International Journal of
Students Education

BERPUSI PUBLISHING

THE ROLE OF PARENTS AS FACILITATORS OF IMPLEMENTING CHILDREN'S CHARACTER RESULTS FROM PKN LEARNING

Maya Nabila Br Munthe[1]
[1]Primary School Teacher Education Study Program, Universitas Muhammadiyah Sumatera Utara
Email: [1]mayanabila2603@gmail.com

Abstract
The purpose of this writing is to find out the role of parents in the home environment as a facilitator in implementing educational learning outcomes Characters in PKN learning content in schools. The method used in writing this article is a literary study. The results of this research are: shows that the role of parents at home is as a facilitator who has The huge impact on the implementation of children's character education results from Civics learning at school. A child's basic character begins with education in the family environment and then when the child enters school age, that educational character is further developed in the school environment. A child's character comes from the family. Where, most children up to the age of 18 years spend 60-80% of their time with their families. Until the age of 18, they still need parents and warmth in the family. From here, character education should start from within the family, which is the first environment for children's character growth. After family, in the world of character education this has to be a mandatory teaching since elementary school.

Keywords : Role of Parents, Character Education, Facilitator

Introduction

The first center of education is the family environment. Education in the family environment is very strategic in providing education towards intelligence, character or personality as well as preparation for life in society. Parents will be an example for children, children will usually imitate what their parents do. Parents should pay attention to their children's education because the role of parents is very important in the educational process for them. So parents must be able to provide examples and good habits from childhood or early childhood because this can influence the child's mental development. The importance of parents in education children are not trivial because education is the main capital that every living individual must have in order to survive the times. Nowadays, parents are increasingly realizing the importance of providing the best education to their children from an early age. Parental involvement in children's education has been proven to have many positive impacts on children. The active role of parents of course needs to be supported by good communication between parents and the school. So not only is the role of teachers and the environment important, but the role of parents also plays a very important role in children's learning achievements. It is very important for various parties to recognize the responsibility in raising children. Parents must be able to realize that education is equal. Good character must be taken into account for a child's future development. As a result of learning in the home environment, basic character formation occurs which then when entering the elementary school educational environment is studied as character education. One of them is in the learning content of Kertajaya Citizenship Education (PKN) in Supriyatno which defines character as the characteristics inherent in an individual or object. Characteristics that are genuine and rooted in personality or individual objects as well as driving tools for how to behave, act, behave, say and respond to something (Supriyatno and Wahyudi, 2020). From this explanation we can conclude that character is something inherent in an individual which is reflected in the form of behavior. Meanwhile, character education

according to Ratna Megawangi, quoted by Munjiatun, considers character education as an effort to train children to be able to take responsibility for every action and make decisions wisely and practice them in everyday life, so that they can make a positive contribution to their environment (Munjiatun , 2018). Forming students with character is not an easy and quick effort. This requires continuous effort and deep reflection to make a series of moral decisions that must be followed up with real action, so that they become practical and reflective. It takes a certain amount of time to make all of this become a habit and form a person's character or behavior. On the other hand, character education is an effort that must involve all interests in education, including the family, school, school environment, and also the wider community. Character formation and education will not be successful if there is no continuity and harmony in the educational environment. The first step that needs to be taken is to rebuild educational partnerships and networks which seem to be breaking down between the school environment, namely teachers, the family environment and the community. Thus, households and families as the first and main environment for character formation and education must be more empowered which is then supported by the environment and learning conditions in schools which strengthen this formation process.

Research Methodology

In this research, the author used the literature study method. Literature study is a sequence of activities related to techniques for searching and collecting library data, through the process of reading and writing, and managing research data. Danial and Warsiah (2009:80), are of the view that literature study is the process of searching for data carried out by researchers either by collecting data from books or magazines related to the research object. In general terms, literature study is one step to solve a problem by looking for previously written sources. In other words: the term in literature study is the same as the term library study. In the research carried out, of course, the researcher must have a comprehensive picture of the problem, the object to be examined. The choice of this method is intended because the problem being studied is related to things that often arise in educational problems in the home environment, namely the importance of the role of parents as facilitators in implementing children's character as a result of PKN learning.

