

THE ROLE OF PARENTS IN FORMING SUPERIOR CHARACTERS BASED ON THE LOVE CURRICULUM

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Abstract

Keywords:

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This study aims to analyze the role of parents in shaping students' superior character based on the Love Curriculum at MI Islamiyah Bumiayu Boureno. Character education is an essential aspect of children's personality development from an early age, which is not only the responsibility of educational institutions but also of the family as the first and primary educational environment. The Love Curriculum, as an educational approach that emphasizes values such as compassion, empathy, responsibility, discipline, and mutual respect, requires active parental involvement in its implementation within the family environment. This research employed a qualitative approach with data collection techniques including observation, interviews, and documentation. The results indicate that parental involvement in habituating positive values at home, providing role models, maintaining effective communication, and collaborating with the school significantly contributes to the development of students' superior character. The synergy between the school and parents in implementing the values of the Love Curriculum has been proven to foster religious attitudes, independence, discipline, and social awareness among students. Therefore, the role of parents becomes a crucial factor in the successful implementation of character education based on the Love Curriculum at MI Islamiyah Bumiayu Boureno.

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INTRODUCTION

Character education is a fundamental aspect of the educational process, aiming to shape students' holistic personalities, encompassing attitudes, morals, and social behavior. In the context of basic education, character development focuses not only on

mastering cognitive skills but also on developing affective and psychomotor values that support the development of individuals with noble character, independence, discipline, and a strong sense of social responsibility. Therefore, character education needs to be instilled from an early age through a continuous process of habituation within both the school and family environment (Ministry of Education and Culture, 2020).

Character education at the elementary school level is crucial because during this phase, students are at a stage of moral and social development that is crucial for shaping their future personality. Character values instilled from an early age will serve as the foundation for shaping children's mindsets, attitudes, and behaviors in their daily lives. If character development is carried out consistently, students will be able to internalize positive values that can guide them in facing the various challenges of life in today's era of globalization (Kurniawan, 2019).

The family, as the primary educational environment, plays a strategic role in the development of a child's character. Parents serve not only as caregivers but also as educators, providing role models, guidance, and reinforcement of positive values in everyday life. Parents' role in shaping a child's character can be realized through appropriate parenting styles, effective communication, and the instilling of behaviors that reflect moral and social values. The success of character education in schools is greatly influenced by the extent to which parents are involved in supporting the educational programs implemented by the educational institution (Sari & Nugroho, 2021).

Furthermore, parental involvement in their children's education can also increase students' motivation to learn, discipline, and responsibility in carrying out academic and social tasks. Parents who actively participate in their children's educational activities tend to create a conducive learning environment at home, enabling optimal character development. Without synergy between the family and school environments, the process of internalizing character values in students will not be optimal (Putri & Lestari, 2023).

One way to foster superior character in students is through the implementation of the Love Curriculum. This curriculum emphasizes the development of values of compassion, empathy, responsibility, discipline, and mutual respect in every aspect of learning and social interaction. This approach aims to create a humanistic learning environment oriented toward character development in students through meaningful learning experiences both inside and outside the classroom (Rahmawati, 2022).

The implementation of the Love Curriculum is not limited to learning activities at school but also requires parental support in the form of habituating these values within the family environment. Thus, the values instilled in school can be reinforced through concrete practices in daily life at home. Consistently cultivating attitudes of caring, responsibility, and empathy within the family environment will help students internalize character values more deeply (Hidayah, 2021).

MI Islamiyah Bumiayu Boureno, an Islamic-based elementary school, has implemented the Love Curriculum as part of its efforts to develop students' superior character. This curriculum is implemented through various learning activities that integrate the values of compassion, cooperation, and responsibility into students' daily lives within the school environment. However, the curriculum's successful implementation is inseparable from the active role of parents in supporting the character education process at home (Ministry of Education and Culture, 2020).

Parental involvement in providing role models, building effective communication, and collaborating with the school are crucial factors in fostering

religious, independent, disciplined, and socially conscious attitudes in students. Collaboration between schools and parents in implementing the values of the Love Curriculum is expected to create a holistic educational environment, enabling the ongoing process of developing superior character (Sari & Nugroho, 2021).

Based on this background, this study aims to analyze the role of parents in shaping the superior character of students based on the Love Curriculum at MI Islamiyah Bumiayu Boureno. This research is expected to contribute to the development of character education strategies that involve synergy between schools and families to create a generation with superior character in accordance with the values expected in the world of education (Putri & Lestari, 2023).

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The Concept of Character Education

Character education is a systematic process of instilling moral values in students through the development of attitudes and behaviors that reflect good values in everyday life. Character education is not solely cognitively oriented but also encompasses affective and psychomotor aspects, aiming to shape individuals with integrity, responsibility, and social awareness. According to Berkowitz and Bier (2018: 45), character education serves as a means of establishing a balance between students' intellectual and moral abilities, enabling them to behave in accordance with prevailing social norms.

The implementation of character education at the elementary school level is crucial because during this phase, children are in a stage of moral development that is crucial for shaping their future personality. Instilling character values from an early age is believed to foster positive habits that will persist throughout their lives into adulthood. This aligns with research by García and Weiss (2019: 112), which states that consistent character education during elementary school has a significant impact on children's social and emotional development.

