

The Role of Teachers and Parents in Building Ethical Values for The Formation of Students' Character

Adi kurniawan^{1✉}, Ratnasari Diah Utami²

^{1,2}*Faculty of Teacher Training and Education, Universitas Muhammadiyah Surakarta, Indonesia*

✉Corresponding Email: a510200159@student.ums.ac.id

Abstract. The role that educators and parents play in shaping a child's character is inextricably linked to the curriculum, as well as to the moral and personal principles that are instilled in them from a young age through habit and modeling. Character education cannot function in harmony with the goal of developing pupils with character without cooperation between the two. The purpose of this study is to (1) ascertain how parents and instructors influence students' character development. (2) elements that help and hinder students from developing their character; (3) the process by which students develop their character. This study is qualitative and descriptive in nature. Parents, kids, and teachers were the sources of the data. Data was gathered by observation, documentation, technique and source training-assisted data validity testing, interviews, and observation. After that, an interactive model that comprises data reduction, data presentation, and conclusions is used to examine the data. The study's findings demonstrate the following: (1) the importance of parents and educators in serving as positive role models for kids' conduct and personalities, including independence, teamwork, global variety, creativity, and a strong sense of faith and devotion to God Almighty. The school community's dedication, the principal's leadership, and parents' participation in school activities are all supportive aspects. Apathy, certain parents' and instructors' parenting philosophies, and parents' ignorance of character education are impediments, on the other hand. (3) The supervision and refraction approach is the most effective strategy to mold pupils' character.

Keywords: character education, ethical values, school community

1. Introduction

According to education in Indonesia, character education aims to mold and grow children into the next generation of Indonesians with character by teaching past values based on Indonesian culture itself (1). Collaboration between educators and parents is necessary to help kids acquire the best possible character traits that will make them better adults down the road. Character education is crucial because it helps people understand who they are, influences how they make decisions, and influences their attitudes, words, and behaviors. This is because education is a shared responsibility between parents and teachers at home (2,3). Character education is very important because character shows who we really are, character determines how a person makes decisions, and character determines a person's attitudes, words, and actions (4).

From the moment a child is born until they complete their education, parents are the ones who teach them (5). Even if they are not prepared to raise children successfully, parents play a crucial

part in growing children since they are the best people to prepare for parenthood (6,7). While they can't attend specialized schools to learn how to be perfect parents, they can learn from the parenting techniques that other parents have used to raise their children (8).

According to Prasetyo et al. (9), formal education has not yet shown effective in fostering character traits in students. Students' character education is still neglected in favor of academics in schools. As a result, students lack independence, inventiveness, decision-making skills, and self-resilience when taking tests. This makes kids brittle, prone to giving up easily, lacking in motivation to compete, and depressing. In the end, students will be affected psychologically by this (10). Students' behavior will become less moral as a result of character education since character development through pedagogical approaches that are ingrained from an early age is weak. This affects the proportion of intelligent kids who don't have strong environmental social ethics. In order to create a perfect human, character education involves instilling values in children through various means such as knowledge, awareness, or will, as well as implementation actions through the practice of positive values directed towards God Almighty, oneself, the environment, and the national realm (11,12).

The following are some earlier studies on character education for students: Character education and the role of parents were studied by (13). (14) investigated the use of teacher role models in character development initiatives (15). Researchers named (16) looked into how parents shape character education (17). There hasn't been any research to far that is comparable to earlier studies. The purpose of this study is to: (1) identify how parents and teachers influence children's character development; (2) identify elements that promote or hinder students' character development; and (3) identify the strategies employed at SD to help kids develop their character. Mentari Muhammadiyah Alam Surya.

According to Triana (11), ethics is a scientific field that serves as a guide or standard for regulating human behavior. According to Kidder (18), ethics can also refer to a system of moral standards that establish boundaries between right and wrong. Since we don't live alone in society, norms must be followed by everybody for social life to function in a secure, comfortable, and peaceful manner (19). Without these guidelines, life might resemble hell or a jungle where the strong dominate and the weak are subjugated. Therefore, we need to strengthen the ethical components and implement the professional code of ethics in the teaching of the subject and in the practice of the profession (20,21).

Character education is interpreted as a process of guiding students to develop complete character, which includes thought, heart, taste, body, and will, to make them complete human beings (22). Character education is education that supports students' social, emotional, and ethical development. Meanwhile, in simple terms, character education can be interpreted as anything positive that a teacher does and influences the character of the students they teach (11) (23). Character education can be implemented into all subjects without changing the learning materials that have been established in the curriculum (24). According Liska et al. (25) and Riadi (26), there are six character values, including: 1. being faithful, devoted to God Almighty, and having noble

character; 2. global diversity; 3. mutual cooperation. 4. Independence; 5. Reasoning. Critical, 6. Creative (27).

