

# Enhancing Family Character Education Trough Family Base Care

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**Abstract:** Character education in family environment is the basic in developing new generation character. Error parenting in giving character education was caused by low level of education, income and the family unit. This study aimed to analyze the strengthening of environment of character education in developing the character of a good citizen through *Family Base Care* Program LKSA Kuncup Harapan Sukagalih, Sukajadi, Bandung, Indonesia. A qualitative approach with case study method revealed parenting in influencing children character. The result showed that *Family Base Care* Program was able to develop the attitude of self-reliance, honesty and responsibility. But the true character of parents could influence children's character. Therefore, how far the activity of *Family Base Care* Program could strengthen character education of family environment.

## 1 INTRODUCTION

Family function needed to be observed as the duty which had to be acted by the family as the smallest social institution which consisted of (a) religion function; (b) sosio-culture function; (c) affection function; (d) taking care function; (e) reproduction function; (f) socialization and education function; (g) economic function; (h) environment leading function. Unfortunately, family function hadn't been able to be done maximally because in the family education, leading and children education (including religion and good character) started not to be awarded and it had been given to the teacher and school. Parents contribution to support the children in self actualizing in social environment started not to be done because the job increasing and parent's activity (Djahiri, 2006; Bawazir, 2007). Parents contribution would give the true effect on the growth of the children (Jonyniene, 2015). But generally, the parents did the mistake by too focus on attention in effort of giving more to the children (Bateson and Mead, 1942; Mead, 1963; Gray, 2006; Maria and Adriani, 2009).

The parenting of different parents came from the problems which were faced by each family (Achtergarde, 2015). Research on children with emotionally unstable parents exhibited adaptation problems and psychological disorders, especially the less stable emotions in their children (Radke-Yarrow

et al., 1992). Mother neglect, neglect, quality of mother interaction and potential of child abuse as a form of reaction less ready mother in caring the child with age according to result of research and assessment of mother (adolescent) 72%, mother (adult) 70% (Lounds et al., 2006). In this case marital problems might be a key factor in (Gelfand et al., 1992) problems that arise beside the lack of income parents to fulfill the needs of their families (Lestari, 2008).

The victim of unready parents in building a household was definitely a child. Children under the Convention on the Rights of the Child were children under 18 years of age; WHO (2003) children were vulnerable aged between 0-14 years; Central Bureau of Statistics, young population = 0-14 years old, productive age = 15-64 years old and old age  $\geq 65$  years (Maya, 2014) whereas according to Law no. 3 Year 1997 on Children's Court = 8 years but it had not been 18 years of age; Law No. 39/1999 on human rights of children <18 years and unmarried, including children who were still in the womb if it was for their benefit. By looking at the age classification of children above showed how children became vulnerable to crime and other unpleasant crimes. (Santrock, 2007; Chen and chand, 2016). The high rate of child abuse, child abuse, child pornography, and child prostitution were like the phenomena of the tip of the iceberg (McCabe, 2008; Simpson, 2011; Toros 2016). With

90% of the labor of out-of-school children were not completing the primary education level, this would greatly affect the quality of the workforce (Achnes, 2010). While data PN Bandung in 2009 showed there were 87 children had conflict with the law until the trial process. The case was diverse, but the most was the case of theft (Aviandari et al., 2010).

Parents' lack of care in family development as well as Margaret's research led to a condition in which the child lost the role of primary family care and was entitled to be placed in an Orphanage to fulfill their needs (Hurlock, 1999; Hartini, 2001; Bastaman, 2007; Napitulu, 2007). The development of cultural psychology today, the pattern of care that was considered effective in one culture was not necessarily compatible with different cultures, (Yuyun, 2012), different social skills (Fadhilah, 2010) so that the need to build the character of the nation was a fundamental requirement in the process development because only a nation that had the character and identity that would be able to compete in the global era (Budimansyah, 2010). With the development of good character in our young generation would certainly help prepare citizens who had a good character. The character of citizenship, such as citizenship, developed slowly as a result of what a person had learnt and experienced in homes, schools, communities, and civil society organizations (Kodiran, 2004; Budimansyah and Suryadi, 2008)

