The Role of Parents in Strengthening the Character of Honesty When Learning at Home during the Covid-19 Pandemic

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Abstract

This study aims to describe how the role of parents in strengthening the character of honesty when learning at home during the Covid-19 pandemic. To achieve this goal, a qualitative research approach was used with a case study research design. The research subjects are 3 parents lived in Gedang Kulut Village, Cerme District, Gresik Regency. The instruments used to collect data in this study were observation and in-depth interviews. The data were analyzed using an interactive analysis model proposed by Miles and Huberman. The results of the data analysis show that the strengthening of the character of honesty when learning at home is still weak. This can be seen from the behavior of children who are still not honest to their teachers when working on assignments, midterm tests and final exams. The low character of honesty possessed by children is caused by a lack of independent character and still relying on their parents to do the schoolwork. Character strengthening was carried out by parents to their children by providing exemplary, motivation and punishment. Exemplary is given to children by providing examples of good character, motivation is carried out by providing examples of positive behavior when the child does not have an enthusiasm for learning and wants to do a dishonest behavior. Lastly, the punishment is given when the child cannot behave honestly to their parents, teachers, and themselves. Indirectly, the three strategies of honesty character strengthening certainly have a profound impact on the child's growth process while learning at home in the Covid-19 pandemic.

Keywords*: Role of Parents, Honesty, Covid-19.*

1. Introduction

The Covid-19 disease outbreak brought urgent changes to various sectors of life. This pandemic affects changes and policy reforms. A new policy occurs in the world of education. The government issued a recommendation to stay at home and conduct physical and social distancing. Consequently, face-to-face learning cannot be implemented and is replaced with online learning (Khasanah, 2020). However, this learning-from-home policy can be a good opportunity for parents strengthening their child's character. Purandina & Winaya (2020) state that the collaboration between teachers and students in distance learning during the Covid-19 pandemic is a way to build 21st Century skills. Therefore, parents' effort to strengthening the child's character is beneficial for their personal growth.

Lessons developed for learning in the 21st century are focused on how to develop a child's 4C skills, namely; Communication, Collaboration, Communication, Creativity and Critical Thinking (Pertiwi & Rizal, 2020). In line with the above statement, the development of honesty character becomes one of the pivotal parts of *PPKn* (civic education) learning along with the incessant government programs on character education in schools (Murdiono, 2016). This is reinforced by Presidential Regulation Number 87 of 2017 concerning

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Strengthening Character Education (PPK) (2017). This aims to develop and equip citizens as the golden generation of Indonesia in 2045 with the spirit of Pancasila and education of good character in facing the dynamics of change in the future.

Based on Permendikbud No. 20 of 2018 concerning the Strengthening Character Education (PPK) as stated in article 6 paragraph 1 "The community-based approach is meant by strengthening the role of parents as the main stakeholders of education and the School Committee as a community participation institution that upholds the principle of cooperation". Character Education is mostly found in school and community education, but there is little discussion about character-strengthening in the family environment. Based on the existing fact, the education of character that occurs in the family is the first education a child receives (Manurung, 2019).

A family environment is an environment that has members consisting of father, mother, and child(ren). Each of these members certainly has its respective roles. Especially parents who play a role in contributing to education in shaping children's personalities (Ratnawati, 2016). Character building cannot be done directly but must be designed in a sustainable and integrated manner (Daniati, Subiantoro, Fadhilah, 2019). Character education is a learning that is applied in all student activities both at school, family environment, community through a process of habituation, exemplary, and carried out continuously (Sari, Hutabarat, Susanti, et al, 2020). The inculcation of character values in children is not a permanent result that can be seen immediately. However, it is a prolonged and continuous process that starts at home by parents and is given reinforcement by teachers in schools (Nursanti & Rosmiati, 2018).

Based on research conducted by Hastuti, Sarwoprasodjo, Alfiasari (2016), a positive influence related to the role of authoritarian parents determines the strength of adolescent character. The existence of character education is one of the efforts to improve conditions in the world of education to be the front guard in improving the conditions of Indonesian society (Yulianto, 2018). Character building education has a huge impact on the effectiveness and self-development of students (Baehaqi, 2020).

