

## CHAPTER I

### INTRODUCTION

This chapter presents the background of the research, research problems, research objectives, significance of the research, scope, and limitation of the research, definition of key terms, and theoretical framework.

#### **A. Background of the Research**

Based on the message from PERPRES No. 87 of 2018 concerning Strengthening Character Education; and PERMENDIKBUD No. 20 of 2018 concerning Strengthening Character Education in Formal Education Units that education in primary schools is not only learning about the subject matter, but also character education. The mandate of PERMENDIKBUD No. 20 of 2018 is PPK (*Penguatan Pendidikan Karakter*) in formal education units. PPK is implemented by applying the values of Pancasila, namely religious, honest, tolerant, disciplined, hard-working, creative, independent, democratic, curiosity, national spirit, love for the homeland, respect for achievement, communicative, love peace, love to read, care for the environment, social care, and responsible.<sup>1</sup>

The mandate from PERMENDIKBUD No. 20 of 2018 has developed based on the change of learning process in every school. The mandate to teach about character education for class VII is based on *Profil Pelajar Pancasila*.

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<sup>1</sup> Menteri Pendidikan dan Kebudayaan Indonesia. 2018. Salinan Permendikbud Penguatan Pendidikan Karakter pada Satuan Pendidikan Normal. Jakarta: Menteri Pendidikan Republik Indonesia.

Those are believe in and fear the One God and have noble character, global diversity, ooperation, independent, creative, and critical thinking.

To realize these characteristics, it is necessary to collaborate between parents and teachers. This collaboration is one of the efforts to reduce moral degradation during the Covid 19 pandemic which has eroded the essence of education from Ki Hajar Dewantara in the Indonesian education paradigm. Moreover, the current state of Indonesian students as digital natives. This causes the condition of students who get very few examples of direct examples from the teacher. The form of implementation of strengthening character education is collaborating with families and layers of society. The objective of PPK is an adaptive movement by teachers and parents that will accompany the mental and physical growth of students in order to achieve their nature, according to the message from Ki Hajar Dewantara. Another goal is for students to stay within the corridor of Pancasila values and broad cultural insight. The main components of involvement in character education are parents, school committees and the external community of the school environment.<sup>2</sup>

Reflect on the messages by Ki Hajar Dewantara which is like culture in Eastern nations. The Father of Indonesian Education introduced the Among system. Among is *ing ngarso sung tulodho* which means a teacher must set a good example. *Ing madya mangun karso* which means a teacher must give encouragement to the students. And the last one is *tut wuri handayani*, which

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<sup>2</sup> Surachman, ANta Ika. "Penguatan Pendidikan Karakter Berbasis Komunitas Masyarakat Melalui Perempuan Fatayat NU Di Era Globalisasi". *Jurnal Tarbawi* Vol. 16. No. 2 (2019): 17-34.

means a teacher must provide encouragement or make his students to become independent learning individuals. With encouragement from Kemdikbudristek, teachers struggle to realize learning independence so that students can develop their character. This proves that Ki Hajar Dewantara's thoughts have crossed the ages. Education is expressed not only about cognitive, materialistic and colonialist but also about instinct, tradition, culture, nationalism and continuity.<sup>3</sup>

In line with the goals of Indonesian education and all forms of efforts to improve the quality of education character growth is not limited by time, but requires example, learning and practice. This is what character education develops. Students who experience digital natives, they have been bombarded with negative influences from the digital world. They spend a lot of time at school, hence the school is the second place for students to get the essence of the school.<sup>4</sup> 'Character' came to mean a distinctive mark by which one thing was distinguished from others, and then primarily to mean the assemblage of qualities that distinguish one individual from another. In other words, our character is the distinctive mark that differentiates us from others. In Aynur Pala's journal article stated by Kevin Ryan and Karen Bohlin have defined people of good character as individuals who know the good, love the good, and do the good.<sup>5</sup>

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<sup>3</sup> Rasyid Masri, "Degradasi Moral Pendidikan era covid," *UIN Alauddin.ac.id*, March 19, 2021, <https://uin-alauddin.ac.id/tulisan/detail/Degradasi-Moral-Pendidikan-era-covid>.

<sup>4</sup> Pala, Aynur., "The Need for Character Education". *International Journal for Social Sciences and Humanities Studies*. Vol. 3. No. 2 (2011): 23-32

<sup>5</sup> Ibid.

