

Family with Character: Shaping Children with Strong Character and Excellent Personality

N Nuswantari

Universitas PGRI Madiun, Madiun, Indonesia

Corresponding Email: nuswantari@unipma.ac.id

Abstract. Character education in the family is the main foundation that determines the quality of children's moral, social, and emotional development. The role of parents as the first and foremost educator makes the family environment a strategic space to instill sustainable basic values. This study aims to analyze the importance of character education in the family as well as find effective parenting patterns based on theories and findings of previous research. This study uses a literature study method, where data is obtained from books, scientific articles, and relevant research reports. The analysis was carried out by examining the concepts, principles, and practices of character education according to experts. The results of the study show that families that implement positive communication, exemplary, and consistent discipline tend to produce more optimal character development. The discussion shows that values such as responsibility, empathy, and honesty can develop naturally through regular interactions in the family. In addition, democratic parenting has proven to be more effective than authoritarian and permissive ones. The conclusion of this study emphasizes that character education in the family must be carried out consciously, planned, and sustainable to produce a generation with integrity and high competitiveness.

Keywords: Character, Communication, Discipline, Education, Family

1 Introduction

Character education in the family is the main foundation for the formation of a child who is physically healthy, intellectually intelligent, and morally strong. The family is seen as the first and foremost institution in the educational process, as stated [1] that micro-environments such as the family have the greatest influence on child development. In this context, parents have a great responsibility to provide parenting that supports positive character growth. However, character formation does not happen automatically, but rather requires consistent interaction, effective communication, and internalization of moral values. The importance of character education in the family becomes even clearer when looking at the social changes that continue to develop. Children face more complex challenges than previous generations. Therefore, families need special strategies to prepare children to face modern dynamics. This research raises the

importance of the role of the family in building character education as a planned and sustainable process.

The formulation and context of the problem in this manuscript depart from the fact that character education in the family faces increasingly complex challenges due to contemporary social changes that shift the pattern of interaction between parents and children. The family should ideally be the main space for internalizing moral values, but the increasing busyness and work patterns of parents that demand longer time result in reduced emotional closeness and opportunities for direct character development. On the other hand, uncontrolled exposure to digital media makes children learn more through behavioral models from the internet and social media, so that the values they absorb no longer come entirely from the family. This condition creates an imbalance between the demands of character education that should be given in a directed manner at home and the reality that most of the child's time is actually influenced by gadgets and digital content. Thus, the core problem in this paper is the misalignment between the role of the family as the foundation of character formation and social changes that reduce the effectiveness of traditional parenting, so it is necessary to reformulate family character education strategies that are relevant to modern dynamics.

The reality of modern life shows that not all families are able to carry out their ideal role in the education of children's character. The phenomenon of working parents causes a reduction in interaction time between parents and children, so that the process of internalizing moral values does not run optimally. On the other hand, exposure to information from digital media is often uncontrolled and can affect children's behavior in a negative direction. According to [2] In social learning theory, children learn through observation and imitation, including from the media content consumed. This raises concerns that children's characters can be formed without parental control and direction. This condition shows that there is an imbalance between the demands of theory and the practice of character education in the family. The problem is even more complex when some parents do not understand the right parenting methods. Thus, the urgency of this research arises from the problem of the gap between the ideal needs and the reality of the implementation of character education in the family.

The research gap in this manuscript can be identified from the limited focus of the study on family-based character education when compared to the more dominant research conducted in the school environment. Most previous studies have focused on the role of teachers, curriculum, and school programs in character formation, while the contribution of the family as the main foundation for the formation of children's moral values has been less explored. In fact, various relevant studies show that the most effective internalization of character occurs through daily interactions at home, parental examples, and consistent parenting factors that cannot be completely replaced by formal education. The findings of previous research also corroborate that parents' unpreparedness in implementing proper parenting and the lack of family-based character education models cause the role of the family to often be neglected in academic discourse. Thus, this gap is not only real, but also urgent to address through research that specifically examines, formulates, and strengthens family-centered models of character education. In fact, according to [3] Successful character education actually starts from a family environment that consistently instills moral values. This gap leads to a lack of comprehensive guidance for parents in carrying out character education based on children's developmental needs. In addition, there is no model that clearly integrates

parenting, moral values, and experiential learning at home. This makes families have no practical reference in overcoming the challenges of children's character development in the digital era. Therefore, the analysis of the character education model in the family is essential to answer these needs. This research gap is the main foothold for this research to improve the existing literature.

