


Development of Superior Character through the Role of Family, School, and Community in Quality Character Formation

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<p>Info Artikel</p> <hr/> <p>Sejarah Artikel: Diterima: bulan, tahun Disetujui: bulan, tahun Dipublikasi: bulan, tahun</p> <hr/> <p>Keywords: Character, Family, Society, School</p> <hr/> <p>Corresponding Author: Yelvia Septi Mayenti Email: Yelvia0930@upi.edu</p>	<p style="text-align: center;">ABSTRACT</p> <p><i>Character education plays a crucial role in restoring national identity and fostering the development of a new Indonesian society. This research employed a literature review approach, drawing data from articles published in Sinta and Scopus indexed journals. The content analysis method was used to analyze the collected data. The findings indicate that nurturing students' character is a complex and gradual process that demands continuous effort and thoughtful reflection. Ethical decisions made during this process must be translated into practical actions, enabling individuals to become practical and wise in their conduct. Transforming these actions into habits and shaping one's character or disposition takes considerable time. Character education necessitates the involvement of multiple stakeholders, including families, schools, and communities. Reconnecting the educational networks and relationships among these three environments is the first crucial step. The successful formation of educational values and character traits relies on the harmonious and continuous interaction between these three contexts. Recognizing this reality, it becomes evident that a holistic development of student personality requires a strong influence from family, school, and society.</i></p> <p style="text-align: right;">© 2023 Yelvia Septi Mayenti, Elly Malihah This is an open access article under the CC BY-SA 4.0 license</p> <div style="text-align: right;">  </div>
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INTRODUCTION

Education is an important effort made to improve and develop various aspects in individuals. As a process that involves the maintenance and implementation of training, education is inseparable from human life. Education serves to shape and develop the behavior and culture of the nation which plays a role in educating the nation's life and forming a goal in developing individual potential in schools so that they can become knowledgeable, Pancasila-minded, noble, creative, innovative, independent, and democratic individuals (Rusmana, 2019; Sinta Rahmadania et al., 2021; Wisman & Cukei, 2020). The main goal is to lead humans to become adults through conscious and planned teaching and training.

The declining morals of the nation's generation, including the elite, is often the reason for many people to criticize educational institutions. Noble morals are one of the main indicators expected from the practice of national education, reflecting the ideals of the Indonesian nation so that noble morals become an integral part of the national character. To achieve this, it is necessary to form a good individual personality, one of which is through

character education which aims to foster moral values, ethics and a sense of responsibility needed by individuals in their social life environment, so that they will not take actions that violate the value of societal norms (Dewi et al., 2021; Shidiq & Raharjo, 2018). Character education is an important aspect for the younger generation to have noble morals (Wisman & Cukei, 2020).

According to Effendi (2016), in 2010 character education has become a national movement in education units as a process of building the nation's character. Character education is also one of the mandates and Nawacita launched by President Joko Widodo through the National Movement for Mental Revolution as a strengthening of character education at all levels, types and pathways of education. Character education is also one of the efforts in facing the various challenges of character shifts that occur today (Wardoyo, 2015). As a Muslim-majority country, it has a strong foundation in supporting a society with morals based on Islamic values. Morals are an integral part of Islamic teachings including creed, sharia, and morals (Rosidah & Pangestu, 2023). Therefore, in this era, the government encourages character education that includes character or religious values, which is often known as character education.

Character education is basically a general education pattern that includes religious content. The goal is to equip students with general knowledge as well as religious knowledge. General knowledge will equip students in dealing with world life (Annisa Rizqi Humaira et al., 2023), while religious education will provide a clear direction in the lives of students, both in worldly and afterlife happiness (Haris Ibrahim et al., 2021). Self-presence, awareness of the creator of the self, the universe, and the existence of God (in this case Allah SWT) are very important components. Awareness and belief in the existence of God, called faith, is a challenge that we must face. Therefore, it is important for us to instill a sense of faith, love for God, happiness in worship (such as prayer, fasting, etc.), as well as respect for parents, and so on.