Strengthening character education at a young age is not only the responsibility of the school, but also cannot be separated from the great contribution of parents. It has been taught in religious education as quoted from the book of *Alala* which is quoted from several moral books about the position of teachers and parents. It is explained in the book that the teacher has been instrumental in educating the students' spirituality. This education is not limited to what can be seen by the eyes and known by the mind, but can be felt by the heart. While parents are the ones who fill the body and mind so that children can grow up strong. Strengthening character education also has stated in *kitab Qami'u at Tughyan*. The values of faith-based moral education in the *kitab Qami'u at Tughyan* by *Syeikh Muhammad Nawawi al Bantani* can be categorized into five main things, namely: moral values to Allah; moral values to prophet Muhammad; moral values to scholars; moral values to fellow human being; and moral values towards ourself. Those criteria will be very useful for Muslims moral education.<sup>6</sup>

There is research on parental participation and the role of teachers in character education. This study aims to determine the effect of the role of parents and the ability of the role of teachers to the character education of students, with the independent variables, namely; Parents' participation, the role of the teacher, and the dependent variable student character education. Character education consists of two words, namely education and character.

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<sup>6</sup> Hermi Cahyawati, "The Values of Faith-Based Moral Education in the Perspective of Sheikh Nawawi al-Bantani (Analytical Study of the Book of Qami'u at-Tughyan)," *Proceeding International Conference on Religion, Science and Education* (2022) 1, 257-263.

Character education is defined as education that develops the character values of students so that they have values and character as their own character, apply these values in their own lives as members of society and citizens who are religious, nationalist, productive and creative. Character education does not just teach students what is right and what is wrong, but more than that, character education instills habits / habituation of good so that they understand, are able to feel, and want to do good. In character education, all school components are involved so that character education becomes a culture in schools.<sup>7</sup>

For a long time, the Indonesian government has always paid attention to character education for the nation's successors. In the current application there is the term Pancasila student as a continuation of strengthening character education which must exist in the scope of education units including junior high schools. There are six character education which are the main targets, namely being faithful and virtuous; global diversity; cooperate; independent, critical thinking; and creative. Although there has been an explanation of the target of character education in schools, it does not deny that contributions from parents are needed. The strength of parents in educating mentally there will be a tendency in their development. There are many aspects that parents can do, such as supporting various learning needs and active communication with school principals and teachers.<sup>8</sup>

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<sup>7</sup> Umam, Amalul, Fidini Peparing M, Muhammad Kiki Wardana., "Students' Perception of Performance-Based Assessment Application In Higher Education". *Journal of English Language Learning (JELL)*. Vol. 5 No 2, (2021) 25-32.

<sup>8</sup> Zakso, Amrazi, Iskandar Agung, Ety Sofyatiningrum, and M. Calvin Capnary. "Factors Affecting Character Education in the Development of the Profile of Pancasila Students: The Case of Indonesia." *Journal of Positive School Psychology* 6, no. 2 (2022): 2254-2273.

As explained in the research on the factors that influence the development of character education, Al-Mahrusiyah Junior High School also has a relationship with parents through the homeroom teacher. They have created a WhatsApp group to accommodate all information from the school. In addition, reports on learning outcomes can also be taken directly at school or through packages or photos for parents who live outside the city. This is evidence that there is a synergy between schools and parents in nurturing and educating children.

The article reference states how character education in junior high school is implemented and formed. One of the current issues is about popular culture through character education and moral. The result says that both character and moral education related with popular culture were being transmitted by the student at the speaking activity as the aspect alignment with the theme in speaking materials.<sup>9</sup> Another article is about religious character education in *pesantren*. *Pesantren* is one supporting element in the success of the educational character process because *pesantren* applies life daily religious, togetherness between students determine the formation of character actual students, and Islamic boarding school shade religiously more awakened than outside.<sup>10</sup>

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<sup>9</sup> Rahadiano, Novi Anoegrajekti, and Siti Gomo Attas, "Popular Culture Through Characters and Moral Education," n.d., 7.

<sup>10</sup> Mohammad Ruji, "Model of Religious Character Education of Santri: A Case Study for the Character of Santri in Pesantren Syaichona Moh. Cholil," *Syaikhuna: Jurnal Pendidikan Dan Pranata Islam* 13, no. 01 (April 9, 2022): 95–108, <https://doi.org/10.36835/syaikhuna.v13i01.5589>.