The theoretical foundation of this research is built through the integration of four main frameworks that complement each other, namely character education theory, parenting style, social learning theory, and moral development theory. Character education theory emphasizes that moral values such as discipline, responsibility, empathy, and honesty need to be instilled repeatedly through example and meaningful interactions in the family. This integration is reinforced by the concept of authoritative parenting, which is a parenting style that combines emotional warmth with rational control, thus allowing the child to grow up in an atmosphere full of support while having clear boundaries to internalize moral values. Furthermore, social learning theory explains that children learn through the process of observation and imitation, so that parental behavior, daily interactions, and the digital environment are the main sources of character formation. Moral development theory also complements this conceptual framework by emphasizing that children's moral abilities develop gradually through consistent environmental stimulation, dialogue about values, and real experiences in making ethical decisions. These four theories, when put together, form a strong conceptual basis for understanding that character education in the family is a dynamic process influenced by the interaction between parenting, social exemplarism, and children's moral cognitive development.

One alternative solution to strengthen character education in the family is through the development of a character education model based on parenting education. Parents education emphasizes the importance of parents' knowledge of effective parenting, positive communication, and character-building strategies [4]. According to [5] Authoritative parenting is the most effective parenting pattern in developing a child's character because it combines warmth and balanced control. Therefore, the character model in the family needs to be based on a responsive and moral learning-oriented approach. In addition, the use of educational media and experiential activities can help reinforce the values instilled. The family also needs to be directed to implement daily activities that are consistent with the desired character values. With these solutions, character education is not only theoretical but also applicable in daily life. This approach is the foundation for developing a more relevant and contextual model of family character education.

Previous research has shown that character education has a significant impact on children's moral and social development. Several studies confirm that intensive parental involvement is positively correlated with the formation of prosocial characters [6]. Research by [7] emphasizing that character can develop if parents provide examples and habits in daily life. Other research has also shown that proper parenting can reduce the risk of children's negative behavior. However, some research still focuses on character development in schools, so the role of the family is not explained in depth. Research related to parenting has more described the type of parenting without systematically linking it to the character education model. This limitation creates a gap in studies that

needs to be answered through new research. Thus, this research is on the right track to expand the discussion about the role of the family in character education.

The proposed conceptual model of family character education needs to demonstrate structural clarity by placing the family at the center of character formation through the integration of parenting education, internalization of moral values, and daily experiential learning at home. Conceptually, this model starts from the competence of parents in implementing the right parenting, especially authoritative parenting that combines warmth, open communication, and discipline as the foundation of an environment conducive to character growth. Moral values such as responsibility, empathy, honesty, and discipline are then internalized through direct interaction, example, and consistent family routines. Furthermore, experiential learning at home, such as shared activities, daily problem-solving, and small decision-making, becomes a real space for children to practice these values in contexts relevant to their lives. The integration of these three components creates a model that has internal consistency because all elements reinforce each other: parenting underlies the emotional atmosphere, moral values provide ethical direction, and concrete experiences become internalized media. Thus, this conceptual model is not only logical and comprehensive, but also applicable to families in shaping children's character in a sustainable manner.

The novelty of this research lies in the development of a character education model in the family that integrates the concepts of parenting, moral values, and domestic learning strategies. Different from previous research that tended to only describe the role of parents, this study formulated a systematic and applicable model. This model is designed based on a synthesis of child development theory, educational psychology, and contemporary parenting practices. This research also offers a hands-on experiential learning approach to strengthen the internalization of values [8]. In addition, this study maps the competencies that parents need to have in shaping children's characters. Thus, the results of this study not only contribute to theory, but also provide practical guidelines for families. This novelty makes research more relevant in answering the needs of modern families. This research also adds to the literature on family character education in the Indonesian context. The originality and novelty of this research lies in its contribution that goes beyond previous studies that only describe the role of parents or discuss the type of parenting style without offering a systematic model design. This research presents novelty through the formulation of an integrated family character education model, which not only explains the role of parents but also establishes the structural relationship between parenting, moral values, and experiential learning in the context of domestic life. This model provides clear stages, interrelated components, and mechanisms of how character is sustainably instilled in everyday situations, making it more applicable and operational than previous research that was descriptive. In addition, this study adapts the model to the challenges of the modern family, including changes in work patterns, digital dynamics, and the need for character strengthening in the information age, which have not been touched much in previous studies. Thus, this research provides a new contribution in the form of a comprehensive framework that can be used as a practical reference for families while enriching the academic literature on family-based character education.

