

THE ROLE OF PARENTS IN CHILDREN'S CHARACTER BUILDING IN THE PERSPECTIVE OF ISLAMIC EDUCATION

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ABSTRAK

Peran orang tua sangat penting terhadap pembentukan karakter anak dalam menanamkan nilai ajaran agama Islam di era modernisasi sekarang ini. Pada penelitian ini digunakan sebuah pendekatan penelitian pustaka. Peran dari orang tua penting dalam membimbing, juga mendidik anak di dalam keluarga bahkan masyarakat. Pola asuh yang baik dapat mempengaruhi pertumbuhan, perkembangan, dan perilaku sosial anak. Pendidikan karakter adalah salah satu aspek sangat penting didalam kehidupan. dengan tujuan mengembangkan moralitas, nilai, dan perilaku individu. Fokus pada pengetahuan moral, cinta moral, dan tindakan moral dapat menciptakan masyarakat yang lebih positif dan bertanggung jawab. Dalam pembentukan karakter kehidupan anak peran orang tua penting untuk diperhatikan, melalui pola asuh juga peran mereka sebagai orang tua, dengan tujuan untuk memastikan kesuksesan anak-anak dalam kehidupan. Peran pola asuh orang tua meliputi berbagai faktor dan dapat berbeda dalam perkembangan setiap anak.

Kata kunci : Pendidikan islam, Karakter, Peran orang tua

ABSTRACT

The role of parents is very important to the formation of children's character in instilling the value of Islamic teachings in today's modernization era. In this study, a literature research approach was used. The role of parents is important in guiding, as well as educating children in the family and even society. Good parenting can affect children's growth, development, and social behavior. Character education is one of the most important aspects of life with the aim of developing individual morality, values, and behavior. Focusing on moral knowledge, moral love, and moral action can create a more positive and responsible society. In the formation of the character of children's lives, the role of parents is important to note, through parenting as well as their role as parents, with the aim of ensuring children's success in life. The role parenting includes various factors and can differ in the development of each child.

Keywords: *Islamic education, Character, Role of parents*

INTRODUCTION

The role of parents in their children's education is very important, and the education they receive also depends on what parents have taught and will teach them in their families. However, many parents are still unaware of the importance of educating and guiding their children since they were young.

A child's success in formal education depends on the role of his or her parents as educators or first teachers who provide an education to the family in the form of informal education. They continue their education through this role as a foundation. As parents are responsible for educating, directing, and also shaping children into religious, humanist, and of course good children.

Parents are the most important educators for their children in the family, which is usually called "*madrasatul ula*"; character and knowledge, parents can be the determinant, and the role of parents is to shape the character and personality of their children. Parents are the first people in the family, as they are most familiar with their children's daily lives.

The application of parenting patterns that suit their child's personality is very important for parents. The cultivation of parenting patterns that parents give to children usually reflects the behavior and attitudes of parents when interacting and communicating with them. Parents can build a respectful and loving family with more communication (Lestiawati, 2013).

Ultimately, the child's attitude and character will be influenced by how the parents' parenting is not appropriate or in accordance with the rules. This can cause a child to become a loner, unhappy, quiet, withdrawn from the social environment, difficult to trust with others, and also lower their school performance or grades.

In addition, many children are not yet independent, lazy, lack confidence, anxious, truant, indifferent to others, irritable, easily offended, hostile, and like to find fault with friends at school. As a parent, the child's attitude or actions like this should be noted so that they can make appropriate treatment for each personality. Because raising and taking care of children is a responsibility that must be carried out by parents. In Surah At-Tahrim verse 6, Allah swt says:

يَا أَيُّهَا الَّذِينَ ءَامَنُوا قُوا أَنفُسَكُمْ وَأَهْلِيكُمْ نَارًا وَقُودُهَا النَّاسُ وَالْحِجَارَةُ عَلَيْهَا مَلَائِكَةٌ
غِلَاطٌ شِدَادٌ لَا يَعْصُونَ اللَّهَ مَا أَمَرَهُمْ وَيَفْعَلُونَ مَا يُؤْمَرُونَ

“O you who believe, protect yourselves and your families from Hell, whose burnt materials are men and stones (idols); it is guarded and watched over by angels who are harsh (in their service); they do not disobey Allah in anything He commands them, nor do they do anything He commands” (Q.S. At-Tahrim; 6).