It has been stated that all components should participate in the character education of students. A previous study focuses on parents' attention to the development of children's character. It is stated that parents should give more attention to the character education in family and develop a balanced understanding of the concept of character. The study shows that the contributions of parental attention and peer association to the character of eighth-grade students of SMP Al-Azhar Syifa Budi Parahyangan were at the level of 44.7%. The correlation coefficient value indicates that parental attention and peer association contributed to students' character for 44.7%, while the remaining 55.3% is contributed by other variables or factors not included in the research.<sup>11</sup>

A moral degradation especially in the era after the Covid 19 pandemic, the facts regarding the moral decline in Indonesian students increasingly show that they really need assistance. Gradual changes to the learning system according to the number of infected victims and the circumstances of the families of students who have lost their jobs as well as the increasing number of deaths due to infection with the virus. This situation is one of the causes of mental decline as written by Prof. Rasyid Masri about the moral degradation of education in the Covid era. He explained that students often ignore when the teacher explains. At current situation, the ministry of education has launched a curriculum that can adapt during Covid and after Covid, teachers must continue

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<sup>11</sup> Aziz, Helmi. "Contribution of Parental Attention and Peer Association toward Adolescent Students' Character". *International Journal of Education*. Vol. 12 No. 1, (2019) 42-48.

to accompany students in character building according to the mandate of PERMENDIKBUD.<sup>12</sup>

The implementation for applying target character in syllabus or lesson plan is the teacher can insert the targeted character in each of the basic competencies being taught. This method has also been carried out by teachers at Al-Mahrusiyah Middle School and is written on the subject syllabus. It also has been mentioned in an article about implementation of character education Classroom Based Learning in Social Sciences character education Primary School. This article discusses about teachers have planned the character education in learning progress and written in lesson plan and syllabus.<sup>13</sup>

According to the purpose and references from previous study, the approach of this study will use narrative inquiry. It is an old practice that may feel new for a variety of reasons. It is common place to note that human beings both live and tell stories about their living. These lived and told stories and talk about those stories are ways we create meaning in our lives as well as ways we enlist each other's help in building our lives and communities. What does feel new is the emergence of narrative methodologies in social science research. With this emergence has come intensified talk about our stories, their function in our lives, and their place in composing our collective affairs.<sup>14</sup> This approach

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<sup>12</sup> Rasyid Masri, "Degradasi Moral Pendidikan era covid," *UIN Alauddin.ac.id*, March 19, 2021, <https://uin-alauddin.ac.id/tulisan/detail/Degradasi-Moral-Pendidikan-era-covid>.

<sup>13</sup> Zulela, M. S., and Muhammad Japar. "The Implementation of Character Education Classroom Based Learning in Social Sciences Primary School." In *Universitas Lampung International Conference on Social Sciences (ULICoSS 2021)*, pp. 630-636. Atlantis Press, 2022.

<sup>14</sup> D. Jean Clandinin, "Narrative Inquiry: A Methodology for Studying Lived Experience," *Research Studies in Music Education* 27, no. 1 (December 2006): 44-54, <https://doi.org/10.1177/1321103X060270010301>.



has been used in many disciplines to learn more about the culture, historical experiences, identity, and lifestyle of the narrator.<sup>15</sup> This approach is chosen because the purpose of this study is to know parents' contributions towards students' character education in SMP Al-Mahrusiyah.

To know the parents' contribution to students' character education, there is a study which has stated what should parents' do and give to create character education for their children. Parents who only earn money, living children with their grandparents, or are imprisoned will give a bad impact on their children's growth. It means they do not get their parents' motivation, advice, support, family time, and love. They will lead to negative behaviors because they will see what their parents do.<sup>16</sup>

SMP Al-Mahrusiyah is a boarding school-based school. There are two kinds of students in this school. The first is students who live in a dormitory and the second is students who live at home. Students who live in Islamic boarding schools get many facilities for education. They also receive religious education at Islamic boarding schools. In 2022/2023, SMP Al-Mahrusiyah has three grade levels, namely grades VII, VIII, and IX. Classes between male and female students are separated but the teachers who teach are still male and female. Not only learning is carried out separately, but all activities are also strived to be distinguished between boys and girls. They live in three

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<sup>15</sup> Michelle Butina, "A Narrative Approach to Qualitative Inquiry," *American Society for Clinical Laboratory Science* 28, no. 3 (July 2015): 190–96, <https://doi.org/10.29074/ascls.28.3.190>.