The above issues, the foundation of the author to examine the application of basic family care in the education of the character of the family environment. Because the central family was able to manage and shape the character of his children. Which indirectly if the education character of his family was good then it would give birth to the character of a good boy and just the opposite. Where, the problem of this research was the gap between public expectations to parents to manage their families as a place to educate children into young people who had character and had good citizens character. The problem of the lack of application of family functions in the character formation of children would be addressed by three core activities, namely improvement of family upbringing, family character building strategy, action plan of *Family Base Care* program development. This activity would be not only until the development and application but also monitoring to ensure that the character education process in the family was able to shape the character of good citizens.

## 2 METHODS OF STUDY

This research uses qualitative approach with case study method (Yin, 2008) to get a clear picture in the implementation of *Family Base Care* program implemented by LKSA Kuncup Harapan in strengthening character education of family environment for Sukagalih foster family. LKSA Kuncup Harapan in Bandung West Java was chosen as the location of research because LKSA Kuncup Harapan was made to apply *Piloting Project Family Base Care* where the output of this program would be distributed and made reference by other LKSA. This study took foster families of 16 people through a random sample with criteria: complete family, single parent family, and family with alternative parenting (grandparents, uncles, aunts) Sukagalih foster family as informants in the process of data collection. for approximately one year of research, the researcher first observed the observation directly by joining the program or indirectly, then interviewing, and lastly documentation to the informant in the whole implementation of *Family Base Care program*. Results of data collection obtained then analyzed using (Milles and Huberman model, 2012). The data obtained would then be validated using source triangulation techniques and data collection techniques.

## 3 RESULT AND DISCUSSION

### 3.1 Implementation of Family Base Care Program

One of the flagship programs of the Family Base Care program was Parenting skills training. According to the Mr. Sopian, the parenting skill training activity was followed by at least 40 families of Sukagalih's foster children with six core sessions: a) the first and second sessions on the exposure of the child's situation; b) session three was to educate and nurture with the heart; c) the fifth session was emotional control and stress; and d) for the sixth session was Ananda's outspoken presentation. As for the other audio visual materials were film screenings that included: movies being a good parent; film how to understand children's behavior; saved the golden generation of Indonesia; development of the fetus in the womb; the danger of pornography damaged the brain; and parenting experiences. *Family Base Care* supported programs included benefit assistance. According to the Mr.

Sopian helped this benefit to help the economic development of families with the criteria that already had, had the expertise and intentions to make business. From the benefit of this assistance each month from each family in had to submit 10% of net profits that would benefit from it would be collected and used as capital for other families who would receive benefits as well. While the third program was SNPA (National Standards Child Care) for children was one of the programs to discuss by putting forward the opinions of children related to how parenting had been given by parents, what rights should be given to the child's parents, how the punishment should not be done by the child, the child became more understand and told how had been taken care of by his family and most important was the child understood how should they be taken care of by parents.

For achieving the objectives of the *Family Base Care* program as a whole it needed commitment between the institution, social workers and related parties so that the running program would achieve its objectives. According to Mrs. Rara one way to get this program done well and beneficial to the family was to do the family assistance through home visit and further assessment

### 3.2 Child and Family Responses to Family Base Care Program

Family Responses Foster children are diverse in both families who felt helped by the program, providing insight into how to care for children with a history of illness, providing awareness that appropriate parenting was not compatible with parenting; had friends to discuss in providing nurturing, able to "brake" the emotions of the mother in the face of his child's behavior, provided new knowledge, and provided self-awareness for children. For the response of foster children to the Family Base Care program according to the Mr. Sopian and Mrs. Rara, showed that the children had positive response to the program that was implemented although initially the child was confused about the change of attitude that happened to his parents especially in the care. In addition, according to Mr. Sopian involvement of foster children in the program also in the form of *Story Telling* in the framework of how the side of the child's experience was excavated during his lifetime already *baligh* already remember something until today it was dug and we knew that the development of children like this, so there an experience that could not be forgotten by a child who was later told in *Story Telling* Form.

