

Synergistic Role of Teachers and Parents in Performing the Character Building of Students at SMA 3 Denpasar

I Wayan Darna¹, Nyoman Dantes², I Gusti Ngurah Sudiana³

¹³Universitas Hindu Negeri I Gusti Bagus Sugriwa Denpasar, Indonesia

²Universitas Pendidikan Ganesha Singaraja, Indonesia

¹wayandarna66@gmail.com

Abstract

The synergy of the roles of teachers and parents affects toward the development of children's character starting from the family, school to their community. This study aims to illustrate the optimization towards the role of teachers and parents in the developing of discipline, responsibility, simplicity and family characteristics to the students at SMA 3 Denpasar. This descriptive qualitative employes the teachers, parents, and principals as the research subjects. The data was collected through interviews and observations techniques which were analyzed thoroughly using analyz interacative model technique, in addition to using the triangulation to test the data validity. The results showed that the optimization of the roles of teachers and parents can be conducted by: 1) building effective communication between parents and teachers; 2) conducting periodic meetings between teachers and parents; 3) Involving parents in school anniversary celebrations.

Keywords : Synergy; The Role of the Teacher; Parents; Character

Abstrak

Sinergitas peran guru dan orang tua berpengaruh terhadap pembentukan karakter anak yang diawali dari lingkungan keluarga, sekolah dan masyarakat. Penelitian ini bertujuan menggambarkan optimalisasi peran guru dan orang tua dalam pembentukan karkater disiplin, tanggungjawab, sederhana dan kekeluargaan pada siswa SMA 3 Denpasar. Jenis penelitian bersifat deskriptif kualitatif dengan subjek guru, orang tua, dan kepala sekolah. Teknik pengumpulan data menggunakan wawancara dan observasi dianalisis dengan teknik analyz interacative model, keabsahan data diuji secara triangulasi. Hasil penelitian menunjukkan bahwa optimalisasi peran guru dan orang tua yaitu: 1) membangun komunikasi yang efektif antara orang tua dengan guru; 2) melakukan pertemuan secara berkala antara guru dengan orang tua; 3) melibatkan orang tua dalam perayaan hari ulang tahun sekolah .

Kata Kunci : Sinergi; Peran Guru; Orang Tua; Karakter

Introduction

The role of teachers and parents is very influential on the achievement of the learning process while at home, therefore cooperation between the two is very necessary in mentoring children (Pertiwi et al., 2021) Parents are the place where the first educational interaction occurs. Parents are teachers for children before entering school period. (Rahmatullah et al., 2021) In addition, parents also play a role in shaping the character of children. (Mariyani & Rezania, 2021). In general, the learning process for parents who have a busy life tends to completely hand over the child's learning to the

teacher at school. The results showed that education requires a greater role for parents in supervising and learning at home (Alfiah et al., 2020).

Nature takes a role in accompanying the child to learn, parents are not so easy in shaping the character of the child. This happens because parents are required to be able to divide their time to take care of family, complete office work or spend time accompanying children while studying. Under normal conditions, the role of parents tends to focus more on instilling good attitudes, such as instilling religious values in children, but their role is increasingly widespread, as an academic companion (Kurniati et al., 2020). The role of an academic companion requires the similar understanding between the school and parents, therefore, the communication between parents and teachers must be more intensive.

Regulation of the Minister of Education and Culture (Permendikbud) Number 30 of 2017 concerning the involvement of families and education units requires the families and schools must be synchronized. The synchronization refers to a close relationship and mutual support in the implementation of each educational program, especially strengthening character education. Strengthening character education itself has a legal basis that has been established through the Presidential Regulation of the Republic of Indonesia Number 87 of 2017 concerning Strengthening Character Education (PPK). Families and schools must work hand in hand in building the golden generation of this nation, so that, later it will produce a nation that can uphold the degree and dignity of the nation.