Result & Discussion

Understanding Character and Character Education

Character is character, traits, morals or personality that differentiates an individual from other individuals. Or character can be said too as the actual condition within an individual that differentiates him from other individuals. Character education is a system that instills character values in an individual which includes knowledge, awareness of will and action to be able to implement these values both towards God Almighty, himself, other people, his environment and his nation and country. Character education is also a basic concept that is applied to a person's thinking to make physical and spiritual morals and manners more meaningful than before. Character education must be applied to children from an early age, teenagers, and even adults, so that it can shape a person's character to be more valuable and moral. Individuals with good character are people who always try to do various things best towards God Almighty, himself, his environment, other people, his nation and state. Good character means an individual who knows his own potential. Education is a conscious effort to develop students' potential optimally. This conscious effort cannot be separated from the environment students are in, especially from their cultural environment, because students live inseparably in their environment and act in accordance with the rules of their culture, thus forming a love for their own national culture.

The Nature of Character Education

Etymologically, "character" comes from Latin which means instrument of narking, from French "charessein" which means to engrave (carve), then from Javanese "watek" which means the characteristic of wanci, and from Indonesian "character" which means an innate characteristic that influences behavior, manners, character, temperament. Character is a way of thinking and behaving that is characteristic of each individual for living and working together, both within the family, community, nation and state. Individuals with good character are individuals who can make decisions and are ready to take responsibility for the consequences of the decisions they make. Education is the process of internalizing culture into a person and society so that people and society become civilized. Education is not only a means of transferring knowledge, but more broadly, namely as a means of acculturation and the distribution of values (enculturation and socialization). A child must receive an education touches 3 basic dimensions of humanity: (1) affective which is reflected in the quality of faith, devotion, noble character, (2) cognitive which is reflected in the intellectual power to explore and develop abilities, and (3) psychomotor which is reflected in the ability to develop technical skills, abilities practical, and kinesthetic

competence. According to Suyanto (2010) character is a way of thinking and behaving that is characteristic of each individual to live and work together, both within the family, community, nation and state. Character education in Puskur (2010) is values education, character education, moral education, character education which aims to develop students' ability to make good and bad decisions, maintain what is good and realize that goodness in everyday life wholeheartedly. Demarco (tt) stated character education is the deliberate effort to help people understand, care about and act upon core ethical values. Character education essentially aims to form a nation that is strong, competitive, has noble character, is moral, tolerant, works together, has a patriotic spirit, develops dynamically, is oriented towards science and technology, all of which is imbued with faith and devotion to God Almighty based on Pancasila. Character education functions (1) to develop basic potential to have a good heart, good thoughts and good behavior; (2) strengthening and building multicultural national behavior; (3) increasing the nation's competitive civilization in world relations. Character education is carried out through various media including families, educational units, civil society, political society, government, the business world and mass media.

How to Build Children's Character

Character will be formed as a result of understanding the 3 relationships that every human must experience (triangle relationship), namely the relationship with oneself (intrapersonal), with the environment (social and natural relationships), and the relationship with God Almighty (spiritual). Each result of this relationship will provide meaning/understanding which ultimately becomes the child's values and beliefs. The way children understand the form of these relationships will determine how children treat their world. Negative understanding will result in negative treatment and positive understanding will treat the world positively. For this reason, grow understanding positive attitude towards children, one of which is by giving children confidence to make decisions for themselves, helping children direct their potential so that they are better able to explore on their own, without putting pressure on them either directly or subtly, and so on. Get children used to socializing and interacting with the surrounding environment. Remember the choice on the environment highly determine the formation of character. As the saying goes, hanging out with a perfume seller will make you smell good, hanging out with a fish seller will make you smell fishy. Like that, a good and healthy environment will foster healthy and good character, and vice versa. And what cannot be ignored is building a spiritual connection with God Almighty. A spiritual relationship with God Almighty is built through the implementation and appreciation of ritual worship which is implemented in social life.