Related to character-based education, character education will only be a discourse if it is not understood thoroughly in the context of national education. In fact, character education that is understood partially and not on target is counterproductive for the formation of students' character. Partial approaches that are not based on a solid pedagogical approach, instead of instilling virtues in children, plunge them into immoral behavior. However, Samani M & Hariyanto (2012). suggested that effective and complete character education must pay attention to three basic designs in the program, namely classroom-based character education design, school culture-based character education design, and community-based character education design. By paying attention to these three basic designs, character education can be implemented effectively to form strong and dignified characters in students (Asdiqoh & Zaman, 2020). Therefore, for this gap, this study was conducted to document studies that have discussed the Development of Superior Character through the Role of Family, School, and Community in Quality Character Formation.

METHOD

This research was conducted using the literature review method to obtain a comprehensive understanding of the Development of Superior Character through the Role of Family, School, and Community in Quality Character Formation. The research involved

collecting secondary data from various sources of reference documents and theories that support the research, with the aim of effectively summarizing the research findings. This approach is considered the best method of integrating research findings to reveal evidence and reflects the importance of research in building theoretical frameworks and strengthening conceptual models (Snyder, 2019). Articles published in *sinta* and *scopus* indexed journals taken as data for this study. The criteria for selecting articles were based on the focus of the research, which was on character education. This study aims to develop research results by linking them to pre-existing knowledge. This study conducts a structured and systematic review to build a solid theoretical foundation for transferring theory into research conclusions. By combining findings and viewpoints from various empirical studies, the literature review can provide answers to the research questions. To analyze the data obtained, the content analysis method was used with reference to *Development of Superior Character through the Role of Family, School, and Community in Quality Character Formation* (Ismarizal et al., 2023; Kleinheksel et al., 2020).

RESULTS AND DISCUSSION

1. Values in Character Education

Character is the key to individual success. Research shows that 80% of one's success in society is determined by emotional intelligence (EQ). Character education has become the focus of attention around the world in an effort to produce a good generation, not only for the benefit of individuals and their own countries, but also for the well-being of the whole society. Character building is part of value education through schools, which is the duty of schools to produce students who excel not only in science and technology, but also in identity, character, and personality. This is relevant and contextual not only in countries that are facing a moral crisis, such as Indonesia, but also for developed countries (Francisia S. S. E. Seda et al., 2022). Character values are needed not only in the school environment, but also in the social environment and in the family. In fact, today character education is not only applicable to children and adolescents, but also involves all ages, including adults. In this era, we will face competition from peers in various countries around the world. As individuals who are still active this year, we will also experience the same situation. The quality demands of Human Resources in the future will require good character.

Character, in the context of character education, refers to behavior related to human values towards God Almighty, fellow human beings, the environment, self, and nationality. Character is reflected in customs, culture, manners, laws, thoughts, attitudes, feelings, words, and actions that are based on religious norms. Character education can be interpreted as a deliberate effort made through all aspects of life in schools/madrasas to help character formation optimally. Character building is an integral part of values education through schools, which is a noble endeavor that must be done. There are 18 important educational character values, including responsibility, social care, environmental care, love to read, love peace, friendly/communicative, respect for achievement, love for the country, national spirit, curiosity, democratic, tolerance, honesty, discipline, creative, hard work, religion, and independence.

According to Marvin W. Berkowitz & Berkowitz (2021), character education is a deliberate effort to assist a person in developing and practicing fundamental ethical values, as well as understanding them. To achieve the goal of character education, appropriate learning methods are needed, such as praise and punishment, habituation, and exemplary

methods. Character education today implies a serious, systematic, and sustainable effort to build and strengthen awareness in the values believed by Indonesian society. A better future success cannot be achieved without enthusiasm, increased self-discipline, honesty, a high spirit of learning, fostering unity in diversity, developing responsibility, a spirit of contributing to common progress, and optimism.