The establishing character values is important to be carried out towards students in educational institutions such as honesty, togetherness, and religion, and so on. Ideally, the development of student character in schools should always be pursued by both the principal, teachers, and students themselves in order to build students' character. The application of character education to students is inseparable from the role of educators which is very decisive, especially in terms of educating, teaching, guiding and directing students where the main goal is to be oriented towards character values. Thus, the sources of value character education can be explored through religious teachings and cultural wisdom (Samrin, 2016). In many cases, it is still witnessed the character of the learner who is not commendable. Based on this phenomenon, it is proven that only a small part of student has good character shown in their daily as a result of the current period condition, for example fighting among their peer students, skipping classes, telling lies and so on (Wiyani, 2013).

The role of the teacher will never be replaced with anything and anyone in terms of educating, teaching, guiding and directing students. Akan but the cultivation of character values derived from the values of religious teachings and local cultural wisdom then the role of parents as educators and primary and first mentors in the family must go well. Some experts argue that the family is an important place in shaping the character itself as it is said that family is the cradle of learning (Lickona, 2012: 4), the family is the foundation of intellectual and moral development (Lickona, 2012: 49). In addition, the opinion of Hill & Taylor (in Brown & Beckett, 2007) states the involvement of parents in school activities will improve the child's behavior and academic performance.

Studies related to character education have been carried out in previous studies, including: Agustina, et al., (2013). In his research, he explained that "schools have played a role in shaping the religious character of students, by providing good provisions taught by teachers such as instilling Islamic values in the learning process, providing sufficient knowledge in the field of general knowledge and in technological knowledge."

Agustinova (2012) in her thesis said that "a quality school culture supports the implementation of character cultivation in students, using approaches and learning methods that can create an active student, facilitating the process of instilling character values". Flurentin (2014), The self-awareness factor also affects the development of student character. Based on these findings, no one has studied character education associated with the synergy of parenting or the role of parents and teachers (schools) in the developing the discipline, simplicity, togetherness and family character in high school students. This study aims to examine the optimization of the role of teachers and parents in discipline, simple, togetherness and family character education for students at SMA Negeri 3 Denpasar.

Method

This study is designed through descriptive qualitative by using a qualitative approach to examine in depth the parenting style or the role of teachers and parents in the formation of discipline, simple, togetherness and family character in students of SMAN 3 Denpasar. The main research subjects or informants in this study were teachers and parents of 10 students of SMAN 3 Denpasar included 1 principal and 3 vice principals. This research was carried out for 6 months, January-June. interviews and *observations* were applied as the data collection techniques. Research data is analyzed in 3 stages, data reduction, data display and data recitation. To check the validity of the data, source triangulation is carried out, namely comparing the data obtained from all informants.

Results and Discussion

The learning process carried out on students takes place in accordance with the guidelines or rules that have been set by the school related to the cultivation of character formed by teachers and parents, various programs that have been prepared by the school and parents optimize these activities at home so that they are carried out. Therefore, both teachers and parents must build communication in carrying out their respective roles for the implementation of effective learning in order to achieve learning objectives so that children's characteristics are well formed. The results of the research obtained using observation techniques in schools and interviews with teachers, parents and principals or vice principals of SMAN 3 Denpasar about optimizing the role of teachers and parents in the developemnt of discipline, simplicity, family and togetherness characters are carried out by running various programs as follows

1. Carrying out Communication and Coordination Between Teachers and Parents

Coordinating and communicating well between teachers and parents of SMAN 3 Denpasar students is carried out in order to find out how the condition of students at home If at school the children violate the rules or regulations imposed in the school because the teacher cannot monitor or meet directly with the students. This is what the informant revealed during an interview with the principal where during the current pandemic, teachers and parents communicate more often via online and rarely communicate in person. Thus, the informant mentioned that "To ensure the continuity of a good and sustainable teaching and learning process, it is very important to continue to coordinate with the parents, especially in the current pandemic. If there is no coordination, then we cannot carry out the educational process optimally. During the pandemic, we usually coordinate more often by utilizing social media such as whats app or zoom." (Sudirga, 9-12-2021). The next informant stated that: "The step to build

synergy is to always communicate between the homeroom teacher, Counselling teacher and parents about student development to detect as early as possible the problems faced by students. Encouraging class groups and cooperation with parents to share about the learning activities. In addition, discussing the points of violation obtained by students so that parents should be called to communicate it with them” (Dwijia, 9-12-2021).

