
INTERNATIONAL CONFERENCE OF MOSLEM SOCIETY

ISSN 2622-5840, Volume 2, 2018, Pages 62-73

DOI: <https://doi.org/10.24090/icms.2018.1853>

Proceeding of 2nd International Conference on Empowering Moslem Society in Digital Era

Character Education in Family Environment in Indonesia

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Abstract: This research aims to determine the process of character education in family environment in Indonesia, both in complete and single parent families. This research is a qualitative research. The results of the interviews and observations were noted in filed notes. The data were analyzed using inductive approach with interactive models. Meanwhile, data validity is achieved using the technique of data source triangulation and member checking. The results of this study are the family's view about character education is influenced by the expectations of parents on their children. The character values which are instilled include honesty, religiosity, democracy, communication, discipline, hard work, responsibility, humility, self-reliance, and empathy. Parents build character to their children through good parenting, exemplifying behaviour and habits, providing explanation for their actions, implementing a high but realistic standard for the children, and involving children in decision-making. The results of character education within family shows that children who grow up in complete family get more affection than those who grow up in single parent family, the number of children with problems and self-reliance is few, but the children are more obedient.

Keywords: *character, education, family*

A. Introduction

Indonesia is a country that has a cultural diversity that is also rich in natural resources and human resources. With such great wealth, Indonesia should be able to become a strong country with its prosperous people. But in fact, the country is faced with a complicated and endless national problem, namely moral degradation, it is not excessive if this country should revive character education. Character education is a process to develop in each learner awareness as citizens of a dignified, independent and sovereign, willing to maintain and defend the independence and sovereignty (Zamroni, 2011: 159).

The form of moral degradation is easy to find. Corrupts officials, embezzlement of subsidized funds, internal political feuds, illegal collections in government agencies, murders, robberies, rape in public transportation, affairs, and others are very

unsettling. On the other hand, mass media conditions are also less supportive.

Most alarming, the moral degradation has touched the realm of education, both in schools directly, as well as in the education office. In the smaller institutions, families, many parents and other family members complain of deviant behavior by children. On the other hand, children denounce the lack of time of their parents with them because their parents are busy working. As a result, "... an increase in the number of families living without nearby family support or lifelong friends (Gottman & Claire, 2003: 15). In fact, when parents work (working as an employee) outside of standard hours (working nights and/or at weekends), they express greater emotional stress and less effective parenting than parents working with standard time (Brooks, 2011: 706-707).

In line with the previous statement, if illustrated briefly, the current character crisis

in Indonesia is: corrupt customs that are difficult to eradicate, weak discipline, weakening sense of nationalism, decreased ability to accept and appreciate differences, lack of sense of urgency, and the gap between what is known and what is done (Tim Pakar Yayasan Jati Diri Bangsa, 2011: 30-34). Ironically, teachers difficult to invite parents to work together in dealing with the problem of students, because parents assume that education is not their responsibility. This is of course contrary to Lickona's opinion that *"...the family is foundation of both intellectual and moral development, helping parents to be good parents is the single most important things a school can do to help students develop strong character and succeed academically"* (Lickona, 2004: 35). From Lickona's opinion, it is clear that the moral and intellectual development of the child is the family.

The family is essentially a place forming the character of each of its members, especially the children who are still in the guidance and responsibility of parents. How a family treats her children will affect the development of children's behavior. *"Such different perceptions of their children's characteristics set the stage for different behaviors toward boys and girls"* (Light, et.al, 1989: 338). The statement explained that the different perceptions about the characteristics of children will form different behavior between boys and girls.

That opinion indirectly supports Lickona statement affirming that the family is the first school of character formation of children, *"The family is the first school of virtue. It is where we learn about love. It is where we learn about commitment, sacrifice, and faith in something larger than ourselves. The family lays down the moral foundation of which all other social institutions build"* (Dimerman, 2009: 80). From that statement, it is explained that the family is the first school of virtue in the family we learn about love, commitment, sacrifice, and believe in something greater than ourselves. The family is the foundation of moral education.

Unfortunately, not all parents are aware of the role, *"Parents need to know that they can make a big difference in their child's life just by making sure their math facts"* (Lickona, 1991: 396). This statement emphasizes that parents should understand their existence, because

they can make a difference in the lives of their children. In connection with the presence of family members, Armstrong mentioned that *"In each event, family members provide simple, seemingly correct, sources that have strong emotional effects on creative individuals"* (Armstrong, 2004: 53).

