

THE ROLE OF PARENTS IN CHARACTER-SHAPING CHILDREN AGED 4-6 IN PENUNTUT JANAPRIA VILLAGE

Dini Septi Harianti

Student, Faculty of Tarbiyah and Teacher Training, Mataram State Islamic University,
Indonesia

Corresponding Author Email: dsh44@gmail.com

| ABSTRACTS | ARTICLE INFO |
|--|--|
| <p>This research is motivated by a phenomenon discovered by the researcher, where children aged 4-6 in Penuntut Hamlet, Janapria District, exhibit polite and courteous speech, using refined or polite regional language in their daily activities. Considering the reality of today's modern era, many children are also experiencing a decline in manners and politeness towards their elders, or even less polite language. The aim of the research is to find out the role of parents in shaping the character of children aged 4-6 years in Penuntut Hamlet, Janapria and also to find out its supporting and inhibiting factor. Data collection techniques were conducted using combined triangulation. Data analysis is inductive or qualitative, and qualitative research results emphasize meaning over generalization. The method used in this study is qualitative, which aims to describe the situation objectively through words and sentences. the data analysis used the Miles and Huberman model. The researcher used data triangulation to test the validity of the data in this study. The results of this study indicate that the role of parents in shaping and educating children's character is crucial. This study identifies four types of parental roles: educators, guides, motivators, and facilitators.</p> | <p>Article History: <i>Received: August 17th 2025</i> <i>Revised: August 26th 2025</i> <i>Published: August 2025</i></p> <p>Keywords: <i>Role Of Parents,</i> <i>Character Formation</i></p> |

INTRODUCTION

Although families are the smallest component of society, they have a crucial impact on the progress of the nation and state. Furthermore, the future of the nation will be determined by the next generation. Every individual desires a family that is safe, peaceful, prosperous, and full of happiness. Building such a family is certainly not easy. As the primary educational institution, families are expected to continually strive to meet the biological and psychological needs of their children, as well as to care for and educate them. Furthermore, families are also expected to be able to create individuals who develop into capable citizens and pass on cultural values and other life norms to the next generation. According to Selo Soemarjan, the family plays a role as the core of the group, because it serves as the first environment for guidance and is natural. Within the family environment, children are prepared to face the stages of their development as preparation for exploring the adult world.

Understanding language, customs, and all aspects of culture should be a responsibility carried out by families and society to maintain the continuity of family life.

One of the educational institutions that plays a crucial role in a child's growth and development is parents, as they are the ones who bear the greatest responsibility for the care and development of their children from birth to adulthood. Children learn from their parents from an early age, as they are the first role models they see upon waking. Every action taken by parents serves as a role model for their children, as children initially admire their parents. If parents set a good example, children will tend to imitate positive behavior, but if parents set a bad example, children may also imitate negative behavior. Therefore, parents have a significant responsibility in ensuring that their children develop good character. The role of parents includes guiding, nurturing, and raising their children into adulthood.

Parents also influence character formation, especially during childhood. The process of character formation in children is determined by time. Therefore, children who are frequently given advice, observe good things, and receive perfect love will have good character as adults. Character is the values that each person holds about God, themselves, others, their environment, and their country. These values are formed in thoughts, attitudes, views, words, and behaviors, shaped by religious norms, culture, and customs.

Parents must recognize the importance and complexity of issues facing children and instill good character from an early age. This will build a strong foundation for children to avoid being deceived or influenced by their external environment later in life. Thus, children will ultimately develop good character. Parents generally want their children to grow up well and become good people, so they must understand their roles as parents, which include economic, educational, protective, recreational, and religious roles.

Since ancient times, the attitudes and behaviors of the nation's children have been inherited from the character of the indigenous people (colonized nations). During the reign of Bung Karno, the first president of the Republic of Indonesia, colonialism prevailed in Indonesia, fostering an inlander mentality (a colonial nation). To eliminate this landlocked mentality, one must develop the character of an independent individual with their own freedom to propel an independent Indonesian nation towards prosperity, security, and well-being.