### 3.3 Barriers And Challenges Of Family Base Care Program

Obstacles and challenges during the *Family Base Care* program are family characters that respond well but their implementation in the family environment is lacking, even rigid. The second is the bustle of parents to conduct continuous training because to match the time with the bustle of each parent is a difficulty in itself. While the obstacles and challenges faced by Mrs. Rara as a social worker is the parent character of the child itself. Because according to Mrs. Rara we should not be the origin of assessing the behavior of children but had to be returned to their parents. Not to mention the challenge when parents who did not accept that the character of a rebellious child that could plunge towards the criminal. In addition, the parents of foster children were not easily sued to quickly changed the pattern of parenting because the old pattern of care they had applied to children much longer than this new program. The solution given by both the head of LKSA and the Social Worker of LKSA was more to prioritize parent participation especially in the voting process to match the time of training that would be done, went to family one by one to ask directly the problem that was faced by family, and emphasized that the nurture process, growth and development of children was also not always the same, especially the planting of the family to change the character changes that began to enter puberty so that parents could embrace their children naturally by giving love.

Based on the findings of observations, interviews and case studies conducted by the researchers, the impact of family care with character education on child growth could be described in the table 1:

Table 1: of application program Family Base Care toward foster family Sukagalih society.

Program	Family and Child Responses	Challenging	Solution	Follow Up
Training parenting skill	Got knowledge and new science and also the awareness that parenting which was done was wrong.	Family character, parents character and the bustle of the	Did home visit; put forward parent's participation, appreciated the parents voice in giving decision.	home visit and family Assistance.
Discussion National parenting	The child was more open minded	Child's character, family background and society environment.	Appreciated the child in taking the decision.	home visit and Family Assistance.

Helped Function	Got economic helped in the capital business form which was continuously	Parents' character, parents' skills, parents' job.	The strengthen of the family in the economic side.	home visit dan Family Assistance.
Family Assistance	Strengthening the parenting before and found the way to "break" the emotion when faced the child.	This program gave the process and it was not constant program.	Giving advice to the family to always give the affection..	home visit and Family assistance.

Source: from research data of 2017

From the table above showed that the overall agenda of the *Family Base Care* program conducted by LKSA Kuncup Harapan which included: parenting skills training, benefit assistance, SNPA discussions with children, even family accompaniment provided a variety of responses both from the child and the parents themselves. Referring to the table above, the diversity of responses arises from the constraints and challenges of the program itself. Especially the character of the family environment that was quite difficult to accept the changes in parenting that had been done. In order to keep this program in place, the social worker agreed to make a home visit or family visit as well as to assist the family in order to keep this program sustainable. Moreover, the *Family Base Care* program was not an instant program that was able to change the pattern of parenting quickly but requires a long process and time.

#### 4 DISCUSSION

The difference in parenting behavior in Sukagalih foster children's families could also be attributed to the personality or character of the parents themselves where the decline in parental permissive parenting style had an impact on the child's behavior. This study also showed how the pattern of parenting that had been applicable from the past and used long ago by the community. Parents education was tried to be developed in increasing knowledge as parents, especially in parenting. However, some programs were not evidence-based practices or were not subject to regular evaluation from a scientific perspective (Achtergerde et al. Jonynien et al., 2015). The analysis in this study focused on the process of change from the parenting pattern of each family that appeared especially the ability to behave and respond to the needs of the child (Townshend, 2016). The nurturing strategy in this study had the flexibility with the location and time needed in each

session so as to provide a sense of security in the family. Parents' reports of child behavior and parental pressure shift from using positive parenting practices (Marinezand Marta, 2016) as well as adult psychological adjustments and characteristics that were in their possession as adjustable and non-adjustable parenting (McKinney et al., 2016).

While this study established the importance of parenting in producing good children's character (Lickona, 2012). Although in its development not a few of parents did not know how to provide good care for their children (Don et al., 2013). Family view of character education in child development, the way parents educated children would be very influential in the development of children both emotionally, intellectually, and spiritually. Unfortunately, not all families, in this case the parents realized the big role in the development of the character of his children (Lickona, 2012; Sukiyani, 2013).

