Role of Teachers and Parents in Realizing Character Education in the Digital Era

Apri Wardana Ritonga[1*] 🆔
[1] UIN Maulana Malik Ibrahim Malang, Indonesia
Corresponding author: wardanaapri90@gmail.com

Abstrak

Era digital ternyata masih membuat guru dan orang tua khawatir dengan berbagai konten yang mengarah pada perubahan sikap siswa yang "negatif". Selain itu, guru dan orang tua masih saling melempar tanggung jawab ketika sikap siswa menyimpang dari nilai karakter. Penelitian ini bertujuan untuk menggali peran guru dan orang tua dalam mewujudkan generasi yang berkarakter di tengah perkembangan digital. Penelitian ini menggunakan pendekatan deskriptif kualitatif dengan metode penelitian kepustakaan. Data dikumpulkan dari sumber primer dan sekunder seperti laporan penelitian di jurnal internasional dan nasional, artikel prosiding, dan buku. Teknik analisis data menggunakan analisis isi deskriptif dengan memilih, mengolah, dan mendeskripsikan temuan data ke dalam hasil penelitian. Hasil penelitian ini menunjukkan bahwa orang tua dan guru memiliki peran dan pengaruh yang sama besar dalam mengimplementasikan pendidikan karakter di era digital, melalui program-program yang dikembangkan di sekolah dan kegiatan monitoring, pendampingan, dan pembelajaran dari orang tua kepada anak di rumah. Temuan penelitian ini menggambarkan bahwa guru dan orang tua adalah makhluk istimewa yang diutus Allah untuk memediasi terwujudnya generasi yang berkarakter sesuai tuntunan Islam.

Kata kunci: Era Digital, Guru dan Orang Tua, Pendidikan Karakter.

Abstract

The digital era in fact still gives teachers and parents worries with various content that leads to "negative" changes in student attitude. In addition, teachers and parents still throw responsibilities at each other when students' attitudes deviate from character values. This study aims to explore the role of teachers and parents in realizing a character generation in the midst of digital development. This study adopts a qualitative descriptive approach with the library research method. Data is collected from primary and secondary sources such as research reports in international and national journals, proceedings articles, and books. The data analysis technique uses descriptive content analysis by selecting, processing, and describing the data findings into research results. The results of this study indicate that parents and teachers have the same role and have a great influence in implementing character education in the digital era, through programs developed in schools and monitoring, mentoring, and learning activities from parents to children at home. The findings of this study describe that teachers and parents are special creatures that Allah sent to mediate the realization a generation of characters according to Islamic guidance.

Keywords: Digital Age, Teachers and Parents, Character Education.

1. INTRODUCTION

Character values that are embedded well in students become an important aspect in the development of a nation. Character education has a higher meaning than moral education because character education is not only related to "right or wrong" (Suhirman et al., 2021). But how to instill good values in life so that students have a high understanding and knowledge of what is right is right and good to continue, and what is wrong is bad and must be abandoned immediately. To create qualified and educated civilians, the character should present systemically and totally in each unit and level of education (Baharun, 2017). Character education is a system of inculcating character values to students which includes the components of awareness, understanding, concern, and a high commitment to implementing these values (Njui, 2017). Character is not a gift from God entrusted to children from birth, character is not a skill inherited from parents or families who have noble character (Ubabuddin et al., 2020). It is talent and cannot be taught from textbooks (Komalasari &

Saripudin, 2018). Character is an attitude formed by someone or something that is influenced by the amount of interaction time and the content of the discussion in each interaction. That is, the more time the child interacts with someone or something, the more children will be formed according to that person's content (Zubaidah, 2019). The "someone" can be parents, family, friends, society, etc., while the "something" can be social media such as Youtube, Facebook, Instagram, Tik Tok, Twitter, or the environment, etc. The development of a world with such rapid technological sophistication requires a different combination from the past, in addition to having adaptation skills with technology, students must also be proficient with skills such as critical thinking, problem-solving, collaboration, and character qualities such as perseverance, caring, persistence, responsibility. In accordance with the purpose of education, namely the formation of noble characters, namely growing students who are confident, become successful, contribute to the community, and serve society as ethical citizens (Lian et al., 2020; Sokip et al., 2019).

Today, the role of teachers and parents in the formation of children's character is a hot issue that is widely discussed in the world of education. The problem is, there is a debate that questions who is responsible when children experience a decline in attitudes and even deviate from the expected character education (Baidi, 2019). Parents assume that the teacher is the person who plays the most role in changing children's attitudes (Kollmayer et al., 2018). So that parents will blame the teacher if they find out that their child reflects an attitude beyond the boundaries of character education, as well as the teacher questions the role of parents in shaping attitudes of children while at home (Saputro & Murdiono, 2020). The formation of a child's personality is not only the task of the teacher at school, but it is the obligation of parents to be actively involved in directing children at home. The partnership of parents and teachers is an important factor for the development of children's character (Angelina & Pandin, 2020), so that a blend of climate is created at school and at home. When the school and home environment play their roles together, the child's personality will not be easily shaken by the vices contained in developing social media (Garg & Sengupta, 2020), such as pornographic content on the internet, prostitution news, acts of violence.

