

Building Character in The Midst of the Covid-19

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ABSTRACT: Character deterioration that still occurs in many children or adolescents causes the need for efforts by various parties to provide character education to children from an early age. Parents as the first madrasa for their children have the most important role in educating the character of the child. This study aims to find out the ways or methods carried out by parents in educating the character of their children during covid-19. This study uses a mixed method by combining qualitative descriptive methods that describe events in the field which then researchers write the data into data in the form of numbers. The results showed that the way character education is carried out includes through a good example, giving advice orally, leaving the child to the teacher, limiting child association, giving explanations repeatedly, through habituation, being a good listener, giving praise, giving a mild threat or scaring the child. Based on this, it can be concluded that the role of parents in educating children's character is very important following their knowledge so that the results obtained can be maximal and following what is expected. This research is useful in making scientific and informational contributions on how to educate children's character.

Keywords: character decline, character education, parental roles

Submitted: 9 March; Revised: 21 March; Accepted: 26 March

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INTRODUCTION

One of the goals of national education is to form noble learners and good character. But the behavior shown by children these days is still very worrying. Character deterioration still occurs in children and adolescents, especially during the Covid-19 pandemic (I. Tabroni & Purnamasari, 2022), (I. Tabroni et al., 2021). The decline of this character is evidenced by the initial observations that the author made to the community in Pondoksalam Subdistrict, such as the existence of some children's behavior that does not respect parents, does not perform fardhu prayers, lies to teachers, is more concerned with gadgets than obeying parental orders, doing unpleasant to friends (bullying), skipping school, less concern for the environment, use of bad language, and other character slumps. This is also reinforced from previous research by Umar et al which mentions the occurrence of moral or character deterioration in school-age children or adolescents such as drug use, smoking, violence, free sex, and more severely the occurrence of LGBT behavior among students (Ibn et al., 2021). Not long ago there was also a case in 2019 about a religious teacher who was killed by 2 students only because the student did not accept being reprimanded by his teacher when caught smoking at school, this incident occurred at Manado Vocational School in 2019 ago (Ibn et al., 2021). Similar data from previous research that said that the younger generation is currently indicated character deterioration as evidenced by the results of a survey conducted by KPAI in coordination with the ministry of health with the survey results showing still high cases of drugs (drug use, smoking, and liquor), as well as cases of violence in schools (Sahruli et al., 2017). It is undeniable that parental involvement is needed in educating children's character, especially during the covid-19 pandemic where the school cannot maximally implement character education so that children need the assistance of their parents (dkk I. Tabroni, 2022), (Imam Tabroni, Jamali Sahrodi, et al., 2022), (Imam Tabroni, Alvioni Nadea Fikriah, et al., 2022). As in previous research by Giantomi mentioned that the increasing level of child delinquency during the pandemic is caused by a lack of supervision in children's activities during pandemics such as online game addiction, unhealthy association and other negative activities (Muhammad, 2021). Another study mentioned complaints of parents who said that their children spend more of their time playing online games than learning (Prabowo et al., 2020).

Seeing the various character deteriorations that occur in Indonesia, especially in school-age children, of course, the need for efforts from all circles, especially parents to commit to educating their children's character (Imam Tabroni, Putra, et al., 2022). The importance of strengthening character education is not negotiable because this will have an impact on the realization of a safe, peaceful, peaceful, and prosperous society that requires the right way of education (I. Tabroni, 2019). In essence, character education is not only a school obligation, but it becomes the main obligation for parents (Imam Tabroni, Husniyah, et al., 2022). How not, this is because parents are the first madrasah for their children. A child will often meet his or her parents or family compared to others. The good bad character of a child depends on the extent of parental concern in applying character education to the child, although it is still

undeniable that one of the factors that contribute the most role in influencing the character or morals of a child is environmental factors (Hantoro, 2021). Various ways can be done to educate the character of children, such as by the example of adults, praiseworthy habituation, meek advice, through religious activities, and so on (Imam Tabroni & Nurarita Nurarita, 2021). Thomas Lickona in his book *Educating For Character* presents his research on the role of a mother's parenting on the morals and character of her child which shows that the better the parenting of the parents, the better communication that occurs between the child and the father, and the greater the affection that parents give to their children, the less likely children are to be involved in the problem of lawlessness (Lickona, 2013). Basically, without much realizing that sometimes the bad character of a child is caused by mistakes in parenting carried out by parents. And not a few children who do not understand what is good to do and what not to do (Imam Tabroni & Anita Nurul Wafa, 2021). This is the duty of parents in providing understanding to children about it. It is as stated by Lickona that good character education consists of three components, namely knowledge of goodness, loving-kindness, and acts of kindness (Lickona, 2013). Thus, a person will do an act of kindness when he loves that good, and a person will love good when he knows that it is good (Imam Tabroni & Rahmania, 2022). In addition, deterioration of character can also be caused by a lack of harmonious relationships and lack of closeness with their parents where children do not know the values that apply in the family so this has an impact on the weakening of their condition in the face of pressure and difficulty to control themselves (Lickona, 2013), (I. Tabroni & Juliani, 2022).