<sup>16</sup> Anggi Fadilah and Marjohan Marjohan, "Parent Support Contribution and Peer Conformity on Learning Motivation," *Jurnal EDUCATIO: Jurnal Pendidikan Indonesia* 7, no. 1 (August 30, 2021): 53, <https://doi.org/10.29210/120212964>.

dormitories, namely two female dormitories and one male dormitory, regardless of their family backgrounds.

Students who live at home are also allowed to participate in activities at the cottage with independent registration. With the offer of the same education system for all institutions at the Al-Mahrusiyah Foundation, of course there is no difference in the growth of student character. The condition of the relationship between parents and students at the boarding school does not prevent communication with scheduled visits and telephone calls. Based on the explanation in this section, the researcher wants to know the contribution of parents and teachers in the 2022/2023 school year to provide character education.

## **B. Research Problems**

According to the background, the researcher formulates the research problem as follows:

1. What are parents' contributions toward students' character education in SMP Al-Mahrusiyah?

## **C. Research Objectives**

According to the research problems, this research is aimed as follow:

1. To investigate what are parents' contributions toward students' character education in SMP Al-Mahrusiyah.

## **D. Significance of the Research**

The researcher tries to get data on teachers' and parents' contributions to students' character education in SMP Al-Mahrusiyah. This research is expected to give benefit those in the education field. They are as followed:

### 1. For Teachers

After knowing students' background or personality hopefully teachers can set the best improvement in teaching and learning process. Teachers will reduce misconception about students' character in learning for better transformation of character education. In school activities, teachers can give examples for character education and make their school as the best place for practicing Indonesian students' characters.

### 2. For Parents

It is presented especially for young parents who have their children as a digital native. They can know how far they stand by for children. Parents can give more support for their children's growth of character education as long as they can meet or communicate with their children. Their contributions to students' character education is the investment for next step of students' education life.

### 3. For Institution

With the various references used and the results of the research later, the researcher hopes that this research can be useful for improving and implementing new ways of character education. Schools can use research results as a reference for the need to hold various tests or the same thing

with the aim of being in line with the school's vision for students with character based on Islamic values.

#### **E. Scope and Limitation of Research**

The scope of this research is parents as the interviewee. There are three grades in SMP Al-Mahrusiyah, those are class VII, VIII, and IX. This study uses a purposeful sampling strategy to get the data as the limitation. This sampling strategy is based on the purpose of this study. The data will be classified by whether the students' characters are high, middle, and low.<sup>17</sup>

#### **F. Definition of Key Terms**

In this part, the researcher has a definition of the key term are character, character education, parents' contribution, and teachers' contribution. The definitions based on some references are systematically presented below.

- 1) Character is an individual's "general approach to the dilemmas and responsibilities of social life, a responsiveness to the world that is supported by emotional reactions to the distress of others, the acquisition of prosocial skills, knowledge of social conventions and construction of personal values."<sup>18</sup>
- 2) Character education is defined as education that develops the character values of students so that they have values and character as their own

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<sup>17</sup> John W. Creswell and John W. Creswell, *Qualitative Inquiry and Research Design: Choosing among Five Approaches*, 3rd ed (Los Angeles: SAGE Publications, 2013).

<sup>18</sup> Hay, D.F., Castle, J., Stimson, C.A., & Davies, L. (1995). The social construction of character in toddlerhood. In M. Killen & D. Hart (Eds.), *Morality in everyday life: Developmental perspectives*. (pp. 23-51). Cambridge, UK: Cambridge University Press.

character, apply these values in their own lives as members of society and citizens who are religious, nationalist, productive and creative.<sup>19</sup>

- 3) Parents' contribution is parents' support for their children's physique and moral growth. Parents as the first education introduce environments for their children and give affection, materials support, and examples for their character.

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<sup>19</sup> Aruan, Yusnita, Prof. Dr. Manahan P Tampubolon, MM, Dr. Hotmaulina Sihotang, M.Pd. "The Role of Parents And Teachers On Student Character Education". *Research Article*. 2020.