THE ROLE OF FAMILY AND SCHOOLS IN FORMING ADOLESCENT CHARACTER

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Abstract

Character education is the main goal in forming individuals with high integrity and good social skills. Family and school have key roles in this process. Family provides role models, effective communication, and supervision, while school supports through curriculum and extracurricular activities. Collaboration between the two is important despite challenges such as limited parental time and the influence of social media. This study aims to identify the roles of family and school in the formation of adolescent character, as well as provide recommendations to strengthen their synergy. With better cooperation, character education can be achieved optimally.

*Keywords: **character education, family, school, collaboration, character development, synergy.***

INTRODUCTION

Building student character is one of the main goals of the education system and has a long-term impact on individual and social development. Character, including moral, ethical, and social values, is very important in forming the next generation who are not only intelligent, but also have high integrity. As expressed by Lickona (1997), character education is a deliberate effort to help students develop positive character traits that will make them responsible, civilized, and productive human beings. In an increasingly complex world of education, character education requires a comprehensive and sustainable approach. Family and school, as two main environments that influence personality development, play a very important role in supporting this process. As the first social unit that children recognize, the family is the first place to teach basic values such as compassion, discipline, and responsibility.

[2] In addition, schools function as formal institutions that continue character education through structured programs such as Pancasila and Citizenship Education (PPKn) subjects, as well as extracurricular activities that teach cooperation, discipline, and social responsibility [3]. These two environments must work closely together to create an environment that is conducive to student character development. However, in the current social and educational context, cooperation between families and schools faces several serious challenges. Changes in parenting patterns of busy parents, the influence of social media, and ineffective communication between parents and teachers are some of the obstacles that make it difficult to develop personality optimally [4]. To overcome these challenges, a more holistic and adaptive approach is needed from both parties to ensure that students receive balanced and comprehensive character education. The purpose of this article is to identify the importance of the role of the family in the development of student personality,

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analyze the contribution of schools to personality development, and provide appropriate recommendations to strengthen the synergy between schools and families. We hope that through more effective cooperation, the character education of our students can be implemented optimally so that they are ready to face future challenges with integrity and responsibility.

THEORETICAL BASIS
1. Character Definition
Character is a set of moral and ethical characteristics that shape a person's identity and influence how they interact with society. In general, character refers to an individual's ability to distinguish between right and wrong and to behave in accordance with those values. According to Lickona [6], character includes not only moral values but also the ability to act in accordance with those values, thus producing responsible and honest individuals. Character includes several important aspects, namely:

- Morals: The ability to understand and distinguish between right and wrong and to act justly and responsibly.
- Ethics: Refers to the social norms that guide interactions with others, requiring individuals to act with full consideration of the social impact of their actions.
- Behavior: Practicing moral and ethical values in daily life, including discipline, cooperation and responsibility.

2. The role of the family in personality formation
Family plays a very important role in the formation of a child's personality. Family is the first place where children learn the basic values of life, parents are the first role models in the moral life of their children. According to Baumeister (2011), the function of the family is to provide examples, communicate effectively, and supervise wisely in raising children.

- Role Model: Parents are the first role models that their children should follow. Parents' role models shape children's daily behavior.
- Communication: Open and effective communication between parents and children ensures a good understanding of the values taught and helps strengthen the child's character development.
- Supervision: Parents are responsible for supervising their children's activities, ensuring that they do not engage in negative behavior that could harm the child's personality development.

The influence of parental style, according to Baumeister (2011), also plays an important role in a child's personality. Democratic parenting styles that prioritize communication and mutual respect tend to result in better personality development.

3. The role of schools in character education
Schools have a very important role as agents of character education. In addition to developing students' learning abilities, schools also have a responsibility to help students develop strong and responsible personalities. O'Donnell [8] stated that schools as formal institutions play a role in instilling moral values through subjects and activities outside the classroom.

- Schools are agents of character education: Schools provide an environment that allows students to interact and learn moral values through academic and social activities.
- School programs and activities: Several school activities such as Pancasila and Citizenship (PPKn) subjects and extracurricular activities support the formation of student character by teaching the values of discipline, responsibility and cooperation.

4. Synergy between Family and School in Character Formation
Effective cooperation between home and school is essential to create an environment that encourages the development of students' personalities. Johnson [9] emphasized that close

cooperation between parents and teachers can enhance the formation of students' character by consistently teaching moral and ethical values.

- Consistency in character education: Consistency between the values taught at home and at school helps students easily understand and apply good character in everyday life.
- Effective cooperation: Good cooperation between home and school can create an environment that supports the development of all-round personality, through communication between parents and teachers and through Personality programs designed by the school.

However, as Johnson [9] states, there are challenges in creating effective collaboration, including a lack of alignment between parenting styles and school policies, and difficulties in agreeing on the goals and approaches used by both parties.

WRITING METHOD

1. Type of Research
This study uses a qualitative research type with a literature study approach to explore existing theories and concepts regarding the role of family and school in developing student personality.

The focus of this research is to understand in depth how families and schools shape students' personalities.

This research is not based on experiments or surveys, but on a qualitative descriptive analysis of the literature related to the topic.