A child, given by Allah SWT as a gift, needs direction and guidance. Their growth and development is under the care of their parents, with the help of their parents, they learn to adapt and recognize the world around them. Parents must take full and significant responsibility for all of the child's growth and development.

The personality of parents in a family greatly influences the process of socialization and the formation of behavior in their children. Children will learn the basics of behavior, character, nature, and also morals as capital as well as provisions in socializing in their environment, which then continues to develop until their adolescence. Hurlock states, that the increase in social behavior and attitudes that children have, tends to be the most striking when they are still children. Parents should be aware of the fact that the parenting patterns provided by parents greatly influence their children's social behavior. Intense and quality parenting should show attention, affection, and appreciation to the child when they behave well, which in turn shapes the child's morale (Makagingge, 2019).

The three types of parenting styles, according to Baumrind, are permissive, authoritarian, and democratic (Sari, 2020). Parents with a democratic parenting style, encourage children with affection as well as warmth to become independent according to their abilities. In contrast, parents who use an authoritarian parenting style, set excessive rules, they are more likely to impose without talking or discussing with their children first. This makes children feel comfortable and able to participate in social activities and be responsible for what they have done. Furthermore, parenting with a permissive style, this means that parents are not involved with children and do not realize it (Anggraini & Hartuti, 2017).

Different types of parenting patterns in the family will have an impact on their attitudes and behaviors; for example, those whose families apply authoritarian

parenting patterns will produce phlegmatic personalities, while those whose families apply democratic parenting patterns will produce assertive personalities. The application of these different patterns will certainly have an impact on each personality instilled in the family. Based on these findings, it can be concluded that most parents want their children to behave and behave well and in accordance with their wishes. However, they do it in a way that is not in accordance with their wishes, which can be caused by their lack of knowledge about how to educate children or their lack of understanding of children's financial needs.

Parenting is a way or method of parents treating their children to protect, discipline, educate, and guide them so that they become people who have independence and good personality when they become adults and are able to apply other social and community norms. There are many definitions given by scholars about the purpose of Islamic education. Some have said that Islamic education is all forms of endeavors made by a person to improve their mental, spiritual, and social quality of life (Hasbullah, 2015).

Those who argue differently argue that the social interactions that occur in Islamic education involve various kinds and types of characters of students and educators, so the goal of Islamic education should be to harmonize all these differences by considering the social dimension as well (Rohman et al., 2017).

In addition, one way to change and spread knowledge is through Islamic education, which includes Islamic noble values and science. Education, according to the national education law, is a conscious and planned effort, to create an environment and learning process in which students are able to actively develop their potential, acquire spiritual religion, personality, noble character, intelligence, self-control, skills, which are needed for themselves, society, nation, and state (Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 Tentang Pendidikan Nasional, 2003).

Previously, studies such as Munirman Umar's study found that parents play a vital role in educating children in the family environment by helping them understand knowledge, learning, and lessons taught by teachers at school. And as educators at home, parents must educate well to ensure character education is successful (Novrinda et al., 2017).

In addition, Martsiswati's research found that the study concluded that the role of parents when implementing disciplinary behavior in children is weak if not combined with teachers who educate at school. In other words, teachers and parents influence children's character building (Martsiswati et al., 2014).

Some of the previous studies mentioned earlier became the footing of the literature in this study. Research that discusses the role of parents on children's character education has been found in various studies, but this research is also still considered very important, because it will provide parents as educators in the family with more knowledge about how to assist, guide and educate their children in today's modern world. Based on the above introduction and some literature review, in this article the researcher tries to find out and identify the role of parents in children's education and character building in the perspective of Islamic education.

In this study, researchers used an approach, literature review or literature. This approach utilizes various materials, such as documents, books, journals, and so on. Literature review is a method of collecting data by reviewing literature, notes, and various reports related to the problems discussed (Nazir, 1988). The literature review also studies various types of reference books and the findings of previous studies, which can be used to build a foundation for the theory and problems to be discussed (Jonathan, 2006).

DISCUSSION

Character Education in the Perspective of Islamic Education

The origin of character is “Charassein”, which means “to draw” or “to paint”. The literal meaning of character defines it as a unique mark or characteristic. This means that character can also be defined as the behavioral patterns and characteristics of different individuals. These characteristics and behavioral patterns develop after the child goes through a growth phase during childhood. Character is closely related to good knowledge, good action, and good love. These three cannot function alone because they depend on each other (Sudrajat, 2011).