This research aims to find out how parents educate children's character, especially in the covid-19 pandemic where parental involvement is a top priority in applying character education to children (Nurpita Sari, Rita Ratnasari Tabroni, n.d.). Thus, the maximum parental involvement will determine the success of the application of character education in children (Imam Tabroni, Putra, et al., 2022). The effectiveness of character education will be achieved if there is a direct approach between subjects who provide education with objects that are studied comprehensively and fully (Muhammad, 2021)

THEORETICAL REVIEW

Concept of Character Education

Muslich mentioned that character can be interpreted by a person's behavior, behavior, personality, or nature about himself, his God, his fellow human beings, and his environment (Asa, 2019) (Schunk, 2015). In his book, Lickona mentions three components of good character consisting of moral knowledge, moral feelings, and moral action (Lickona, 2013), (Lickona & Ryan, 1979), (Davidson & Lickona, 2006). Thus, character education can be interpreted as a process, way, or effort that is done by parents or adults to instill character values to children such as religious values, responsibility, and respect (I. Tabroni & Dodi, 2022). It cannot be denied the importance of character education carried out by parents to the growth and development of children. The influence of parents is so great in character education in this child because the good of a child is certainly the name of the parent who will be carried away (Asrul Busra, 2018). However, of course, character education to children requires the right and powerful methods or methods and must be adjusted to the characteristics of the child so that the results can be maximal and following what is expected (Imam Tabroni, Rini Purnama Sari, Rahmat Apendi, n.d.), (Imam Tabroni, n.d.).

The Role of Parents in Educating Children's Character

In *QS at-Tahrim* verse 6 mentions the obligation of parents in keeping their families from hellfire. The point is that parents have a full responsibility in educating children especially in terms of character education (Imam Tabroni & Rahmania, 2022). Character is the most important thing that must be instilled in children from an early age (Lickona, 2012). In the observations made by the author to children in Pondoksalam Subdistrict, there are several kinds of child characters that will be explained below which consists of good characters and bad characters.

- a. Good character, such as performing congregational prayers, learning religious sciences, greeting when meeting teachers, being polite and respectful of older people, loving others, sharing, maintaining environmental cleanliness, helping each other in terms of kindness such as helping the construction of pesantren in the environment.
- b. Bad characters, such as speaking rudely, shouting to parents, not obeying the teacher's orders, not closing *aurat*, lying, procrastinating during prayer, preferring to play with gadgets than with friends, more memorizing *TikTok* songs than memorizing verses of the Qur'an, lack of shame, not maintaining environmental cleanliness, not praying for hours, hurting parents, distressing parents, forcing parents to obey their wishes.

To make it easier for readers, the author presents it in the form of the table below.

Table 1. Child characters in Pondoksalam District

Good Character	Bad Character
1. Performing congregational prayers 2. Learning religious sciences 3. Saying greetings when meeting teachers 4. Being polite and respectful of older people 5. Loving others 6. Share with friends 7. Maintaining environmental cleanliness 8. Helping each other in matters of kindness such as helping the construction of boarding school in the environment.	1. Speaking rudely 2. Shouting to parents 3. Not obeying the teacher's orders 4. Not closing <i>aurat</i> 5. Lying 6. Procrastinating during prayer 7. Preferring to play with gadgets than with his friend 8. More memorizing <i>TikTok</i> songs than memorizing verses of the Qur'an 9. Lack of shame 10. Not maintaining environmental hygiene 11. Not praying in congregation 12. hurting parents and distressing parents 13. Forcing parents to obey his wishes.

METHODOLOGY

This study uses a mixed-method with convergent parallel design models, where researchers together collect qualitative and quantitative data to understand a problem from the research conducted. The subject of the study was a community living in Salem Village, Pondoksalam Subdistrict, Purwakarta Regency. Respondents or samples that will be asked for data are representatives of parents as many as 10 people. Research procedures are carried out ranging from identifying problems, limiting problems, collecting data, processing data, bringing up theories, and reporting research results. Data collection techniques through interviews, observations, and documentation studies. Data analysis techniques are performed using data collection, data sorting, data classification or data reduction, presentation of data, and termination by withdrawal of conclusions. Data validity tests are conducted through data triangulation and triangulation methods (Creswell, 2012), (Miles & Huberman, 2007).

RESULTS

To make it easier for readers, then the way parents educate characters in children in Pondoksalam, the author presents it in the form of the table below.