For a child, the values of conscience and giving play a crucial role. The values of conscience include courage, honesty, and a love of peace, while the values of giving involve loyalty, reliability, respect, politeness, friendliness, and kindness. Therefore, as a child's first educator, parents must have a broad understanding of these character values. Character cannot be formed simply by memorizing, as it is an inherent part of human nature. However, habits, attitudes, and words practiced consistently will shape a person's character.

Based on initial observations on September 3, 2023, researchers discovered a phenomenon where children aged 4-6 years exhibited polite and courteous speech, using refined or polite regional language in their daily activities. Given the reality of today's modern era, many children are also showing a decline in manners and etiquette towards their elders, or are using less polite language towards their elders. Therefore, the crucial role of parents in shaping children's character lies here. Parents are the first and most important educators for children,

providing good examples of good behavior and speech, so that parents can guide their children towards things that align with Islamic law.

Based on the background of the problem described above, the author is interested in conducting more in-depth research to understand the role of parents in developing the character of children aged 4-6 years in Penuntut Hamlet, Janapria District, and how they instill character values in them.

RESEARCH METHODS

Our perspective on learning activities is known as an approach. The term "approach" refers to a general perspective on how a process occurs. This research was conducted using a qualitative approach and employed a descriptive research method. Qualitative research examines natural object conditions (such as experiments), with the researcher serving as the primary instrument. Data collection is conducted using combined triangulation, and data analysis is inductive/qualitative. The research results emphasize the importance of generalization. This research employed a qualitative approach with a descriptive research method. Qualitative research methods examine natural object conditions, with the researcher serving as the primary instrument. Data collection techniques were conducted using combined triangulation. Data analysis is inductive or qualitative, and qualitative research results emphasize meaning over generalization.

Descriptive research, on the other hand, is a problem formulation that guides research to explore or portray the social situation being studied comprehensively, broadly, and in-depth. The researcher used this approach because it was deemed relevant to the phenomenon being studied. Therefore, this qualitative approach not only collected and compiled data but also analyzed and presented the results in the form of verbal explanations. The data sources used in this study were primary and secondary data sources. The data collection process included observation, interviews, and documentation. Since this study used qualitative methods, the data analysis used the Miles and Huberman model. The researcher used data triangulation to test the validity of the data in this study. Triangulation is a data exploration technique that uses various sources, methods, and theories.

RESEARCH FINDINGS AND DISCUSSION

A. Supporting Factors

1. Family

Based on observations and interviews conducted by researchers with informants, it was discovered that one of the supporting factors in the formation of a child's character is the family environment. Parents pay close attention to how they teach and set examples so that children can observe and imitate these positive traits, which will then become habits in the future. Shaping character or morals is a parental obligation. To develop character in children, the family, as the primary learning environment, needs to instill and provide character education to children from an early age. Furthermore, the role and function of the ideal family are crucial in family life, and the realization of this function rests with both parents, and if carried out properly, it influences all family members. Habit formation means building or learning to act,

speak, or perform something. Examples include dressing, waking up in the morning, praying, and so on. Because these habits and practices shape certain attitudes in children, these attitudes become stronger and eventually become guidelines because they become part of their personality or character.

