

Character Development through Role Modeling and Parenting Method

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Abstract

Character education plays a significant part in the process of transforming every person into a morally upstanding and morally responsible people who is able to make a constructive contribution to society. The development of methodologies for the optimization of processes is required in order to accomplish this goal. Through the use of parenting styles and exemplary behavior, the purpose of this study is to investigate how personality develops. This research makes use of many methods of literature research. When it comes to teaching ideas and norms that people wish to put into practice in their everyday lives, the results demonstrated that the exemplary approach involves educators in the process of setting a good example. Several different educational settings, including the home, the classroom, and the community, are all suitable for the implementation of this strategy. Meanwhile, the manner in which parents raise their children has an impact on the personalities of their children. In order for the parenting approach to be implemented in the most effective manner, it is necessary to modify it according to the requirements of the students.

Keywords: Character, exemplary methods, parenting methods

INTRODUCTION

Education, in its most fundamental sense, is a process of personality building that continues throughout one's entire life (long-term personal education). When humans take in the fundamental formation process of thinking (intellectual) and feeling (emotional), a conscious effort is made to develop the potential of human nature. This is done in order for humans to be able to act in accordance with the development of their natural potential to become perfect creatures (*insan kamil*) (Firdaus & Husni,

2021). A character education program is one approach that can be taken to make this a reality. A process of activities that are carried out purposefully and structured in an effort to direct students to build character, knowledge, skills, independence, leadership, and caring (Khan, 2010). Character education is conducted in an effort to direct students to acquire these qualities.

It is possible to find a solution to the moral crisis that is currently taking place in Indonesia by implementing character education that is designed appropriately. Despite the fact that our culture is unaware of it, there has been a genuine and worrisome issue that has even affected youngsters and teenagers who are still children and still in school. Some of the crises that are described here are decreased responsibility, student fights, a lack of originality, honesty, courtesy, respect, and tolerance. Other examples include a loss of ability to tolerate others. Conflicts can develop at lower levels of society and eventually create challenges for society as a whole (Fahdini et al., 2021).

As a result, it is necessary for us, as educators, to be able to devise suitable strategies for directing and cultivating students in order to ensure that their personalities are shaped into admirable qualities. Some of the ways that were developed are methods that are both caring and exemplary. The creation of this method is very necessary in order to create a model of character education that is suitable for the requirements of the times which we are living in. This essay will describe how character development can be achieved using ways that are both nurturing and exemplary.

METHOD

This research uses the literature review method, library research is research that uses literature and reading sources in the form of books, texts, encyclopedias, journals and other research results in the field of education and curriculum as sources (Sugiyono, 2015). The literature studied includes literature on character, exemplary methods, and parenting methods. Research with descriptive analysis directs the research results to a conclusion based on document analysis (Sukmadinata, 2007). The descriptive method is research that attempts to explain in a structured manner the facts found regarding current events. The descriptive method of analysis with a qualitative approach is a method that aims to create a descriptive, systematic, factual and accurate picture of a symptom, event, incident that is happening now (Triyono, 2013). In other words, the descriptive method of analysis starts by solving the problems that become apparent when the data is compiled and then explained. Based on the opinion above, this research uses a descriptive analysis method, which means collecting and concluding data from the analysis carried out so that the answer to the research problem can be found.

RESULTS AND DISCUSSION

Character in education has become a concern for several countries to prepare a good generation for the benefit of the country and society as a whole. Character education can be defined as a deliberate effort from all dimensions of social life to help develop optimal character.

According to etymology, character comes from the Latin words "*karakter*", "*kharassein*", "*kharax*", and the Indonesian word "character", which comes from the Greek word "*charassein*", which means to make sharp or deep. In the Poerwadarminta dictionary, "character" is defined as character, character, psychological traits, morals, or manners that distinguish each individual (Majid & Andayani, 2011a). According to Thomas Lickona, character contains the main components, namely: knowing, loving and carrying out goodness (Lickona, 1992). In character education, good qualities are often described in several traits.

