

The Role of Human Resource Management in Family to Build Children's Social Character (Comparative Study of Families in Jakarta)

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ARTICLE INFO

Article history:

Received January 10, 2023
Revised January 17, 2023
Accepted April 23, 2023
Available online May 25, 2023

Kata Kunci:

Manajemen sumber daya keluarga, orang tua, anak-anak, karakter social.

Keywords:

Family resource management, parents, children, social character



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ABSTRAK

Pengaruh gaya hidup dan perilaku modern akibat interaksi antar peradaban di dunia ini cukup kompleks, baik dari segi jenis maupun sasarannya, seperti anak-anak. Konsekuensinya, salah satunya mempengaruhi nilai dan pemahaman agama serta interaksi sosial dalam masyarakat, bahkan pada unit terkecil dalam masyarakat, yaitu keluarga. Faktanya, keluarga adalah kelompok primer terpenting dalam masyarakat. Tujuan dari penelitian ini adalah menganalisis peran pengelolaan sumber daya dalam keluarga untuk membangun karakter sosial anak. Penelitian ini merupakan penelitian kualitatif dengan non-probability sampling. Pengumpulan data primer dilakukan melalui wawancara dan observasi, sedangkan pengumpulan data sekunder dilakukan dengan menggunakan sumber data melalui studi pustaka dan dokumentasi. Data dalam penelitian ini dianalisis dengan organisasi data, pengolahan data, interpretasi data, dan penarikan kesimpulan. Berdasarkan hasil penelitian, peran orang tua dalam menanamkan nilai dan norma untuk membangun kepribadian dan karakter yang kuat pada anak sangatlah penting, baik yang berkaitan dengan nilai-nilai moderasi beragama (toleransi, keberagaman, dan kerukunan), kesalehan, integritas, tanggung jawab, kedisiplinan, kerja keras, kreativitas, dan wawasan kebangsaan. Karakter sosial anak yang kuat tidak hanya berguna bagi dirinya sendiri untuk menyaring lingkungan yang buruk, tetapi juga menjadi landasan dalam menjalankan hak dan kewajiban sebagai anggota masyarakat, serta memajukan bangsa dan negara.

ABSTRACT

The influence of modern lifestyles and behavior as a result of interactions between civilizations in this world is quite complex, both in terms of type and target, such as children. Consequently, one of them affects the value and understanding of religion and social interaction in society, even in the smallest unit in society, namely the family. In fact, family is the most important primary group in society. The purpose of this study was to analyze the role of resource management in the family to build children's social character. This research is qualitative research with non-probability sampling. Primary data collection was carried out through interviews and observation, while secondary data collection was carried out using data sources through literature studies and documentations. The data in this study was analyzed by data organization, data processing, data interpretation, and conclusions. Based on research results, the role of parents in instilling values and norms to build strong personality and character in children is very important, both related to the values of religious moderation (tolerance, diversity, and harmony), piety, integrity, responsibility, discipline, hard work, creativity, and national insight. Children's strong social character is not only useful for themselves to filter out bad environments, but also to be the basis for carrying out rights and obligations as members of society, as well as making advancement for the nation and state.

1. INTRODUCTION

Indonesia is a country where the majority of the population is Muslim and plural, but at this time there has been a shift in values and understanding of religion and social interaction in society. Shifts in values and understanding of religion and social interaction (social values) in society at this time are increasingly visible as a result of globalization and modernization in the form of rapid advances in

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information and communication technology (Hakiman et al., 2021; Lestari, 2018; Surachman, 2020). The influence of modern lifestyles and behavior as a result of interactions between civilizations in this world is quite complex, both in terms of type and target, such as children. Consequently, one of them affects the value and understanding of religion and social interaction in society, even in the smallest unit in society, namely family (Bambang Subiyakto, 2019; Kulsum et al., 2016; Ngatiman & Ibrahim, 2018). In fact, family is the most important primary group in society. Family is the best place for seeding religious education and how to interact socially in society. Therefore, parents have a strategic role in traditionalizing rituals and instilling religious and social values into children (Clara, 2021; Hibana et al., 2015; Puspitasari, 2014). It is in the family that religious and social education is first instilled so that it can thrive in the child. The religious and social personality that surrounds children makes them individuals who are full of faith and piety, respect and tolerance among human beings. In Islamic teachings, family is seen as a determinant of children's future because it is where the center of primary education is (Ma'arif & Cahyani, 2019; Renaldi & Wiza, 2022). Therefore, no matter how simple the education system in a family is, it still influences the development of children's personality. Family is where the physical and mental growth of children begins.