During the pandemic of Covid-19, children and parents have to work together to ensure the school online-learning runs effectively. The problems that were faced when learning online were as follows. First, based on previous research conducted by Devi (2020) that according to some parents, learning is not more profitable when done at home, because in school students can interact directly with teachers and socialize with friends. Many parents agree that during learning at home the parents help with the assignments given by the teacher, although not a few also feel that they are an additional activity for parents. Second, online learning in the midst of the Covid-19 pandemic has an impact on learning boredom. This can be seen from the results of research conducted by Pawicara & Conilie (2020) showing several indicators such as emotional, physical, cognitive exhaustion and loss of motivation. Third, in line with the opinion above, Fathurrahman (2020) also revealed the results of the research, namely that as a result of online learning students felt less able to understand the material taught by the teacher. This is due to the lack of advanced technology. It is strengthened by the results of research conducted by Lilawati (2020) that the role of parents in the application of learning during the pandemic period in educating children includes mentoring and motivators.

Currently, instilling honesty values in the community, family and educational environment is not an easy thing. The crisis that hit students indicated that religious and moral education received in school had no impact on Indonesian human behavior. Demoralization occurs because the learning process tends to teach values and character education as limited as text and does not prepare students to respond to and deal with needs with all their problems (Akhwan, 2014). In line with this statement, the root of the problem in education lies in educational practices that are too oriented to cultivating intellectual abilities only in the context of fulfilling the workforce (Fakhruddin, 2014). Islamic education

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institutions have not been able to make themselves as institutions that form a generation that is smart and has noble character beyond general education, or even Islamic educational institutions have also experienced a setback in terms of the quality of moral development of students (Yusuf, 2013).

Efforts that need to be made to improve existing conditions, especially in the field of education, are to optimize the development of affective potential through value education. Value education engineering is the responsibility of all parties, especially families, communities and schools (Purwaningsih, 2010). Based on research conducted by Komara (2018), the formation of a person's character requires a community of character consisting of family, schools and religious institutions as well as various parties that influence the development of the younger generation. All communities of character should be able to provide exemplary, intervention and habits that lead to strengthening character that is done consistently over a long period of time.

Honesty is a value that everyone needs to have, so it needs to be instilled continuously in human life (Setiawan, 2013). Based on the results of research conducted by Mariatun & Indriani (2019), it shows that there is behavior that shows the character of honesty in elementary students. Reinforced by the results of research by Mansur, Husaini, Mujahidin, et al, (2016), it shows that there is a character of honesty that occurs in Al-Azhar Islamic Boarding School before treatment is considered very weak. The character of honesty is an affective domain in learning, so teaching it is certainly different from when teachers teach the realm of cognition (Murdiono, 2016). This means that here if it is associated with learning at the parents' house, in strengthening the character of honesty, it cannot be done cognitively or affectively with behavior.

The character value of honesty must be instilled in children from an early age. This is because the character value of honesty is one of the keys in life. Honesty education can be integrated into school life, family, community. If honesty education is implemented effectively, we are indirectly building a solid foundation for the founding of the nation (Widiyanti, 2019). Honesty is the basis of attitude that shows a person's level of morality. A person is usually judged to have quality and integrity from how high the values of honesty are manifested in him (Mansur, Husaini, Mujahidin, et al, 2016).

Based on the results of Widiyanti's research (2019) that the implementation of honesty character education at Muhammadiyah Sapen Elementary School is carried out through the first, integration in learning. Second, character education through school culture. Third, character education through extracurricular activities. There are 6 indicators of the value of honesty in school, namely. Doing and making assignments correctly, not cheating or cheating, reporting school activities transparently, recruiting students correctly and honestly, and carrying out an accountable scoring system. It is strengthened by the results of research by Mansur, Husaini, Mujahidin, et al, (2016) that the steps that can be applied to treat honesty character teaching are through. Planning, action in the form of teaching, modeling, habituation, motivation, enforcement, observation, and reflection.