Because of the above, parental training was intended to develop a clearer understanding both in providing the skills, as well as the knowledge in measuring the child's behavior and the disorder in the nurture itself. This study showed that the average of troubled parenting parents than the parents involved in the training reported that the behavior of the child differed mainly from the parent being trained (Solomon et al, 2016). Parent training programs help disobedient children. The study also showed how mothers report a history of domestic violence and the ongoing rough behavior of their partners but simply wanted focused services to address behavioral difficulties and adaptation of children including improving parent-child interactions (Marinezand Marta, 2016).

This study wanted to prove the orientation of parents' attachment in educating their children. The resulting parenting styles result in a plurality of social attachments, especially in the absence of significant change influences with adjustments to the current developments (Jones, et al., 2015). Because parents should be able to adjust the pattern of care in accordance with the needs of children. Where later changes in parenting could also be appreciated as a mediation of the transition effects of reduction in handling cases of juvenile delinquency itself (Schroeder, and Thomas, 2012). The program also reduced risk takers and protection factors associated with child abuse. However, the effect of parenting programs to reduce depressed parents was still very limited. Childcare programs had a positive effect for low, middle and high (Chen and Chan, 2016)

The *Family Base Care* program was an ongoing program and required solid cooperation between institutions, social workers and families. Because the output results could not be seen in the near future but continued to proceed. In the research results showed some barriers in this program both from the aspect of the character of the family environment, the characteristics of the community who had not been able to accept the change of care that had been done. Why this became the most important thing for the citizen character formers because the family was the first place children learnt and spent life in childhood. While in character education, the family had an important position in the process of culture and empowerment of habituation or habituation and intervention because parents had the right to nurture. Because when the family was able to provide excellent service in the process of empowerment and character education culture (Budimansyah, 2010; Muhtarom et al., 2016; Suryadi and Budimansyah 2016)

In giving the stimulus of upbringing came from the intention in this case either in deliberate, replicating existing ones or by listening to the process of exposure of others which then would elicit the attitude of nonjudgment and compassion. A good attitude would trigger an emotionally-structured attention where emotions could be a result of habitualization, emotions arising from awareness or the consequence of enforced rules that ultimately led to safe punishment for children (Townshend, 2016). To establish behavior requires a process that was not easy as well as *Family Base Care* programs that were implemented at this time. During the process of this program the child would also grow as well as the treatment of parenting. The application of character education of this family environment would give birth to the character of a good citizen as well as that conveyed by Aristotle (in Winarno, 2009) was the existence of *civic virtue* (civil virtue) in him. According to him, there were 4 components of *civic virtue* namely (1) *temperance* (simplicity) including *self-control* and *avoidance of extremes*; (2) *justice*; (3) *courage* (courage or firmness) including *patriotism* and (4) *wisdom* or *prudence* (including wisdom or prudence) including the *capacity for judgment* (Heater in Winarno, 2009). and had a public and private character (Budimansyah and Suryadi, 2008): a) Became an independent member of society; b) To fulfill the personal responsibility of citizenship in economics and politics; c) Respect the dignity and dignity of each individual humanity; d) Participated in civic affairs effectively and wisely; e) Developed healthy

functioning of constitutional democracy. In essence, the education of the family environment character in the *Family Base Care* program is part of Citizenship Education for the community which was aimed at all elements of individual community members to know, understand, understand and implement the etiquette, orderly and act in accordance with the norm of law apply in society (Muhtarom et al., 2016; Suryadi and Budimansyah 2016).

## 5 CONCLUSIONS

Based on research on strengthening character education of family environment through *Family Base Care* program indicated that *Family Base Care* Program was a program that needed continuous process for the formation of good citizen character that was young generation able to become independent member of society having personal responsibility of citizenship, respecting the dignity and human dignity of each individual, and participating in the public sphere. Character education in the family was part of Citizenship Education in the community therefore it was needed good cooperation between the Social Service, the Education Office, and LKSA (Child Welfare Institution). For further research could examine the strengthening of the economy in the family environment in shaping the character of the child for this research could continue to be developed. And for LKSA (Child Welfare Institution) others could apply *Family Base Care* program to facilitate Character education in family environment all over Indonesia.

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