Table 2. Character Education in Pondoksalam District, Purwakarta

No	Methods performed	Number of parents who did (sample = 10 parents)
1	Through good example	4 people
2	Through oral advice	2 people = Gentle advice 8 people = A bit harsh advice
3	Leave the child to the teacher <i>ngaji</i>	10 people
4	Limiting child association	1 person
5	Giving clarity to the child repeatedly	8 people
6	Through habituation	7 people
7	Be a good listener	3 people
8	Give praise in the form of positive words	5 people
9	Threatening or scaring children	9 people

Based on the results of observations, some parents are still there who always compare their children, both with their siblings and with their friends (Imam Tabroni, Rendy Afrizal, et al., 2021). In addition, some of them also often express negative words to children (Imam Tabroni, n.d.). Therefore, as a parent it is very important to have knowledge in educating children's character so that this can minimize and even prevent the occurrence of mistakes that are often made by parents in educating children where these mistakes can have an impact on the formation of children's character (Imam Tabroni, Husniyah, et al., 2022), (I. Tabroni & Budiarti, 2021), (I. Tabroni, Bagus, et al., 2022). The results of other observations of children's behavior that some children have difficulty in obeying parental orders like fighting parents have less empathy (Imam Tabroni & Ismiati Ismiati, 2021). This is because parents do not know how to properly educate children so with different children's characters, it is likely that the way to educate them will be different.

DISCUSSION

Various ways or methods can be used in educating characters in children that of course need to be learned by parents as people who have the most share and have the most important role in educating children's character (I. Tabroni & Juliani, 2022), (Imam Tabroni & Rahmania, 2022), (Imam Tabroni, Ayit Irpani, et al., 2022). Parents as the first madrasah for the formation of children's character need to strive so that the formation of this character can succeed following what is expected (Imam Tabroni, Rendy Afrizal, et al., 2021). Of course, this requires the right science (I. Tabroni, Munajat, et al., 2022). This is done to avoid, prevent, and minimize mistakes in applying character to children (Imam Tabroni, Alya Siti Nurhasanah, et al., 2021). Not a few parents educate children according to their own wishes without knowing whether what they are doing is right or still wrong (I. Tabroni & Purnamasari, 2022).

Based on the results of interviews with 10 parents and observations conducted in Pondoksalam, various ways are done by parents in educating their children's character. Here is how parents do in educating characters in children.

- a. Through good examples; In educating the character of children, parents need to provide examples or good examples to children. This attitude of exemplarity is very important because the child is an accomplished imitator who will always see and imitate the behavior of his parents. Forming the character of children through this example is also always exemplified by the Prophet (peace be upon him) in fostering the morals or character of his sons and daughters.
- b. Through oral advice; Parents need to think about the right time to advise the child, for example when the child is relaxing or can be done before the child goes to bed. This is to ensure that the child will easily understand and understand what his parents want and so that the child is easily aware of his mistakes then give gentle advice from the heart to heart. But not all parents advise in a kind and gentle way, sometimes they advise a high tone and grumpy so this makes it difficult for the child to take advice from his parents.
- c. Leave the child to the teacher *ngaji*; Based on the observations made by the author, almost all parents in Pondoksalam educate the character of children by asking for help or leaving their children to the teacher to be equally educated and fostered.
- d. Limiting child association; The environment has a huge influence in shaping the character of children, so some parents always limit and supervise who their children make friends and get along with. This is done so that the child is not easily carried away by the behavior of his friend who is not good or bad.
- e. Giving clarity to the child repeatedly; Educating children's character can also be done by providing explanations with language that is easily understood by the child, which should not be done and which should be done.
- f. Through habituation; Such as getting used to children waking up at dawn, getting used to children praying early, getting used to children apologizing when doing wrong and forgiving when someone does wrong to him, getting used to sharing with others, getting used to saying hello to teachers and parents, getting used to the love of environmental hygiene, getting used to having an attitude of empathy to others.
- g. Be a good listener; Based on interview results, 3 out of 10 parents are always good listeners to be able to understand what the child wants and what causes the child to disobey the parents' orders.
- h. Give praise in the form of positive words; Praise with positive words is sometimes necessary for children because directly this can be a positive suggestion and parental prayer is the most mustajab prayer, such as by saying "*Gee the mother's child sholeh ya prayer is always the beginning of time*".
- i. Threatening or scaring children; Based on the results of the interview that almost all parents have made threats or scared children on the grounds that children want to obey the orders of their parents . Although actually according to the science of parenting, the threat or scare of children is not

allowed, there are still many parents who do it, especially when in urgent circumstances. This is following gultom's view quoted by Tabroni in his book which states that the threat to children is one form of mental violence (I. Tabroni, 2019).

CONCLUSIONS AND RECOMMENDATIONS

Parents as the first madrasa for children have a very important role in applying character education to children. Parents have a great obligation and responsibility in educating children as in QS at-Tahrim verse 6 regarding the obligation of parents in keeping their families from hellfire.

Some children's characters in Pondoksalam Subdistrict, Salem Village consist of good character and bad character. As for some of the ways that parents do in educating the character of children during covid-19, including through good examples from parents, giving oral advice to children, leaving children to teachers to be equally educated, limiting child association, giving repeated explanations to children, through habituation, being a good listener, giving praise in the form of positive words, and make a mild threat or scare the child. In addition, the author found that there are still some parents who are wrong in educating characters in children such as always comparing children, judging children with negative words, including threatening children even if only limited to mild and non-burdensome threats.

Therefore, the need for parents in educating the character of children on following their knowledge so that the results obtained can be maximal and following what is expected. The author hopes this study will be a scientific contribution for readers, both a teacher and a parent on how to educate children's character well.

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