2. Society

Based on observations and interviews conducted by researchers with informants, it was found that both supporting and inhibiting factors in character development in children aged 4-6 years in Penuntut Janapria Hamlet are community factors. A supporting factor in the community is the availability of Quranic study centers, which facilitate and assist parents in educating. A inhibiting factor in the community is the frequent presence of mobile phones by children, and parents' concerns about their children imitating the negative behavior of their peers. The community also plays a crucial role in shaping a child's character. Here, "community" refers to individuals who may be older, not related to the child or close to him, but who are present in the child's environment or witness his behavior. They can provide good examples, encourage positive behavior, or even discourage undesirable behavior. This is also in line with Ahmad Syukril's opinion, which states that the environment plays a very significant role in shaping a child's behavior. If a child is in a supportive environment, he or she will go through the stages of his or her development well. Support from those around him or her, whether family, peers, or the community, is crucial in providing positive stimulation for a child's growth and development. However, conversely, if there is no support from the surrounding environment that provides positive stimulation, children may experience difficulties in facing the challenges of the world they will face in the future. They may become individuals who are less able to compete and have difficulty interacting well with their peers. Therefore, a supportive environment and positive stimulation from those around them are crucial in shaping a child's character and behavior.

B. Inhibiting factor

1. Family

From interviews and observations with parents and several other data sources, it was discovered that parents don't spend a full day with their children. Some parents are rarely with their children because they have to go to the rice fields, go to the office, or teach at school. The observations also revealed that some parents sometimes fail to set good examples for their children, such as excessive joking with friends, parents drinking or eating standing up, and parents speaking in a raised voice with friends. These are things that are sometimes unintentionally witnessed by children, allowing them to imitate these behaviors, which can lead to the child's character being disturbed or tarnished by the negative things they see in their parents. From these interviews, it can be concluded that, indeed, the family environment can also be a factor hindering the development of good and proper character in children. Because not everyone is always right, and we are certainly not free from mistakes. However, behind all this, parents certainly hope for the best for their children.

2. Society

From the interview results, it can be concluded that the community environment in Penuntut Hamlet, Janapria District, also has the potential to act as a hindering factor in the character development of children aged 4-6 years. This unfavorable community environment may be related to various factors such as low awareness of the importance of children's education, high levels of conflict or tension within the community, lack of access to educational resources or guidance, or even the existence of norms or values that do not support positive child development. Therefore, in addition to the important role of parents, attention is also needed to consider the role of the community environment in creating supportive conditions for early childhood character development.

CONCLUSION

The conclusions can be drawn: 1). The research results show that parents of children aged 4-6 years in Penuntut Hamlet, Janapria District, have successfully fulfilled their roles. The role of parents extends beyond providing food and shelter, but also encompasses their roles as educators, guides, motivators, and facilitators in the child's growth and development. 2). Factors supporting the development of children's character in Penuntut Hamlet, Janapria District, include family and community factors. Meanwhile, the inhibiting factor is the community environment, which is caused by parents not always participating when their children are playing outside with their friends.

BIBLIOGRAPHY

- Abdul Majid dan Dian Andayani. (2013). *Pendidikan Karakter Perspektif Islam*. Bandung: Remaja Rosdakarya.
- Abdul Mujib. (2008). *Ilmu Pendidikan Islam*. Jakarta: Kencana.
- Abdullah. (2017). *Pendekatan dan Model Pembelajaran yang Mengaktifkan Siswa*. *Jurnal Edureligia*. Vol. 01, No. 01, 2017, hlm. 45.
- Abd. Rahman dan Aghani. (2016). *Metodelogi Penelitian Tindakan Sekolah*. Jakarta: PT Raja Grafindo Persada.
- Ahmad Rijali. (2018). *Analisis Data Kualitatif*. *Al-Hadharah*. Vol. 17, No. 33, 2018, hlm. 84.
- Aisyah. (2018). *Pendidikan Karakter Konsep Dan Implementasinya*. Kencana: Jakarta.
- Ali Muhsin. (2017). *Upaya Orang Tua dalam Membentuk Karakter Anak di Dusun Sumbersuko Desa Plososari Kecamatan Grati Kabupaten Pasuruan Dinamika*. Vol. 2, No. 2, Desember 2017. hlm. 129.
- Amirudidin dan Zaenal Asikin. (2004). *Pengantar Metode Penelitian Hukum*. Jakarta: Raja Grafindo Persada.
- Asdiqoh Siti. (2020). *Impkementasi Pendidikan Karakter Pada Siswa Madrasah Aliyah Negeri Boyolali*. Lembaga Penelitian dan Pengabdian Kepada Masyarakat (LP2M) IAIN Salatiga: Salatiga.
- Bisma Mustofa. (2015). *Melejitntnya Kecerdasan Anak Melalui Dongeng*. Yogyakarta: Parana Ilmu.

