be able to improve the quality of his life, but in reality, there are still many people who have a bad character due to association and the influence of the surrounding environment. Therefore, character education is very important to be instilled from an early age both in the family, school and community so that human beings are noble and competent in their fields so that the quality of education in Indonesia is getting better.

2. Method

The method used is literature review. Literature study serves to build concepts or theories that form the basis of study in research. To obtain the right and correct results in analyzing data, the authors use content analysis techniques. Content analysis is research that is in-depth discussion of the contents of written or printed information.

3. Result and Discussion

3.1 Role of Teacher in Forming Children's Character

The school is the place where the educational process takes place and is the best place to instill character. The process of character education itself is based on psychological totality that covers all individual human potentials (cognitive domains, affective domains or attitudes, and psychomotor or action domains) and sociocultural totality functions in the context of interaction within the family environment, educational unit environment, and social community environment [4].

In a small community like a class, students have two kinds of relationships. Their relationship with teachers and with fellow students. Both of these relationships have the potential to produce negative and positive impacts on the development of their character. The teacher can influence the values and character of the child in three ways, namely:

- a) The teacher can be an effective caregiver, love and respect students, help students achieve success in school, build student self-esteem, and help students feel true morality by observing how teachers treat them in moral ways.
- b) The teacher can be an example, an ethical person who shows respect and responsibility, both inside and outside the classroom. Teachers can also be role models in moral and moral reasoning through the reactions they give to life events inside and outside of school
- c) The teacher can be an ethical guide, give moral teaching and direction through explanation, discussion, storytelling, showing personal enthusiasm, and provide corrective feedback when students try to hurt themselves or hurt their friends [5].

The treatment of someone against another person is something that underlies moral education. Teachers in establishing good relationships and instilling character in students must be able to know the strengths and weaknesses of their students. In the learning process there is always a question and answer process between the teacher and students. When students do not know the answers to the questions posed by the teacher, the teacher must not say that the child is stupid because it can reduce students' self-confidence and students' willingness to try to think and answer the questions the teacher will give. The teacher must give motivation and appreciation to students who dare to answer even though it is wrong by directing students to understand the purpose of the questions given by the teacher so that students are able to answer correctly. If there are students who tell the problem to the teacher, the teacher as a role model must listen and explain in a polite and respectful manner to their students so that students can imitate the polite manner and respect of their teacher. From the habits given by the teacher students will be able to understand that everyone must be respected, and everyone has the same rights so that students are able to respect each other.

Teachers in implementing the character education planting process can use PAIKEM learning. PAIKEM (*Pembelajaran Aktif Inovatif Kreatif Efektif Dan Menyenangkan*) is a student-centered learning, students are able to find new knowledge on their own with teacher guidance and place students as knowledgeable individuals. All students can be involved in teaching and learning activities, students are active in the learning process starting from the opening activities, the core of learning, to the closure of learning by choosing the right method. Learning is not based on the teacher or on certain students. Innovative and creative means that students are directed to reasoning, critical thinking, able to express ideas, can produce works as simple as any, and trained to solve problems. In class, the students' work must be recorded in the form of drawing media, concept maps, handicrafts and so on. Effective means that learning takes place full of meaning. The most basic is marked by the achievement of basic competencies and indicators in each learning. Fun means students enjoy learning in class because they are sure to get new things every day, both from teachers who teach and from classmates [6].

The role of the teacher in forming the character of children is as a motivator, providing examples, and is able to assist students in developing their potential through instilling moral and religious values towards students through PAIKEM learning and examples of good behavior applied by teachers.

3.2 Role of Family in Forming Children's Character

The first growth and development occur in the family environment. Development is a change, a change that leads to progress, is more mature. Technically change is a process. According to the flow of development associations it is an association process. For experts who follow this flow the primary are the parts, the parts are first, while the whole is more later. One of the famous associate figures is John Locke. Locke argued that the child's soul is clean at the beginning, such as a piece of white paper without scribbles, which is then filled gradually by experience or empirical.

There are two kinds of experiences according to Locke, namely:

- a) External experience, namely the experience gained through the five senses, which gives rise to sensation, and
- b) Deep experience, namely the experience of one's own inner state and activities, which leads to reflexions [7].

According to gestalt psychology, that development is a process of differentiation. In the process of differentiation, the whole is the primary, while the secondary is the parts [7]. Education obtained by children according to gestalt psychology is the introduction of the outside world to children who at first only know themselves as the whole in the world, but as they develop they will realize that they are different from the world they occupy. Whereas according to sociology, development is a process of socialization. Human children are initially asocial, and later in their development little by little socialize [7]. Humans are individual beings and social beings; therefore children must be able to interact with the surrounding environment in order to be able to survive and be able to know the differences between good and bad. Through socialization, children will be able to improve their thinking, so they can find and use the tools around them.

Families are the main moral educators for children. Parents are the first moral teacher of children, the most enduring influence. Children change teachers every year, but they have one parent throughout their growth. Parents who succeed in teaching moral values are authoritative parents, who demand adherence from their children but provide clear reasoning for their expectations so that children can live their moral reasoning and act responsibly for themselves [5]. Parents educate their children with affection so that children feel safe and comfortable in their family environment. In accordance with the three flows of psychology above, namely association, gestalt and sociology, the role of the family is very important in this development because a child will learn the environment from experience and imitate every activity and behavior of his parents. The more often parents interact with their children and teach good values, the child will have a social attitude that can shape him into a person of good character.

If the relationship between parents and children is not too close, then the child will experience pressure and be easily affected by the social environment which causes children to tend to have characters that deviate from parents' expectations due to lack of attention from parents. Parents who provide authoritarian education tend to be unsuccessful in educating their children because they are unable to provide proper understanding and meaning for any prohibitions given [8] [9]. The attitude of respect and self-control of children will tend to lead to rebellion due to restrictions that do not have a fundamental reason. Therefore, good education is carried out by means of love, attention, and giving children freedom to be creative but still based on ethics and religion. The role of parents in shaping the character of children who are noble in the family environment is done by means of telling children to take care of their home environment, parents provide examples through cleaning activities, planting crops, watering plants, loving animals, and giving examples of how to respect each existing family members, from this example every activity carried out by parents will be imitated by their children. Character education basically emphasizes on the cultivation of good habits that can make humans as real human beings and as God's main creatures. Education through deeds also needs to be balanced by instilling the meaning and purpose of every action taken so that the child will be able to know and think intelligently about the causes and consequences that will arise from the actions taken.

4. Conclusion

- a) The role of the teacher in forming the character of children is as a motivator, providing examples, and is able to assist students in developing their potential through instilling

moral and religious values towards students through PAIKEM learning and examples of good behavior applied by teachers.

- b) The role of parents in shaping the character of children who are noble in the family environment is done by means of telling children to take care of their home environment, parents provide examples through cleaning activities, planting crops, watering plants, loving animals, and giving examples of how to respect each existing family members, from this example every activity carried out by parents will be imitated by their children. Character education basically emphasizes on the cultivation of good habits that can make humans as real human beings and as God's main creatures. Education through deeds also needs to be balanced by instilling the meaning and purpose of every action taken so that the child will be able to know and think intelligently about the causes and consequences that will arise from the actions taken.

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