2. Method

This research method uses a descriptive-qualitative approach that aims to explain in detail the behavior and natural events of the role of parents and teachers in forming the character of students. Descriptive is used to describe events or the discovery of facts that occur in the field in a complex manner based on the data written.

This research was carried out at SD Muhammadiyah Alam Surya Mentari, which is located at Gg. Mangga III, Jajar, Laweyan District, Surakarta City. The elementary school location was chosen because it is PLP 2 and is one of the favorite schools in the city of Surakarta, so researchers want to know the role of teachers in instilling character education in this elementary school. The research implementation time is July–September 2023. The research data collection technique is through in-depth interviews with teachers and parents of students, direct observations carried out in the classroom and outside the classroom on the role of teachers in forming children's character, and documentation that is useful for obtaining real research data in accordance with the results of observations in the form of data on the role of teachers and parents in shaping children's character, which focuses on ethical values.

In order to obtain the validity of the data, use source triangulation techniques, namely activities, to determine the validity of qualitative research data. So in this research, triangulation of sources was carried out, namely interviews first and then collecting the results. After that, the researcher analyzed the data through data reduction, data presentation, and drawing conclusions. In data analysis tests (8).

3. Result and Discussion

a. The Role of Teachers and Parents in Character Education (Ethical Values)

A teacher is someone who is experienced in their professional field. With the knowledge he has, he can create a generation of intelligent people. Teachers, as professionals, have a vision of realizing the implementation of learning in accordance with the principles of professionalism (28). A teacher has a big role in forming ethical values in students. Teachers act as communicators or movers in the ethics and character education of students in schools. With teachers as communicators, communication can be built between teachers and students who become friends at school by providing advice, guidance, and encouragement in developing ethical values at school.

Teachers must treat students with love and respect and make themselves good role models to change students' bad behavior into good behavior (29). Education of ethical values and character becomes more effective if teachers can be role models for students. Teachers must not only be role models for their students but must also be consistent with the ethical values they carry out (30). Ethical values are not important values for students if they are not considered important by student

role models, namely teachers (31). herefore, there are two things that are important in instilling ethical values. Namely, exemplary behavior and consistency in living up to these ethical values.

According to the results of research, including interviews and observations carried out at Muhammadiyah Alam Surya Mentari Elementary School, character formation in children's ethical values is carried out through self-development and learning integration.

Self-development includes:

1) Routine Activities

The routine activities in question are activities carried out regularly at school with the aim of forming children's character values. Based on the results of interviews and observations on October 28, 2023, it was revealed that there were routine activities carried out at the school, such as welcoming students every morning, arranging sandals and shoes independently, holding Iqro, dhuha prayers, and group prayers.

2) Teacher's Role Model

Exemplary is defined as a behavior or action carried out by someone who sets a good example to be followed or imitated. From the results of interviews with class II teachers on October 28, 2023, regarding example, the teacher stated that by modeling how to speak, dress, greet each other when they meet, say hello when entering class, discipline when entering class, and pray together in the mosque.

Based on the results of research observations, many teachers, principals, and staff have done the same thing as the statements given by class teachers, such as speaking without using a high tone, greeting each other, smiling, and dressing neatly according to the schedule.

3) Integrate Learning

Character formation at Muhammadiyah Alam Surya Mentari Elementary School does not only use the teacher's example and routine activities at school but also incorporates them into classroom learning. Regarding the results of observations made in class, the teacher taught about the importance of honesty in working on questions, reasoning critically in answering a question given by the teacher, and being creative when learning about the use of used goods that are made into items of value, such as making toy cars.

Table 1. The Role of the Teacher in Forming the Character of Students

No	Teacher's role	Activity description
1.	Routine activities	1) Greeting and shaking hands.
		2) Arrange helmets, sandals and shoes neatly.
		3) Iqro.
		4) Dhuha prayer.
2.	Teacher's role model	1) How to speak and behave.
		2) Dress according to schedule.

No	Teacher's role	Activity description
3.	Integrating learning	3) Say hello when you enter class.
		4) Discipline comes in.
		1) Be honest when working on questions.
		2) Critical reasoning.
		3) Creative

Parents consist of a father and a mother. Parents are leaders in the family, so they have an important role in the development of children's personalities (32). In the hands of parents, it is a big responsibility to facilitate the success of their children in the future. Even though educating is everyone's duty, basically the family, especially parents, are the main actors who will create a generation with character in the future (33). One of them is ethical behavior, namely the attitudes and behavior of someone who upholds the values of respect and noble character. Based on the results of interviews, researchers found that ethical values education is done through habituation in the environment, such as talking to people who have superior, honest behavior and language. Instilling ethical characters. Our role as parents is to set an example for our children and explain the reasons and goals why they need to apply ethical values around us.