A newborn child is like a white plain paper that allows parents to write whatever they want on the paper. The intelligence and skills of parents as first and foremost educators will determine how this child's character will be as an adult (Bambang Subiyakto, 2019; Wardani & Ayriza, 2020). However, in reality, whether we realize it or not, there has been a degradation of religious values and understanding as well as social values in society and even within the family as a result of the process of globalization and modernization (Giri, 2020; Suyadi, 2019). There are many indicators that show this disorientation, such as today's children and teenagers who prefer listening to Indonesian pop songs or romance songs rather than listening to songs that contain religious values, or brawl behavior between students which turns out due to a trivial matter or provocation. In addition, currently parents are more interested in enrolling their children in skills and expertise institutions, such as singing, musical instruments, dancing, English lessons, and even subject tutoring rather than being specialized in places of recitation or Al-Qur'an Education (TPA). Therefore, it is not surprising that currently society in the form of the smallest unit, namely family, feels a void in the understanding and practice of religion and social values, especially in instilling Islamic religious education and social values in children. Meanwhile, in formal educational institutions such as schools themselves, the instilling of religious and social education in children is very limited. This is because in a week, children are only given 2 hours of religious subjects and even only in the form of religious theories while practice is only occasionally given, so it is less attached to children themselves and less effective in instilling Islamic religious education (Handayani, 2016; Misbah, 2021). Apart from that, social values are also minimally given to students, so it is not surprising that there are many phenomena of students fighting and being individualistic without considering other people. Then, in the context of the social life of children, especially teenagers in the current era of globalization, it needs attention from all parties, including the government, parents and society. With the advancement of science, technology and information, it has an impact on the way children and adolescents interact. The rise of child and adolescent delinquency, moral decadence, lack of awareness and practice of Islamic religious values in social life is a real phenomenon of the negative impacts of globalization that were not anticipated by all parties (Hidayat & Syafe'i, 2018; Narimo & Sanusi, 2020).

Therefore, the nature and behavior of children and adolescents need to be fostered and developed positively from an early age, from the family environment, school environment and community environment. Accordingly, our children and youth are able to face globalization which has positive impacts on scientific and technological advances as well as information. Thus, religious education and social values need to be applied, both in the family environment, formal and non-formal educational institutions (Aziz, 2011; Hadisi et al., 2017). Children and youth must be fostered and developed and given religious and social education from an early age. Therefore, the role of education is very important, both through formal, non-formal and informal education. Education is also a human effort to humanize himself, so that religious (moral) values are embedded (Arifin & Nurjaman, 2022; Handayani, 2016; Mundi & Zahra, 2017). It is from this religious value that the rules are constructed so that life is safe, peaceful and harmonious in the sense of a harmonious social life and religion which also makes life directed (Rosikum, 2018; Tambak et al., 2020). Education itself can not only be carried out in a purely formal environment such as schools, but also outside schools such as families. Religious and social education that is formally provided in schools is actually still not enough because the learning material is fixed based on the curriculum and only takes the basics of religious and social education in general (Aziz, 2011; Hadisi et al., 2017). In fact, children will be even better if they get more in-depth religious and social education. Therefore, in order to get the depth of religious and social education, other educational institutions are needed which helps educate children and youth outside of school, namely non-formal educational institutions, such as families. Family consists of parents and children. The role of parents, both father and mother, is very important. Parents, especially fathers become leaders in the family. In the context of Human Resource Management (HRM), leaders play an important role in the process of change that occurs, and they must have the ability and willingness to be flexible and adaptive to these changes (Darim, 2020;