The Importance of Character Education in Elementary School Age Children

Quality character needs to be formed and nurtured from an early age. Early age, especially elementary school age, is a critical period for the formation of a person's character. Instilling morals through character education as early as possible in children is the main key to building a nation. Character here is a person's character, character, morals, or personality which is formed from the internalization of various virtues that are believed to be used as a basis for the way they view, think, behave and act. These virtues are in the form of a number of moral values and norms, such as honesty, courage to act, trustworthiness, respect for others, discipline, independence, hard work, creativity. Character education is considered very important to instill in elementary school age children because character education is an educational process aimed at developing values, attitudes and behavior that exude noble morals or noble character. The positive values that a person should have according to the teachings of noble character are pious deeds, trustworthiness, anticipatory, good thinking, working hard, civilized, daring to do right, daring to take risks, disciplined, open-hearted, soft-hearted, faithful and devout. , initiative, strong-willed, personable, far-sighted, modest, passionate, constructive, grateful, responsible, considerate, wise, intelligent, careful, democratic, dynamic, efficient, empathetic, persistent, thrifty, sincere, honest, chivalrous, committed, cooperative, cosmopolitan (global), creative, determined, straightforward, independent, brave, humane, introspective, loving knowledge, respecting other people's work, respecting health, respecting other people's opinions, respecting time, patriotic, forgiving, generous, devoted, self-controlled, productive, diligent, friendly, a sense of beauty, a sense of affection, a sense of attachment , shame, sense of belonging, self-confidence, willingness to sacrifice, humble, patient, spirit of togetherness, loyal, mentally prepared, fair attitude, respectful attitude, reasonable attitude, orderly attitude, good manners, sportsmanship, morality, obedience to principles, fear guilty, tough, trusting, steadfast, firm, persistent, true to promises, open, tenacious, and the like. Childhood or what psychologists usually call the golden age has been proven to determine a child's ability to develop their potential.

The Role of the Family in Forming Children's Character

Family is an important factor in a child's education. A child's character comes from the family. Where most children up to the age of 18 years in Indonesia spend 60-80% of their time with their families. Until the age of 18, they still need parents and warmth in the family. A child's success cannot be separated from "warmth in the family". Brain development in childhood is very effective. During this period, children's academic and non-academic talents and potential emerge and have great potential. Children's ages from one to three years old are the most important period for their growth and development. Indicators of a child's growth and development are not only measured by physical growth, but also brain development which can be seen from its response to the environment. To see the intelligence of a child's brain, parents need to understand what changes are important for the child. If parents are not responsive to their child's development, problems will come when the child grows up. A child's character is formed especially when the child is 3 to 10 years old. It is our job as parents to determine what kind of input goes into their minds, so that they can form a quality child's character. Character is something that is formed, constructed, as time goes by and a child develops.

Obstacles in the Formation of Children's Character

Understanding a child's character is sometimes so difficult that we are often unable to do it. Most of us are even confused by children so they feel reluctant to share many things, for example stories at school, their problems, to the stories that are commonplace for us as parents. When a child starts to feel uncomfortable talking to us, perhaps it means that we have not been able to gain trust and understand the child's character. There are 3 needs that must be met in children aged 0 – 7 years and even more, namely, (1) The need for security, (2) The need for control (3) The need for acceptance. These three basic emotional needs must be met so that our children become reliable individuals and have strong characters to face life. This is the character of a problematic child, we just have to look at it behavior that is visible then we can carry out early detection of "major disasters" in future or adult life.

Efforts Made by Parents in Children's Character Education

There are several things that parents need to do so that children do not feel reluctant towards their own parents.

1. Listen to your child well
   Don't just listen to your child as a condition, but listen carefully, respond, and think about solutions if your child has problems. Many parents consider their children's stories to be unimportant and only listen as a symbol or requirement. Meanwhile, children learn that they are not being heard and begin to distance themselves from their parents. When this happens, parents have taken the wrong steps in understanding a child

2. Try to understand your child's emotional type.
   For example, your child is an impatient child, but actually he can be more patient if he is given good understanding. Therefore, understand your child's emotional type and do not act angry or violent when your child has touched the negative side of his emotions. Give him understanding or look for other ways so that your child's emotions don't get worse over time.

