Parental Assistance in Improving Student Character

Pardomuan Manullang[1], Andy Sapta[1], Tonni Limbong[1,2] and Janner Simarmata[3]

[1]*Student of Doctoral Program Education Technology, Universitas Negeri Medan, Medan –Indonesia*
[2]*Faculty of Computer Science, Universitas Katolik Santo Thomas, Medan - Indonesia*
[3]*Faculty of Economics, Universitas Negeri Medan, Medan -Indonesia*

Keywords: Parents, Character, Discipline

Abstract: The problem of this research was caused by the low level of discipline of elementary school students currently available. Discipline as one of the characters that must be fostered early by the teacher at school by mentoring parents at home. The purpose of this research is to improve the character of elementary students, especially in terms of discipline. The population of this study were students SD Negeri 173403 Dolok Sanggul of Humbahas district North Sumatra province in the academic year 2016/2017 with totaling 420 students. Samples were obtained using cluster random sampling method. The study sample consisted of 100 students. Data collection techniques using questionnaires and interviews provided to parents of students and teachers at school. Research data shows parents' assistance in improving student discipline is successfully implemented. Significantly increased student discipline.

1 INTRODUCTION

Along with the times and technology, the culture and character of the nation also experienced a shift. But the existing shift leads to a bad turn. If this continues to happen and continues to be allowed, perhaps the identity of the Indonesian people will also change in the eyes of the world, and will even be considered bad. Therefore the culture and character of the Indonesian people must continue to be maintained. So far, Indonesia is known in the eyes of the world as a good person in terms of character, such as courtesy, caring, honesty, discipline, hard work, tolerance, and others.

(Lickona, 1991) reveals that there are ten signs that a nation is in front of the brink of destruction. This must be considered and avoided by every nation. These signs are: (1) violence in adolescent essays increases, (2) bad words are often used in language, (3) violence is mostly caused by the influence of peer groups (gangs/groups), (4) narboka, alcohol, free sex improve in the community, (5) moral guidelines are increasingly unclear, (6) work ethic decreases, (7) respect for parents and teachers decreases, (8) sense of responsibility as the color of the country is lower, (9) dishonesty is increasingly entrenched, (10) mutual suspicion, increasing hatred.

If at this time it is observed in Indonesia, it turns out that these signs are increasingly clearly visible. Therefore the formation of character has to be a serious concern. The formation of the character of the nation's children must be carried out systematically and continuously. One character that needs to be formed is discipline. With a strong discipline a person is predicted to be able to develop himself individually and in society.

2 THEORICAL FRAMEWORK

The Indonesian government has implemented character education starting from basic education. Education has also begun at an early age. Education that starts from an early age is expected to be more successful in the formation of children's character. (Koesoema, 2007) character education is not only a mere discussion of integrative dimensions, which emphasizes the moral and intellectual side of students. But it is more focused on the formation of a rigorous and enduring trial, but it also creates personal curative children both personally and socially. Character education is also required to be able to assist the government in dealing with problems of social diseases that are developing

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rapidly. Character education is expected to be a way out to overcome moral problems extensively.

(Fajarini, 2014) Character education is a process of a nation in preparing its young generation to face life and to achieve a better objective of life affective. Character education also not only discusses the development of individual human resources, but also how to be a human being that can contribute to and benefit society and the nation.

Character education is not only about right or wrong, but also about how to instill good habits in living life. It is expected that students have awareness, understanding, and care and commitment that can be applied in living everyday life. (Mulyasa, 2013)

Character education aims to improve the quality of educational processes and results that lead to the character education and noble character of learners in a comprehensive, integrated and balanced manner, in accordance with the graduates' competency standards in each education unit. Through learning character learners are expected to be able to independently improve and use their knowledge, study, and internalize, as well as personalize noble character and character values so that they manifest in everyday behavior. (Mulyasa, 2013).

Reveals that character as a basic value that builds a person's personality, is formed both because of the influence of heredity and environmental influences, which distinguishes from others, and is manifested in attitudes and behavior in everyday life. (Samani & Hariyanto, 2013).