Mirela & Santosa, 2022). The role of HRM, especially family, is very important in shaping children's character. Therefore, HRM in a family is related to the use of family resources as an effort or process of achieving a goal that is considered important by the family (Atmaja, 2018; Azhari & Wicaksono, 2017). HRM in a family is the process of planning, organizing, leading, and controlling all family activities, developing family members, and giving rewards or sanctions to family members to achieve the goals and objectives of the family itself. Based on the explanation above, this is the background for researchers to conduct this research on analyzing the role of resource management in family to build children's social character. Social character is a character or trait that becomes a habit in one's life in behaving or interacting with fellow beings in social life. Thus, to develop children with character requires education that contains moral values and good behavior. To shape children's character, in addition to the presence of the role of formal educational institutions, it requires the role of resource management in the family.

2. METHODS

The type of research used in this study is qualitative research (Sugiyono, 2015). The type of sampling used in this study was non probability sampling because not everyone in this research could be sampled. Additionally, the selection of informants in this study used purposive sampling technique. Primary data collection was carried out through interviews and observations, and secondary data collection was done by using data sources through literature studies and documentations. Interview and observation methods can provide in-depth and rich information of research subjects. Researchers can understand the views, perceptions, and experiences of participants in more depth. Through interviews, researchers can understand the social and cultural context in which the participants are located. In addition, observation allows researchers to see direct interactions between participants with the environment and other people. The data analysis used in this study is as follows: (a) Data organizing stage; This stage involves the process of collecting, compiling, and classifying data that has been collected from various sources. (b) Data processing stage; This stage is the process of processing data that has been organized for further processing with various statistical techniques or other analysis (c) Data interpretation stage; The data interpretation stage is the process of interpreting the results of data analysis to answer research questions or test hypotheses and (d) Conclusion stage; The last stage in the research process, the researchers summarize the results of the research, present the main findings, and draw conclusions based on the analysis and interpretation of the data (Neuman, 2006).

3. RESULTS AND DISCUSSIONS

Results

The Position of Children's Social Character in the Era of Globalization on the Role of HRM in Family

Now Indonesia is walking in the era of globalization where today the flow of globalization has a very significant influence on global changes in socio-cultural life in Indonesian society, both positive and negative. The development of globalization in the socio-cultural field cannot be separated from the role of print and electronic media. Globalization itself is sociologically defined as a social change that is followed by a worldwide community and does not recognize regional boundaries. Globalization has stretched the process of social context relations on the surface of this earth. The results of globalization which gave birth to social change certainly have an influence on aspects of human life. One of the influences of globalization can be seen in the patterns of the nature and behavior of society. In the context of this discussion, the researchers intend to describe the position of the social characteristics of society in the midst of globalization. We know that after the fall of the New Order regime in 1998, it made major changes to the lives of Indonesian people, namely the opening up of *faucet* of freedom. In fact, for the sake of legitimizing these freedom rights, the state guarantees them in the 1945 Constitution, one of which is contained in article 28. Over the course of the reform era, it turned out to have positive and negative implications. The positive implications in this reformation era are characterized by freedom to convey all forms of aspirations, both individual and collective. Meanwhile, the negative implication is the occurrence of social chaos. This social chaos occurs because of the interpretation of social conditions that are too excessive. Due to this overly exaggerated interpretation and the weak role of social institutions, social conditions are increasingly out of control.

The negative influence of globalization in Indonesia which has been dominated by a free style of thought and behavior is slowly undermining the values of social character which have a human meaning by causing many changes to the values of humanity itself. This is shown by the moral decline, namely by the rise of pornography in the name of art, conflicts that lead to violence as a form of solidarity and reduce the cultural values of the Indonesian nation with its eastern customs which used to always maintain civilized human values. This is where the flow of globalization is marked by the opening of *faucet* of freedom and unlimited access to information which has actually weakened the role of social characters in society. With the development of all easy access to technology and information, the influx of