Educating someone involves not only the intellectual aspect, but also the moral aspect. Schools have an important role in shaping individual character. Therefore, character education is a very important and strategic step in rebuilding the nation's identity and shaping the new Indonesian society. However, it is important to note that character education must involve all parties, including families, schools and the wider community environment. The first step is to re-establish the almost disconnected educational links and networks between these three environments. Character building and value education will not succeed if there is no continuity and harmonization among these educational environments.

2. The Role of Family in Character Formation

Education is the joint responsibility of the family, school, community and government. Schools are responsible for continuing the education that begins in the family. Children first receive education in the family environment. According to Sayyidina Ali bin Abi Talib, a major companion of Prophet Muhammad, it is recommended that children play until the age of seven, learn manners and rules from the age of seven to fourteen, and become partners with parents from the age of fourteen to twenty-one. When the child enters school, the basics of character have already been established.

Children with good dispositions generally have high achievement motivation because their IQ, EQ and SQ are well-formed. The role of parents in shaping children's personalities includes loving and caring for them, maintaining a calm home environment and children's souls, mutual respect between parents and children, building trust, and holding family gatherings and meetings. In addition, parents should introduce children to faith, morals, fiqh, and human life. Fathers and mothers are the first role models in shaping children's personalities, both in theoretical and practical ways. The family environment plays a major role in shaping children's behavior, and all parties involved need to make an effort and take responsibility in this regard.

Some habits that can be carried out in the family environment include (Nurul Komariah & Ishmatun Nihayah, 2023): waking up children in the morning, arranging beds, exercising, bathing, dressing clean, helping with homework, organizing and maintaining their belongings, studying / doing school assignments, asking permission when leaving the house, saying greetings when entering and leaving the house, implementing individual and congregational prayers, holding Quran recitations and religious lectures, implementing deliberation and consensus, being polite to parents and guests, and supporting orphans and the poor. The obstacles faced in the family include the absence of examples given by parents, lack of consistency in implementing the efforts that are being implemented, lack of fulfillment of children's physical and psychological needs, and residential instability.

In the Islamic perspective, the family as a "school of love" can be referred to as "madrasah mawaddah wa rahmah, a place of learning full of true love and affection. Islam gives great attention to the development of the family (usrah). The family is the basis of the

nation (ummah); and therefore the state of the family determines the state of the ummah itself. The best nation (khayr ummah) which is (ummah wahidah) one nation and (ummah wasath) a moderate nation, as envisioned by Islam can only be formed through families that are built and developed on the basis of mawaddah warahmah.

Based on a hadith narrated by Anas r.a, a good family has four characteristics (Norhasnira Ibrahim, 2023). First, a family that has the spirit (ghirah) and loves to learn and live the teachings of religion as well as possible to then practice and actualize it in daily life. Second, a family in which each member respects and loves each other; fostering and nurturing each other. Third, a family that in terms of nafkah (consumption) is not excessive; not ngoyo or not greedy in trying to earn a living; simple or not consumptive in spending. Fourth, a family that is aware of its weaknesses and shortcomings; and therefore, always tries to improve the knowledge and knowledge of each member of the family through the process of learning and lifelong education (life long learning), *min al-mahdi ila al-lahdi*. The following are important aspects of the role of Family in Character Formation:

a. The Importance of Family Character Formation

Child character development carried out by the family is a basic task in child development, which involves educating, nurturing, and guiding children in physical, social, and educational aspects. Parenting can influence children's creativity through internal and external physical, social, and educational environments. Children need the help of parents to have and develop the basics of self-creativity. Research shows that parents' role in children's education contributes to improved learning achievement, improved attitudes, socioemotional stability, discipline, and children's aspirations to study to the highest level. In addition, character building by families also has a positive impact on children as they mature, work and have families.