The research results also reveal that the process of forming personal ethical values begins with observing and imitating what is around us, which is then imprinted in the child and stored in long-term memory. Therefore, parents must be careful with their words and actions in front of their children. So, if parents give a good example to their children, then the children will also be good examples. If people give an example, the opposite means that the children will also imitate or reflect the behavior of the parents. myself.

The results of the interview revealed that the things parents do to form their children's character and ethical values are as follows:

1. Parents introduce ethical characters through a historical story.
2. Parents provide an example for children in how to behave in the surrounding environment, such as in terms of talking to other people, using language in speaking, and also teaching them to behave honestly.
3. Provide an explanation of the benefits. If we behave well towards other people, then we will also be treated well by other people.

So, it can be concluded that the role of parents is very important in character education. So that children learn to live independently by adapting to a new environment, the role of parents is released, and they make their own life decisions. This is where the role of parents is reduced, and they see the results of their upbringing. So there is a need for parental participation in early childhood education so that children are ready to enter the gates of life in the future (34).

Table 2. The Role of Parents in Forming the Character of Children's Ethical Values

No	Parent's role	Activities description
1.	Habituation	1) Talk to older people politely. 2) Teach honest behavior. 3) Obey environmental regulations.
2.	Briefing	Explain the benefits if we behave well towards the surrounding environment.
3.	Introducing	Through introduction using stories so that children can be interested in listening.

b. Supporting and inhibiting factors in character education (ethical values).

In implementing children's character formation in schools, teachers face several obstacles. Based on the results of interviews with class II teachers, it was stated that there were obstacles from the children themselves who did not understand what character education and parenting patterns were, so with this, the teacher took several actions to form character at school. From the results of the parent interviews, it was also revealed that there are obstacles in character formation due to the influence of the surrounding environment. Both parents are playing friends. The actions taken by parents always provide supervision to children in socializing in the surrounding environment so that they can always know the child's development. The teacher's supporting factor in forming children's character is through several routine activities carried out at school so that children can develop themselves through teacher assistance and guidance (30,31).

Based on the results of observations carried out at school, it also strengthens the results of teacher interviews. According to the findings, in schools, there are still children who do not understand ethical values, such as when learning, when students call the teacher using rude words or talk to themselves when the teacher explains. From these results, the teacher provides action with warnings and advice to children by being careful when speaking so that children can understand what the teacher is giving.

c. Character education method

Parents' character education starts with character development and continues with character maintenance. Care must be taken to ensure that the character traits instilled in children are not forgotten when they grow up. Character development is expected to remain with students and continue wherever the child is. The research was carried out on October 28, 2023, and obtained information that in forming character in ethical values, habituation and supervision methods are carried out every day. By getting used to it, such as talking to parents, family members, and the surrounding environment, and being polite when eating, at least there is no supervision for children as they form their ethical values. If children still make mistakes, parents will take action by giving advice.

The formation of ethical values in children needs to be done when the child is still small so that in the future the habituation of the small masses will be carried over into the future, which will have

the impact of making it easier for the child to adapt to new environments, be able to respect other people, and have a social sense that makes a person with dignity.

The habituation method is the most effective way to implement the role of parents in the formation of children's ethical values. From the information obtained, it is related to the role of parents in maintaining the character of ethical values in children:

1. Parents instill and introduce ethical attitudes to their children by giving examples first: speaking or language, etiquette when eating, and dressing etiquette.
2. Get into the habit of dressing neatly when going to school.
3. Supervise playmate interactions so that children are always under control when interacting with each other.
4. Parents always collaborate with teachers in children's development in the school environment.
5. Parents always give advice to children when they make a mistake.

4. Conclusion

Based on the results of research in character education carried out at SD Muhammadiyah Alam Surya Mentari, the character formation of students is through a). exemplary things such as things in the teacher's words, behavior, and way of dressing; and b). Routine activities include: 1. shaking hands and greeting each other when entering school; 2. arranging sandals, shoes, and helmets neatly independently; 3. Iqro; and 4. Duha prayer. c). Integrating in learning includes cultivating an honest attitude in working on questions, teachers developing a critical reasoning attitude towards learning, and being creative in using used goods into valuable items.