all foreign cultures (westernization), and the main thing is the notion of freedom, sociologically it affects the way of thinking, lifestyle and style of appearance of individuals and society. Therefore, like it or not, the leaders of this country must prepare quality human resources. One of these preparations is embodied in the principles of national education practice. For this reason, in the era of reform, the principle of education is directed at the formation of globally competitive human resources. One of the most visible educational practices, namely the provision and improvement of technology (computer) and foreign language subjects at every level of formal education, even non-formal and informal, also applies to these subjects. The macro vision of national education which wants to create human beings with global insight and competence is also supported by the implementation of the *Kurikulum Merdeka Belajar*. It was stated that one of the operational references for this curriculum is the dynamics of global development, which develops students who are able to compete globally and can live side by side with other nations. However, in reality, in the process of implementing national education, it actually places learning that shapes this social character at a second place. Formal schools generally prioritize cognitive intelligence while spiritual, emotional and social intelligence is very minimal. Therefore, no wonder that we often see many cases of brawls between students which turn out to be trivial causes. Due to the lack of emotional intelligence, students are easily provoked by their emotions. Therefore, the cultivation of social character values is the nation's most important investment in minimizing various social conflicts that develop in today's society. The values of this social character must have been instilled from an early age through educational institutions in particular and family where the real manifestation of this social character is tolerance, humility, not taking the law into their own hands, and refraining from all provocations.

The Role of HRM in Family for Reorienting Children's Social Character

Indonesia is known as a country that has hundreds of ethnic groups, from Sabang to Merauke, which is an oral description of the spread of the Indonesian nation which is rich in natural and cultural resources. Each ethnic group has a culture, both tangible and intangible, where every culture always contains examples of behavior and character. The problem of national education practices that do not explore social and cultural character values can be seen from many people and students who are in conflict and even end up in violence and do not know the local culture of their own people. This situation is truly ironic because ideally the world of education is a place for an ongoing transformation of social and cultural character values in society. That is, through educational institutions, there is a process of transforming students' knowledge about a social and cultural character value that develops in society.

In the National Education System Law Number 20 of 2003, educational institutions are explained and divided into some types, namely formal, non-formal and informal. It is said that formal education is a structured and tiered educational path consisting of basic education, secondary education, and higher education. Non-formal education is an educational path outside of formal education that can be carried out in a structured and tiered manner. Non-formal education units consist of course institutions, training institutions, study groups, community learning activity centers, and religious assemblies, as well as any similar educational units. Informal education is the path of family and environmental education. Informal education activities are carried out by families and the environment in the form of independent learning activities. Based on the types of educational institutions described above. Thus, in order to maximize the process of instilling social character values in children, they must be integral or work together in developing this social character, especially instilling social character values for their children or students in family institutions. This can be seen in [Figure 1](#).

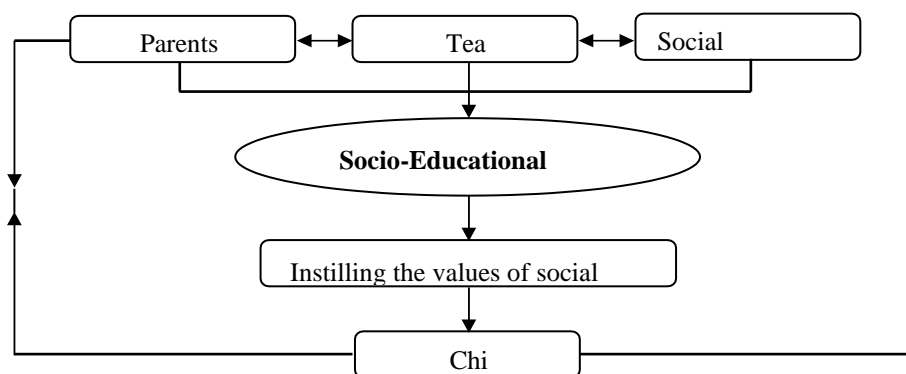


Figure 1. Patterns of Element Integration in Instilling Social Character Values in Social-Educational-Family Institutions

The explanation from the picture above in the process of socializing social character values to students (children) is as follows:

Parents (Family)