2. Data source
The data used in this study mostly come from secondary literature such as books, academic journals, research papers, and research reports. Relevant data sources include research on character education, moral development theory, and the role of families and schools in the character education process.

3. Analytical Approach
The approach used in this study is qualitative descriptive analysis. Data from secondary literature and primary interviews were analyzed to identify key themes related to student character development at home and at school. The analysis process includes the following steps: □

- Identification of major themes: Identify themes related to character, development, and character education based on literature and interview data.
- Classification and Classification: Classifying the various concepts found in the literature and interviews into appropriate categories such as: Role modelling, communication, supervision and parenting.
- Conceptual Understanding: Gather insights from the literature and combine them with interview data to understand how the roles of family and school influence students' personality development.
- Conclusions and recommendations: Based on the results of the analysis, this study draws conclusions regarding the role of family and school in personality development and provides recommendations to strengthen the synergistic effects of both.

Thematic analysis is used to analyze data by coding and identifying important themes related to the theme of character education.

4. Data collection methods □
- Secondary data: Collected from books, academic journals, research papers, research reports, etc. related to character education.

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RESULTS AND DISCUSSION
1. The Role of the Family in the Formation of Student Character
The family has a very strong influence on the development of a student's personality, especially through the teaching style applied at home. Andy, a civil servant who has a child named Dina, is a real example of how parental role models can foster discipline in children. Andy consistently teaches Dina not to procrastinate and to prioritize commitment.

The results of the interview with Dina showed that this disciplined attitude not only applies in everyday school life, but also in everyday life, for example in completing homework on time [10]. However, compared to other studies such as those conducted by Hidayat [10] and Suryani [11], authoritarian or overly harsh discipline has a negative impact on the development of children's personalities, for example, it is proven possible. Anxiety or lack of self-confidence. For example, a study conducted at SMA Negeri 15 Bandung found that students who come from families with overly authoritarian parenting styles tend to have difficulty working together and making decisions independently. Therefore, it is important for families to develop a balanced parenting style that emphasizes the values of discipline and responsibility while providing space for children to explore and develop.

2. The Role of Schools in Developing Student Character
Schools play a central role in developing students' character through programs designed to support the development of moral and ethical values. At SMP Negeri 17 Jakarta, the Scouting program is one effective way to instill values such as discipline, responsibility and teamwork. This program not only teaches physical skills but also trains students to face social challenges and develop their personalities in groups [11]. However, when compared to other schools such as SMA Negeri 10 Surabaya, the success of the extracurricular character education program is highly dependent on the involvement of supervisors and the consistency of program implementation. At SMA Negeri 10, the success of the extracurricular program is clearly seen with the presence of active supervisors and regular evaluations of student character development. In contrast, in other schools where the program is implemented without clear supervision, the impact is more limited. Therefore, to strengthen student character education, schools must ensure that each program is continuously evaluated and monitored.

3. Home and School Collaboration in Student Character Development
Synergy between home and school is the key to holistic character development. At SMP Negeri 3 Surabaya, the Family and School Partnership Program plays an important role in strengthening cooperation between the two to support student character development. Parents are actively involved in school activities through regular meetings and technology-based programs such as WhatsApp groups, which keep them updated on school activities [12]. However, the biggest challenge is the limited time available for working parents. Mita, whose mother is a doctor, said that although it is difficult to attend every meeting, online platforms allow for smooth communication. Wibowo's (2014) research shows that the use of digital technology in character education is becoming increasingly important to strengthen the relationship between family and school, especially in the digital era. To deepen his argument, we also see that this synergy does not only occur in large schools in big cities. Research at SMA Negeri 8 Bali shows that home-school synergy will be greater if it is carried out in a smaller and more intimate community where parents can interact more easily with teachers and incorporate character learning into their children's daily lives is proven to be more effective [15]. This shows that it is important for schools to adapt collaboration models to specific needs and local contexts.

CLOSING

Conclusion

The role of family and school is important in the development of student personality. Family as the first environment that transmits moral values, ethics and behavior through good examples and communication. Parents who provide firm but loving and wise supervision have a great influence on the development of children's character. As a formal educational institution, schools support character education through extracurricular programs, citizenship courses, and social value policies.

When families and schools work together, both parties complement each other in student education and character education is strengthened. More attention needs to be paid to the importance of family-school synergy so that student character development takes place holistically. If both are well-connected, then students will not only have high academic abilities but also have superior character.

Recommendation

1. For families: Parents should take a more active role in raising their children by setting an example, using positive communication, and providing balanced supervision. Use technology to facilitate communication with the school and track your child's progress.

2. For schools: We will strengthen extracurricular programs that support character development, such as: Social Activism and Leadership. Integrate character education more fully into the curriculum and evaluate character education programs periodically.

3. For policymakers: Strengthen training for educators and parents on the importance of collaboration in character education. Create policies that support the use of technology to improve communication between families and schools.

Consider creating character education indicators to encourage better implementation in schools. These steps are expected to maximize character education in Indonesia and produce a generation that is intelligent and has good morals.

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