Wakil Kurikulum said that "Communication is established between parents and the school through the homeroom teacher who knows the condition of the students best related to the violations that occur. In essence, the teacher coordinates with the homeroom teacher and then represents the school to convey the child's disciplinary developments to parents such as attendance, lateness, or clothing violations. and find a solution together. (Rustikawati, 09-12-2021).

Based on these views, it shows that building good coordination and communication with parents and the school is very important. It is hoped that teachers and parents will know the development of student discipline both during participating in fully or limited face-to-face learning process at school. After seeing the development of student behavior, if there are problems made by students, then teachers and parents certainly sit together to find solutions to the problems faced by the students, of course without harming the students themselves.

In this condition, parents at home play a important role in monitoring students. Therefore, coordination can be effective if there is good communication between teachers and parents. Thus, the form of communication and coordination carried out by the school with parents at SMAN 3 Denpasar through 1) Emphasizing that parents are the first and main educators in the aspect of character education, that the family environment is the first and foremost form of education, thus parents will become aware and will be responsible for educating, guiding, and supervising students. In practice, teachers should not be bored to always remind parents of students through online or offline. 2) Conduct regular meetings between the school and parents. Teacher and parent meetings are a form of communication so that teachers and parents have the same view of the vision, mission and goals, character building development in schools, So that they both understand the goals set by the school, through reports related to the development of student behavior. 3) Building Open Communication.

These results clearly show that the role of communication in education is important. For this reason, educators must understand the forms and strategies of communication carried out both towards students and parents so that the educational goals are well achieved (Wisman, 2017). This form of communication aims to make it easier for parents and teachers to identify problems that occur in the students themselves, thus, find solutions so that problems can be solved properly.

2. Supervising the Use of Learning Facilities by Student

Supervision of learning equipment facilities used by students is important to be carried out by teachers and parents in daily activities. This happens because the existing learning facilities are increasingly modern, therefore, without any robust monitoring, it will have an impact on the increasingly uncontrollable level of purchases related to the brands and models used by the students. With the cooperation between teachers and parents to get used to that simple life, it can be said to be a supervision of the use of existing learning facilities. This supervision is very important because this is the role of parents and teachers to always maintain that at this time children do not deserve to be excessive in using the facility, although their parents are able provided it. Thus, how to

get students used to having a simple lifestyle would be the main goal of this action. This phenomenon then strengthened by one of the informants who mentioned that: "Simple life habit can also be done by supervising the items used by children such as cellphones, tablets or laptops. Thus, it does not become the main need for the learning process, then we must definitely carry out control and limit it. In the end, they don't become arrogant in school because they can afford such luxurious things." (Hariyani, 07-01-2022).

This supervision is very important because it is the role of parents and teachers to always remind that children are not yet time to overuse the facilities even though their parents are capable to afford. This is so that students are accustomed to having a simple lifestyle. On the other hand, the school carries out surveillance activities through confidential activities carried out on children's school equipment/goods, items that are not a necessity to be used during their learning at school. This condition revealed by one of the informant who stated that: "In schools, inspections of items carried by students are often held to prevent students from carrying prohibited items. In addition, the main purpose is to accustom the child to carry things according to the child's own learning needs but not excessive or not too luxurious for their role as a high schoolers". (Angreni, 30-12-2022). The other informant argue that: "Before pandemic, during face-to-face learning, we often carried out inspection activities on the belongings of the students, if it was not in accordance with the school regulations, then we would confiscate it and return it to the parents. This is done in order to accustom the child to a simple life and according to the needs." (Andayani, 2022).

The above explanation shows that the supervision carried out by parents on students in using tools or school needs will greatly help the school in getting used to a simple lifestyle by students. So that the school also tries to always supervise its students by conducting inspections of all students both for student learning equipment and other belongings. Bafadal (2008), stated that there are two principles that must be considered in using school supplies, such as, the principle of effectiveness and efficiency, thus through this supervision, this principle will be able to be fulfilled.

