

The role of parents and society in value education and civic education

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ABSTRACT

This study aims to look at parents and society in value education and civic education. The method used in this research is library research (library research). The data or material used in completing this library research comes from library sources including books, journals, encyclopedias, dictionaries, magazines, documents and so on. The results of this study indicate that parents have a very important role in cultivating, raising awareness, and developing value education and civic education. Education obtained in the family environment has the advantage of fostering children's morale to be more disciplined, responsible, obedient to God, honest and compassionate. Meanwhile, the role of society in value education and civic education is its role as the organizer and implementation of quality education in the daily life of children in society. With this, parents and society are expected to instill value education or civic education, because the role of parents and society has a very large influence on the development of children's lives.

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Introduction

The development of national education aims as the embodiment of Indonesian society to increase the nation's dignity. Educational development includes social, cultural, economic, and political. The quality of Indonesia's education still has many problems regarding students' behavior and attitudes in everyday life in the school environment and outside of school that does not reflect existing cultural values and norms as fighting, disrespectful behavior, and promiscuity. The deviant behavior prompts social observers to look for the cause. The average research defines that the weakness of moral education is influenced by the surrounding environment of the family, school, and society, which creates behavior that is contrary to moral values and religious teachings. In the family environment, parents should reflect good behavior for their children to produce a quality generation of national administrators. According to Dewantara (1961) the family is the first and most crucial education center. Since the emergence of human ethics, the family has always influenced the growth of character or character.

The family is where children develop their many identities and beliefs about right and wrong before entering formal school. The family has strongly influenced children's beliefs about right and wrong as the main transmitter of values (Brannon, 2008). Although schools and communities have a central role in developing children's behavior, the most significant impact on children's development comes from the family, especially from parents in social, moral, behavioral, or academic development (Berkowitz & Bier, 2005). So, the family is the central moral education of the child. Parents are the first moral teachers of children, and parents are also the most lasting influences (Lickona, 1997: 80).

Collaboration between parents, community, and school is very effective and formative for children's growth in understanding value education and civic education, which will be applied in children's daily lives to bring out a character with a personality. Passy (2005) says schools provide a contest where children can learn the values teachers think should be learned at home. Sauri (2006) explains, value education is a process to guide children-oriented toward cultivating life values,

including religious, ethical, cultural, and aesthetic values, to form children to have religious intelligence and spiritual intelligence, self-control noble character. The skills are necessary for himself, society, and the country. Meanwhile, Mulyana (2011) explains that the purpose of value education is to produce a human personality that is spiritually, intellectually, and emotionally mature.

In addition to education for the values of parents and society, it must also instill civic education because citizenship education provides learning in school and learning in social life. Citizenship Education aims to form good citizens and prepare for the nation's future (Cholisin, 2013). Another view regarding the purpose of Citizenship Education is knowledge to improve character, devotion, educate the nation, be skilled, independent, and responsible (Kartika, 2016). Meanwhile, the opinion of Rahmat et al (2009) explains that the ultimate goal of Citizenship Education is to develop individual sensitivity, responsiveness to a problem, critical thinking, and social creativity in social life in an orderly, peaceful and fair manner.

The role of the three education centers (family, school, and community) in developing values and providing citizenship education is very influential in developing children's lives (Dewantara, 1961). Juvenile delinquency as a concern that arises not only in Indonesia but also throughout the world. Many young delinquency issues are involved in violent and crimes, including rape, murder, and many more. For example, there is juvenile delinquency in Sukoharjo Regency who has committed an act of theft of a motorcycle to play online games. In this era of globalization, it has been shown that the nature of violations of the law committed by teenagers is getting more violent (Siegel, 2014). It can be defined that parenting style is the fundamental cause of children becoming naughty (Sarwar, 2016). Some of the mistakes in parenting parents are due to lack of showing expressions of affection both verbally and physically, lack of spending enough time for their children, forcing children to master cognitive abilities early, and not instilling a good character in children (Megawangi, 2003).

The importance of the role of parents in instilling value education sourced from civic education and parental involvement in schools is a promising effort to improve student educational outcomes. Parental involvement can prevent deviant behavior problems, reducing crime and student behavior problems in school and the community (Chen & Gregory, 2011). So that the family can be said to be the most basic foundation, while schools and districts build on the family's foundation.

From the study above, the role of parents and society in value education and civic education is essential for children's development. Because instilling value education and civic education make a good contribution so that children do not act anarchist and intolerant. However, the development of the times caused by technology and information significantly influences children's behavior. As for the positive impact of technological development, getting all the information we want makes it easier and faster. The adverse effects of technological development are low social sensitivity and other social activities, so parents and society must be aware of children's activities. Parents and the community must teach children to sort out what is suitable to apply because the presence of technological and information developments can sedate children to imitate something they see. Therefore, the role of parents and society in value education and civic education is a vehicle to increase awareness of life so that it is better for children.