Along with some expert opinions stating that the family is the foundation of character education, the author is interested to examine how the process of character education in the family environment. This interest depart from the author's observation during teaching in the Mrebet Subdistrict, Purbalingga Regency, Central Java Province, Indonesia. Based on initial observations and interviews with local residents, the author found several children who exhibited diverse behaviors although growing in the same environment.

These children show unique behaviors that attract the author's interest to know how the character education process in their family. There are children who have apathetic, unresponsive, aggressive behavior, and always want to hurt people both verbally and physically. There are also children who are inferior, feel themselves worthless and useless, always feel inadequate. These children always have a negative view on the surrounding environment, such as insecurity, worry, inferiority, suspicious with others, and feel others are criticizing.

On the other hand, there are emotionally unstable children who are characterized by intolerant or not resistant to stress, easily offended, and irritable. Not a few children who are less respect to their parents, teachers, and others. There are also some naughty children who want to always win themselves while in school, but look good and obedient when at home. There are also children who have a deviant behavior that is caused because they have a moral crisis. There are also children who have problems with their behavior, their emotional and intellectual development is not developed, the children are intellectually intelligent, but emotionally troubled, unstable and intolerant.

As the author searched further, the children turned out to have diverse family backgrounds. There are children who come from families complete with fathers and mothers who live

together, and some are only living with one of their parents only (*single parent*). *Single parent-mother* and *single parent-father* due to death or divorce makes the child feel less fulfilled the needs of his affection.

Influence on the children when both parents divorced, as stated by Berkowitz that “...one of the greatest impacts on the kids is how the parents get along with each other after they part” (Dimerman, 2009: 63). It is clear that the impact of divorce will greatly affect the children's development. The event of the divorce caused various consequences to parents and children. Meanwhile Cummings et.al, Fincham & Hall, Meanwhile Cummings et.al, Fincham & Hall, found that marital relationships provide important support for care. Thus, it is clear that the conditions of parental marriage greatly affect the children's development, including the formation of their character (Santrock, 2007: 158).

According to Baumrind & Thompson, parents make investments and enduring commitments throughout the long developmental period of the children's life (Brooks, 2011: 10). Piaget's theory, stated that “*Human interaction or adaptation, as we noted, is characterized by actively seeking our parts of our environment with which to interact*” (Reimer, Paolitto, & Hersh, 1983: 38). Thus, it is clear that informal education in the family has an important role in the process of shaping the character of future Indonesian human beings. Kagan argues that children inherit certain physiological characteristics that encourage them to have certain temperaments, although with experience they can modify their temperament to some degree (Santrock, 2007: 49). Therefore, considering the character education experiencing the longest process in the family and children behavior problems encountered in the field, the author is interested to examine further and in depth how the process of character education in the family. Families to be researched are categorized into complete families (father and mother living together) or single parent families (single father or mother).

To focus this study, the author limited the study to only the character education process in the family. This is because character education begins and lasts the longest in the

family, so this study is limited to the character education process in the family. This includes the process of character education of children in complete families (living with both parents), in the family father as a *single parent*, and mother as a *single parent*. In this case to find out the views of the family about the importance of character education for children's development, character values are implanted in the family and how to incorporate them, character education outcomes, and any constraints found in the character education process in the family.

This study aims to determine the process of character education of children in the family environment, whether complete family or *single parent*. The results of this study are expected to have the following benefits:

1. Theoretically the results of this study are expected to be:
 - a. Contribute ideas that are useful in the development of science related to character education, especially character education in the family.
 - b. Being a reference to study related to character education.
2. Practically, the results of this study are expected to provide benefits for various parties, among others:
 - a. As educational glasses in addressing and making policy towards the implementation of education, especially the development of character education.
 - b. Provide a real picture of the process of character education in the family, to raise awareness of the importance of the educational process that takes place in the family on the development of children's character.
 - c. Provide a real picture of the role of character education process in the family for the character formation of children.

B. Methods

This study used descriptive qualitative approach. This study was conducted for 6 months starting from September 2017 to February 2018, and the data collection was conducted from December 2017 to February 2018. This study was conducted in Mrebet

Subdistrict, Purbalingga Regency, Central Java Province Indonesia.

