



ROLE OF THE FAMILY IN FORMATION OF CHILDREN CHARACTERS BASED MORAL KNOWING, MORAL FEELING, AND MORAL ACTION

¹Doli Witro, ²Berlian Arista Putri, ³Luqyana Azmiya Putri, ⁴Vegia Oviensy

¹Hukum Ekonomi Syari'ah, Institut Agama Islam Negeri Kerinci | doliwitro01@gmail.com

²Pendidikan Guru Madrasah Ibtidaiyah, UIN Raden Fatah Palembang | berlianaristaputri@gmail.com

³Pendidikan Agama Islam, Institut Agama Islam Negeri Kerinci | luqyana.zmy@gmail.com

⁴Pendidikan Agama Islam, Institut Agama Islam Negeri Kerinci | vegiaoviensy4375@gmail.com

Abstrak: Keluarga merupakan suatu hal yang terdekat untuk memulai proses pengembangan karakter pada anak. Orang tua ialah pembimbing utama di lingkungan keluarga. Orang tua mempunyai tugas sebagai teladan yang mengajarkan nilai-nilai luhur dalam diri anak. Keluarga merupakan lembaga pendidikan informal, sementara lembaga pendidikan formal ialah sekolah. Terdapat aspek penting dalam membina karakter anak yakni pemahaman etika (*moral knowing*), perwujudan karakteristik (*moral action*) dan insting akan moralitas (*moral feeling*). Sebagai orang tua bukan hanya harus memperhatikan tiga aspek di atas, tetapi juga memperhatikan tugasnya sebagai pembimbing anak agar memiliki perilaku yang beretika. Penelitian ini bertujuan untuk mengetahui hubungan peranan keluarga dalam pembentukan karakter anak berdasarkan pemahaman moral, perasaan tentang moral dan perbuatan bermoral. Metode penelitian ini menggunakan penelitian kualitatif dengan jenis penelitian studi kepustakaan (*library research*). Penelitian kualitatif dengan jenis studi kepustakaan ini dapat menghasilkan data layaknya hasil keterangan informasi yang didapat melalui proses wawancara dan di kuatkan dengan uraian hasil temuan penelitian terhadap masalah yang diteliti. Adapun jenis data yang dibutuhkan berasal dari buku, jurnal, artikel ilmiah dan lain sebagainya yang diperoleh dengan cara membaca sebanyak-banyaknya. Metode analisis data yang digunakan antara lain, reduksi data, display data, dan verifikasi data (penarikan kesimpulan). Kajian ini bertujuan untuk melihat bagaimana *moral knowing*, *moral feeling*, dan *moral action* yang diterapkan dalam keluarga. Hasil dari penelitian ini diharapkan dapat memberikan informasi secara mendalam mengenai peran keluarga dalam membentuk karakter anak yang berbasis pemahaman moral, perasaan tentang moral dan perbuatan bermoral.

Kata Kunci: *Keluarga, Karakter Anak, Pemahaman Moral, Perasaan tentang Moral, Perbuatan Bermoral*

Abstract: *The family is the closest thing to starting the process of character development in children. Parents are the primary mentors in the family environment. Parents have a duty as an example that teaches noble values in children. The family is an informal educational institution, while formal education institutions are schools. There are essential aspects in fostering the character of children, namely the understanding of ethics (moral knowing), the embodiment of characteristics (moral action), and the instinct of morality (moral feeling). As a parent, not only must pay attention to the three aspects above but also pay attention to their duties as guiding children to have ethical behavior. This study aims to determine the relationship of family roles in the formation of children's character based on moral understanding, feelings about morals, and moral conduct. This research method uses qualitative research with the type of library research. Qualitative research with this type of literature study can produce data like information obtained through the interview process and is strengthened by describing the findings of research on the problem under study. The type of data needed comes from books, journals, scientific articles, etc. that are obtained by reading as much as possible. Data analysis methods used include data reduction, data display, and data verification (concluding). This study aims to see how moral knowing, moral feeling, and moral action are applied in the family. The results of this study are expected to provide in-depth information about the role of the family in shaping children's character based on moral knowing, moral feeling, and moral action.*

Keywords: *Family, Child Character, Moral Knowing, Moral Feeling, Moral Action*

JURNAL TUNAS CENDEKIA

Program Studi Pendidikan Islam Anak Usia Dini

Institut Agama Islam Negeri Palopo

© Corresponding Autor

Adress: Sungai Penuh, Jambi

Phone: +62 853-6821-4421

Alamat: Jl Agatis Balandai Kota Palopo. Tel / fax: 0471 22076 / 0471 325195

INTRODUCTION

The family is the closest thing to starting the process of character development in children. Character education in the family sphere affects the optimal physical development and psychological development of children (Gusminalita, Witro, & Afrilia, 2020). In the process of child education, the application of character education has been implemented starting from early childhood education because in this phase the child begins to socialize with the surrounding environment.

Parents are the main mentors in the family environment. Parents have a duty as an example that teaches noble values in children. Family is an important element in character building because the family is a container that is responsible for the formation of manners. The family is an informal educational institution, while formal education institutions are schools (Ali, 1997: 2; Witro, 2019: 307; Yusuf et al., 2020: 9).