This state of the art research focuses on the integration of various parenting theories, moral development theories, and character education approaches in the family context.

The urgency of this research was born from the increasingly complex challenges of families in educating children in the digital era and globalization. Strengthening character education in the family needs to be done immediately so that children have a solid moral foundation in the face of rapid social change. The purpose of this research is to formulate a model of character education in the family that is in accordance with the needs of children's development. In addition, this study aims to identify the parenting knowledge that parents must have to develop children's character. This study also wants to determine the main types of characters that need to be instilled in children based on the needs of psychological and social development. Thus, this research is expected to make a significant contribution to families, educators, and policy makers. The results of the research became a roadmap to strengthen character education from the smallest unit, namely the family.

2 Method

This research uses a type of library research, which is research that makes written sources the main object of data collection. According to [9] Literature research is research that uses data that has been documented or processed by other parties, either in the form of books, articles, or research reports. Literature research allows researchers to systematically collect concepts, theories, and scientific findings without going directly into the field. [10] states that literature studies have an important role in providing a theoretical foundation and a strong framework of thinking. Thus, this study focuses on tracing and analyzing written sources related to character education in the family. This approach is particularly relevant because the topic of character education models requires a strong theoretical foundation. The presence of this method also allows researchers to identify patterns, gaps, and recent developments from previous studies.

The main data sources of this research were obtained from books, scientific journals, research articles, and other official documents relevant to the theme of character education. According to [11] The source of information in qualitative research including literature research must be credible, authentic, and relevant to the research focus. Therefore, researchers choose literature materials that have a scientific reputation, such as academic books and journals with national and international reputation. Data collection techniques are carried out through identification, inventory, and categorization of literature that is in accordance with the research focus. [12] emphasizing the importance of grouping data sources by theme to facilitate the analysis process. Through this technique, researchers can compile data in a structured manner to facilitate the process of triangulating theories. This step ensures that the data used has scientific force that can be accounted for.

Data analysis in this study was carried out through the stages of reading, understanding, interpreting, and synthesizing various literature sources. According to [13] Qualitative analysis involves three main stages, namely data reduction, data presentation, and drawing conclusions. The reduction stage is carried out by selecting important information, discarding irrelevant data, and organizing it in the form of thematic categories. The presentation of data is carried out through the preparation of patterns and relationships between concepts so as to produce a structured understanding. Furthermore, the

drawing of conclusions is carried out by connecting various theories and findings to produce a comprehensive synthesis. In the context of this study, the analysis is focused on the formation of a character education model in the family. With these analysis techniques, research produces findings that are valid and scientifically accountable.

To ensure the validity and credibility of the research, a critical literature evaluation process is carried out. According to credibility in qualitative research, it can be strengthened through source triangulation and consistency of analysis. In literature research, triangulation is carried out by comparing various theories and research results that discuss similar topics. This critical evaluation is important to avoid bias and ensure that the data used truly supports the research objectives. The researcher also applies the principle of academic transparency by clearly listing all library sources. This is in line with the opinion [14] which emphasizes the importance of integrity in scientific research. Thus, this literature research methodology provides a solid basis for formulating a comprehensive model of character education in the family. The validity of this method ensures that all study results have high accuracy and strong relevance to the research topic.

This article uses a literature review method, but its methodological adequacy needs to be emphasized by showing that the development of the family character education model was carried out through a rigorous and systematic process of theory synthesis. The revision needs to explain that sources were selected based on their credibility, relevance, and contribution to the concepts of parenting, moral learning, and character education. In addition, it must be clarified that the analysis was conducted through reduction, categorization, and triangulation of theories so that the resulting model is not merely a summary, but a conceptual construct that can be empirically tested in subsequent studies. With this confirmation, the methodological strength of the manuscript will be more apparent even though it does not use empirical data.

3 Results and Discussion

3.1 Results

The Nature of Character Development

Many people have discussed character. Literally, character means mental or moral qualities, moral strength, name, and reputation. [15] explains that character is personality viewed from an ethical or moral standpoint, such as a person's honesty, which is usually associated with relatively stable traits [16]. From these definitions, it can be stated that character is the quality or strength of mental and moral attributes, the ethics or morals of an individual, which form a unique personality that distinguishes them from others.

