

# The Implementation of Character Education Values in Children of Female Worker Families in Langgudu District, Bima Regency

Nahrul Faidin\*, Tri Marhaeni Pudji Astuti, Suchatiningsih Dian Wisika Prajanti,  
Puji Hardati, Nurlailatun Ramdani

Universitas Negeri Semarang, Indonesia

\*Corresponding Author: [nahrulfaidin1994@students.unnes.ac.id](mailto:nahrulfaidin1994@students.unnes.ac.id)

**Abstract.** Character education is education that prioritizes instilling good behavioral values to children carried out by parents. This study aims to analyze the implementation of character education values carried out by the families of Female Workers in Langgudu District, Bima Regency. This research used a qualitative method with a phenomenological approach. The research was conducted in Langgudu Subdistrict, Bima Regency with a research focus on the implementation of children's character education values with indicators of discipline education, exemplary education, and advice education. Informant selection technique using purposive sampling technique. Data acquisition was carried out by means of interviews, observations and document studies. The results of this study indicate that the implementation of character education carried out by upper-class, middle-class and lower-class Female Worker Families in terms of exemplary aspects that parents still behave politely in front of children, parents always keep promises and parents get used to reading prayers before eating. Discipline education for children in upper-class families is very concerned, this is evidenced by parents' efforts to regulate and control children's activity time at all times, while in middle-class families, discipline education is not given much attention, then lower-class families, discipline education is not carried out due to the busyness of parents working outside the home. In upper-class families, the application of advice education is carried out strictly. However, it is different for middle-class families, by giving advice in a kind and gentle manner. Meanwhile, in lower-class families, advice education is not carried out regularly because parents are busier working outside the home.

**Keywords:** Education; character

## INTRODUCTION

The family plays a very important role in the continuity of the educational process and the formation of children's behavior in accordance with the character values prevailing in society (Yuh, 2018). Fostering a family, especially raising children, certainly requires a very large role for parents. Children really need parental guidance to develop a balanced, whole and basic personality, in accordance with the values of life, so that children not only know the values of ethics in society, but also know how to apply them in everyday life. (Setiardi, 2017).

The role of family education is for children to have the provision to prepare for self-development and the future with society (Zhou et al., 2020). Because in principle, children have the desire to improve and develop their potential in accordance with the character values that grow with the community. The real life consequence is that the success of character education lies not only in school education, but especially in family education, because children have more time to interact with their parents than with teachers at school (Fauziyyah, et al, 2018).

Socially, the family is required to play a role and function to create a safe, peaceful, happy and prosperous society, all of which must be carried out by the family as the smallest social institution (Wu et al., 2017). The family as a unit of living together has 7 functions that have to do with the life of the child, namely: Biological function, affection function, socialization function, education function, recreation function, religious function and protection function. The seven family functions must be able to be implemented by the family in everyday life (McKinney, 2014).

In relation to character education, one of the family functions is as the first and main educational environment in developing the basis of children's personality (Song et al., 2019). Thus, the duty and obligation to educate children is not only the responsibility of teachers at school, meaning that it does not have to be through formal education channels. However, parents as the real owners of children have a greater and main responsibility in the process of children's education. (Kasimova & Biktagirova, 2016).

Parents provide attention and affection for children, give children freedom but still control them well so that children will be more

independent in the future (Ozer, et al, 2018), in addition to having the role and function of responsibility in the household a mother also chooses to work outside the home this becomes common when parenting is delegated to a father. (Prickett, 2018). In line with what was conveyed by (Zeytinoglu, et al, 2019) that the position of parents in the household is the key to the success of children to avoid bad influence on children, parents must be perfect in the eyes of children.

Good education can encourage academic and social growth in children so as to encourage changes that can make children behave as desired together (Waters & Russell, 2011). Therefore, the level of parental education has a major influence on the education of children's behavior, the higher the parents' knowledge of children's education, the higher the quality of children's behavior, otherwise if the level of education possessed by parents is low, the parenting given to children will be potentially negative (Hibbard & Walton, 2014).

The roles and duties of family members above are fulfilled so that the household will create harmony and true happiness (Achtergarde, et al, 2015). Good parenting is an effort so that children are raised in a stable, nurturing, and trauma-free environment. (Foli, et al, 2018). This is not in accordance with what is mentioned in the concept of family in psychology that the mother acts as an educator and develops the child's personality (Esnawati et al., 2016).