Parents or family are considered as primary education agents for children before they are introduced to the outside world. The influence of the family is also very big in the growth of children because besides having emotional closeness, they also have a higher level of togetherness by living under one roof or one house. First environment related to children are their parents and it is through this environment that children experience the initial socialization process. Therefore, the role of parents to find out all the activities carried out by their children is very important. If parents ignore it a little, it will have an impact on the personality and behavior of their children who are out of control. Sometimes parents just give fully to the school in educating and developing the potential of their children, even though we know that school control is limited only in school hours. In finding out all the activities of their children, parents do not have to follow them every second or every hour. It can be done in many ways, such as by paying attention, asking about friends they are playing with, asking the teachers at school how the children are doing, and so on. Things like this are very easy to do, but sometimes parents are busy with their own activities and do not even want to know that children are often neglected. Thus, in instilling the values of social character to their children, parents do not only rely on socio-educational institutions, but they also have to cooperate with these institutions in educating their children, such as giving advice and dialogue with their children about the importance of social character values in their later lives. Moreover, parents have a role as agents of primary socialization in the structure of children's personality development. The role of HRM in the family has an important position to internalize the values and norms as well as characters of children.

Educators (Teachers)

According to Law Number 14 of 2005 about Teachers and Lecturers, it has been emphasized that what is meant by teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in formal education, basic education, and secondary education. Besides, in the current global era, the function of the existence of teachers is demanded as professionals who are able to increase dignity and be able to carry out the national education system and realize national education, namely developing the potential of students to become human beings who believe, fear and have social intelligence.

Therefore, teacher problems are a topic that is never finished being discussed and is always actual along with changing times and the influence of globalization in education because the problems of teachers themselves and the world of education are always discussed. Basically, the ethical and moral issues of the nation's children are not just teacher problems, but if the target is student morale, then there is no reason for teachers to be involved. Teachers as teachers and educators, indeed, do not only have to foster students from a cognitive and psychomotor perspective for the sake of increasing numerical scores. Teachers are highly demanded so that what they teach is practiced by their students in their social life. A teacher is the person who is responsible for improving the morale of students as well as their decline. For this reason, teachers' task is not limited to teaching subjects, but the most important thing is to shape the character of students. The challenge of this problem is indeed very difficult for a teacher because of the limited supervision of his students. In addition to the above roles, in facing the era of globalization, teachers are also required to improve their professionalism as teachers and educators. For this reason, in improving the quality of teaching, teachers must be able to develop three basic intelligences of students, namely: knowledge, emotional, and moral intelligence. These three elements must be instilled in students as strongly as possible so that they are imprinted in them. A creative and innovative learning system is also important for teachers, so it can develop all the potential of students themselves and raise the desire for students to progress which is followed by an interest in discovering new things through independent learning (*self-study*). Besides, the most important thing from the learning process in schools is that teachers must be able to instill social character values in students who can later become characters in themselves. This is needed as a living capital for students later in the midst of a pluralistic society and as social beings besides the knowledge they have.

Social environment

The social environment where one lives will have a major impact on a person's behavior and personality because often the influence of peers can overpower the influence of teachers and parents. The lifestyle of the surrounding social environment is also able to damage the order that has been taught in schools, namely those related to morals such as behavior and respect for elders that are often ignored because of the influence of the habits of the people around them. For this reason, the selection of the social environment is very important in facing the flow of globalization which will have an impact on the world of education. The estuary of the flow of globalization is in the advancement of information and communication technology which is able to bring about changes in the field of education, both positive changes and negative changes. Therefore, each element must respond to all impacts of globalization through a critical but proportional form of articulation.