[3] outlined nine noble characters that should be cultivated in children, namely: Love for God Almighty and truth; Responsibility, discipline, and independence; Trustworthiness and honesty; Respect and politeness; Compassion, care, and cooperation; Confidence, creativity, hard work, and perseverance; Justice and leadership; Kindness and humility; Tolerance, love of peace, and unity.

Can a child's character be developed? The answer to this question is that character cannot be changed, but the environment can weaken or strengthen it. Essentially, character can be intentionally taught. Therefore, since the family is the first place for character formation and development, it is essential to equip families with knowledge about children's psychological development so that children can grow into individuals with strong character.

Family With Character

Shaping character, according to [17], is a lifelong process. Children will develop into individuals with strong character if they grow up in an environment that also embodies good character. Three parties play a crucial role in shaping a child's character: the family, the school, and the community. These three entities must maintain a synergistic relationship.

The key to character building and the foundation of education is, in essence, the family. The family serves as the first and foremost educator in a child's life because it is within the family that a child first receives education, forming the basis for their future growth and development. The family lays the foundation for shaping a child's behavior, character, and morality. Parents act as caregivers, guides, nurturers, and educators for their children.

The family institution is the primary place for shaping a child's character, especially during the early stages of growth. Additionally, the family functions as a place for socialization and as a venue where children receive education in values. Parents serve as the first role models in value education, and children learn significantly from their parents' actions and ways of thinking. The family institution holds a strategic position as the first source of emotional investment during a child's early developmental stages. However, this privileged position can also become a weakness in character formation if parents lack the skills to act as educators [18].

The family institution provides emotional investment that cannot be replaced by other institutions such as schools, religious organizations, or the broader community. The emotional bond between parents and their children is an irreplaceable experience, forming the foundation for emotional growth and maturity. The family serves as a school where children learn virtues such as loyalty, grace, and compassion. The family is the smallest unit that supports and fosters the emergence of society and the nation, but it can also contribute to the downfall of society and the nation.

Children with Strong Character and Excellent Personality

Essentially, every child born is endowed by Allah SWT with a pure nature (fitrah). Therefore, parents have a central role and full responsibility in guiding and shaping the child's future. Parental responsibility is not limited to fulfilling material needs but also encompasses all aspects of a child's life, including character formation from the early stages of growth. Every parent dreams of their children being intelligent, possessing good morals, being resilient in facing challenges, and excelling in the future. To create such superior and resilient generations requires a harmonious environment, good parenting, and adequate education, all of which must be intentionally cultivated; children do not grow well on their own.

A harmonious environment enables children's potential to grow optimally, making them healthier, smarter, and better behaved [19]. A loving family, with parents who accept their children as they are and appreciate their cognitive, emotional, and psychomotor potential, is the key to raising a superior generation.

Regarding the characteristics of a strong, superior future generation in the era of globalization, describe them as possessing the personality traits of DJURDIL [20]:

1. D for Discipline: Children with high discipline, orderly behavior, the ability to complete tasks on time, and the capacity to compete.
2. J for Honest (Jujur): Children with honesty, self-confidence, and the ability to accept constructive criticism.
3. U for Resilient (Ulet): Resilience builds individuals who are strong and not easily discouraged.
4. R for Diligent (Rajin): Children who can complete one task and promptly move on to another. This includes values of neatness, efficiency, precision, and consistency.
5. D for Dedication: Children with a spirit of service, whether at home or in the workplace. High dedication fosters responsibility and environmental awareness.
6. L for Leadership: Children with leadership qualities who can coordinate and complete tasks effectively.

3.2 Discussion

Every family realizes that educating a child's character is not easy. There are many challenges, which can arise from parents, children, the surrounding environment, and mass media. Parents who are busy with work may struggle to instill values due to limited time spent together. For this reason, parents need to prioritize activities that allow them to meet, dialogue, recreate, and perform tasks together with their children. This situation becomes even worse if parents themselves are unable to model good attitudes and behaviors aligned with the values they wish to instill in their children [21], [22]. The parenting strategies and family competencies offered in the model can be realistically applied to families from diverse socioeconomic backgrounds. This includes adjusting parenting roles for working parents, for example through quality communication despite limited time, utilizing daily routines as a vehicle for internalizing values, and using digital media wisely as a means of learning, not merely as a threat. Thus, the proposed model is not only suitable for ideal families, but also relevant for working-class families facing time pressures and modern socioeconomic dynamics.