3 RESEARCH METHOD

This type of research is quasi-experimental. In this study using two groups of students who became the research sample. One group as an uncontrolled control group in the implementation of character education conducted by parents at home, and one group as an experimental group is the group that gets treatment in the form of supervision and evaluation of parents' actions in providing character education to their children.

This research was carried out at SD Negeri 173403 Dolok Sanggul, Humbahas district, North Sumatra. The population of this study were all students of SD Negeri 173403 Dolok Sanggul, Humbahas Regency, North Sumatra academic year 2016/2017. The study population was 420 students divided into 12 classes. The research sample was obtained using stratified random sampling technique.

The data of this study are quantitative data in the form of data on parents' assistance to their children's character education at home. The research data is in the form of interviews between researchers and parents about the character education assistance done by parents at home. Quantitative techniques are used in data analysis. To determine the difference in the method of mentoring character education using independent t test.

4 ANALYSIS

Based on the results of research in the form of questionnaire data obtained data that many parents do not care about mentoring accompaniment of their child's character. From the data obtained it is known that parental assistance in children's education is categorized as rare. From the survey, it was found that 65% of respondents, namely parents of students, were declared not concerned with their child's character education.

After different treatments were carried out in the two groups, in table 1 and table 2 it was found that there were significant differences between the two sample groups. In the experimental class that was given a treatment in the form of strengthening the character education by the teacher and mentoring characters by parents at home looked better than the control class. The control treatment class is given by not giving supervision to parents in providing character education at home.

Table 1: Descriptive Statistics of Dimension at Experiment Class

Item	N	Lowest Score	Highest Score	Mean	SD
Character Strengthening by Teacher	0	21	27	24.83	2.0
Mentoring Parents	0	21	27	24.83	1.56
Character Strengthening by Parents	50	23	28	25.12	1.34
Improve student character	50	18	25	22.56	1.75

Table 2: Descriptive Statistics of Dimension at Control Class

Item	N	Lowest Score	Highest Score	Mean	SD
Character Strengthening by Teacher	0	22	26	18.85	2.18
Mentoring Parents	0	12	19	18.85	1.75
Character Strengthening by Parents	0	17	23	23.12	2.12
Improve student character	0	15	23	18.59	2.15

To determine the significant difference between experimental class and control class by using independent t-test applied to the data with a significance level of 0.05. As seen from table 3, the results of the independent t-test showed that there were significant statistical differences between the mean (t (144) = 0.451, p> 0.05).

Table 3: t test by Sample Groups of After Learning Model

Group	N	df	t	p
Experiment Class	50	139	0.900	0.350
Control Class	50			

5 RESULTS

Character education of each student is not only the responsibility of the teacher at school. Character education is even more the responsibility of parents at home. The formation of child characteristics is dominated by parents, this happens because the dominance of parents' genes to their children and communication relationships that occur between parents and children play an important role in the formation of children's character.

But from the research data it was found that many parents thought that children's character education was the responsibility of the teacher, so parents did not pay much attention to their child's character education at home.

Character education at home is not the same in the delivery of character education at school. Character education at home leads to giving examples. Parents give examples of character behavior to their children without realizing it. This happens because children in primary school age are more modeled on behavior than they get in theory.

(Rachmitasari, 2015) stating that in general primary school age children will imitate the behavior of their parents, without looking at good behavior or bad behavior.

In the experimental class, parents were given awareness of the importance of character education at home. Parents are asked to provide character education at home, the character education in question is not education as is the teacher teaching in front of the class. Character education that must be done by parents at home is to give understanding and examples to children how to be good.

Parents must give a good example to their children at home about their character, such as discipline, responsibility, and others. With this example, children at home can immediately pay attention. It is expected that the child can imitate the example of the good character given by the parent. Conversely, if parents give examples of characters that are not good, then children imitate the character.

6 CONCLUSIONS

Character education is not only the responsibility of the teacher in school but also the responsibility of parents at home. But from the results of the study it is known that 65% of parents do not care about their child's character education at home.

Learning at home is not the same as learning in school. Character education at home is more to imitate behavior. Children will be more likely to imitate the behavior or character of parents at home, than teachers at school.

For that, it is necessary to instill in each parent the need for character education at home. Such a situation will form a good character in students that can enhance students' affective abilities.

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