1. Study Subjects

The subjects of this study were children and their families, consisting of 5 complete families (KHS, KAS, KPS, KBY, and KSL families) and 5 *single parent* families (KNF, KSK, KSR, KSN, and KSH families). Sample 1 was obtained on *key person* information. Subjects were selected based on consideration of study needs. The author considers the chosen subjects are important to be studied because they have a diversity of family and parent conditions, as well as the children required in the study.

The object of this study was observed through observation, namely direct observation, indepth interview, and documentation, then make field notes to get a true description of the character education process in the family. During the process of observation and interviews the incidents found are recorded in the field notes. Interviews were conducted with children and their families in their homes.

2. Data, Instruments, and Data Collection Techniques

The data in this study were collected by requiring tools in the form of interview guides, observation sheets, and documents, as well as making notes from interviews, observations, and documentation. The author recorded the results of interviews and observations in *field notes*.

3. Data Analysis Techniques

Data analysis in this study use inductive approach with interactive model. The process of qualitative analysis in this study has 4 important components, namely data collection, data reduction, *display* data, conclusions and verification.

C. Results and Discussion

The families in the Mrebet subdistrict who were the subject of the study came from various educational and economic backgrounds. Only two families were their father graduated from Undergraduate, while the other family, their father only graduated from Associates's Degree, Senior High School, Junior High School, and Elementary School. Meanwhile, from the mother's side, only 2 mothers graduated from Undergraduate, while other families, their

mother only graduated from Senior High School, Junior High School and Elementary School.

From an economic point of view, only three families are economically good and self-sufficient, while other families include poor families. Of the 5 complete families studied, although with different economic and educational backgrounds, four families are harmonious families. Of the 5 families are only 1 family is not harmonious, the PSD family. This is because the father had an affair and left home for several months. The father is a merchant, while the mother is a housewife. Until now, the relationship between mother and father has become less harmonious. They often quarrel and the children know it.

The KPS family has 2 boys. The first child is still in senior high school, while the second child is still in grade 9 of junior high school. The first child is a submissive child, while the second child has a lot of will. He is always looking for attention, naughty to a friend, self-centered, and often scolded parents for not obeying. Low learning spirit and often forget to do homework, so that academic achievement is not good. Parents are often called to school regarding the misbehavior of this child in school. This child is aggressive, irritable, and self-centered.

These two children are very close to their mother. They are very open to their mother and trust their mother more. Father and mother have different styles in educating their children. Father educates by applying many rules and often punishes. Mothers educate with tenderness and affection. When the father is not at home, the children feel free to do anything.

Although the other four families have a harmonious marriage, there is one child from one of the harmonious family who exhibit problematic behavior (aggressive, irritable, self-centered, egocentric, and often solve everything by force). EF comes from the KSL family which is a simple family. His father works as a farmer, while his mother is a housewife. He has one older brother who is 18 years old and has just graduated from senior high school, currently he works in a shop. He also has a 15 years old younger brother.

EF is 15 years old, he is in grade 9 of junior high school. Both at home and at school, this child always shows aggressive behavior,

irritability, self-centered, egocentricity, and often solves everything by force. This child's academic achievement is normal. He often fights with his friends, so both his parents are often called to school.

At home, this child is always spoiled by his parents. Whatever his request is always obeyed. His parents often let him do whatever he wants. According to his parents, they believe that the way they choose this as a manifestation of their affection for children. Parents let the child do whatever is liked so that the child is not angry and crying. Parents never scold this child.

Based on the findings, then from the five families, found 2 children from 2 different families including the troubled child, the RY from the KPS family and EF from the KSL family. RY grew up in a less harmonious family, both parents educating with different patterns. EF grew up in a harmonious family where both parents apply the same pattern educate and spoil the child.

Another finding of the five complete families, there is one family that can be an example in educating their children, the KHS family. The family recognizes that the success of children are not determined by their intellectual intelligence but from their behavioral intelligence. This family is a family of educators. Both parents work as teachers.

They have three children. Their three children are good, obedient, submissive, and respectful children. Academically, they are also classified as smart children.

Both parents are close to the children. They often praise the children if the children do something good, and warn the children when the children make mistakes. They never yell at children, but always show encouragement and support the constructive behavior of the children. Despite being a capable family, their three children were not spoiled.