The integration of digital era challenges in this draft needs to be strengthened by discussing more clearly how exposure to digital media plays a role in shaping and distorting children's characters, as well as how parents can mediate effectively. The revision needs to emphasize that children in the digital era learn through observation and imitation of the content they consume, so that media can be a source of moral values or negative behavior if not supervised. Therefore, the manuscript should add concrete guidelines for parents, such as setting time limits for gadget use, choosing educational content, actively supervising children when they access the internet, using parental control features, and encouraging reflective discussions after children watch certain programs. In addition, parents need to integrate digital experiences with character-building activities at home so that the values internalized remain in line with the family's

educational goals. With these additions, the discussion of digital challenges becomes more comprehensive and provides practical solutions that families can realistically implement.

The influence of mass media, both print and electronic, on the development of children's character is undeniable. Through mass media, society introduces certain values, which sometimes differ from or even oppose the values deemed good and correct. In this era of information freedom, the power of mass media lies in its capacity to change children's lifestyles. Therefore, in the context of character development, collaboration between parents, educational institutions, and mass media is essential. It would be ideal if all these elements committed to working together for the quality of future generations.

Discussing the role of the family in shaping and developing a child's character involves addressing numerous challenges. These challenges are marked by a structural character crisis, necessitating that character education be conducted holistically and contextually. A structural approach means character-building begins with the family, extends to schools, communities, and the state. A holistic approach involves aspects such as knowledge, feelings, loving, and acting. Contextually, it relates to the core values of national character development, which should be internalized within society [23]. With these two approaches, it is hoped that individuals with strong character can emerge across all levels of life.

From a role perspective, character education begins in the family and ultimately becomes the responsibility of the state, requiring the design of a grand plan for character education. Efforts to develop character must involve various parties, including families, schools, communities, and governments. These four institutions must work in an integrated manner. Since the family is the foundation of character education, the current character crisis reflects the failure of character education within the family.

The family is the first place where children learn: they learn concepts of good and bad, appropriate and inappropriate, right and wrong, and moral values. Family education determines how far a child's development progresses toward maturity and how they perceive the world around them.

The family plays a primary role in education. Suggests that the family should be a school of love, a place for learning filled with true love and affection[24]. According to the family's role in developing a child's character involves three aspects [25]:

1. Creating a warm and peaceful atmosphere: A warm family environment allows children to learn freely and supports rapid emotional growth.
2. Being a positive role model: Children learn more from what they see than from what they hear.
3. Educating children: Teaching good character and disciplining them to behave in line with what has been taught.

States that there are at least ten ways families can develop children's character [26]:

1. Prioritizing family responsibilities and obligations: Families should consciously plan and allocate sufficient time for parenting tasks.
2. Evaluating how family time is spent daily or weekly: Families can plan activities involving children in daily routines, such as studying together, eating meals together, and storytelling before bed.
3. Preparing to be a good role model: Families, whether good or bad, are the closest environment most imitated by children. This is inevitable as children are in a phase of imitation and identification.

4. Being attentive to what children absorb or experience: Children are like dry sponges that quickly absorb water. Much of what they absorb relates to moral values and character. Therefore, parents must observe carefully and filter messages from various media used by children.
5. Using character-based language: Parents can use straightforward and clear language to explain good and bad behavior, as well as permissible and forbidden actions, along with their reasons.
6. Providing discipline with love: Punishment should prevent children from becoming spoiled and difficult to manage. Punishments must be educational, encouraging children to learn and improve.
7. Learning to listen to children: Parents need to communicate effectively by taking the time to listen to their children's concerns and stories.
8. Being involved in their children's school life: Parents should help children prepare for school challenges, strengthening their resilience and confidence in facing the future.
9. Making shared meals a regular activity: Family meals provide a valuable opportunity for communication and instilling good values. Through light conversations, children unconsciously absorb rules and proper behaviors.
10. Teaching through actions, not words: Parents should directly demonstrate good attitudes and behaviors since character cannot be developed solely through advice.

Character development often occurs through imitation, where children observe and replicate the behaviors of those around them. For this reason, parents need to equip themselves with knowledge of child development. With such knowledge, parents can choose the right quality of caregiving, guidance, and affection for character development. The success of families in instilling character values depends greatly on the parenting style chosen and implemented.