Character education is an educational process with the aim of shaping the character of students so that they can and are able to adapt to the social environment of society, both at the regional and international levels. Character education can

help students build strong beliefs, positive attitudes, and respect for everyone, so they can protect themselves and build independent personalities (Widyahening & Wardhani, 2016).

According to Raharjo, character education is a comprehensive process in education that connects moral and social aspects into students' lives. This is intended to form a good next generation that is able to live independently, alone and has a strong belief in the truth (Raharjo, 2010).

Character education should be understood as an effort to foster intelligence in thought, appreciation in attitude, and practice in behavior in accordance with the noble values that will make him who he is. These noble values include: independence, honesty, social honor, good manners, intelligence in thinking, including intellectual curiosity, and critical thinking. Therefore, character building is not just about teaching skills or knowledge. Character development requires examples, processes, as well as habituation in the children's environment, both at school, family, and society, including the environment exposed to the media.

Ethics education is the same as character education in terms of its substance and purpose, which is to enable fundamental changes in individuals. The definition of ethics refers to the concept of morality. There are many definitions of morality, including manners, customs, and behavior. The measure of ethics actually consists of the values of human behavior measured by goodness and badness. Religious norms, laws, manners, politeness, and the cultural norms and customs of society are the tools used to measure ethics. This philosophy will determine the positive behaviors and actions expected from human deeds, words, thoughts, attitudes, feelings, and personality.

Character education has five specific objectives. First, to foster the emotional, moral, or affective potential of students as individuals and citizens who have national identity. Second, to foster good habits and behaviors that are in accordance with national and universal cultural values. Third, to instill a sense of responsibility and leadership in students as the nation's successors. Fourth, teaching students to be critical, independent, and national-minded. Fifth, creating a safe, honest, innovative and friendly school environment. Last, but not least, creating a school environment that has strong national ties (Hasan et al., 2010).

The goal of character education should be achieved in three stages. First is Moral Knowing, which is the unusual first stage of character education. At this point, the focus is on acquiring an understanding of moral principles, moral awareness, self-recognition, moral logic, and the ability to behave. Students will have the ability to understand noble morals rationally and non-rationally, and to distinguish universal noble moral values. Second, Moral Loving improves on the emotional aspect, to become an individual with character. Attitudes that students should have include self-control, self-confidence, humility, empathy, and love of truth. At this stage, it aims to be able to foster a sense of desire and love for noble moral values. Therefore, the teacher's focus is not logic, reason, or cognitive, but emotion, heart, and soul. Third, Moral Acting/Doing, is the result and culmination of students' success in character education. The third stage involves the application of moral values in daily actions. Learners must be educated about these three stages with methods that are logical, rational, and democratic. So the actions that occur and emerge are truly character (Madjid, 2011).

Exemplary, good manners and morals are the core values of Islam. These three serve as the pillars of Islamic character education: morals, manners, and example. These three values are related to duties as well as responsibilities, in addition to the shari'ah of the religion as a whole. Exemplary behavior is the trait exhibited by a good person who follows the life of Rasullullah (peace be upon him).

In Islam, moral teachings are referred to as moral teachings. In Islam, morals are very important and have a major role in directing social life. In Islam, humans are respected according to their nature. Aspects of life that demonstrate Islamic moral principles include balance, reality, effectiveness, efficiency, benefit, discipline, and planning (Abdullah, 2007).

There are three measures that can be used to evaluate the moral quality of a person. The first is consistency between what is said and done, or the congruence between words and actions. The second is consistency of orientation, or the match between one's perspective on one thing and their perspective on another. Lastly, it is consistency with a simple lifestyle. In essence, in Sufism, noble character is described as a mental attitude, which always maintains personal hygiene, worship, simplicity, is willing to sacrifice in goodness, and is always kind (Madjid, 2011).

This shows that Islamic moral education focuses on character building, which is the focus of modern character education. However, the eastern and Islamic impression of moral education is different from the western and secular impression of character education. In reality, both can fulfill one another. In his position as the father of character education in the US, Lickona demonstrated that there is a close and significant relationship between spirituality and character. Therefore, character-education has been developed by its researchers to a very practical phase, including methods, techniques, strategies, and moral education has information about the ideal criteria and characteristics and sources of good character, so combining the two will be very inspiring. This also shows that character education is closely related to the principles of spirituality and religion.