Teachers and parents as role models for children should set good examples in attitude and behavior. This means that the good habits that have been built by parents for their children at home get the right place when children are at school (Hermino & Arifin, 2020), and conversely, the character of children who have been well-formed at school will be in sync with the attitudes shown by children when they are in school, and at home with parents. Ki Hajar Dewantara left a message to parents and teachers in his philosophical language, namely "*ing ngarso sung tulodho*", meaning that teachers and parents must be role models for students and their children (Perbowosari, 2018). Character education needs to be formulated jointly between parents and teachers. Several previous studies have discussed the urgency of character education for students in the digital era. There is previous study that describe that global developments require students to be able to implement character values in their lives well (Ayu Shaleha & Purbani, 2019). Other study also added that character education has an important role in the survival of the nation's next generation from time to time (Mahfud et al., 2019). Not only that, character education is also considered important in preparing strong future leaders of the nation, so that character education should not be just a discourse but must be followed up with concrete actions that persist with changing times (Singh, 2019).

In facing the challenges of digital development today, it is necessary to transform character education, where every educational institution must familiarize students with digital literacy according to the needs of today's students (Dewi & Alam, 2020). As for things that can be done in characterizing students, such as starting from being taught, accustomed, consistently trained, so that it becomes a habit, becomes a character, becomes a culture that can be applied in the school, home, and community environment (Trisiana, 2021). Based on

the results of previous studies, there are limitations to the concept of character education and its urgency for the lives of students in the life to come. So the researcher in this study tries to explore the role and function of cooperation between parents and teachers in realizing a generation of character in accordance with the demands of today's digital developments. So that teachers and parents in Indonesia have a unidirectional concept of understanding about character education and how to implement it in student education, which in the end through this understanding can realize students with strong character.

2. METHODS

This study adopts a qualitative approach that aims to describe research problems in depth on behavior and natural events regarding the role of parents and teachers in the formation of children's character in the digital era comprehensively. The researcher uses the library research method with primary data sources, including research reports from international and national journals, article proceedings, and scientific books. Researchers collect data by reading, selecting, categorizing, interpreting the data sources, so that they can be explained and described as research results. The data analysis technique used is descriptive content analysis, namely by selecting, comparing and describing research data with deductive methods to find detailed research results. The data validity test was carried out through four criteria namely credibility, transferability, dependability, and conformability (Moleong, 2017). From some of these tests, researchers used the data credibility test by comparing and rechecking the validity of the data sources used.

3. RESULTS AND DISCUSSION

Results

The digital era is a term where there is a fundamentally massive innovation that changes all existing systems and orders of life into new ways. Living systems that adopt old ways are required to transform into new ways so that they are not eliminated due to global developments (Heriyanto et al., 2019). In addition, the digital era is also marked by the shift of human needs from conventional to technology-based. However, it is undeniable that a person's personality plays an important role in realizing the quality of their life in the future. Theoretically, Indonesia has formulated a learning design that leads to the development of attitudes in the learning process. Attitude in a popular sense in the national education system is known as character. Technology-based learning in which students and teachers learn from their respective homes has not yet had a significant impact on the cultivation of character values on students' personalities (Fransyaigu et al., 2021). This is indicated by the finding of complaints from parents for their children's disciplinary behavior during learning from home. This case confirms the teacher that instilling character in students is only a routine as long as the students are under the supervision of the teacher, so that during the learning process from home the students' attitudes of character just disappear (Rianafik & Raharjo, 2017). The policy of learning from home with an online learning system has attracted public attention for evaluation (Lubis & Dasopang, 2021). This criticism arises against the background of two main factors, *first;* parents' complaints about the implementation of online learning in the midst of the uneven development of technology infrastructure in the country. *Second;* attitude of children who are over control during learning from home. The two factors above provide confirmation to teachers about the importance of formulating character education through digital learning today.