Regarding how parents can develop children's character offers the following advice [27]:

1. Treat children according to their unique characteristics, understanding that every child is different.
2. Fulfill children's basic needs, including love, nutritious food, safety, and comfort.
3. Pay attention to the teaching patterns used by teachers at school and attempt to align them with parenting methods at home.
4. Provide support and appreciation when children exhibit commendable behavior.
5. Create an environment suitable for their developmental age.
6. Be firm and consistent.
7. On the other hand, parents should avoid:
8. Forcing ambitions onto children.
9. Speaking or acting harshly towards children, as this may lead to temporary obedience but also rebellious tendencies.
10. Comparing children to one another.
11. Frequently changing parenting styles, as this can affect children's personalities.
12. Undermining parenting efforts through verbal or physical abuse, which may result in children becoming skeptical, withdrawn, and reluctant to communicate with their parents.

A healthy family is marked by warm parental involvement in child education. In such families, children develop strong emotional bonds with their parents and view them as

role models. Frequent dialogue and interaction with children encourage them to respect their parents. Increased parental support leads to more positive behavior in children.

In relation to the role of families in shaping excellent generations, certain habits can be cultivated in children, including:

1. Reading culture: Encouraging reading habits enables children to learn about the world beyond their home.
2. Writing culture: Guiding children to record daily experiences and maintain a personal journal fosters diligence and attention to detail.
3. Storytelling culture: Inviting children to share their daily experiences enhances their communication skills.
4. Observation culture: Teaching children to observe and compare objects trains their analytical skills.
5. Counting culture: Familiarizing children with counting through playful activities fosters numerical skills.
6. Listening culture: Teaching children to be attentive listeners and to ask questions when they don't understand helps develop critical thinking and expression of ideas.
7. Dreaming culture: Encouraging children to set goals and understand that achieving them requires hard work.
8. Internalization culture: Training children to internalize and embrace social norms and values as part of their personality.
9. Creativity culture: Supporting and nurturing children's creativity builds their confidence and integrity. Praise their accomplishments, and guide them through their imperfections to ensure their creativity flourishes.

Such efforts need to be consistently practiced by parents to nurture children with strong character and excellent qualities [28].

The implications of the research for stakeholders need to be explained more explicitly so that they do not remain at the theoretical level, but actually offer recommendations that can be followed up. For parents, this research emphasizes the need to improve parenting skills through positive communication, structured digital supervision, and the creation of household routines that support character building. For educators, the implications include strengthening school-family collaboration by aligning the character values taught in school with parenting practices at home, including providing parenting guidance based on family needs assessments. Meanwhile, for policymakers, this study encourages the formulation of national parenting training programs, the provision of family counseling services, and comprehensive digital literacy policies so that parents are better prepared to face the challenges of digital media in shaping their children's character. Thus, this study not only adds to the academic literature but also provides practical directions that can be immediately used by various parties to strengthen family-based character education.

The limitations of this study need to be critically explained by emphasizing that the proposed family character education model is still conceptual and has not been validated through empirical research. Because it uses a literature study approach, the paper has not been able to capture the real dynamics of parenting practices in various socio-economic contexts, nor the situational variables that may influence the effectiveness of the model. Furthermore, the paper does not compare the application of the model in families with different cultural backgrounds, even though character and parenting

patterns are greatly influenced by local cultural values. Therefore, future research should focus on empirical studies that test the effectiveness of the model in real situations, longitudinal studies to observe the development of children's character in the long term, and cross-cultural studies to identify more relevant adaptations of the model in different societies. With this emphasis, the paper not only acknowledges its limitations but also provides clear and strategic scientific directions for further research.

4 Conclusion

Character development in children can begin at an early age. As parents who have a biological connection and intensive interaction with their children, they play a very important role in shaping their character. The role of parents in character development is as initiators of a warm and peaceful environment, role models, and educators. The family plays a central role in the process of forming a child's personality, especially when the child interacts with institutions outside the family. Even though children receive additional education outside the family, such as at school, religious institutions, or the wider community, the family remains the primary institution where children experience growth through emotional bonds, a sense of safety, protection, and love. The family's task is to be the foundation for a child's personality development, preparing them to be skilled and capable when entering society. Furthermore, despite the limitations parents may face in the realm of character education, the family still has the responsibility to expand and involve other institutions. In this case, the family can entrust the further development of character education to schools, religious institutions, or the community. However, the family remains the first place where children receive character education.