In terms of terms, character education has been introduced since the 1900s. Thomas Lickona is considered to be the initiator of the importance of character education through his books. Thomas Lickona said that character education consists of three main components: knowing the good (knowing the good), loving the good (desiring the good), and doing good (Zubaidi, 2011).

According to several experts, the word character has different meanings depending on the perspective, point of view, description of the method and scientific discipline used. The following is the definition of character according to education experts. Character in relation to education Albertus says that everyone is given the freedom to live up to values that are considered good, noble, and worth fighting for as a guide for acting in their relationships with themselves, each other, and God (Albertus & Koesoema, 2010).

Meanwhile, Ramli believes that character education and moral education are equally important. The aim is for students to become good individuals as well as being members of society who behave according to existing norms and becoming citizens who obey applicable regulations. In general, all of this is influenced by the cultural values of society and the country (Gunawan, 2012). Unlike Thomas Lickona, the character view emphasizes three moral elements: moral knowledge, moral feelings and moral action. All of this is necessary so that children can know, enjoy and practice good values (Lickona, 1992).

From the explanation above, the author concludes that character is a planned effort to make students know, care about and internalize values so that they have character in their interactions with the surrounding environment. In other words, character education can be said to be an effort to develop character or character. As a result, character education prioritizes the moral growth of individuals

who already exist both in educational institutions and in society. The achievements of character education include: first, growing the spiritual potential and skills of students as citizens who have a nationalistic character. Second, fostering the habit of good behavior in accordance with religious values and national cultural characteristics. Third, foster the desire to become a leader and have a sense of responsibility as a nationalist. (Hasan et al., 2010).

To achieve the goals of character education, there are three stages that must be passed. Moral knowledge is the first stage. At this stage, the focus is on gaining knowledge about moral principles, moral awareness, determining perspective, moral logic, self-knowledge, and the courage to determine one's attitude. If students master these six components, they will be able to understand noble morals rationally and rationally, and distinguish the universal values of noble morals.

Second, moral love strengthens aspects of human feelings to become individuals with character. This strengthening is related to the attitudes that students must have, such as self-confidence, empathy, humility, self-control and love of truth. The aim of this stage is to foster a sense of need and love for noble moral values. Therefore, the teacher's focus is not logic, reason, or cognition, but emotion, heart, and soul. Third, the result of character education is moral doing/acting. The third stage includes the application of moral principles in everyday actions (Majid & Andayani, 2011b).

Character education basically has the aim of building a nation that is strong, superior, virtuous, behaves well, respects others, works together, has an unyielding spirit, consistently develops according to conditions, and is oriented towards science and technology. All of this must be imbued with faith and devotion to God Almighty based on Pancasila (Gunawan, 2012). In short, character education does not include memorizing exam material and methods for answering it. However, it requires habits in behavior such as: habits of kindness and honesty. Even though the character does not grow quickly, the process of regular training is a form of effort to achieve the desired ideal goal.

Character Development Through the Example Method

Etymologically, leadership in Arabic comes from the word "*uswah*" or "*qudwah*". In terms of terminology, exemplarity comes from the word modelling which means example or anything that is worthy of imitation or example (Culture, 1995). Thus, exemplification is a person's actions that can be imitated by other people to embody the attitudes that are followed, so that the person who is the example is called a role model.

In Islamic education, the exemplary method, also known as *uswah hazanah*, has the strongest influence on the successful formation of students' moral, spiritual and social aspects. In Islamic education, the application of this method is not only supported by educators, but also by parents and society as a whole. Whether we realize it or not, the example of educators, parents and the community will continue to leave an impression on students, whether in the form of words, actions or physical and mental events. Educators must be able to be good role models for students, parents must be good figures for their students, and every educator has the responsibility to provide a good example in every action (Anirah, 2013).