A character-building education is a type of education that demonstrates and teaches good traits to students to help them develop moral, ethical, and responsible attitudes. It can provide a long-term solution to academic, moral, and ethical issues that are of concern and worry to society. Despite pressure from within and pressure from without, students can judge what is wrong and right, pay close attention to what is right, and act according to their beliefs. If ethical principles are used as the basis of education, education will shape the character of students by using an approach that is sharp, effective, and proactive. This method will build in families, schools, and societies that care about education and develop on character that is faithful and in accordance with established basic values.

Character education can have an impact on students' morale if it is applied thoroughly and simultaneously in the family, classroom, school, and also in the community.

First, from the beginning of pregnancy until birth, families must pay attention to the formation of their children's character. Prospective parents should pay attention to the behavior of their parents, such as speech, behavior, food and drink consumed by the mother, and better religious practices. Likewise, when a new child is born, parents must continue to instill values in their daily lives.

Secondly, the school, as the second place in the family, must be able to create a good environment to build student character. Schools should build relationships with students by treating them gently but still disciplined. Schools can reward

students who have achievements and encourage free creativity. For learners who violate school rules should be punished instead of giving lessons to correct their mistakes. Since teachers are the main figures that students always pay attention to in school, teacher role modeling is very important. Students' characters are shaped by teachers' behavior, which starts with their conversation and appearance.

Third, all parts of the nation must be involved in character education; that is, the child's environment, the mass media, and his or her family must play a role in the formation of the child's character, in which all parts of the nation share the responsibility to shape the child into an independent person, who can benefit the country, the family, and especially himself or herself.

The Role of Parents in Islamic Education

The role of parents is very large in building a child's character, according to the perspective of Islamic education. As mentioned in the hadith, parents determine whether a child is a Jew, Christian, or Magi at birth. Based on the innocence of the newborn child, parents are the closest educational institution that must have the ability to educate, shape, and supervise the ethics of their children. Parents must have the expertise and ability to set a good example for their children so that they tend to develop good behavior as well (Pahlawati, 2020).

Parenting at home, also known as “parenting style”, is how parents guide, interact, nurture and educate their children to help them succeed in life. Parenting is an intense interaction, in which parents educate children to have life skills (Euis, 2004).

Casmini found that parenting is how parents take care of, educate, guide, and discipline their children as they grow up, and protect them. Building general community standards is the goal of parenting (Casmini, 2007).

Sugihartono et al. also gave his view that parenting is a way of how parents behave towards their children. It should also be noted that, the parenting patterns applied by each parent in the family must certainly differ from family to family (Sugihartono et al., 2007).

Parenting patterns are ways of how parents treat, educate, and discipline, as well as protect children as they grow up. In using parenting patterns, children are

expected to behave in accordance with good rules and values and also in accordance with society (Fitriyani, 2015). Parenting patterns are very influential on the development, personality and education of children, so every parent should consider their own parenting patterns.

The steps taken by educators, parents and the environment are crucial in cultivating all the potential in a child's intelligence, which in turn can affect their personality, character and attitude when they grow up. The emotional, behavioral, disposition, moral and social development, as well as the formation of a child's character can be based on good family parenting. There are many options for parenting. According to Baumrind (Fitriyani, 2015), there are four categories:

1. Authoritative, a parenting pattern in which parents are highly demanding and responsive. Baumrind also describes the characteristics of this parenting, such as:
 - a. be friendly but firm
 - b. setting standards of what can be done and raising expectations on the child's desires and skills
 - c. giving the child the opportunity to become more independent and self-regulated, but the child must still be responsible for his or her own actions, and
 - d. responding rationally, focusing on the problem, encouraging discussion with the family, and explaining the rules.
2. Indulgent, a parenting pattern where parents are less demanding and respond a lot. The characteristics are:
 - a. loves his children more and does not get involved in disciplinary matters
 - b. does not make demands on their children
 - c. gives her children unlimited freedom, and
 - d. does not really care what their children think.
3. Authoritarian, a parenting pattern where parents are demanding but less responsive. Its characteristics are:
 - a. prioritizes compliance and fulfills requests more,
 - b. is punitive, strict, and definite.
 - c. must accept anything without question.
 - d. habitual rules are held by the parents directly

- e. does not limit children or push them on their own
- 4. Neglectful, parenting that does not show much demand or response. The characteristics of neglectful parenting are:
 - a. No time, energy to spend with their children,
 - b. doing things for their children in moderation,
 - c. lacks understanding of the child's activities and whereabouts,
 - d. not interested in understanding the relationship between the child and his/her friends or school experience,
 - e. do not disagree with their children and rarely consider their children's opinions when parents make decisions, and
 - f. parent-centered managing the household by considering the needs and desires of the parents.