Inhibiting factors in character education are obstacles from students themselves, who do not understand what character education is; parenting patterns; and parents, who also revealed that there are obstacles in character formation due to influences from the surrounding environment. There are supporting factors, namely the existence of routine activities at school that can help students develop themselves through teacher supervision in their implementation.

The method used in character education is through the methods of refraction and supervision, which are carried out every day by both teachers and parents. In school, students can familiarize themselves with programs that have been designed by the school with the aim of establishing a strong educational environment through character education.

5. References

1. Agung, I. (2017). Peran Fasilitator Guru Dalam Penguatan Pendidikan Karakter (Ppk). *Perspektif Ilmu Pendidikan*, 31(2), 106–119. <https://doi.org/10.21009/pip.312.6>
2. Ansori Yoyo, Susilo Vebrianto, F. T. (2018). Menumbuhkan karakter Baik Melalui Peranan Guru Di Sekolah. *Jurnal Cakrawala Pendas*, 4(2). <https://doi.org/http://dx.doi.org/10.31949/jcp.v4i2.1497>
3. Aslan, A. (2019). Peran Pola Asuh Orangtua di Era Digital. *Jurnal Studia Insania*, 7(1), 20. <https://doi.org/10.18592/jsi.v7i1.2269>

4. Budiyono, & Harmawati, Y. (2017). Penguatan Pendidikan Karakter Melalui Nilai-Nilai Keteladanan Guru Dan Orang Tua Pada Siswa Sekolah Dasar. *Jurnal Universitas PGRI Madiun*, 1–10.
5. Fadilla, D. D., Yasmin, E. A., Inar, I., Amaniah, I. N., & ... (2022). Peran Guru SD Dalam Membangun Etika Peserta Didik Di Sekolah Dasar Berdasarkan Pancasila. *Jurnal ...*, 6(1), 2043–2054. <http://journal.upy.ac.id/index.php/pkn/article/view/2917>
6. Firmansyah, F. A. A. (2020). Peran Orang Tua dan Guru untuk Mengembangkan Perilaku Moral dan Religiusitas Remaja. *Prophetic : Professional, Empathy and Islamic Counseling Journal*, 3(2), 177. <https://doi.org/10.24235/prophetic.v3i2.7593>
7. Ii, B. A. B., Pustaka, A. D., & Pembelajaran, S. (2019). *Menurut Bahri Dkk.* 9–37.
8. Jannah, N., & Umam, K. (2021). Peran Orang Tua dalam Pendidikan Karakter Berbasis Keluarga di Masa Pandemi Covid-19. *FALASIFA : Jurnal Studi Keislaman*, 12(1), 95–115. <https://doi.org/10.36835/falasifa.v12i1.460>
9. Jinan, & Mutohharun. (2015). Kritis Pemikiran Karakter Dan Budi Pekerti Dalam tinjauan Islam. *Profetika, Universitas Muhammadiyah Surakarta*, 16(2), 167–180.
10. Kabiba, Pahrenra, & Juli, B. (2017). Keteladanan Orang Tua Dalam Menanamkan Nilai Etika Pada Anak. *Didaktis: Jurnal Pendidikan Dan Ilmu Pengetahuan*, 17(1), 10–22.
11. KE, M. (2016). Peran Guru Dalam Membangun Karakter Siswa. *Seminar Nasional Pendidikan Dasar Universitas Negeri Medan*, 147(March), 11–40.
12. kusumayanti, dewi. (2019). PERAN GURU DALAM PENANAMAN SIKAP KARATER PADA SISWA SEKOLAH DASAR. *Jurnal Ilmu Gizi*, 4(2), 5–37.
13. Lathifah, Z. K., Fauziah, R. S. P., Kholik, A., Aminulloh, M., Utami, I. I. S., Efendi, I., & Gunadi, G. (2022). Pendampingan Penguatan Pendidikan Karakter di Sekolah Dasar Berorientasi Pelajar Pancasila. *Warta LPM, Jurnal Universitas Muhammadiyah Surakarta*, 25(2), 164–174. <https://doi.org/10.23917/warta.v25i2.642>
14. Liska, L., Ruhyanto, A., & Yanti, R. A. E. (2021). Penerapan Model Pembelajaran Problem Solving Untuk Meningkatkan Kemampuan Berpikir Kritis Siswa. *J-KIP (Jurnal Keguruan Dan Ilmu Pendidikan)*, 2(3), 161. <https://doi.org/10.25157/j-kip.v2i3.6156>
15. Maskur, Anwar, M. K., & Triana. (2021). Implementasi Pembelajaran Blended Learning Di Madrasah Ibtidaiyah. *Jurnal Magistra*, 12(2), 120–133. <https://doi.org/10.31942/mgs>
16. Mohammad, M. (2018). MEMAHAMI TEORI-TEORI ETIKA: CAKRAWALA DAN PANDANGAN Oleh: Mohammad Maiwan □. *Jurnal Universitas Negeri Jakarta*, 193–215.
17. Muslich, M. (2018). “Peran Guru Dalam Membentuk Karakter Siswa Kelas V Mis Suturuzhulam Desa Bandar Khalipah Kecamatan Percut Sei Tuan Kabupaten Deli Serdang ” Skripsi. *Pendidikan Karakter Menjawab Tantangan Krisis Multidimensional.*, 2011, hal. 54-55.
18. Adhantoro MS, Gunawan D, Prayitno HJ, Riyanti RF, Jufriansah A. Strategies to Enhance Literacy and Access to Muhammadiyah Information through ChatMu Innovation. *International Journal of Religion*. 2024 Jun 29;5(11):2503-20.
19. Prasetyo, D., Marzuki, & Riyanti, D. (2019). *Pentingnya Pendidikan Karakter Melalui Keteladanan Guru*. 4(1), 19–32. <https://doi.org/https://doi.org/10.15294/harmony.v4i1.31153>
20. Pratiwi, N. K. S. P. (2019). Pentingnya Peran Orang Tua Dalam Pendidikan Karakter Anak Usia Sekolah Dasar. *Adi Widya: Jurnal Pendidikan Dasar*, 3(1), 83. <https://doi.org/10.25078/aw.v3i1.908>