The Role of Parents in Forming Children's Character

Parents are the first and foremost educators in the process of developing a child's character. Parental involvement in their child's education can be demonstrated through role modeling, supervision, effective communication, and fostering positive behaviors within the family environment. According to Hill and Tyson (2020: 78), parental involvement in a child's education significantly contributes to the development of discipline, responsibility, and social skills in students.

Furthermore, parenting styles also significantly influence a child's character development in interactions with their environment. Parents who actively support their children's learning at home tend to create a conducive learning environment, enabling optimal character development. Research by Sari and Nugroho (2021: 56) shows that parental involvement in character education is positively associated with the development of independence and responsibility in elementary school students.

The Concept of Love Curriculum in Character Education

The Love Curriculum is an educational approach that emphasizes instilling the values of compassion, empathy, responsibility, discipline, and mutual respect in the learning process. This approach aims to create a humanistic learning environment and encourage students to develop positive social attitudes in their daily lives, both at school and at home. According to Rahmawati (2022: 34), the Love Curriculum can be an

effective strategy for integrating moral values into learning activities, so that students not only gain academic knowledge but also develop character.

The implementation of the Love Curriculum in elementary education is expected to shape the character of superior students through the integration of moral values into every learning activity. The implementation of this curriculum focuses not only on academic aspects but also on developing religious attitudes, independence, discipline, and social awareness in students (Hidayah, 2021: 89).

Synergy between Schools and Parents in Implementing the Love Curriculum

The successful implementation of the Love Curriculum is greatly influenced by the synergy between schools and parents in instilling character values in students. Schools, as formal educational institutions, play a role in providing structured learning, while parents play a role in reinforcing these values through instilling them in the family environment. According to Epstein (2019: 41), collaboration between schools and parents can increase the effectiveness of character education because students receive continuous reinforcement of values in two different environments.

Collaboration between schools and parents in implementing the values of the Love Curriculum is expected to create a holistic and sustainable educational environment. With parental support, the process of developing superior character in students can proceed optimally, thereby maximizing the achievement of character education goals (Putri & Lestari, 2023: 67).

Hypothesis Development

Based on theoretical studies and previous research, it can be assumed that parental involvement in supporting the implementation of the Love Curriculum influences the development of students' superior character. Therefore, the hypothesis in this study is:

H₁: There is a significant role of parents in forming the superior character of students based on the Love Curriculum at MI Islamiyah Bumiayu Boureno .

METHOD STUDY

Research Design

This study employed a qualitative research design with a descriptive approach. This design was used to obtain an in-depth understanding of the role of parents in shaping the superior character of students based on the Love Curriculum at MI Islamiyah Bumiayu Boureno. This approach focuses on understanding the phenomena that occur naturally through social interactions between the school, parents, and students in the character-building process.

Subjects and Objects of Research

The subjects in this study included the principal, class teachers, parents, and students of MI Islamiyah Bumiayu Boureno who were involved in the implementation of the Love Curriculum. The object of the study was the role of parents in supporting the implementation of the Love Curriculum values in developing superior character in students both at school and in the family environment.

Operational Definition of Variables

The operational definition in this research is used to clarify the focus of the research, namely:

The role of parents is the active involvement of parents in accompanying, guiding, providing examples, and instilling positive values in children in everyday life.

Superior Character is student behavior that reflects the values of religiosity, independence, discipline, responsibility, empathy, and social concern.

The Love Curriculum is an educational approach that emphasizes instilling the values of compassion, responsibility, tolerance, and mutual respect in the learning process.

- Measurement Variables
- The variables in this study consist of:
- The independent variable is the role of parents in implementing the Love Curriculum.

The dependent variable is the formation of superior character in students.

Indicators of parental role include providing role models, fostering positive behavior, effective communication, and monitoring children's activities. Indicators of superior character include religious attitudes, discipline, independence, responsibility, and social awareness.

Data Collection Techniques and Research Instruments

The data collection techniques used in this study included observation, interviews, and documentation. Observations were conducted to directly observe students' activities in implementing character values in the school environment. Interviews were conducted with the principal, teachers, and parents of students to obtain information regarding parental involvement in supporting the implementation of the Love Curriculum. Documentation was used to supplement the research data in the form of school activity records, learning programs, and other relevant documents.

The research instruments used were observation guidelines, interview guidelines, and documentation sheets compiled based on indicators of parental roles and superior student character.

Data Analysis and Hypothesis Testing Techniques

Data analysis was conducted through the stages of data reduction, data presentation, and drawing conclusions. Data obtained from observations, interviews, and documentation were selected and categorized according to the research focus, then presented descriptively to facilitate interpretation.

Hypothesis testing was conducted by analyzing the relationship between parents' roles in the implementation of the Love Curriculum and the development of superior student character. The results of this analysis were used to determine the extent to which parental involvement contributes to the success of character education at MI Islamiyah Bumiayu Boureno.