3. Interrogate the child well
   Some parents tend to be in a hurry and impatient when they find something odd and want to get the facts about it from their child. if you carry out an interrogation with the concept of speaking loudly, forcing, and even hitting. Then the child will lie to you, and the concept of understanding the child's character can disappear. Interrogate the child gently, make him tell the truth, and find out how the child is able to tell you very confidential things. If that happens, then you understand your child's character and are ready to educate him to be better.

The formation of good and bad behavior in children is influenced by the family, because the family is the main community environment for being a medium learn to interact socially with the surrounding environment. Each child will record what they see and hear, and then remember it forever. In the next process, they will express it consciously or unconsciously in the form of words or actions, and repeated events will become habits. Parents must be able to always supervise and be able to control these habits so that later children can grow and develop with positive values. In this case, parents are responsible for looking for an educational umbrella so that it can be maximized. Educating people in the formation of basic character that has been formed in the home environment is then polished in the school environment. Here the teacher is the person tasked with helping children in teaching character education. Character is a word that comes from Latin. Character is character, mental characteristics, personality. Ratna Megawangi (Munjiatun, 2018). Character education is an effort to train children to be able to

take responsibility for all consequences and make wise decisions, and practice them in their daily activities so that they can have a positive impact where they live. Character education at this school is an effort made to develop students' potential both in terms of personality, morals and soft skills so that later children can be involved in society. Efforts that can be made to implement character education in elementary schools are of course in all areas of lesson content, but more specifically, deepening in character education is in PKN content. On the content of PKN learning, character education covers two parts, namely national character and society. PKN learning as a forum for character education functions to develop the values of Pancasila and the 1945 Constitution, provide an understanding of the role as citizens, and develop the character values of Indonesian citizens. Basically all subject content includes character education values, but character education is more influenced by PKN education. Civics lessons have a very, very important role in developing character values in children. In PKN learning, children will develop characters such as discipline, mutual respect, honesty, democracy, religion, helping each other, having a creative attitude, being independen and love the motherland. The character education that children have received at school then needs to be put into practice, both when the child is still in the school environment and when outside the school environment, such as at home or family and in the surrounding community. When children return to their home environment, parents have a multitude of obligations that must be carried out so that the learning outcomes they have obtained can be implemented in the child's daily activities. Parents as facilitators must be sensitive and able to become accompanying teachers for children. The role of parents as facilitators in implementing character education as a result of PKN learning requires paying attention to several factors, including home environmental factors and relationship factors between children and parents. Apart from carrying out the habituation process, the role of parents is as a facilitator in implementing character education resulting from PKN learning in the home environment, which can be done through advice and punishment, the habituation that has been carried out is combined with giving advice and punishment. In this case, parents act as facilitators to provide suggestions or instructions that need to be carried out by the child and then the child can consider this. The advice given will provide an overview and open up new thoughts for the child so that it will provide encouragement for the child to be able to correct inappropriate mistakes.