The learning method or strategy conveyed by the teacher greatly influences the formation of student character. Many students are not able to be honest even though it is about small things. Almost all students revealed that they could not be honest, for example asking for answers during tests, opening books, and doing homework at school (Setiawan, 2013). Based on the above problems, the authors are interested in exploring further related to the role of parents in strengthening the character of honesty when learning at home during the pandemic.

2. Method

This study uses a qualitative approach with a descriptive research design. The authors make direct observations on three individuals and relate to these people to obtain data. This

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research seeks to describe the role of parents in strengthening the trait of honesty when learning at home during the pandemic. This research was conducted in Gedang Kulut Village, Cerme District, Gresik Regency. The subjects of this study were 3 informants who were selected based on certain criteria. The techniques of data collection employed were in-depth interviews and observation. Then the data were analyzed using an interactive analysis model proposed by Miles and Huberman (1983).

3. Results and Discussions

Based on the interviews with 3 informants, the following results were obtained. The first strategy used by the parents in strengthening the character of honesty is exemplary. Exemplary is to provide examples of honesty behavior when learning at home. This can be found when doing assignments given by the teacher. Parents still interfere in helping their children when doing the assignments. Children are also given examples so as not to lie to their teachers in doing their assignments because their parents still help them. (Umrah's mother: September 4, 2020). Based on the results of the interview with Mrs. Umrah above, it shows that there is interference from parents in completing children's assignments given by the teacher during learning at home. However, the strengthening of the character value of honesty carried out by the Umrah mother is right because she exemplifies her child so as not to lie to her teacher that the task she is doing is still being assisted by her parents.

Second, strengthening the character of honesty carried out by parents through motivation which is carried out when the child is honest about what they do. For example in learning the child is honest to their teacher that the tasks given are completed independently without the help of parents, or vice versa when the tasks are still assisted by the parents. So parents motivate so that children can be honest in every matter (Mrs. Sulastri; 4 September 2020). Based on the interview with Mrs. Sulastri, it is clear that the strengthening of the character of honesty is instilled in her child from childhood. This aims to make the child accustomed to being honest in all matters, be it in doing assignments, with teachers, parents and others. Motivation, given to strengthen the trait of honesty, is delivered by the parents through speech and advice from childhood to adulthood.

The third strategy in strengthening the character of honesty is punishment. This strategy is carried out by parents so that the child does not repeat the mistakes of being. This penalty is applied by parents if the child does not want to do the task at all, forcing the parent to do the task for them. Of course, this is not in accordance with the expected values in creating good behavior. From this, the role of parents in strengthening the character of honesty is needed by a child so that there is a strong balance between the character possessed by the child and the support given by the parent.

Character-strengthening education is one of the solutions to grow and equip students to have good characters, be religious, have noble behavior, and have good manners even though they have to study at home (Nafisah & Zafi, 2020). The purpose of character education in the family is to provide insight and elaborate on some values so to be carried out in the child's behavior. Character education in the family environment is an effort to apply moral values by indoctrinating, providing motivation, giving examples, instilling habits, and providing punishment that function as a child's moral formation. The constraints in character-strengthening education include the external factors and internal factors. The external factors are obtained from the family environment (Purnomo, Mansir, Tumin, et al, 2020, p. 97).

Character education is not only the responsibility of teachers at school but must be the concern of parents when at home (Sikumbang, Lubis, & Hasibuan, 2020). Character education involves many disciplines. This aims to be able to shape and educate students to be more developed in terms of perception, emotional intelligence, social relations and children's morality (Rasna, & Tantra, 2017). Characters itself can be understood as a superordinate construction that is explained by an important evaluative character in a moral relationship

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(Vincent, Louis, & Lauren, 2017).

Educational development is carried out not only to increase intelligence but also to be able to improve the character, morals and social ability of students (Rukiyati & Purwastuti (2017) Advances in science, technology and globalization greatly contribute to the complexity of social life which underlies the importance of morals, values and ethics (Chowdhury, 2016). According to Gunawan (2012), being honest is a behavior based on an effort to make himself as a person who can always be trusted in words, actions both towards himself and others. According to Kesuma (2011), the characteristics of honest character include being determined to do something with truth and benefit, not to lie. To be honest is to say the truth in accordance with the facts, willing to accept a something on the basis of rights, rejecting a gift that is not their right, always siding with the truth, conveying other people's messages according to their mandate.