Overall, the children who grew up in complete families seemed more obedient, although there were also children who were not obedient and problematic. The number of obedient children in complete families is greater when compared to children from *single parent* families. The advantages of the complete families as have been found, that the democratic values grow well in the families, the children also feel more fulfilled their affection. The disadvantage is that there are fewer independent children compared to children from *single parent* families.

Based on the data obtained in the field, the author found some values of characters that parents educated their children. Here is a table that contains the character values matrix that was educated in a complete families.

Matrix 1
Educated Character Values in a Complete Family

Family Name	Educated Character Values
KHS	Religious, hard work, responsibility, honesty, communicative, humble, empathy, & democratic
KAS	Religious, honesty, discipline, communicative, democratic, avid reader, and responsibility
KPS	Honesty, discipline, communicative, democratic, and responsibility
KBY	Honesty, discipline, hard work, responsibility, and communicative
KSL	Honesty, hard work, communicative, democratic, and responsibility

In contrast to the complete families, of 5 single parent families studied, only one family did not show children having behavioral problems, the KSR family. This family was abandoned by his father without saying goodbye since the children were young. They live in poverty and still stay home with grandmother who is a civilian pensioner. The family was blessed with two

diligent and independent daughters, SK and JW. These children have even helped their mother earn a living. Every Saturday and Sunday, these children help their mother wash and iron other people's clothes.

In everyday life, these children also help their mother take care of thier elderly and sick grandparents. They are very independent,

since childhood have been trained to do household chores, such as washing, ironing, even cooking. At school, these children are also being nice with their friends. They are also liked by their school friends and playmates.

Meanwhile, the other four *single parent* families show children with behavioral problems. There is a family, the KSK family where the father as a *single parent* has 3 boys that their behavior are very contrast. This family was abandoned by their mother when the children were small. The first child, HA grows into an inferior, aloof, and seldom sociable child. In the past when his mother left home, this child out of school (junior high school) and was not going to school anymore. He currently works in a restaurant.

The second child, VG has a very problematic behavior, he is very temperamental, irritable, his emotions uncontrollable, irritable, likes to seek attention, and often rebels. His behavior is very bad, he has almost no respect for anyone, he often fights, and always angry when his wishes are not fulfilled. At school, he is not liked by his friends, he is often called by the teacher for making trouble. His father was often called to school for consultation. VG school achievement is also not good. At home, he watches TV a lot and often plays. He is often scolded and punished by his father.

The behavior of his younger brother, AL is very contrary to his siblings, the third child is very diligent, obedient, polite, respectful, friendly, responsible, and independent. He has many friends and liked by his friends. Besides being

good, he is also smart. This child is also always a champion class. Compared to his two older brothers, he was the closest to his father. Every day, while waiting for his father to come home from the fields, he keeps his goats while reading a book, while his first brother is still working and his second brother is playing. AL is very obedient and has a high spirit of learning. He also looks cheerful and always thinks positively.

In this study, children in other single parent families also had behavioral problems. They behave inferior, less confident, and often mischievous. These children are not naughty and academically good enough, but these children have low self-esteem, often nervous when getting questions. The attitude of these children is also often nervous when spoken to and meet new people. They experience a confident crisis, often seeming to be distracted when asked about their family. The children admitted embarrassed by their family conditions.

From these findings, it can be concluded that the number of troubled children in a *single parent* families are more than that of a growing child in a complete families. Children who grow in *single parent* families also feel less fulfilled by their affection. Democratic values are also less growing in these families. The number of obedient children is also less.

Based on the data obtained in the field, below the authors present the findings of some character values that parents educate their children in *single parent* families.

Matrix 2
Character Values Taught in Single Parent Family

Family Name	Character Values Educated
KNF	Independence, responsibility, hard work, religious, and communicative
KSK	Religious, independence, responsibility and hard work
KSR	Independence, responsibility, confidence, hard work, empathy, and communicative
KSN	Independence, responsibility, hard work, discipline, and communicative
KSH	Independence, hard work, responsibility, religious, and empathy

Of the two types of families it can be summarized, that the values of character implanted by parents in children, among others, honesty value, religious value, democratic value, communicative value,

discipline value, hard work value, responsibility value, humble value, independence value, and empathy value. These values are chosen because they are educated by the majority of

families, either complete or *single parent* families.