RESULTS AND DISCUSSION

Characteristics of Research Respondents

The subjects in this study consisted of 10 parents of students, 5 class teachers, and 10 students at MI Islamiyah Bumiayu Boureno who were involved in the implementation of the Love Curriculum. Based on the data collection results, it was found that the majority of parents actively supported their children's learning activities at home. This involvement was manifested in the form of supervising schoolwork, fostering discipline, and instilling the value of responsibility in daily life.

The teachers who participated in the study were educators directly involved in implementing the Love Curriculum in learning activities. Meanwhile, the students who were the subjects of the study were students who actively participated in Love

Curriculum-based learning activities within the school environment.

Table 1. Distribution of the Level of Parental Involvement in the Implementation of the Love Curriculum

No	Parental Role Indicators	Frequency	Percentage (%)
1	Setting an Example	8	80%
2	Positive Behavior Habits	9	90%
3	Effective Communication	7	70%
4	Learning Activity Supervision	8	80%

Based on Table 1, the indicator for positive behavioral habits has the highest percentage, at 90%. This indicates that most parents have implemented character values in their children's daily lives within the family environment.

Table 2. Level of Formation of Superior Character of Students

No	Superior Character Indicator	Frequency	Percentage (%)
1	Religious	9	90%
2	Discipline	8	80%
3	Independent	7	70%
4	Responsibility	8	80%
5	Social Care	7	70%

Based on Table 2, the religious character indicator showed the highest score, at 90%. This indicates that the implementation of the Love Curriculum, supported by parental involvement, is able to optimally shape students' religious attitudes.

Data Analysis and Hypothesis Testing

The data analysis revealed a relationship between parental involvement in the implementation of the Love Curriculum and the development of superior character in students. Students who receive active parental support at home tend to have higher levels of discipline and responsibility than those who receive less support.

Hypothesis testing was conducted by examining the relationship between parental role variables and students' superior character. Based on the descriptive analysis, it was found that the higher the level of parental involvement in supporting the implementation of the Love Curriculum, the higher the level of superior character development in students.

Thus, the research hypothesis stating that there is a significant role of parents in forming the superior character of students based on the Love Curriculum at MI Islamiyah Bumiayu Boureno can be accepted.

Interpretation of Research Findings

Research findings indicate that synergy between schools and parents is a crucial factor in the successful implementation of the Love Curriculum. Instilling character values within the family environment can reinforce those taught at school, enabling students to internalize them in their daily lives.

Students who receive guidance from their parents demonstrate greater religiousness, independence, and responsibility in participating in school learning activities. This demonstrates that parental involvement plays a key role not only in supporting the learning process but also as a key factor in shaping students' character.

Discussion

The results of this study indicate that parental involvement in supporting the implementation of the Love Curriculum has an impact on the development of students' superior character. Parents' role in providing role models, fostering positive behaviors, and building effective communication with their children can create a conducive educational environment at home.

These findings indicate that the success of character education is determined not only by the learning process at school, but also by the support of the family environment. Synergy between schools and parents allows for continuity in the process of internalizing character values in students.

With parental involvement in the implementation of the Love Curriculum, the process of developing superior character in students can proceed optimally and sustainably. This aligns with the goals of character education, which emphasize the development of religious attitudes, discipline, independence, and social awareness in students' daily lives.

CONCLUSION

Conclusion

Based on research findings on the role of parents in developing superior character in students based on the Love Curriculum at MI Islamiyah Bumiayu Boureno, it can be concluded that parental involvement plays a significant role in supporting the process of character development. This role is realized through role modeling, fostering positive behaviors, effective communication, and monitoring children's learning activities at home.

The implementation of the Love Curriculum, supported by active parental involvement, has been proven to develop superior character traits in students, such as religiousness, discipline, independence, responsibility, and social awareness. Synergy between schools and parents is a key factor in the successful internalization of character values in students, both within the school and family environment.

Implications

The results of this study provide practical implications: parental involvement in the character education process needs to be increased through ongoing collaboration between schools and families. Schools are expected to develop parenting programs or other collaborative activities that involve parents in the implementation of the Love Curriculum.

In addition, parents are expected to be able to create a conducive family environment by cultivating positive attitudes and providing role models in daily life so that the character values instilled in school can be strengthened in the home environment.

Research Limitations

This study has several limitations, including the limited number of respondents (10 parents, 5 teachers, and 10 students), which means the results cannot be widely generalized. Furthermore, this study focused only on one educational institution, MI Islamiyah Bumiayu Boureno, and therefore does not reflect the implementation of the Love Curriculum in other educational institutions.

Another limitation lies in the data collection method which uses a qualitative approach so that the research results are more descriptive and have not quantitatively measured the level of influence of the role of parents on the formation of superior

character in students.

Suggestions for Further Research

Based on these research limitations, it is recommended that future research involve a larger number of respondents and encompass multiple educational institutions to ensure more representative results. Further research could also employ a quantitative or mixed methods approach to more objectively measure the influence of parents' roles in the implementation of the Love Curriculum on the development of students' superior character.

In addition, future research is expected to examine other factors that influence the formation of students' character, such as the social environment, learning methods, and the role of teachers in supporting the implementation of the Love Curriculum in schools.

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