The exemplary method is a way of guiding and developing participants so that they can imitate the good things done by educators or adults. Some of the ways that have developed in optimizing the exemplary method are as follows: First, the conservative exemplary method, especially the preservation function. If an educator behaves well towards his children, that good behavior will be remembered and imitated by his children. Likewise, if someone sets an example of good behavior to their children, that good behavior will be remembered and persisted in their children. Here, the precise meaning is that commendable behavior consists of an attitude of respect for other people, so that it will always leave an impression on people who follow their behavior.

Second, the story-based exemplary method. The story method can help increase role models. This method provides good role models from figures so that they can develop good and correct character. Apart from that, it can improve students' memory in understanding moral values and character through the stories presented. Third, the advice method, especially if you are worried that students do not understand the examples given by the teacher. The advice method in cultivating good character involves various aspects that can be applied to develop students' faith, morals, soul and social feelings (Munawaroh, 2019). From the explanation above, it can be concluded that in providing role models you can use several methods, namely the conservative method, the story method and the advice method with the aim of simplifying the delivery method and becoming a reference in developing the example method.

Character Development Through Parenting Methods

The two words "pattern" and "upbringing" consist of the word "pattern", which respectively means "pattern, model, system, way of working, proper form (structure)". (Ministry of Education and Culture, 1988). However, "foster" means looking after (caring for and educating) young children, guiding (helping, training, etc.), and leading an organization or institution (TEAM for Preparing the Dictionary

for the Center for Language Guidance and Development, 1988). To be clearer, the term "foster care" includes all things related to maintenance, care, support and assistance so that a person can be independent and live his life normally (Donelson, 1990). Ahmad Tafsir believes that education is conscious guidance by educators towards the physical and mental growth of students towards the formation of a primary personality (Yatim & Irwanto, 1991). Meanwhile, according to Casmini, parental care or parenting is the way parents educate, direct and discipline children, and protect them as they grow up. The purpose of parental care is to establish the standards expected of society as a whole (Casmini, 2007).

According to Sugihartono (2007), parenting style is the way parents relate to their children. Parenting patterns are guidance and direction from educators that apply in the family, meaning the role of the family in shaping behavior in accordance with the norms expected in community life. By considering the various views of the experts above, it can be concluded that the pattern of parental guidance is the way parents treat their children, educate, discipline and protect them as they grow up, so that they can develop behavior that is in accordance with societal norms and values. In the parenting process, education is needed as a process of internalizing culture into individuals and society to become civilized (Koesoema, 2007a). Then as a process of forming fundamental skills intellectually and emotionally towards nature and fellow humans (Muslich, 2011).

According to Doni Koesoema, education is a human activity that includes active and educative actions for the developing generation. Personality is defined as a person's unique traits, traits, or characteristics that originate from actions received from their environment (Koesoema, 2007b). Therefore, education is formed from various forms that influence it, then determined and designed by educators to improve students' cognitive, psychomotor and affective development (Ad Dirasi, 2023).

In Islam, there are seven areas of education involved in the task of parenting. The first is physical education, which focuses on physical health and fitness related to worship, morals, and other aspects of personality. Second, cognitive education, namely education that helps children discover and develop their desires in accordance with their intellectual abilities and teaches healthy ways of thinking in accordance with their intellectual abilities. Third, taste learning. This education can be described as a conscious movement of the heart, a movement of the heart in giving, and a movement of the brain in thinking. Parents can feel that things that are seen as beautiful can change the mood by instilling calm in their child's soul. Fourth, education based on feelings. In this section, in developing age-appropriate emotional growth and psychological adjustment to himself and others around him. Fifth,

learning faith. Parents must inform, guide, and cultivate instinctive spiritual powers; they should also set an example and encourage their children and siblings to understand religious principles and religious practices. Sixth, moral education. Parents teach their children religious values and rules that emphasize morals. Seventh, social education. In the context of Islamic faith, parents provide direction and guidance in social, economic and political behavior (Drajat, 1995).