21. Riadi, A. (2019). Pendidikan Karakter Di Madrasah/Sekolah. *Ittihad*, 14(26), 1–10. <https://doi.org/10.18592/ittihad.v14i26.868>
22. Rochmawati, N. (2018). Peran Guru Dan Orang Tua Membentuk Karakter Jujur Pada Anak. *Al-Fikri: Jurnal Studi Dan Penelitian Pendidikan Islam*, 1(2), 1. <https://doi.org/10.30659/jspi.v1i2.3203>
23. Rushworth M. Kidder, H. G. P. M. T. C. (2019). Rushworth M. Kidder dalam buku How Good People Make Tough Choices (2019),. *How Good People Make Tough Choices*.
24. Ramadan F, Mahardhani AJ, Rizal TM, Fitriani FD, Handayani T, Adhantoro MS. Strengthening Resilience Based on Science Technology and Arts to Realize Progressive Muhammadiyah. In International Conference on Education for All 2023 Dec 15 (Vol. 1, No. 3, pp. 235-241).
25. Salwiah, S., & Asmuddin, A. (2022). Membentuk Karakter Anak Usia Dini melalui Peran Orang Tua. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 6(4), 2929–2935. <https://doi.org/10.31004/obsesi.v6i4.1945>
26. Sumadi, E. (2018). Anomali pendidikan karakter. *Tarbawi: Jurnal Pendidikan Islam*, 15(2). <https://doi.org/10.34001/tarbawi.v15i2.846>
27. Triana, N. (2022). Pendidikan karakter. In *Mau'izhah* (Vol. 11, Issue 1). <https://doi.org/10.55936/mauizhah.v11i1.58>
28. Uli. (2018). Peran orang tua dan guru dalam mengembangkan nilai-nilai karakter anak usia sekolah dasar. *Premiere Educandum: Jurnal Pendidikan Dasar Dan Pembelajaran*, 9(2), 100. <https://doi.org/10.25273/pe.v9i2.4501>
29. Utami, R. D. (2016). Membangun Karakter Siswa Pendidikan Dasar Muhammadiyah Melalui Identifikasi Implementasi Pendidikan Karakter Di Sekolah. *Profesi Pendidikan Dasar, Universitas Muhammadiyah Surakarta*, 2(1), 32–40. <https://doi.org/10.23917/ppd.v2i1.1542>
30. Jannah WN, Agustin M, Rahman R, Herman T. Navigating Uncertainty: Exploring Elementary School Teachers' Perspectives on Metacognitive Development in the VUCA Era. *Indonesian Journal on Learning and Advanced Education (IJOLAE)*.;6(1):32-46.
31. Susanti S, Putra RP, Agustina RD, Quy NP, Siregar HS, da Silva J. Exploring the Educational Landscape: The Impact of Post-Covid Online Learning on Physics Education Undergraduates' Academic Engagement and Achievement. *Indonesian Journal on Learning and Advanced Education (IJOLAE)*.;6(1):86-104.