The role of schools in shaping the character of discipline, simplicity, kinship and togetherness in students of SMAN 3 Denpasar is based on the functions and roles of sekolah which are carried out through: a) Enforcing School Rules, using *Inner Control* Techniques, positive exemplary in all aspects of school life, *External Control* technique, namely enforcing School regulations and 3) *Cooperative Control* technique is to hold cooperation which is manifested in the form of an employment contract containing school discipline regulations, where students will get points in every violation committed, b) Role Model, to cultivate disciplinary character come on time. then even teachers should not be late, because teachers as role *models*, if they are late then students do not have the obligation to come on time. Likewise, for simple characters, starting with examples from schools such as carrying out school anniversary simply, wearing clothes and using accessories is not excessively. c) Cultural conservation and transmission, is to maintain the cultural heritage that lives in the community by conveying the cultural heritage (cultural transmission) to the younger generation. This role is carried out through *tirtayatra* (holy pilgrimage) activities, religious rituals in schools in instilling family character and togetherness.

3. Implementing Parent and Teacher Collaboration (School)

Collaboration or cooperation involving parents aims to build communication and form a family character and togetherness for the students which begins with building synergy with parents through activities such as leisure walks, committee meetings or receiving report cards. There are several activities involving parents such as, distribution of report cards and supervision on determining of school programs and admission event of new students. *Tirtayatra* or holy pilgrime activity is a form of activity to create a family and togetherness attitude established by all components at SMAN 3 Denpasar. In addition, another programs such as mount hiking within obtaining permission or knowledge of parents, of course, would be a form of support for the school's program from the parents. The activity is clearly for the sake of achieving the goals of the school and parents as described by Epstein and Sheldon (in Grant dan Ray, 2013) that collaboration between schools, families and communities in general is in form of multidimensional. Multidimensional means cooperation involving parents in various school activities or programs.

Taken from all the forms of activity energy carried out by the school and parents, it was shown that the form used by parents is more predominantly democratic to develop the maximum potential of students, so that there is no sense of pressure from any parties towards the student.

The role of schools in shaping the character of discipline, simplicity, kinship and togetherness in students of SMAN 3 Denpasar is based on the functions and roles of sekolah which are carried out through: a) Enforcing School Rules, using Inner Control Techniques, positive exemplary in all aspects of school life, External Control technique, namely enforcing School regulations and 3) Cooperative Control technique is to hold cooperation which is manifested in the form of an employment contract containing school discipline regulations, where students will getpoints in every violation committedn, b) Role Model, to cultivate disciplinary character come on time.then even teachers should not be late, because teachers as role *models*, if they are late then students do not have the obligation to come on time. Likewise, for simple characters, starting with examples from schools such as carrying out school anniversary simply, wearing clothes and using accessories is not excessively. c) Cultural conservation and transmission, is to maintain the cultural heritage that lives in the community by conveying the cultural heritage (cultural transmission) to the younger generation. This role is carried out through *tirtayatra* (holy pilgrimge) activities, religious rituals in schools in instilling family character and togetherness.

The activities mentioned above certainly strengthen or are in line with Bronfenbrenner thinking (Papalia & Olds, 2005) which states that the individual will develop in a layer of his or her surrounding social conditions of life. In essence, the parenting style received in the family environment, especially from parents, is the first closest environment that will affect the formation of individual character (students), be it disciplined, simplicity, familial and togetherness, which is seen or implemented in their daily life. Therefore, this will be the "material" for the individual in determining the character to grow in himself or that student. So that the experience and knowledge that can be absorbed by individuals (students) will make a foundation in the future.

Conclusion

The optimization of the role of parents and teachers in developing the disciplinary, simple, familial and togetherness character is carried out through various activities or programs such as; 1) Coordinating and communicating between teachers and parents Students 2) Conducting regular meetings between the school and parents and 3) Building Open Communication. In addition, a program is carried out to supervise the use of Student learning facilities and Collaboration of Parents and Teachers (School) in *Tirtayatra* (holy pilgrimige) activities, as well as school anniversary celebrations.