But what happens if a mother works as a female labor abroad leaving her husband and children at home, of course this greatly affects the process of continuity of household life. Because with the departure of a wife to become a female laborer, children's education, material needs and matters relating to household affairs become part of the full responsibility of a husband to a family left by a wife who works as a female laborer abroad. The same expression conveyed by (Llorca-Mestre et al., 2017) that the absence of a mother in the household will cause various kinds of problems including the loss of the mother's role as an educator, affecting children's psychology, making children inferior in associating with peers because they see the integrity of the families of peers who are full of completeness.

The consequences that arise as a result of the absence of a wife who works as a Female Worker are making children lose affection, decreasing their learning motivation due to the loss of direct guidance from a mother and a child becomes inferior because of the absence of a mother at

home who pays attention, advises, educates discipline, educates exemplary until in the end children often do actions that are deviant outside the knowledge of their parents and the burden of children's education will be transferred to other families.

Another problem that arises related to children's character is the declining role of a father in the household. A father who is expected to be able to replace the role of a mother who works as a Female Worker in the education of children in the household in reality does not run optimally this is due to the limited availability of a father's time at home and spends more time outside the home.

The decline in the role of a father at home reduces the quality of parental education, where children do not get direct tutoring which causes a decrease in the quality of children's knowledge. Children's growth and development in the household is not fully considered because parents are more concerned with physical needs than spiritual needs. The continuity of conditions like this occurs for years experienced by a child in a family of Female Workers.

The less than optimal time availability experienced by a father for the reason of earning a living, makes the closest family (grandfather, grandmother, sister-in-law, uncle, aunt) also feel burdened to take care of the child. The method of care carried out by a father to family members in the hope that the child is taken care of, but in the educational aspect of child character building is not maximally carried out.

Based on the various problems and research findings above, the researcher wants to reveal the various possible problems that arise as a consequence of wives working abroad, especially those that have an impact on childcare. Children's dependence on parents, especially mothers, is a fact that shows they need parents to develop towards an independent life. In addition, social relationships with the surrounding environment also influence the process of forming a child's character. Therefore, the researcher feels interested in knowing and exploring in depth through scientific research on issues related to "Implementation of Children's Character Education Values in Female Worker Families in Langgudu District, Bima Regency".

## **METHOD**

This research uses a qualitative method that uses a phenomenological design. This research

uses a qualitative approach because the aim is to produce in-depth data. Data sources were obtained from parents and children, or events that occurred in the families of women workers, as well as biographies or social backgrounds of informants. There are 6 informants in this study who are divided into three categories based on family status. First, 2 upper-class families. Second, 2 middle-class families and third, 2 lower-class families.

Furthermore, the informant selection technique uses purposive sampling technique. This means that the selection of informants is based on specific characteristics based on the social class of the Women Workers' families that have been adjusted by the researcher, including low, middle, and high socioeconomic class families.

Data collection techniques in this research are interviews, documentation, and observation. The data to be researched on the implementation of character education values which are divided into three indicators, namely; exemplary education, discipline education and advice education. At the documentation stage, researchers collected profiles and family backgrounds of female workers. Then the last stage is that researchers observe social life and education based on the habits of the Female Worker's family.

The data validity technique is triangulation of sources and theories by comparing and rechecking the degree of data obtained. Data analysis in this study uses a three-stream construction, namely; first, data collection. Researchers at this stage collect all data from various sources, including data from informants (parents and children). Second, data reduction, selection process, focusing on simplification, abstraction, and transformation of data sourced from written notes in the field. Then, researchers present the data by drawing temporary conclusions from the data obtained through conclusions and verification.

## **RESULTS AND DISCUSSION**

### **Implementation of Character Education Values in Children of Female Worker Families**

#### ***Exemplary education***

The process of character building for children greatly affects children's behavior in their social life. Based on the data findings, the researchers revealed that giving good examples or

examples to children is the most important thing in the family, such as how to teach good dressing and speaking ethics and provide exemplary examples in worship. The better the example shown by parents, the better the child's behavior.

Exemplary behavior is shown well by parents to children by getting used to good behavior that can be emulated by children in the household, with what the parents do above is one proof that parents are very concerned about children's behavior. Exemplary behavior of good language ethics in getting children used to performing religious obligations is an example shown by parents in the family. If children are not accustomed to good behavior then don't expect children to be good like what parents want. Children look at their parents with respect and imitate their lifestyle, the actions of parents become the benchmark for children to act good or bad. Naturally, children are not formed by themselves, but make parents or residents of the house as role models to follow.