Based on the complete and single families previously described, there can be generally

found some differences in family conditions in both families. The differences are briefly described in the following table:

Table 1
Differences in Family Conditions

No	Aspect	Complete Families	Single Parent Families
1	Parents conditions	Parents complete at home	Single parent
2	Economic conditions	Good economic condition	Mediocre economic condition
3	Fullfilment of affection	Children feel fulfilled affection	Children feel less affection
4	Number of children who have problems	Less	More
5	House situations	More organized	Less organized
6	Children independence	Children are less independent	Children are more independent
7	Children obedience	More obedient children	Less obedient children

1. Family View of Character Education in Children Development

The way parents educate children will be very influential in the development of children both emotionally, intellectually, and spiritually. Unfortunately, not all families, in this case, parents realize the great role in the development of the character of their children, *"The reality, of course, is often otherwise: Many parents today aren't fulfilling their primary role in character for- mation"* (Lickona, 2004: 62). From the results of interviews and observations that have been done, author found from ten families studied not all families place character education as primary education for children. They are more likely to give priority to academic education and survival skills. Fatchul Mu'in (2011: 406) stated that our goal of raising a child is related to our perception of our obsessions about the life and purpose of our life.

Found from the 10 families studied, only one family was found, the KHS family who viewed character education in child development is very important and main. In this family, parents very much hope their children grow up to be pious children. Therefore, parents in this family more emphasize their children to behave better than to be a class champion. They educate religious values, discipline, hard work,

responsibility, honesty, communicative, humble, empathetic, and democratic. These values are more educated prior to teaching reading and writing to children. This family is very aware of the importance of implanting moral character in children. The hope of a person who has self efficacy (hope or belief for success) is different from the fantasy or delusion of success. The hope for success comes from the experience learned, in this case mainly from the parents (Mohammad Fauzil Adhim, 2012: 62).

The KHS family realizes that the success of the children are not determined by their intellectual intelligence but from their behavioral intelligence. Both parents are aware that the intelligence of the brain and the power of talent is not strong enough to strengthen the children's soul and revive their hearts. Intelligent children, accustomed to knowledge with no built empathy and a solid life commitment, are more prone to stress. Children who have brilliant minds but lack the order of their lives, are not accustomed to facing challenges, lack of affection and lack of trust (faith, religious belief), are very susceptible to frustration. They are prone to depression and despair. They are less able to face the social challenges that surround them (Mohammad Fauzil Adhim, 2012: 108).

Both parents are very close and warm with the children. They are full of love in educating their children so that communication is established very well between parents and children. Kohn stated that sincere love is more effective at nurturing, directing, educating, and encouraging children to be more responsible (Mohammad Fauzil Adhim, 2012: 89). Papalia & Olds stated, in the long term, children who are raised with a strong attachment (*secure attachment*) will be more free to explore to meet their curiosity in everyday life, more have the courage to try new things or express ideas, can deal with problems in new ways, and become more comfortable and easy to adjust to people who are not so familiar (Mohammad Fauzil Adhim, 2012: 61).

2. Characters Values Taught by Parents in Children

The main points of education that should be given to the children, at least include: 1) faith education; 2) health education; 3) moral education; 4) economic education; and 5) health education (Halim, 2010: 363-365). The points of value education that will be invested in each family will vary from one to the other. This can be caused by many things, including parents' expectations and the purpose of parents raising their children.

The results of this study showed, in complete families, the values of the characters most often taught in children more varied. This is because there are two parents who are

directly involved in the educational behavior and academic of their children. These values include discipline, religious, responsibility, communicative, democracy, hard work, humble, empathy and honesty. These values are implanted through the advice and example of the behavior of their parents. These values are then used as habits that every family member must obey. The most prominent deficiency in this family is the lack of self-sufficiency in children.

In *single parent* families, the character values taught in their children are not as varied as in the complete families. This is because the choice of the priority scale selected by the parents to adjust the needs. In this families, the value of independence, fortitude, responsibility, and hard work are preferred. The most prominent deficiency in single parent families is the lack of democratic values. Children are rarely involved in decision making.

Of the ten families studied, it was found some character values taught in the family. The values implanted between one family and another are slightly different. How to educate is also not the same. This is adapted to the family conditions and expectations of parents to their children. Nevertheless, there are some similarities in educating them.

The following table presents the values of characters commonly educated in the families, both in complete families, and *single parent* families) found in this study.