b. Family as the Primary Foundation for Education

The family has an important role as the first and primary vehicle for education. Sociologists believe that the family is an important unit in society, and the weak institution of the family can lead to the breakdown of society. For a child, the family is the main place for growth and development. The family has a function to educate, nurture, and socialize children, as well as develop the ability of its members to function properly in society. In addition, the family is also responsible for providing satisfaction and a healthy environment to achieve family well-being. Families also have an important role in the health, education, and welfare departments. If the family fails to teach honesty, passion, the desire to be the best, and mastering basic skills, it is difficult for other institutions to correct the failure. Therefore, every family should realize that children's character education at home greatly affects the character of the nation.

c. Role of Parenting in the Success of Children's Education in the Family

The success of the family in instilling policy values in children is highly dependent on the parenting style applied by parents. Parenting can be defined as an interaction between children and parents that includes meeting the physical and psychological needs of children, as well as the norms that apply in society so that children can live in harmony with their environment. There are several examples of parenting patterns such as authoritarian parenting, democratic parenting and permissive parenting. Through these parenting styles, children will learn many things, including character. This means that the

type of parenting pattern applied by parents will determine the success of children's character education by the family.

d. The Impact of Mistakes in Educating Children on the Development of Emotional Intelligence

Mistakes in educating children by families have an impact on the failure of good character formation. Some mistakes made by parents can affect children's emotional intelligence, such as lack of expression of affection, lack of time given to children, verbally and physically abusive attitudes, forcing children to master cognitive abilities early, and failure to instill good character in children. The impact of such parenting mistakes includes a troubled personality, low emotional intelligence, unacceptance of friendship, emotional unresponsiveness, aggressive behavior, inferiority complex, negative outlook, emotional instability, and imbalance between emotions and intellect.

3. The Role of School in Character Formation

Schools play an important role in shaping children's mindset and character. If in the family environment children tend to "accept what is" in applying behavior, at school, it becomes an "absolute" thing. Children often tell their parents, "Ma, Pa, the teacher said this is not the case." This shows how much influence schools have in shaping children's mindset and character. However, this cannot be achieved easily without effort.

As a teacher, being a good role model requires exemplary and consistent behavior (Ni Gusti Ayu Eka et al., 2023). Some examples of behaviors that can be applied at school include teaching students to cultivate greetings, greetings, and smiles; arriving at school by saying greetings while shaking hands and kissing the teacher's hand; greeting friends, security guards, sellers in the canteen, or cleaning service at school; giving polite greetings to guests who come to school; teaching students to speak in good and polite language; educating students to sit politely in class; teaching students to eat while sitting in the place provided, not while walking around; guiding and familiarizing students to perform Dhuha prayers and Dzuhur prayers in congregation at school.

However, while implementing education in schools, there are several obstacles faced. Lack of role models or examples given by teachers, inconsistency in implementing the rules that have been set, and a school environment that is not conducive to learning are some of the obstacles that are often faced. Therefore, schools do not only function as a place for "transfer of knowledge". Schools are also responsible for shaping the character, personality, and identity of students.

Character formation through school is a noble endeavor that must be done diligently (Sarbitinil Sarbitinil et al., 2023). Apart from knowledge learning, value education is also part of character building. There are three steps that can be taken in value education at school. First, applying the "modeling" or "exemplary" or "uswah hasanah" approach by socializing and familiarizing the school environment to live and uphold the correct moral and moral values through models or exemplars. Second, explaining continuously to learners about good and bad values and rewarding good values and discouraging bad values. Third, implementing character-based education by integrating character-based approaches into every subject and teaching moral and moral values through specialized subjects such as religion, civic education (PKn), history, Pancasila, and others.