Children

The impact of the influence of globalization on children will very likely have a negative impact and destroy them if it is not addressed immediately. Both the positive and negative effects of globalization will be very clear to students in their daily behavior and behavior. It is because children are still in unstable times, and times when they always want to try something that is considered new. This is something that needs to be considered for adults around them. Internet access that is open as widely as possible will have a negative impact on students if it is used to access pornographic videos, as well as other images that they should not access. However, it would be very good if internet access is used by them to find as much information and knowledge as possible because this world would feel narrow through cyberspace. Therefore, the three basic intelligences for students, namely cognitive, emotional, and moral are very important for them to have. Children's cognition must be broad, so they can face the currents of globalization and not be out of date, let alone get carried away. In addition, children's emotional and spiritual dimensions must also be well educated, so they can produce good behavior and survive the demoralizing influences in the era of globalization with its spiritual principles. Instilling the values of social character is also required by children to get as a living capital in dealing with all differences of opinion, and pluralism in society so that they are not easily provoked so that it ends in conflict or violence.

Discussion

Based on the description above, in the midst of the demands of the globalization era which is more concerned with cognitive intelligence and skills, it turns out that there is a paradox with the position of social character in society. When talking about the social character of the Indonesian nation, it is necessary to know that this is closely related to the behavior of the people themselves (Handayani, 2016; Kurniawaty & Faiz, 2022). The decline in social character is not something to be proud of because that is what makes our country appear less authoritative in the international community. There are several things behind the decline in the social character of this nation and this needs to be known so that the best solution can be found and assisted in solving the problem (Murniyetti et al., 2016; Warlim et al., 2021). The entry of Western culture and understanding of freedom can be said to be one of the causes of the decline in the social character of the Indonesian nation at this time. Actually, these social phenomena are not wrong, but what is wrong in this case is the individual who is not able to filter out the good things for himself or herself (Baharun & Awwaliyah, 2017; Nahak, 2019). With foreign cultures entering our country today, many people think that free sex or hedonic or individualistic attitudes are common. According to previous research, this situation is very concerning considering that many teenagers do this and it is often the problem of today's youth (S. Safitri & Ramadan, 2022).

The growth of a hedonic culture can also be seen from many people who are very concerned about lifestyles that seem luxurious without caring about their surroundings and their future, or are individualists. In addition, the notion of freedom that is now embraced by society has faded human values. Sometimes the term freedom is misunderstood (Hamzah et al., 2021; Nugrahani, 2012). Everyone is free to do whatever he or she wants regardless of existing values and norms, so this free attitude sometimes triggers conflicts between individuals and communities or social groups. The decline in the nation's social and moral character is also caused by current technological developments that are out of control and we can see this by the proliferation of many internet cafes that provide services for internet access (Nurchaili, 2010; K. Safitri, 2020). With this convenience, many people take advantage of these facilities to search for pornographic images or videos. Apart from that, with this internet access, each individual interacts indirectly, so that ideally, direct human interaction now changes to the virtual world (internet). If this is done continuously, it will damage the moral and social character of this nation. This situation cannot be ignored because it will undermine the morals and social character of this nation and will also be bad for the development of the nation's young generation in the future. One of the most appropriate ways to overcome this problem is through education. This can be given by strengthening religious education, sufficient affection and also openness. As stated by previous research that in today's global era, the complexity of life's problems is changing very rapidly (Rochmat & Trisnawati, 2017). It gives the impression that everyday life is getting more chaotic and varied. If in the era of globalization there is no effort to anticipate, humans can dissolve and drift in it. On that basis, an improvement and awareness of HRM in family is needed to construct a parenting style that builds the social character of children. For this reason, from the results of this study, researchers provide suggestions as follows: (1) Strengthening the role of the government to raise awareness and understanding of parents in character education through existing organizational forms, such as PKK, *Posyandu*, and others; (2) Providing play infrastructure for children's activities in the surrounding environment; (3) Provision of reading centers through the provision of books in the surrounding environment, at least at the district level; and (4) Active involvement of the role of non-formal figures in building the character of children in their environment, including strict supervision of the environment.

4. CONCLUSION

Based on the research results, the importance of HRM in family is to shape the social character of children. The role of parents in instilling values and norms to form strong personality and character in children is very important, particularly related to the values of religious moderation (tolerance, diversity, and harmony), piety, integrity, responsibility, discipline, hard work, creativity, and national insight. A child's strong social character is not only useful for oneself to filter out bad environments, but also to be the basis for carrying out rights and obligations as members of society, as well as making advancement for the nation and state.

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