Parents have a greater responsibility in building their children's character; besides having to look after and help their children, they also have a greater responsibility to shape their children's character in various ways. First, educator; second, facilitator; third, companion; fourth, inspiration; and fifth, in the role of good example (Sultan Hadi Prabowo et al., 2020).

1. Educator

The role and contribution of parents in the family institution are very important. How parents educate and guide their children is crucial to their development. Parents must perform this educator (teacher) duty. Therefore, parents have a greater responsibility to teach their children at home, especially for children pursuing primary and junior secondary education, as they are still in the childhood stage, which requires continuous education.

The role of parents as educators (educators) in the process of learning at home and internalizing character values Parents replace the role of teachers at school in learning from home. Parents develop the knowledge and materials taught by the teacher at home. This process requires special skills because not all parents have the same educational background. Parents with low education have to relearn the material, which is, of course, much more developed.

2. Facilitator

Over the years, academic performance has become synonymous with academic achievement. Students are considered high achievers if they can achieve academic milestones, such as class champions and Olympic champions at the national and international levels. In character education, student achievement is not only measured by their academic performance; it is also measured by their attitudes and characters that are able to appreciate differences in a plural society. For this reason, parents are not only responsible for directing children to achieve, but they are also responsible for helping children develop into people who have commendable behavior. Thus, the role of parents as teachers is very important in building and guiding children to meet these intelligence standards. The role of parents in character education in a plural society can help children instill character values so that they can coexist with differences.

The researcher sees that this goal is a preventive effort by parents to prevent moral decadence that is often reported in the media and involves children. Parents are also responsible for supporting their children's achievements at school, both in terms of academics and non-academics. Therefore, there will be a generation of nations that are not only academically smart but also have good morality and social traits.

3. Companion

In addition, the role of parents has become more important in today's digital learning era. Parents also have full control over their child's academic success. With various apps available, a child's smartphone usage should be supervised and monitored by parents. Software on a computer, laptop, or smartphone has two sides. On the one hand, there are many advantages to be gained, but if not used properly, especially if used by children, it can cause adverse effects. Therefore, when children use electronic devices as media at home, parents should closely monitor them to prevent misuse (e.g., playing video games or accessing negative content).

4. Motivator

By constantly encouraging and advising their children, parents act as motivators. Families can give children the motivation to be creative and brilliant

in education. If parents are consistent in encouraging and guiding their children in education, it doesn't matter what their ethnic background is.

5. Role model

Children tend to mimic their parents' actions rather than following orders given verbally. So, as a parent, you have to set an example for your child beyond just giving them lessons. The Prophet Muhammad (peace be upon him) set many examples within Islam itself to teach character values. This refers to verse 21 of Surah al-Ahzab:

لَقَدْ كَانَ لَكُمْ فِي رَسُولِ اللَّهِ أُسْوَةٌ حَسَنَةٌ لِّمَن كَانَ يَرْجُوا اللَّهَ وَالْيَوْمَ الْآخِرَ وَذَكَرَ اللَّهَ
كَثِيرًا

In the above verse, the Prophet is described as an example for his people. This verse can serve as inspiration and guidance for parents to be an example (*al-uswah al-hasanah*) for their children if used in the context of character education.

CONCLUSION

In Islam, parents are considered the primary educational institution that has a very important role in shaping the lives of children. Parenting involves the interaction, guidance, and discipline of parents towards their children. In order to achieve success in life, parents must guide, support, and guide their children. It is the way in which parents interact, nurture, guide, and educate their children on a daily basis, which is influenced by factors such as the role of teachers, parents, and the environment. Parenting takes many forms, including authoritative, indulgent, authoritarian, and neglectful parenting. Parents play an important role in shaping their children's behavior, attitudes, and values.

Education plays an important role in changing an individual's attitude towards education. The concept of morality forms the basis of education and includes values such as honesty, respect, and responsibility. Moral education consists of three main aspects: moral knowledge, moral love, and moral action. Islam recognizes moral education with the terms morals, manners, and exemplary. The principles of Islamic morals include harmony, realistic, effective, efficient, effectiveness, discipline, and discipline. The quality of morals can be measured by three indicators: consistency

of action, consistency of purpose, and consistency of environment. Character education is fundamental to human life and aims to develop an individual's morals, values, and behavior. By prioritizing these aspects, educators can create a more positive and responsible society.

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