Based on the regulation of the Minister of Education and Culture of Indonesia No.4 of 2020 concerning distance learning which aims to prevent the spread of Covid-19, learning is a collaboration of teachers, students and parents in the learning process. During the current Covid-19 pandemic, with the existence of a government policy that implements social distancing for all people, all outside activities has to be reduced by working from home (Work From Home). This makes time with family at home increased and must be utilized properly, especially for parents and children. During the Covid 19 pandemic, there is an opportunity for parents to be directly involved in the child's learning process. The role of parents in learning has a very important role in achieving the desired learning. This is also very important in strengthening the child's character which will have a positive impact on them, especially in the family environment (Berkowitz, 2019: 7).

Based on the results of interviews with some parents, this learning made children less optimal when doing tasks at home. This is influenced by several factors, namely. 1) Internet network. The majority of Gedang Kulut people use or install wifi in their respective homes, but few use their data packages independently. If the wifi is constrained by a signal or the network is bad, the parents feel confused because they cannot get an assignment from the teacher until someone asks for help from the closest neighbour. 2) Parents' work is disturbed. This is because the majority of women in the village of Gedang Kulut work as woven sarong craftsmen in their respective homes. The application of learning at home is considered to interfere with the work of parents to educate their children, but most parents send their children to be tutored by their closest neighbours. 3) Do not understand the lessons delivered by the teacher. Mothers revealed that most children did not understand the subject matter presented by the teacher because most teachers only gave assignments without giving an explanation first. And even though it was explained by the teacher, the children still did not understand.

The difference between the findings of this study and previous studies lies in strengthening the characters that have been instilled by parents in children. There is still a little strengthening of the character of honesty that has been given by parents to children during the current Covid-19 pandemic situation. The character of honesty is needed by children in doing schoolwork at home. If this is related to previous research, there has been no one that strengthens the character of honesty in most children which are instilled in children in the form of independent and responsible characters even though the character of honesty is very important to build a dignified young generation without a sense of doing tasks with lies. In connection with the condition of the Indonesian state, there are still many people who behave dishonestly. This of course is often found in the political elite where corruption still exists every year.

The findings related to the strengthening of the character of honesty are almost the same as previous research, only the difference specifically lies in the current situation and

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condition of the Covid-19 pandemic. Researchers assume that there is still little research related to strengthening the character of honesty carried out by parents to children considering that the character of honesty is very important in dealing with current problems so that in this Covid-19 pandemic, parents at least provide a strengthening of the character of honesty to children because of time. Owned by the child at home with the family very much. parents are good role models at home because indirectly learning cannot be face-to-face so that indirectly the role of the teacher has changed to the parents.

4. Conclusions

Based on the results of interviews with several informants who have been determined, it can be concluded that strengthening the character of honesty is carried out by parents through examples, motivation and punishment. The examples are given during learning at home. This can be seen from the assignment given by the teacher at home. Children doing this task must be based on honesty whether it still involves parents or done independently. Secondly, the trait of honesty is encouraged through motivation, for example, when the child does their assignments independently, parents give a gift as a sign that they are responsible and know what their duties are. A child must be honest with the teacher to learn independently without the help of parents. Lastly, strengthening the character of honesty is done by the parents by giving punishment. If the child is dishonest, in any case, the parents give an educational punishment. This can be in forms of to help their parents or to read a learning material.

Based on these strategies of strengthening the character of honesty through exemplary, punishment, and motivation, there is a suggestion that can be drawn from the results of this study; parents should build a character of honesty from an early age so that when the child is an adult, the child is accustomed to behaving honestly, especially in learning situations at home during the pandemic Covid-19.

This research has limitations, the data collection were carried out online because the research was conducted when Covid-19 and observations could not be made because of the lockdown in the area. For future researchers, it is recommended to focus on other types of characters of which the parental strengthening strategies from home during the Covid-19 pandemic have not yet been researched.

Acknowledgements

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