- Darosy Endah Hyosy Endah Hyoscyamina. (2011). *Peran Keluarga dalam Membangun Karakter Anak. Psikologi Undip, No. 2, Oktober 2011, hlm. 144.*
- Dindin Jamaludin.(2013). *Paradigma Pendidikan Anak Dalam Islam.* Bandung: Pustaka Setia.
- Emzir. (2012). *Analisis Data: Metodologi Penelitian Kualitatif.* Jakarta: Rajawali Pers.
- Endang Kartikowati dan Zubaedi. (2020). *Pola Pembelajaran 9 Pilar Karakter Pada Anak Usia Dini dan Dimensi Dimensinya.*Cet. I. Jakarta: Prenadamedia Group.
- Hairuddin Enni K. (2014). *Membentuk Karakter Anak Dari Rumah.* PT Elex Media: Jakarta.
- Hardani., dkk. (2020). *Metode Penelitian Kualitatif dan Kuantitatif.* Yogyakarta: CV. Pustaka Ilmu Group Yogyakarta.
- Helmawati. (2016). *Pendidikan Keluarga Teoretis dan Praktis.* PT Remaja Rosdakarya: Bandung.
- Imam Gunawan. (2017). *Metode Penelitian Kualitatif Teori dan Praktik.* Jakarta: Bumi Aksara.
- Ismail Nurdin dan Sri Hartati (2019). *Metodologi Penelitian Sosial.* Surabaya: Media sahabat Cendekia.
- Jailani Syahrani M. (2014). *Teori Pendidikan Keluarga dan Tanggung Jawab Orang Tua Dalam Pendidikan Anak Usia Dini*”. Vo. 1. 8, No. 2, Oktober 2014. hlm. 246-247.
- Julaiha Mariani. (2021). *Upaya Pembentukan Karakter Anak Melalui Peran Orangtua Di RT 004 RW 002 Kelurahan Kampung Pensiunan Kecamatan Kepahiang.* SKRIPSI Fakultas Tarbiyah dan Tadris, IAIN Bengkulu.
- Khusnul Khotimah.(2021). *Peran Orang Tua Dalam Membentuk Karakter Islami Pada Anak Usia Dini Di Desa Olat Rawa, Kec. Moyo Hilir, Kab. Sumbawa.* Skripsi. FTK. UIN MATARAM.
- Lexy J. Meleong. (2007). *Metodologi Penelitian Kualitatif.* Bandung:PT. Remaja Rosdakarya.
- Maimunawati dan Alif dalam Dea Mustika. (2021). *Peran Orangtua dalam Memotivasi Belajar Peserta Didik di Masa Pembelajaran Daring.* *Jurnal Pendidikan dan Pembelajaran Indonesia.* Vol. 1 No. 2 (2021). Hlm. 366.
- M. Hamdar Arraiyyah dan Jejen Mushaf. (2016). *Pendidikan Islam Memajukan Umat dan Memperkuat Kesadaran Bela Negara.* Jakarta: Kencana.
- M. Syahrani Jailani. (2014). *Teori Pendidikan Keluarga dan Tanggung Jawab Orang Tua Dalam Pendidikan Anak Usia Dini.* *Jurnal Pendidikan Islam.* Vol. 8. No. 2. (IAIN Sulthan Thaha Saifuddin Jambi. 2014). hlm. 246
- Mutawali., dkk. (2020). *Pedoman Penulisan Skripsi UIN Mataram Tahun 2020* Mataram: UIN Mataram.
- Novi Astuti. (2022). *Systematic Literature Review: Peran Orang Tua Dalam Memotivasi Proses Belajar Siswa Di Sekolah Dasar.* *Jurnal Sarjana Pendidikan.* Vol. 2. No. 2. Tahun 2022., hlm. 117.
- Rizki Ananda. (2017). *Implementasi Nilai-Nilai Moral Pada Anak Usia Dini.* Dosen Program Pendidikan Studi Guru Sekolah Dasar”. Universitas Pahlawan Tuanku Tambusai. *Jurnal Obsesi.* Vol. 1. No 1, 2017. hlm.20.