Character education programs in schools

Teachers become the second actor after parents who are responsible for the character of children. The National Curriculum emphasizes that all lessons must be directed at improving the character of students. Through the regulation of the Ministry of Education and Culture No. 20 of 2018 concerning strengthening character education for students, which underlies the importance of implementing character education, must be embedded in the hearts of every student (Andayani et al., 2020). That way, it can be emphasized that character education is not a subject in the curriculum, but character becomes an integrated value with every lesson taught to students (Najmuddin & Aprilianty, 2020). Various kinds of digital-based school programs can be implemented by teachers to realize student character education. In principle, the current digital era learning does not reduce the standard of character education in schools (Zurqoni et al., 2018). The programs include; first, *Tahajjud* Call. The *tahajjud* prayer is the opening worship for every activity for teachers and students. The teacher controls the student's *tahajjud* worship via Whatsapp Group or Whatsapp call. Teachers and students must have the same commitment and principles to realize the *Tahajjud* Call program. Education for *tahajjud* prayer provides many benefits in the formation of everyone's personality, such as maintaining time efficiency, the right time to repeat lessons, efforts to be able to pray at dawn on time in the congregation, maintain stamina and generate enthusiasm for learning (Supendi et al., 2020).

Second, Tahfiz Al-Qur'an. Giving birth to excellent graduates with adequate memorization of the Qur'an is the dream of every school and parent. The tahfizh Al-Qur'an program can be implemented in schools as compulsory non-curricular learning or an option for students who are steeped in memorizing the Qur'an. By cultivating a love for reading the Qur'an and memorizing it to students in this digital era, it is hoped that it will be able to minimize deviations in attitudes and give birth to a young generation with a Qur'anic spirit towards the formation of civil society (Yuliana et al., 2021). Not only the program to memorize the Qur'an, students are also facilitated to the knowledge of the contents of the Qur'an and are motivated to be able to implement its content in personal and social life. Third, the program of *Tazkiyatun Nafs*. Today's students need to be given a holistic character education theory education. The *tazkiyatun nafs* program is present in accordance with the demands of an increasingly sophisticated era which has resulted in wide-open access to information for students. *Tazkiyatun nafs* is everyone's effort to neutralize the heart and mind in order to remain in the corridor of guidance in Islam (Ghofar et al., 2018). Studies in *tazkiyatun nafs* must be adapted to the age level of students, so that the religious information conveyed is well received by students and easy to apply in real life. Fourth, train Students' Independence. Independent attitude is an important aspect in one's life. Independence is not inherited from parents who are disciplined and independent, nor is intelligence that can be learned through school, but independence is a life skill that must be trained from an early age so that later it will not depend on others (Suryawati et al., 2018). Self-reliance exercises in schools can be taught through the provision of school assignments, the obligation to clean the study room and school environment, the responsibility to lead the flag-raising ceremony, how to behave with others, teachers and parents, etc.

Children Need Parental Attention

Parents are the first madrasa for children. The era of disruption with technological sophistication is a big challenge for parents to educate their children. Technological developments in the realm of education require curriculum changes that emphasize critical thinking and problem-solving skills, are creative, competitive, communicative, and collaborative (Dewi & Alam, 2020). At the same time, attention to the problems of student character must also be done, considering the number of student cases that make us shake our

heads. Disciplinary behavior by students is widely circulated on social media. Various cases such as juvenile brawls between schools, cyber bullying, criminal acts, disrespectful behavior of children to parents and teachers, loss of honesty, loss of sense of responsibility, suicide, use of illegal drugs, pregnancy out of wedlock, and so on (Zubaidah, 2019). The actions that are not morally and legally justified above certainly get the attention of all aspects of being in charge, not only the school (teachers, curriculum, and infrastructure), the role of parents also deserves to be questioned as a role model for children's education while at home. This paper does not want to prolong the debate between parents and teachers in schools about the responsibility of forming students' character. However, it should be understood that the problem of student education is the responsibility of teachers and parents to fix it. The family acts as a mediator, learning facilitator to make students achieve, have character and excel in their supervision at school (Widodo & Susila, 2021). Then parents fill the affective aspects of students with social values of society, caring for others, polite while interacting in the family environment. Therefore togetherness of parents with children has a positive influence on the development of children's attitudes. This happens because children need full attention from parents during their growth period.

The phenomenon that often occurs in the family environment is the busyness of parents which makes the main reason for not being able to give intense attention to children. Occupational factors can also make parents ignore their responsibilities towards their children (Ritonga, 2021a). In fact, children are the greatest asset for parents who can be formed into superpower leaders in human resource development in this country. Therefore, it is important for parents and families to find the right solution to carry out various professional routines without neglecting their obligations as parents to their children at home. The busyness factor of parents is the cause of a broken home for children which in the end brings them into a bad environment for children's psychological development and plunges them into falsehood. The higher the busyness of parents, the lower the moral development of children (Gryczkowski et al., 2018). Beside of that, busy parents will reduce their children's morals due to a lack of attention to children (Khotimah & Wahyuningsih, 2020). Even though parents are the first school for children who teach the importance of character education (Jeynes, 2019). Children who have strong characters become a big capital for the Indonesian people to face increasingly fierce global competition (Sultoni et al., 2020). Parents must always accompany the stages of psychological development of children, and direct them to achieve their goals in life (Stein et al., 2019).