References

- Abdallah, A. K. (2018). Parents Perception of E-Learning in Abu Dhabi Schools in United Arab Emirates. *IJASOS- International E-Journal of Advances in Social Sciences*, 4 (10), 30–41.
- Adilla, Ulfa. (2013). *Implementasi Pendidikan Agama Islam Berbasis Karakter di Madrasah Pembangunan UIN*. Jakarta. Skripsi. Jakarta: UIN Syarif Hidayatullah Jakarta.
- Affifah, N. R. (2021). Peranan Pendidik Dalam Pembelajaran Daring Pada Anak Usia Dini Di Masa Pandemi Covid-19 Di Kecamatan Sleman. *Jurnal Penelitian dan Pengembangan Pendidikan Anak Usia Dini*, 8(2), 93-100.
- Agustinova, D. E. (2012). *Pendidikan karakter di sekolah dasar islam terpadu (studi kasus SDIT Al-Hasna, Klaten)*. Tesis magister, tidak dipublikasikan, Universitas Sebelas Maret.
- Ahmadi, A., & Widodo, S. (1991). *Psikologi Belajar*. Jakarta: PT. Rineka Cipta.
- Ahmadi, A. (1999). *Psikologi Sosial*. Edisi Revisi. Jakarta: PT. Rineka Cipta.
- Alfiah, L. N., Rokhim, D. A., & Wulandari, I. A. I. (2020). Analisis Dampak Anjuran Pemerintah Terhadap Belajar Di Rumah Bagi Pelaku Pendidikan. *Jurnal Administrasi Dan Manajemen Pendidikan*, 3(3), 216–223.
- Alwi, M. (2014). *Anak Cerdas Bahagia dengan Pendidikan Positif*. Bandung: Noura
- Amry, A. B. (2014). The Impact Of Whatapp Mobile Social Learning On The Achievement And Attitudes Of Female Students Compared With Face To Face Learning In The Classroom. *European Scientific Journal*, 10(22), 116–136.
- Ariesandi (2008). *Rahasia Mendidik Anak Agar Sukses dan Bahagia, Tips dan Terpuji Melejitkan Potensi Optimal Anak*. Jakarta: PT. Gramedia.
- Asmani, J. M. (2011). *Internalisasi Pendidikan Karakter Di Sekolah*. Yogyakarta: DIVA Press.
- Atmosiswoyo, S., & Subyakto Harmiwati. (2012). *Peran Keluarga: Anak, Unggul Berotak Prima*. Jakarta: Gramedia Pustaka Utama.
- Bafadal, I. (2008). *Supervisi Pengajaran*. Jakarta: Bumi Aksara.
- Barizi, A. & Muhammad Idris. (2010). *Menjadi Guru yang Unggul*. Yogyakarta: Ar-Ruzz Media.
- Bogdan, R.C. & Biklen, S.K. (1998). *Qualitative Research for Education: An Intriduction to Theory and Methods*. Boston: Allyn and Bacon, Inc.
- Creswell, J. W. (2014). *Penelitian Kualitatif Dan Desain Riset (Memilih Diantara Lima Pendekatan)* edisi ketiga. Yogyakarta: Pustaka Pelajar.
- Darmiyati (2011). *Pendidikan Karakter dalam Perspektif Teori dan Praktik*. Yogyakarta: UNY Press.
- Euis Sunarti. (2004). *Mengasuh dengan Hati: Tantangan yang Menyenangkan*. Jakarta: PT. Elex Media Komputindo.