In conclusion, schools have a central role in shaping children's character. With good role models, continuous value education, and character-based education, schools are not only responsible for producing students who excel in science, but also in shaping good identity, character, and personality. Character building efforts through schools cannot be done solely through learning knowledge but need to be done through the cultivation and education of moral values, morals, and manners. as some of the following explanations:

a. Teaching that educates

Teaching that educates is teaching that simultaneously provides opportunities for the achievement of instructional goals in the field of study and other general educational goals (D. Adhikari & P. Shrestha, 2022). To realize educational teaching, it is important for teachers to have appropriate educational insights and master various teaching and learning strategies. Teachers must be able to design and implement teaching and learning activities that are rich and meaningful, and provide initiative and responsibility to students in learning independently. Thus, the role of schools is expected to create an intelligent society.

b. Improving and strengthening guidance and counseling programs in schools

The importance of improving and strengthening guidance and counseling programs in schools mainly includes the personal development of students, especially in terms of attitudes and behavior. In the implementation of BP activities, the main focus is to provide individual and group guidance to students who are facing problems so that they can overcome these problems. All students also need career guidance. Affective education can start by discussing the values and attitudes that should be applied in daily behavior.

c. School library development

The school library is a learning resource center that not only manages library materials but also various other learning resources. An effective library can be a "classroom partner" in the teaching and learning process and a place to develop instructional systems. By providing adequate software and hardware, the library can encourage students to learn independently.

d. Improving school management programs

Improving school management programs, especially those related to learners, is a reflection of a civilized society and is in line with national goals. The leadership style of school managers is not only through policies, but also through the examples set. In addition, the support of climate and culture in the school greatly influences the outcome of the internalization process. Adequate facilities and infrastructure are also needed. The leadership of the school principal is very important in realizing this, with optimal participation from all school staff.

4. The Role of Society in the Character Formation

Society has an important role in shaping the character of the nation's children (Herman Herman et al., 2022). In addition to parents and schools, society also plays a significant role in setting examples, inviting, or forbidding children to take certain actions. Although this community may not have a family relationship with the child, they are in the child's environment or see their behavior.

Some examples of behaviors that can be adopted by the community are getting used to mutual cooperation, such as cleaning the yard and drains, and planting in the yard. In addition, teaching children not to litter, spit on the street or damage public facilities is also part of this community role. The community also plays a role in reprimanding children who engage in negative behavior. However, there are several obstacles faced in the community, such as lack of concern, lack of sense of responsibility, and considering children's behavior as normal. The wider community environment has a great influence on character building and ethical values. Therefore, community participation is needed in changing the view of education to have a sense of ownership, concern, involvement and active in the world of education.

The socio-cultural norms of society also play an important role in education (Segundo-Ortin, 2022). Every society has different characteristics and norms in the socio-cultural field. These norms must be followed by its citizens and will affect the formation of personality in acting and behaving. The transmission of these norms is carried out by the older generation to the next generation consciously and purposefully. This shows the role of education in society.

There are various types of community participation in education development. These range from participation in using available services, to participation in decision-making about education development plans. Communities can contribute to the maintenance and physical development of educational facilities and infrastructure through donations of funds, goods or labor. In addition, the community can be directly involved in teaching and learning activities and provide counseling on the importance of education to children.

CONCLUSION

Strengthening moral and character education that is relevant in the current context is essential to overcome the moral crisis that is engulfing our country. This crisis includes widespread promiscuity, increasing rates of violence against children and adolescents, juvenile theft, crimes against friends, cheating habits, pornography, drug abuse, and destruction of other people's property which have become social problems and have not been fully overcome. Therefore, it is important to pay attention to character education.

Character education experts observe the process of internalizing values in learning, including character education in Madrasahs, with two approaches. First, Madrasahs structurally develop character education through the formal curriculum. Second, character education takes place naturally and voluntarily through interpersonal relationships between madrasa residents, although this is not directly regulated in the formal curriculum. In some madrasahs, extracurricular activities become a vehicle for educational development, which ultimately brings its own advantages to the institution. It is not uncommon for parents to choose a school based on the extracurricular activities offered, in addition to face-to-face activities in the classroom. Therefore, extracurricular activities can be developed in various ways as a medium for character education. It is important to effectively involve the madrasah head, teachers, students and all relevant parties in designing a number of character education-based extracurricular activities. With good roles of family, school and community in education, which strengthen and complement each other, will provide a great opportunity to create quality educated human resources.

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