Whereas in middle-class families the provision of exemplary examples is less visible where parents do not involve children in every action and sometimes the behavior of parents in educating children only relies on the upbringing of advice alone, for example in religious exemplary a father does not show children how to worship, besides that in the way parents reprimand children with harsh and harsh language. Parents do not show exemplary behavior to children, it can be seen from the way parents behave towards children who ignore the value of exemplary and tend to educate children with harsh language.

The role of parents in setting a good example is very important, but it is different from the exemplary upbringing provided by middle-class families. They think that what they do is good, such as cursing children with harsh language, telling children to worship, but parents rarely do it. This does not show exemplary education in educating children, instead such behavior will make children even more depressed by the bad habits displayed by parents. Good role modeling from parents is one of the keys to good character building for children. However, the behavior shown is not good to the child, so the child will make a habit of behaving like what is heard, done and observed in the family. Therefore, good exemplary behavior that is an example in middle-class families appears to increase problems in the household, especially for children.

But it is very different from the exemplary upbringing in low-class families, they educate children with the absence of luxurious materials. They teach children how to work hard and how to appreciate time, besides that parents at home provide examples of good attitudes and behavior such as telling the truth, doing religious worship. One of the education carried out by low-class families is education that provides examples for children.

Exemplary education shown by lower-class

families is a pattern of hard work by showing it directly to children so that children can see the behavior shown by parents. This shows that parents have done their best to provide good role models even though there are factors that hinder the process of providing role models. Generally, parents sometimes do not understand how to carry out education in the family, exemplary attitudes and behavior are key for children in seeing what happens in the household.

**Table 1.** Exemplary Behavior of Parents of Female Worker Families in Langgudu Sub-district, Bima Regency

Character education Implemented by the Female Workers families	Female Worker Family	Exemplary education
	Upper class family	Good behavior (Obedient to worship, polite)
	Middle class family	Poor behavior (loud talking, giving hard advice)
	Lower class family	Good behavior (polite, religious and hard work)

The way parents give advice will also influence the process of giving examples to children. In upper-class families, giving examples of worship behaves politely in front of children, then middle-class families give examples in a good way and does not contain elements that suppress children's psychology. Meanwhile, in lower-class families, exemplary behavior is the key so that parents continue to behave politely, obey worship and work hard.

**Education with discipline**

Based on the data found in the field, it shows that upper-class families are very concerned about children's discipline patterns. Parents organize children's time in every activity and control every child's activity at home. Discipline education applied by upper-class families shows that parents really pay attention to the time of children's activities at home, in addition to attention to children's activities, parents also determine the time and limit children to do ceremonial activities. Such behavior can be a benchmark that parents have shown concern for their children.

Meanwhile, middle-class families consider that disciplinary education for children is a common thing. The habit of applying discipline to children is not so important for parents. The pattern of disciplinary education carried out by middle-class family parents does not show disciplinary behavior to children, on the contrary, parents consider that disciplinary behavior will burden children in carrying out activities.

The way parents educate children with discipline in the household is not so concerned that children freely use time as they please. Parents pay more attention to other matters so that disciplinary education for children is ignored. This kind of behavior can form a character that is not good for children. the result is that children cannot divide time and often ignore important things.

Parents have a responsibility for the future of their children, especially at this time the responsibility is getting bigger considering the many joints of life that deviate from the purpose of education. Parents' behavior in instilling children's discipline is not raised by parents, parents consider that the application of discipline to children is a heavy burden for children so that children's behavior related to discipline at home does not appear in children's behavior.

Meanwhile, lower-class families consider that in general, every parent has the same understanding that parents are the main key in implementing children's discipline. On the other hand, parents sometimes do not pay attention to children's growth and development in the household. This is influenced by several factors, one of which is economic factors. Work factors cause low-economic families to not have time to pay attention to children's behavior, including children's disciplinary behavior.

The parenting patterns that are carried out in relation to discipline in the lower-class families above show a pattern of discipline that is not

given much attention by parents. Parents are more focused on making a living outside the home than implementing disciplinary behavior towards children. Basically, all families want children to be good children, children who are able to be role models for others, but on certain issues not all of that is achieved properly. In lower-class families, discipline education for children is not carried out

because parents are more outside the home to work. So that the education of discipline towards children is not considered. Parents with low income spend more time outside the home. Working hard to meet family needs, especially the needs of children in the household, so that parents have very little time to pay attention to children.