Table 2
Character Values Implanted in the Family

No	Character Value	How to Educate
1	Honesty	Giving trust and mutual openness in the family.
2	Religious	Parents ask the children to pray, pray and recite habituation to remind each other
3	Democratic	Involving children in making family decisions
4	Communicative	Parents are friends with children, often invite children to chat.
5	Discipline	Practicing prayers on time, punishing children, getting up early should be on time, advising
6	Hard Work	Parents give examples and invite children to come to work, division of tasks, involving children in business and work to earn a living.
7	Responsibility	Children are given the responsibility of doing homework, children are given a pocket money every week or once a month.

No	Character Value	How to Educate
8	Humble	Parents advise and give examples
9	Independence	Parents are advised, give examples, and habituation.
10	Empathy	Parents invite the children to give help, join the community service in the village.

3. How Parents Educate Character in Children

A positive family climate in childhood is a tool in improving creative and productive behavior in adulthood. A positive and negative family climate is a valuable life experience for children. *Life's experiences, and the lessons we learn from them, often reinforce our tendencies to believe in what we believe* (Patching, 2007: 30). It is clear that the life experiences and lessons learned from life experiences will shape the values of human life.

Need to know that, "People moral's compasses are shaped by a number of different factors, from their family, faith, and friendship to their experiences, such as hardwork, suffering, and joy" (Ryan & Bohlin, 1999: 25). That one's moral guidance is influenced by various factors, from family, belief, and friendship to his own experiences, such as hard work, suffering, and pleasure.

In order to achieve its objectives, all parties who play a role in moral education should know that each person passes the stages of moral development in the same order, although the rhythm of its development is different and it has not yet reached the highest stages of moral development (Kohlberg in Duska & Whelan, 1982: 56). However, the method used to educate the character will be more successful if the educators consider moral development, so they can educate in a way that suits the moral development of their students. Kohlberg (1999: 81-82) mentions 3 levels and 6 stages of moral development. Pre-conventional level (punishment and compliance orientation, instrumental relativist orientation), conventional level (group orientation stage of "good children" and "sweet children", law and order orientation), and postconventional level (legalistic social-contractual orientation stage, universal ethical orientation principle).

How parents educate characters in children, as follows:

a. parents educate children in character

through good parenting, modeling behavior and habituation, providing explanations for action, having high and realistic standards for children, and involving children in decision making;

- b. parents manage their family's moral environment through good parenting, modeling behavior, providing explanations for action, having high and realistic standards for children, and involving children in decision making;
- c. parents form conscience and habits in children through advice, giving examples with attitudes and behaviors, and habituation;
- d. parents educate good values on their children through advice, giving examples with attitudes and behaviors, and habituation;
- e. parents applying discipline to their children through withdrawal of affection, affirmation of power (imposition of punishment), or by ways of induction;
- f. parents solve conflicts through familial ways;
- g. parents provide opportunities for their children to practice virtue by giving children the freedom to socialize with neighbors and school's environment and facilitate them;
- h. parents teach spiritual aspects to their children through advice, giving examples with attitudes and behaviors, and habituation.

In this study found that parents who only give advice without giving an example often get a rebuttal from their children. Children seem to obey but actually they rebel. As a result, these children become stubborn and brave to parents. For example, when parents tell their children to study, while watching tv, they will not obey the order, because they see their parents are inconsistent. Meanwhile, parents who advise by example through their attitudes and behaviors are always obeyed by the child.

Children learn more from what they see. *Verba movent exempla trahunt*. The words move people, but it is an example that attracts the heart (Koesoema, 2007: 214). Children who grow up with parents like this grow into good children. Not much different from managing the moral environment, children are more likely to imitate and follow the habits that exist in their environment, educating children with examples of direct behavior is better than just advice in the form of utterance (Mahali, 2012: 533).

4. Results of Character Education in the Family

When illustrated, good children are children who have primarily learned to take seriously the ideas and desires to be good-live according to the golden law, respect for others, have the involvement of mind, heart, and soul in families, neighbors, and their nation—and have also learned that the problem of goodness is not an abstract thing, but a concrete and must be expressed: how to change the act of goodness into actions, moments that affirm the presence of goodness in living a certain life (Coles, 2000:19).

The background of parents (marital conditions, socioeconomic situations) have no major effect on the development of the children's character. The determinant of character education success in the family is the way parents educate their children. Parents should have a concern for themselves to eventually become more caring for their children. Parents who do not care about themselves, will educate their children of indifference. They educate without affection just doing duty. Their children will be like robots. But parents who care for themselves will educate their children to be caring for themselves as well. They will educate with warmth and affection.