The family environment is the most important educational center for the development of children's character at home. Although formal education has taken part in the task of educating children, the role of the family is still very important. Because the condition of the family that first determines the character of the child is the reason for the important role of parents in educating children with character (Hermino & Arifin, 2020). If the family is good, then the character of the child tends to be good and vice versa. From the beginning, the purpose of education was to shape the character of students, namely to foster self-confidence, care for others, be responsible and serve the community as ethical citizens (Amri et al., 2020). Character education is the pinnacle of complete learning of all subjects in school. Students who excel in academics and non-academics, but do not have good ethics and character, are of no value. Because this type of child will only put forward the ego and ignore the feelings of those around him. The United Nations, Educational, Scientific and Cultural Organization (UNESCO) carries out four pillars of education which are the mecca of education throughout the world, including Indonesia. The four pillars read, learning to know, learning to do, learning to be, and learning to live together (Pramono & Hanita, 2021). The four pillars of education above, only fill the cognitive and psychomotor space of children but have not touched the affective aspect. Therefore, the Indonesian government through the

Ministry of Education and Culture includes character education in the goals of national education as enshrined in Law No. 20 of 2003 concerning the National Education System.

Discussion

Base on the result it shows that students with Qur'anic spirit are the golden generation and the seeds of future leaders who will become the foundation of the nation and state development in the future. Through memorization of the Qur'an which is well ingrained in students, it will become a field of blessing for the family and the area where students live. If each individual student gets used to memorizing the Qur'an from an early age, the population of the Indonesian generation will be formed with the character of the Qur'an. Because improving the Indonesian population by improving its individuals according to the demands of coexistence with character (Möhler et al., 2020). The independence program forms the attitude of responsibility and professionalism of students in carrying out their obligations. Student-oriented learning is actually the process of forming students' independent attitudes towards each responsibility given to them (Santika, 2020). Independent human resources are one of the indicators needed in the development of a nation's civilization that is strong and able to compete globally with creative and innovative ideas that are raised in learning (Dekawati, 2020; Pradana et al., 2021). If independence is well ingrained in students, parents' worries about the survival of their children will disappear, because children who have strong independence can protect themselves from things forbidden by law and religion and will benefit society (Ritonga, 2021b).

The program for inculcating character values above is a demand for the massive impact of the times. Teachers need to fortify students from attitudes that deviate from the guidance of character education. It is in line with previous study that state implementation of character for students in fact still faces challenges from various important sectors that are closely related to students, such as parents, the environment, peers to schools (Masnia et al., 2018). The collaboration of all related parties must be emphasized for the realization of a character generation that is in accordance with the mandate of national education in Indonesia. As state in the result of previous study that state almost all the values of character education underpin the digital age life skills needed to achieve success in the world of work (Ismail et al., 2021). For example, the attitude of caring for the surrounding environment is related to critical thinking skills and *problem-solving*, the attitude of social intelligence and cooperation is related to teamwork skills, polite and gentle attitudes are related to communication skills, compassion and responsibility are related to leadership skills. The important points of character education will not be well embedded in the child's personality if they do not receive direct guidance from their parents.

So, the role of parents is seen as so great to direct their children to the gates of success in the era of technological sophistication. Now is the time, even parents must return to their role as guides and supervisors for the development of children's attitudes. The digital era should not forever be used as an excuse to change children's character for the worse (Isnaini, 2019), even the development of this technology should be a great opportunity for parents to conduct character education according to the child's level of thinking. In principle, no child is naughty, it's just that every child need love and attention from parents, the people they love first in life.

4. CONCLUSION

Children's character education cannot be entrusted only to teachers at school, or the responsibility of parents at home. Teachers and parents are two aspects that have the same and integrated role in realizing a generation of character in the school, household, and

community environment. This study shows that the teacher's role in realizing student character education in schools is through various strategic programs, namely: *Tahajjud* call, tahfizh Al-Qur'an program, conducting tazkiyatun nafs studies regularly at school, and habituation of independence training to students through the learning process in every lesson. While the second role that cannot be separated in the process of inculcating character values is parents at home through the process of mentoring, supervising children, reprimanding children if they do actions that go outside the lines of character provisions, as well as being a role model for children when they are in school, home, and community environment. The findings of this study describe that teachers and parents are two samples that Allah has entrusted as angels on earth to become mediators for children in realizing a generation of characters in accordance with Islamic guidance. So, the debate between teachers and parents regarding their role in the formation of children's character must be abolished, because this great responsibility becomes a shared obligation in an integrated manner. This is motivated by the complexity of character implementation with the mediation of very rapid technological developments, because students from all walks of life, such as elementary, middle, and higher education are the biggest users of technology.

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