There are important aspects in fostering the character of children, namely the understanding of ethics (moral knowing), the embodiment of characteristics (moral action) and the instinct of morality (moral feeling) (Lickona, 1991: 53). As a parent, not only must pay attention to the three aspects above but also pay attention to their duties as a child guide to have ethical behavior. In general, humans want to increase their potential in harmony with conventions in society.

Therefore, the role of family education is to prepare children to face social life later. Sometimes education in schools is less successful in fostering character in children. Education in the family is more influential in shaping

children's attitudes because, in the family, children interact with parents more than teachers in educational institutions.

This paper will discuss the role of the family in the formation of children's character based on moral knowing, moral feeling, and moral action. This study aims to see how moral knowledge, moral feelings, and moral actions that are applied in the family can build positive character of children. The results of this study are expected to build character education for children in the family, especially those based on moral knowledge, moral feelings, and moral actions.

RESEARCH METHOD

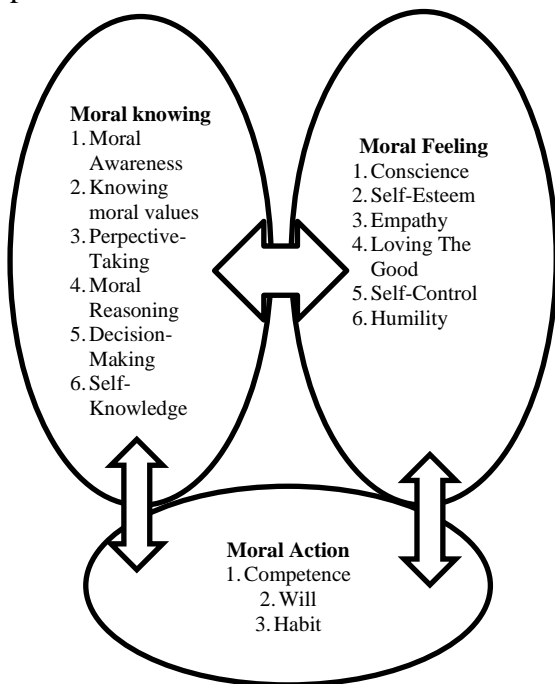
This research method uses qualitative research with the type of literature study (library research). Qualitative research is research that is open, flexible and can be adjusted based on the data found. Similar sense qualitative research can help produce a deep description of speech. (Nurhaeda, 2019: 102). Data is absolutely necessary for the completeness of the preparation of this article because research data is the main information to obtain an overview of the problems examined. The type of data needed comes from books, journals, scientific articles, etc. that are obtained by reading as much as possible. Data analysis methods used are the methods introduced by Miles and Huberman, among others, data reduction, data display, and data verification (concluding) (Sugiyono, 2010).

RESULTS AND DISCUSSION

General Concepts of Character Education Based on Moral Knowing, Moral Feeling, and Moral Action

According to Krischenbaum (2000) character education is a form of value education in which it binds aspects of

understanding of science (cognitive), instinct (feeling), and action (action). A characteristic in the form of the process of behaving and thinking of each individual is referred to as a character inherent in a person's personality, both in the family environment, society and even the country. One of the characteristics of a person of good character can be seen when he makes decisions and the accountability of the decisions he chooses. (Suyanto, 2009: 34). Lickona (1991) states that in shaping character, value or moral education has three supporting components (components of good character) including moral action (moral action), knowledge about moral (moral knowing), and instincts about moral (moral feeling) which can be described as pictures 1.



Pictures 1: Components of Good Character Education (Source Lickona, 1991).

As pictures 1 above, there are three components in the application of character education that must be built in a binding. First, moral knowing associated with

knowledge, awareness, the reasoning for values, forward mindset, and accountability for decisions that have been taken. That is, in guiding a good attitude in children, it needs to be taught a difference between things that must be done and should not be done. Because, basically forming the character of a child not only expects children to be able to understand about good things, but children must also understand the reasons for the need to be oriented to good things.

Second, moral feelings, things related to conscience, feelings, sympathy, self-confidence, humility, and self-control. That is, children have feelings for good deeds, good behavior in children dominates their personality more than actions that lead to goodness. In this phase, the child is also trained to feel the impact of good deeds done because this phase aims to arouse the enthusiasm of children to do good, so as to produce a positive aura in children to always be in a good environment and stay away from negative actions.

Then, the follow-up of the two components above will continue in the urgent phase, namely moral action, where at this stage the individual starts to get motivated to behave well which will be seen in aspects of competence, as well as the habits that are carried out. That is, a child will get used to doing positive things. In this phase, the child is led to always do things that are beneficial and positive, because if good deeds are not applied, something that has been felt or is known will have no meaning.

According to Zubaedi (2011: 78) explained that parents have a major role and a big influence in providing character guidance to children, parents must prepare

superior seeds of the nation's next generation. It is in the family environment that a portion of the child's time lasts. Therefore, the three processes of character building above can be carried out optimally in the family environment so that they need to be implemented as early as possible.