In this study it was found that children who grew up in complete families felt more fulfilled by affection, troubled children less, children are less independent than children from *single parent* families, but children are more obedient. In the complete families, democratic atmosphere is also more pronounced, whereas in *single parent* families decision-makers are still dominated by parents. In the *single parent* families, the children feels less affectionate, the children are more independent than the

children of the complete families, but the children are less obedient more. The number of children who have problems in single parent families more than children from complete families

5. Constraints of Character Education Process in the Family

a. The condition of marriage parents who are not harmonious

The authors found that children who come from families whose marital conditions do not harmoniously show a variety of behavior. Personality and temperament play a role in the adaptation of children from divorced families. Parents should have a warm relationship, because all these facts illustrate how important the relationship of husband and wife and the relationship of parents with children in family life. The intimacy of relationships among family members, mother, father, children (brother, sister) will greatly affect the warmth of family life (Dagun, 1990:19).

b. Parent and children relationship that is not close

Parents who are close to their children would be easier to educate, while parents were less close to their children will have difficulties in educating children. This closeness, means close to both physically and emotionally. Some important aspects of parents and children relationships that contribute to the moral development of children are relationship quality, parental discipline, proactive strategy, and conversational dialogue (Santrock, 2007: 133).

c. Poor Parenting

Parenting is not the only major factor in the success of parents in educating children. But parenting strongly supports parents' parenting patterns in raising their children.

d. Less socio-economic conditions

The socio-economic condition of the family plays an important role in the parental mindset in applying parenting to their children. This parental mindset is influenced by many factors. Educational background and economic conditions only contribute little influence in the parent mindset. But the main effect in the parent mindset in

parenting is the hope of parents to their children. The author finds there are poor families whose uneducated parents are very concerned about the education of their children.

D. Conclusions and Suggestions

1. Conclusions

Based on the results of research obtained by the author, it can be concluded that the view of the family of character education in children's development is influenced by the expectations of parents in their children. Values of character implanted by parents in children include honesty value, religious value, democratic value, communicative value, discipline value, hard work value, responsibility value, humble value, independence value, and empathy value.

Parents educate the character of the children through good parenting, modeling behavior and habituation, providing explanations for action, having high and realistic standards for children, and involving children in decision making. Parents manage their family's moral environment through good parenting, modeling behavior, providing explanations for action, having high and realistic standards for children, and involving children in decision making.

Parents form conscience and habits in children through advice, giving examples with attitudes and behaviors, and habituation. Parents educate good values on their children through counseling, giving example with attitudes and behaviors, and habituation.

Parents apply discipline to their children through withdrawal of affection, affirmation of power (imposition of punishment), or by ways of induction. Parents resolve conflict through familial ways. Parents give their children the opportunity to practice virtue by giving children the freedom to socialize with neighbors and school's environment and facilitate them. Parents teach spiritual aspects to their children through advice, giving examples with attitudes and behaviors, and habituation.

The result of character education in the family shows that children who grew up in complete families felt more fulfilled by affection, troubled children less, children are less independent than children from *single parent* families, but children are more obedient. In the

single parent families, children feel less affectionate, more troubled children, more independent children than children from complete families, but the children are less obedient more. Constraints in the process of character education in the family: the condition of marriage parents who are not harmonious; unwanted parent and child relationships; poor parenting; less socioeconomic conditions.

2. Suggestions

Based on the above conclusions, the following suggestions are given:

- a. To the government, it is also expected to pay attention to the process of education in the family with more organizing community activities that support and add insight and parenting skills in educating children.
- b. To the educational institutions to be more active in carrying out *parenting* education activities in parents, so that parents are more intelligent in educating their children.
- c. To schools, teachers, and academics, to be more engaging parents by often invite parents to consult about the development and education of children, so that education can be synchronized and support each other.
- d. To the next researcher, the author suggests to develop the findings that have been found by the author and then examine it with more detail and focus the research on the *broken home* family. The author sees a lot of problems that appear in *broken home* family that is very influential in the development of children. The author also found good and talented children in *broken home* family. This draws attention for further investigation.
- e. To the reader in general, is expected to not subordinate the family education, because in general the character education lasts the longest in the family.

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