- Farida, A., Rois, S. & Ahmad, E.S. (2012). *Sekolah yang Menyenangkan*. Bandung: Global.
- Flurentin, E. (2014). *Latihan Kesadaran Diri (Self Awareness) dan kaitannya dengan Pertumbuhan Karakter*. *Jurnal Inspirasi Pendidikan Universitas Kanjuruhan Malang*.1(1), 9-18
- Grant, Katy B. & Ray Julie A. (2010). *Home, School, and Community Collaboration: Culturally Responsive Family Involvement*. Sage.
- Gunawan, H. (2012). *Pendidikan Karakter: Konsep dan Implementasi*. Bandung: Alfabeta.
- Hasanah, U. (2016). Pola Asuh Orangtua Dalam Membentuk Karakter Anak. *Jurnal Elementary*, 2(2), 72-82.
- Hidayatullah, F. (2010) *Pendidikan Karakter; Membangun Peradaban Kemasyarakatan*. Bandung : Tarsito.
- Kementerian Pendidikan Nasional. (2010) *Pengembangan Pendidikan Budaya dan Karakter Bangsa Pedoman Sekolah*. Jakarta: Badan Penelitian dan Pengembangan Pusat Kurikulum,
- Kunandar (2007). *Guru Profesional Implementasi Kurikulum Tingkat Satuan Pendidikan (KTSP) dan Sukses dalam Sertifikasi Guru*. Jakarta: PT. Raja Grafindo Persada.
- Kurniati, E., Nur Alfaeni, D. K., & Andriani, F. (2020). Analisis Peran Orang Tua dalam Mendampingi Anak di Masa Pandemi Covid-19. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 5(1), 241.
- Lickona, T. (2012). *Character Matter (Persoalan Karakter)*. Jakarta: PT. Bumi Aksara
- Lickona, T. (2012). *Educating for Character (Mendidik Untuk Membentuk Karakter)*. Jakarta: PT. Bumi Aksara,
- Furqon, H. M. (2010). *Guru Sejati: Membangun Insan Berkarakter Kuat Dan Cerdas*. Surakarta: Yuma Pustaka.
- Manuhutu, S. (2015). Analisis Penggunaan Poin Pelanggaran Kedisiplinan Siswa SMA Negeri 2 Ambon. *Jurnal Pendidikan Jendela Pengetahuan*. 8(1), 18.
- Mariyani, D. A., & Rezania, V. (2021). Analisis Peran Guru dan Orang Tua dalam Pelaksanaan Pembelajaran Daring. *Paedagoria: Jurnal Kajian, Penelitian Dan Pengembangan Kependidikan*, 12(2), 311-317.
- Muslich, M. (2011). *Pendidikan Karakter Menjawab Tantangan. Krisis Multidimensional*. Jakarta: Bumi Aksara.
- Megawangi (2004). *Pendidikan Karakter: Solusi yang Tepat untuk Membangun Bangsa*. Bogor: Balai Pustaka.
- Miftahudin. (2010). *Implementasi pendidikan karakter di SMK Roudlotul Muhtadiin. Makalah disampaikan dalam seminar nasional: Strategi dan Implementasi Pendidikan Karakter Bangsa di Tingkat Satuan Pendidikan, Balitbang Kemendiknas, Tanggal 28-29 Agustus 2010*.
- Moh. Shochib. (2000). *Pola Asuh Orangtua dalam Membantu Anak Mengembangkan Disiplin Diri*. Jakarta: Rineka Cipta,
- Moh. Uzer Usman. (2011). *Menjadi Guru Profesional*. Bandung: PT. Remaja Rosdakarya.
- Mulyasa. (2012). *Manajemen Pendidikan Karakter*. Jakarta: Bumi AKSARA.
- Pertiwi, L. K., Febiyanti, A., & Rachmawati, Y. (2021). Keterlibatan Orang Tua Terhadap Pembelajaran Daring Anak Usia Dini Pada Masa Pandemi Covid-19. *Cakrawala Dini: Jurnal Pendidikan Anak Usia Dini*, 12(1), 19–30.

- Rahmatullah, Inanna, Nurlinda, Rahmadani, S. S., & Wahyuni, M. (2021). Efektifitas Peran Guru dan Orang Tua Dalam Pembelajaran Daring Selama Pandemi Covid-19. *Proceeding Teknologi Pendidikan Seminar Daring Nasional 2021: Digital Generation For Digital Nation*, 34–39.
- Samani, M. & Hariyanto. (2013). *Konsep dan Model Pendidikan Karakter*. Bandung: Remaja Rosdakarya.
- Samrin, S. (2016). Pendidikan Karakter (Sebuah Pendekatan Nilai). *Al-TA'DIB: Jurnal Kajian Ilmu Kependidikan*, 9(1), 120-143.
- Wisman, Y. (2017). Komunikasi Efektif Dalam Dunia Pendidikan. *Jurnal Nomosleca*, 3(2).
- Wiyani, N. A. (2013). *Membumikan Pendidikan Karakter di SD: Konsep, Praktik, dan Strategi*. Jogjakarta: Ar-Russ media.
- Zubaedi. (2011). *Desain Pendidikan Karakter Konsepsi dan Aplikasinya dalam Lembaga Pendidikan*. Jakarta: Kencana.