The following factors influence how parents raise their children: First, gender, parents are more likely to be strict with girls than boys. Second, cultural background, parents influence the way they raise them, which is also related to differences between women and men in the social environment. Third, parents' social status, including low economic status and low education, influences the way they care for them (Markum, 1985). According to Baumrind, quoted by Kartini Kartono, there are four types of parenting patterns, and the development of guidance and coaching methods is needed to develop parenting methods.

Democratic Parenting

In a democratic parenting style, parents prioritize children's interests but still control them. Parents like this are rational and always act based on their ratios or opinions. These parents do not expect anything beyond their children's abilities and are realistic towards them. In addition, parents like this treat their children well and give them the freedom to choose and do what they want. One of the characteristics of democratic parenting is as follows: a) Establishing rules and discipline with the child's involvement in deciding them; b) Instructing the child about things that must be done and obeyed; c) Provide clear and understanding guidance. d) Can help families unite. e) Can help children, parents and family members talk to each other (Hurloch & Tjandrasa, 1978a).

Authoritarian Parenting

Authoritarian parenting is when a leader sets policies, actions, and responsibilities for educating children. Authoritarian parenting is characterized by imposing strict rules on children, often forcing them to behave like their parents, limiting their freedom to act on their own behalf, and rarely allowing children to talk or chat with others (Hurloch & Tjandrasa, 1978b). This authoritarian parenting style is also known for its efficient harsh punishments and various kinds of rules that limit children's treatment. According to Abdul Aziz Al Qussy, quoted by Chabib Thoha, the action that parents must take is to help their children meet their needs, but not excessively so that they are able to maintain their spirit of independence (Thoha, 1996).

One of the characteristics of authoritarian parenting is as follows: a) Children must obey parents' rules and must not argue. b) Parents tend to find

children's mistakes and punish them. c) Parents tend to give orders and forbid children. d) Children are considered disobedient if there is a difference of opinion. e) Parents impose more discipline on children. (Idris & Jamal, 1992). The concept of authoritarian parenting includes several things: First, parents pay attention to their own interests rather than the interests of their children; second, parents do not trust their children in carrying out activities; and third, parents sometimes do not give children the right to express their opinions and feelings (Djamarah, 2004).

Permissive Parenting

This caregiver prioritizes very free supervision and allows the child to do everything according to his wishes. Parents do not emphasize punishment and ignore children if they are in trouble or danger (Subroto, 1997). Permissive discipline, according to Elizabeth B Hurlock, does not lead to socially approved behavior and does not use punishment in this case (Hurlock & Tjandrasa, 1978a). Examples of permissive parenting are as follows: a) Not prohibiting children from being active without supervision and guidance; b) Educate children who don't care, are inactive, and don't understand easily; c) Prioritize unnecessary needs; d) Freeing children to carry out activities without established rules; and e) There are no family ties and familiarity.

Sutari Imam Badabid said that permissive parents mean that children are given the freedom to act and fulfill their own desires, and that rules are not strictly enforced. The child is given unlimited freedom to act as they wish, which is the basis of this permissive treatment approach. Parents only focus on meeting their children's material needs and do not give orders. Children never justify or blame children, so they do not know whether their behavior is right or wrong (Kartono, 1992). As a result, children will act with their own authority, this has an impact on their indifference to the norms that apply in society.

CONCLUSION

Character education is an effort designed and implemented systematically to help students understand the principles of correct and good behavior. Character education can be applied in everyday life to help them become good, honest, responsible, respectful and disciplined people. The exemplary method is an effective method for character development. This method involves providing good examples to teach students to explain the principles and norms that are desirable to be implemented in everyday life. The method of example can be shown in three aspects, namely example from people who have died, example from people who are still alive, and example from oneself. The exemplary method can be applied in various forms, such as the conservative-based exemplary method, the advice method, and the story

method. In Islamic education, the example method is the most effective and efficient method in forming a child's personality. Developing parenting methods or parenting patterns is very important in shaping students' personalities. Effective parenting methods include democratic, authoritarian and permissive parenting styles. This parenting style must be adapted to the child's needs and abilities, because each individual has different needs and abilities.

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