References

- [1] E. Damayanti and M. A. Nasrul, "Capaian Perkembangan Fisik Motorik dan Stimulusnya pada Anak Usia 3-4 Tahun," *SJPAUD*, vol. 5, no. 2, pp. 67–80, Dec. 2020, doi: 10.32678/as-sibyan.v5i2.2699.
- [2] F. S. Dewi, N. Dhafiana, S. R. U. Rohmah, and T. Rustini, "Mengasah Keterampilan Sosial Peserta Didik: Permainan Tradisional Sebagai Sarana Pembelajaran Interaktif di Kelas," *Sindoro Cendikia Pendidikan*, vol. 4, no. 7, pp. 1–10, 2024, doi: <https://doi.org/10.9644/sindoro.v4i7.3404>.
- [3] D. Setiardi, "KELUARGA SEBAGAI SUMBER PENDIDIKAN KARAKTER BAGI ANAK," *JPIT*, vol. 14, no. 2, Dec. 2017, doi: 10.34001/tarbawi.v14i2.619.
- [4] A. K. At-Taqiyyah and H. al Hakim, "Positive Parenting Untuk Menurunkan Kenakalan Pada Remaja," *Cendekia Inovatif Dan Berbudaya*, vol. 1, no. 3, pp. 301–308, 2024, doi: 10.59996/cendib.v1i3.315.
- [5] H. Hafizah, A. Rahmat, and S. Rohman, "PEMBELAJARAN SASTRA ANAK DALAM MEMBENTUK KARAKTER DI SEKOLAH DASAR," *metalingua*, vol. 7, no. 2, pp. 137–144, Oct. 2022, doi: 10.21107/metalingua.v7i2.12561.
- [6] E. N. Qorimah and W. C. Laksono, "Keterlibatan Guru dalam Proses Perkembangan Kemandirian Peserta Didik Sekolah Dasar," *Jurnal Basicedu*, vol. 7, no. 3, pp. 1391–1397, 2023, doi: 10.31004/basicedu.v7i3.5180.