**Table 2.** Education of Female Worker Families in Laggudu sub-district, Bima district

Character Education Implemented	Female Worker Family	Discipline Education
	Upper class family	Managing time, limiting children's playtime.
	Middle class family	Discipline education is not a top priority
	Lower class family	Not appearing, parents are more focused on earning a living outside the home

Based on the explanation of the research data above, it can be concluded that discipline education for children in upper-class families is very concerned, this is evidenced by the efforts of parents to regulate and control every time of children's activities, while in middle-class families, discipline education is not too concerned because parents think that discipline education is a burden for children, but unlike lower-class families, discipline education is not seen because parents spend more time outside the home working so that children's education is not considered.

**Education with Advice.**

All parents must educate children in the household, no exception for rich and poor families, it's just that there are differences in the methods or ways parents carry out parenting in children. One way of parenting carried out by parents in the family is educational parenting with advice, which means giving advice to children so that children become good children. However, it can be seen that the giving of advice by upper-class families to children tends to give harsh advice when children do not obey parental orders.

Giving advice by upper-class parents is still carried out regularly, but harsh actions are often taken by parents if children do not obey the advice given by parents. Harsh advice education is carried out by parents as an effort to shape children's good behavior. Educating children with harsh advice is a method that is considered by parents to be the best. As well as the assumption of parents by giving hard advice, children will quickly obey children. But on the other hand, parents must pay attention to the psychological

effects of children when parents deliver advice in a harsh way. A child will become inferior and tend to confine himself for a moment to get rid of fear due to advice delivered loudly.

Meanwhile, in middle-class families, the advice given by parents is by giving good advice and if the child makes a mistake, parents politely give advice to the child without being accompanied by violence or hitting. Giving advice by middle-class parents is still done, it is done so that children behave well. The way of delivering advice depends on the mistakes made by the child, if it is difficult for the child to improve their behavior then the parents take firm advice education.

The application of advice education carried out by parents shows that parents are very concerned about children's behavior, this can be seen from the way parents give advice, but in reality giving advice sometimes only applies when advised but other times children often make mistakes. With such a reality, parents still do and make efforts to give advice regularly in order to change children's behavior.

Efforts to give advice made by middle-class families are giving advice based on children's mistakes in the household, meaning that parents give advice to children when children make mistakes, the method of giving advice firmly if the child makes the same mistake again is part of the parents' way of shaping children's good behavior.

While the application of advice education carried out by lower-class families is not carried out routinely, parents give advice with the hope that children will become better and not make the

same mistakes. The pattern of advice applied by lower-class parents is a pattern of advice based on the number of mistakes, the more mistakes made by children, the more advice given by parents. The method of giving advice is the same as the method given by middle-class parents, namely the same pattern of firm and hard advice if the child makes mistakes repeatedly.

The application of advice education by lower-class parents is proof that parents care about their children. They consider that advice education is one of the best ways to instill good behavior in children. Although sometimes they often get unfavorable responses when advising children, parents with all efforts still show their existence as parents in the family.

**Table 3.** Education of Parents of Female Worker Families in Langgudu Sub-district, Bima District

Character education Implemented	Female Worker Family	Advice Education
	Upper class family	Give advice all the time, and do it loudly
	Middle class family	Routinely give advice according to mistakes and done in a firm manner
	Lower class family	Not done regularly, and done roughly

The application of child education in every family must be different. In upper-class families, the application of advice education is carried out by giving harsh advice when children do not obey parental orders. However, it is different from the application of advice carried out by middle-class families, by giving good advice and if the child makes a mistake the parents politely give advice to the child without being accompanied by violent actions. Meanwhile, in lower-class families, advice education is not carried out regularly because parents are more busy working outside the home and giving advice when children make mistakes.

**CONCLUSION**

Parental advice education affects the process of giving examples to children. In upper-class families, they provide examples of worshipping behaving politely in front of children, then middle-class families provide examples in a good way and do not contain elements that suppress children's psychology. Meanwhile, in lower-class families, exemplary behavior is the key, so parents still behave politely, obey worship, and are hard workers.

While discipline education for children in upper-class families is very concerned, this is evidenced by parents' efforts to regulate and control every time their children's activities, while in middle-class families, discipline education is not given much attention because parents think that discipline education is a burden for children, but unlike lower-class families, discipline education is not seen because parents spend more time outside the home to work so that children's education is not considered.

Then, advice education is carried out by

giving hard advice when children do not obey parental orders. However, it is different from the application of advice carried out by middle-class families, by giving good advice and if children make mistakes, parents politely give advice to children without being accompanied by acts of violence. Meanwhile, in lower-class families, advice education is not carried out regularly because parents are more busy working outside the home and giving advice when children make mistakes.

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