The Role of Families in Children's Education

The family is a social institution that is natural because in the family environment there is a relationship of love, blood ties, a sense of connection with each other and the natural efforts of parents to their children (Arismantoro, 2008: 76). Therefore, paying attention to the needs of children in each growth becomes an obligation and the role of the family is needed as the process goes on. In general, there are three main functions of the family, namely:

First, the family is part of the economy, because in the family it is part of the economy that has an economic unit that is a product distribution unit to provide various household needs, clothing or housing (Raho, 2003: 4; Muchlas, 2012: 66). Second, the family is a religious institution, because to get religious knowledge, the family becomes a source of example for children in applying their faith (Raho, 2003: 50). Third, the family is an educational institution because the family has a significant influence on the intellectual progress of the individual. On this basis, the family is called the basic education unit. In the family, the child is guided so that good attitudes such as high social sense, leadership and virtue are attached to them (Adisusilo, 2012: 35). Children will be given instruction that leads

to virtues such as instilling a sense of sincerity, please help and perseverance.

Role of the Family Shapes Character of the Child

According to the Great Dictionary of Science, characters are individual traits that have habits, preference orientations, and vice versa, abilities, trends, thought patterns, values, and potential. Therefore, the formation of a child's character means to form behaviors, likes, dislikes, abilities, habits, tendencies, thought patterns of values and potential that are good and constructive in a child. The formation of the character of children should be done from an early age because of the growth and development of a child developing at a young age. At that time a child is called in the golden age phase (golden age). Each child has different potential and has no limits in getting the knowledge around him both from outside and inside (Nurhaeda, 2019: 104).

The behavior or morals and character of a child are formed since the child is still young. The role of parents becomes very important at a young age because what parents teach becomes something that will determine the merits of children when they reach maturity. Therefore, during this golden age, the role of parents in the lives of children is a priority.

In an increasingly sophisticated and all-digital era, many challenges faced by parents in shaping the morality of an undeniable child have become a difficulty for parents and educators. The role of parents and educators here is not only limited to instilling it but also carry it out in daily life (Witro, 2019: 313). Parents should be able to become an example for

their children who are still young because a child will imitate all the behavior of their parents. The formation of good habits is done through character education based on moral knowing, moral feeling, and moral action (Zuchdi dkk, 2012: 17), namely the process of knowing, remembering and doing good. In the life of a child, Lickona mentions that there are some important things to consider namely feelings, behavior and knowledge of good things. The purpose of the statement is so that a child can feel and behave and know what is good and bad.

Related to this a person must be able to feel emotions such as self-esteem (having confidence), empathy (feeling the suffering of others) conscience (conscience), self-control (able to control oneself), loving the good (loving the truth), humility (and having humility heart). Three other aspects of the character to understand a person's impulse to behave well are seen from his habits (habits), competencies owned (competence), and desires (will). The formation of a child's character is expected to make the child accustomed to doing good so that if doing bad there will be guilt in him.

Character guidance is a conscious and planned effort undertaken by parents in guiding children and adolescents to understand, desire and do good, both related to oneself, others, God and the environment. A person of good character can lead himself to goodness and truth. A good character will be tested when someone interacts with other individuals. Therefore, the purpose of forming a child's character is the formation of good character in a child who is determined by the ability and habit of acting or doing something

good.

The role of the family to shape the child's character is one of the preventive and constructive efforts to prepare a child to have a good personality (Darahim, 2015: 56). The family is the first and foremost community institution that plays a role in helping the growth and development of children from birth to become a person of good and right character. The family environment becomes a seedbed for values of love, honesty, respect for parents and neighbors, loving life, obeying religious norms, customs, and law, having ecological awareness and attitudes to life. Therefore, the family should make the home as a home that makes its inhabitants at home and not just a house as a place to live (Khairuddin, 2002: 8). When home becomes home, children experience togetherness and enjoy feelings of love, cooperation, hard work, learning, interacting humanely.

The family as the most fundamental environment to prepare for the early days of the birth of a strong, reliable and creative generation needs to familiarize children with things that are good and right. (Yuliani, 2009: 179). Children who experience education in a well-planned and quality family tend to learn more and are better prepared to be at the next level of education and ability to interact positively with their environment.

CONCLUSION

Primary education for children is education in the family, because the formation of initial character occurs in the family environment. The character of the child will depend on the conditions and behavior of the family environment. Therefore, the role of parents has a big

influence when guiding children to have a character that is polite, disciplined and in accordance with norms. Character education is an effort to foster, develop the abilities of children in order to become the next generation who have noble character.

Character education instills habituation, which is a habit about things that are good in the hope that children will become aware (cognitive) of right and wrong, and be able to feel (affective) good values until eventually, they become accustomed to implementing good behavior (psychomotor). Therefore, character education involves moral knowing or good knowledge, followed by moral feeling, that is a good instinct, and moral action or noble actions in acting. By applying these three morals it is expected to have a positive influence on children in the form of good ways of thinking, wise decision making, having a good conscience, building multicultural behavior of children and increasing children's competitive spirit in building social relations.

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