- [7] J. Rihlah, U. Kamilah, and D. Shari, "Gambaran Pendidikan Karakter Anak Usia Dini di Masa Pandemi covid-19," *PAUD Lectura: Jurnal Pendidikan Anak Usia Dini*, vol. 4, no. 01, pp. 51–61, 2020, doi: 10.31849/paud-lectura.v4i01.4878.
- [8] M. Kim and M. J. Park, "Absorptive capacity in entrepreneurial education: Rethinking the Kolb's experiential learning theory," *The International Journal of Management Education*, vol. 21, no. 3, p. 100873, Nov. 2023, doi: 10.1016/j.ijme.2023.100873.
- [9] R. Adi, *Metodologi Penelitian Sosial dan Hukum*. Jakarta: Yayasan Pustaka Obor Indonesia, 2021.
- [10] M. Sari and A. Asmendri, "Penelitian Kepustakaan (Library Research) dalam Penelitian Pendidikan IPA," *Natural Science: Jurnal Penelitian Bidang IPA dan Pendidikan IPA*, vol. 6, no. 1, Art. no. 1, June 2020, doi: 10.15548/nsc.v6i1.1555.
- [11] E. Fadilla and A. A. Sopandi, "Pelaksanaan Pembelajaran Keterampilan Desain Grafis Bagi Siswa Tunarungu Dalam Masa New Normal (Deskriptif Kualitatif)," *Journal of Basic Education Studies*, vol. 3, no. 2, 2020, [Online]. Available: <https://ejurnalunsam.id/index.php/jbes/article/view/2938>
- [12] M. Ishtiaq, "Book Review Creswell, J. W. (2014). Research Design: Qualitative, Quantitative and Mixed Methods Approaches (4th ed.). Thousand Oaks, CA: Sage," *English Language Teaching*, vol. 12, no. 5, p. 40, 2019, doi: 10.5539/elt.v12n5p40.
- [13] S. L. Mariah and G. G. Sukendro, "Analisis Kualitatif Persepsi Konsumen terhadap Iklan Berbasis Selebriti: Studi Kasus Tokopedia dan BTS," *Prologia*, vol. 9, no. 1, pp. 232–238, 2025, doi: 10.24912/pr.v9i1.33420.
- [14] H. Maghfiroh, F. Adriyanto, J. S. Saputro, A. Sujono, and L. R. Lulus, "Pengenalan Teknologi Energi Terbarukan Panel Surya untuk Siswa Sekolah Menengah Pertama (SMP)," *INTEGRITAS: Jurnal Pengabdian*, vol. 6, no. 2, pp. 406–417, 2022.
- [15] I. Navisah, "Pendidikan karakter dalam keluarga: Studi kasus orang tua siswa sekolah dasar Brawijaya smart school Malang," masters, Universitas Islam Negeri Maulana Malik Ibrahim, 2016. Accessed: Jan. 06, 2026. [Online]. Available: <http://etheses.uin-malang.ac.id/5598/>
- [16] A. A. Windiasta, "Pendidikan Karakter Dalam Keluarga Untuk Membentuk Kepribadian Remaja Yang Dewasa Dalam Berpikir Dan Berperilaku (Studi Kasus Di Lingkungan Kecamatan Banjarsari, Kota Surakarta)," 2013, Accessed: Jan. 06, 2026. [Online]. Available: <https://digilib.uns.ac.id/dokumen/38088/Pendidikan-Karakter-Dalam-Keluarga-Untuk-Membentuk-Kepribadian-Remaja-Yang-Dewasa-Dalam-Berpikir-Dan-Berperilaku-Studi-Kasus-Di-Lingkungan-Kecamatan-Banjarsari-Kota-Surakarta>
- [17] D. R. Ratnawati, "Kontribusi Pendidikan Karakter dan Lingkungan Keluarga terhadap Soft Skill Siswa SMK," *Tadris: Jurnal Keguruan dan Ilmu Tarbiyah*, vol. 1, no. 1, pp. 23–32, June 2016, doi: 10.24042/tadris.v1i1.887.
- [18] E. Widiyanto, "PERAN ORANGTUA DALAM MENINGKATKAN PENDIDIKAN KARAKTER ANAK USIA DINI DALAM KELUARGA," *Jurnal PG-PAUD Trunojoyo : Jurnal Pendidikan dan Pembelajaran Anak Usia Dini*, vol. 2, no. 1, pp. 31–39, Apr. 2015, doi: 10.21107/pgpauddtrunojoyo.v2i1.1817.
- [19] O. Mezentsseva, "Creating harmonious school learning environment: Waldorf education perspective," *International Journal of Advanced Research*, vol. 7, no. 7, pp. 691–696, 2019.
- [20] R. Raharjo *et al.*, *PENDIDIKAN KARAKTER Membangun Generasi Unggul Berintegritas*. Jambi: PT. Sonpedia Publishing Indonesia, 2023.
- [21] A. Septyawan, D. R. Soleh, and S. Ricahyono, "Publication Trends in Indonesian Language Teaching: Focus on 'Making Effective Sentences' (2014-2023)," *AL-ISHLAH: Jurnal Pendidikan*, vol. 15, no. 4, 2023.
- [22] S. Maharani, M. N. Kholid, L. N. Pradana, and T. Nusantara, "Problem Solving in the Context of Computational Thinking," *Infinity Journal of Mathematics Education*, vol. 8, no. 2, pp. 109–116, 2019.

- [23] S. I. Astuti, "Pendekatan Holistik dan Kontekstual dalam Mengatasi Krisis Karakter di Indonesia," *Cakrawala Pendidikan*, no. 3, p. 84129, May 2010, doi: 10.21831/cp.v1i3.234.
- [24] N. Shihab, *Keluarga Kita: Mencintai dengan Lebih Baik*. Jakarta: Lentera Hati, 2017.
- [25] D. Rahayu, E. Endah, A. Ahmad, D. Intan, and T. A. Santika, "Peran Keluarga, Sekolah, dan Masyarakat Dalam Meningkatkan Kualitas Belajar dan Pembentukan Karakter Peserta Didik," *ANTHOR: Education and Learning Journal*, vol. 2, no. 4, pp. 551–554, June 2023, doi: 10.31004/anthor.v2i4.202.
- [26] N. Jannah and K. Umam, "Peran Orang Tua dalam Pendidikan Karakter Berbasis Keluarga di Masa Pandemi Covid-19," *FALASIFA : Jurnal Studi Keislaman*, vol. 12, no. 1, pp. 95–115, Mar. 2021, doi: 10.36835/falasifa.v12i1.460.
- [27] I. N. Subagia, *Pola Asuh Orang Tua: Faktor, Implikasi terhadap Perkembangan Karakter Anak*. Bandung: Nilacakra, 2021.
- [28] R. H. Sitepu, "THE ROLE OF PARENnTS IN CHILDREN'S CHARACTER EDUCATION," *Harmoni Journal of Pancasila and Citizenship Education*, vol. 1, no. 1, pp. 1–15, Oct. 2024.