The advice that has been given can of course be combined with punishment as a form of deterrent effect for children. But in the sense of this punishment can be constructive for children, rather than making children experience difficulties and decline. Apart from that, the role of parents as facilitators is to be able to provide motivation and appreciation to children. Motivation is intended to make children more enthusiastic and feel cared for by their parents. This will provide a positive atmosphere for the child. Apart from providing motivation, parents must also be able to give appreciation to their children. This appreciation can be in the form of praise, but it needs to be emphasized that giving praise should not be excessive so as not to give rise to spoiled traits in children. More than just praise, parents can also give rewards or appreciation to children in the form of prizes so that children will be more motivated to continue to be consistent in carrying out habits that can bring up positive character values. However, in practice parents, of course always facing various kinds of obstacles or challenges, both from internal and external aspects. However, in its implementation, parents of course always face various kinds of obstacles or challenges, both from internal and external aspects. In the internal aspect, parents and children sometimes experience disputes which cause misunderstandings between the two parties, for example when parents give input to children in a slightly raised and firm tone, children tend to think that their parents are scolding them so that the child will be prejudiced negatively, or vice versa. When children convey what they feel, parents are less sensitive to the child's feelings and condition. This will cause discomfort for the child. Children become reluctant to do things their parents tell them to do. For this reason, there needs to be two-way communication between parents and children. Parents must provide understanding to children and children need to convey their feelings comfortably so that the formation of character education can run well. Apart from conflicts that occur internally, there are also external ones which usually come from the external environment. When children explore the outside world, children will discover and see many phenomena that occur in the wider community. Of course, more or less children will start to try to do what they see, whether it is something positive or negative. These behaviors that appear in the wider community environment can be one of the things that hinders things of the formation of children's character. Therefore, parents must of course be able to supe vise their children when they are in the outside environment. Apart from that, the external environment closest to children is technological sources, technology makes it easy to access anything in a very short time. In this era, quite a few children are dependent on technology such as smartphones. Parents must be able to set limits on children's smartphone usage to prevent children from accessing things that are not appropriate for their age. Apart from setting time limits for use, parents must also monitor the activities their children do. By doing the methods above and paying attention to all the possibilities that may arise various obstacles, then the role of parents as a facilitator can be controlled and planned

very well. For this reason, as a teacher in the home environment, parents must always be consistent in helping children in implementing character education in the home environment.

Conclusion

Education is one of the first supporting aspects in human life, everyone needs education to be able to develop their personality to be better. The family environment is the first school that provides education for children. In this case, parents as facilitators have a very important role in implementing character education for children. At school, children are taught positive character values such as discipline, responsibility, democracy, creativity, helping each other and love of the country, so the task of parents when the child returns to the home environment is to provide a place to do what he has learned. children go through a process of habituation in daily life, providing advice and punishment as well as motivation and appreciation for children so that children can develop optimally when they reach adulthood. These methods need to be done consistently until they stick with the child. Therefore, as a facilitator, parents must continue to control and supervise every activity and development of their child. The main key to success in building positive character in children is example where parents must be people who have positive character. These good deeds and deeds are not only a real example for children how positive character is manifested in all our attitudes, words and actions, but also as encouragement and to make it easier for our children in the process of their growth and development. Character formation is a long journey in educating children, we may only see the results after a process of months or even years. There has never been one effective "recipe" that can answer all the problems in instilling positive character in children. A willingness to always learn and improve oneself based on an awareness of being a good role model and role model for our children is the key to success. May we always be given patience and ease to continue to struggle to educate future generations to become human beings of quality and noble character.

Refrences

Administrator. 2013. The Importance of Character Education in Children (Online),

Curriculum Center (Puskur). 2010. Grand Design of Character Education. Jakarta: Ministry of National Education:

Desmita. 2016. Psychology of Student Development. Bandung: PT Teen Rosdakaraya

Fadilah. et al. 2021 Character Education. Bojonegoro. Cv. Agrapana Media

Marliani Rosleny. 2016. Psychology of Child and Adolescent Development. Bandung: Faithful Library.

Nur Aulia, E. R & Dewi, D. A (2021) The Importance of Character Education for Elementary School Children as a Form of PKN Implementation. Thematic Education: Journal of Primary School Teacher Education. 49-50

Pratiwi, NKS (2018). The Importance of the Role of Parents in Character Education for Elementary School Age Children. ADI WIDYA: Journal of Basic Education. 83

Puapytasari, HH (2022). The Role of the Family in Children's Character Education. Journal of Islamic Education. 5

Sardiman, AM. 2013. Character Education and the Role of Government. (On line),

Setiardi, D. (2017). Family as a source of character education for children. Tarbawi Journal. 140

Subianto, J. (2013) The Role of Family, School and Community in Forming Quality Character. Edukasia: Islamic Education Research Journal. 337-338

Sutika, IM (2017). Family Communication Patterns in Children's Character Education in the Family Environment. Journal of Educational Studies Widya Accarya FKIP Dwijendra University. 3

Suyanto. 2010. The Urgency of Character Education, (online),

Widianto, E. (2015). The Role of Parents in Improving Early Childhood Character Education in the Family. Trunajaya PG-PAUD Journal. 32-33