- Rosidatun. (2018). *Model Implementasi Pendidikan Karakter*. Caremedia Communication: Kulon Gresik.
- Salwiah dan Asmuddin. (2022). Membentuk Karakter Anak Usia Dini melalui Peran Orang Tua”. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*. Vol. 6, No. 4, 2022. hlm. 2930.
- Siswadi., Tukiman Taruna., dan Hartuti Purnaweni. (2011). *Kearifan Lokal Dalam Melestarikan Mata Air*. *Jurnal Ilmu Lingkungan*. Vol. 02, No. 09, (2011).
- Sri Lestari. (2012). *Psikolgi Keluarga: Penanaman Nilai Penanganan Konflik Dalam Keluarga*. Jakarta: Prenadmedia Group.
- Sugiyoni. (2015). *Memahami Penelitian Kualitatif*. Bandung: Alfabeta.
- Suharsimi Arikunto. (2002). *Prosedur Penelitian Suatu Pendekatan Praktek*. Jakarta: Rieneka Cipta.
- Syaful Segala. (2009). *Supervisi Pembelajaran dan Profesi Pendidikan*. Bandung:Alfabeta.
- Syamsul Kurniawan. (2004). *Pendidikan Karakter*. Yogyakarta: Ar-Ruzz Media.
- Syamsul Yusuf LN. (2014). *Psikologi Perkembangan Anak dan Remaja*. Bandung: Rosdakarya.
- Tia Indrianti. (2020). *Peran Orantua Dalam Membentuk Karakter Anak Di Desa Kedaton Kecamatan Batanghari Nuban Lampung Timur*. Skripsi. FTK IAIN Metro.
- Veithzal Rivaim Dedi Mulyadi. (2013). *Kepemimpinan dan Perilaku Organisasi*. Jakarta: Rajawali Press.
- Wibowo agus. (2013). *Pendidikan Karakter Berbasis sastra*. Yogyakarta: Pustaka Pelajar.
- Wigih. (2024). *Peran Orang Tua dalam Menumbuhkan Motivasi Belajar Siswa Mi Muhammadiyah Kaligondang Kecamatan Kaligondang Kabupaten Purbalingga*. dalam <http://repository.iainpurwokerto.ac.id/id/eprint/7696> diakses 18 Maret 2024.
- Yugiswara, A., Sukidin, S., dan Kartini, T. (2018). *Pengaruh Fasilitas Belajar Terhadap Movasi Belajar Siswa Kelas Xi Ips Sma Negeri 1 Kraksaan Probolinggo Tahun 2018*. *Jurnal Pendidikan Ekonomi: Jurnal Ilmiah Ilmu Pendidikan, Ilmu Ekonomi Dan Ilmu Sosial.*, Vol. 13 No. 1. Hlm. 101.
- Zainal Aqib. (2015). *Pendidikan Karakter di Sekolah: Membangun Karakter dan Kepribadian Anak*. Cet.II; Bandung: Yrama Widya.
- Zakiati Salma. (2017). *Tanggung Jawab Orang Tua dalam Membentuk Kepribadian Anak Perspektif Al-quran dan Psikologi*. Vol. 1, No. 1, 2017. hlm. 68-69.
- Zubaidin. (2011). *Desain Pendidikan Karakter Konspsi dan Aplikasinya Dalam Lembaga Pendidikan*. Kencana: Jakarta, 2011.