Method

The method used in this research is library research (library research). Library research is research with literature review methods and reference sources. This literature study provides a limitation for activities using library collection materials without the need for field research (Zed, 2008). The data or material used in completing this library research comes from library sources, including books, journals, encyclopedias, dictionaries, magazines, documents, and so on (Harahap, 2015).

Results and Discussion

Value Education Studies

In general, value is a concept that is considered valuable in human life. Values can be used as a reward at the stages of human behavior because they are helpful, convincing, satisfying, attractive, profitable, and enjoyable. Fraenkel (1977) opinion about the notion of value is divided into four dimensions. First, that value contains ideas, concepts that are in his mind. Second, value to be owned or obtained. Third, values are divided into three beauty, ethics, and goodness. Fourth, value is invisible because it is in mind. In a person, value education is reflected through religious education and multicultural education, which provides an understanding of curricular themes such as citizenship, environment, and health. In addition to personal values education, there is also value education obtained from the school environment as extracurricular activities such as places of worship together and as a learning community (Slater, 2001)

The concept of value education refers to the teaching of social, political, cultural, and aesthetic values, while moral education refers to the universal notion of justice, but justice becomes meaningful in a social and political context (Veugeliers & Vedder, 2003). The purpose of value education is to contribute so that the younger generation has the characteristics of responsibility, honesty, respect, justice, trust, care, justice, citizenship, kindness, empathy, self-respect, discipline, and courage (Pearson & Nicholson, 2000).

The prominent institutions in instilling value education are families and schools, which are influential and formative. Passy (2005) says the classroom provides a context in which all children are allowed to learn the values that teachers think should be learned at home through parents and society. Meanwhile, the opinion of Mulyana (2011) explains that value education teaches the younger generation to realize the value of truth, beauty, and goodness through a process of considering appropriate values and habituation of acting consistently.

Civic Education

Citizenship Education can be defined as the development and preservation of noble and moral values and realized in the form of behavior by students both as individuals and members of society in the life of the nation and state. So that they have a sense of nationality, love the homeland, become civilized democratic citizens, be competitive, disciplined, and actively participate in building a peaceful life based on the Pancasila value system. The state's goal is to develop Citizenship Education, which is expected to be good citizens, namely citizens who have social, intellectual, emotional intelligence, have a sense of responsibility, and contribute to people's lives.

Citizenship Education is a subject that directs citizens to understand their rights and obligations as citizens in living a state life. The content in civic education includes three dimensions, namely the civic knowledge dimension, the civic skill dimension, and the civic value dimension. Kerr (1999) states that citizenship or civics education is construed broadly to encompass the preparation of young people for their roles and responsibilities as citizens and, in particular, the part of education (through schooling, teaching, and learning) in that preparatory process.

Citizenship education is a multidimensional scientific field covering values and morals education, social education, national education, political education, legal education, and democracy education. This education can produce democratic citizens, namely intelligent citizens and utilize their intelligence as citizens to advance themselves and their environment. Sources of civic education can be obtained from the school environment, community, and parents. Winataputra (2006) stated that "democracy is not inherited, but it is learned," which explains the importance of democratic

education in society, The school community, and the informal community groups, including the school environment, including parents.

The Role of Parents in Values Education and Civic Education

Education is the first thing children get from the family environment, namely from their father and mother. With the value of education provided by parents, children can develop identity and beliefs about traditional right and wrong, which are influenced by their families or parents (Brannon, 2008). Although schools have a central role in developing value education, the most profound impact on the development of children from families, especially from parents, provides social, moral, behavioral, and academic development (Berkowitz & Bier, 2005).

Parents have a significant influence in forming children's character through love, parenting, response to children's cues, role models, expression of values, respect for children, and open discussions with children (Berkowitz, 2002). Parents try to be fair to their children by allowing immaturity in child development (Lickona, 1988). If a child does not have a close relationship with parents, it can be identified with family values that are more vulnerable to peer pressure, which negatively influences the child.

Since childhood, children have been given exemplary behavior and habituation from their parents for their daily lives. Exemplary and habituation provided by parents can affect the mental development of children (Djamarah, 2004). Children always observe the example and habituation of parents in being. Therefore, children often imitate the habits of their parents, often called learning through imitation.

The parenting style given by parents to children is related to the type of parental leadership in the family. These types of leadership are very diverse because each child has a different personality. The parenting styles given by parents are also different. Parents who have authoritarian leadership tend to be disliked by children because this type of leadership forces children to obey their parents' orders and cannot be denied. An authoritarian leadership does not allow children to provide important explanations, views, opinions, or suggestions because parents' instructions must be obeyed. Authoritarian leadership types can affect children's mental development, which has a negative impact. There is also a type of democratic leadership that helps family members discuss and decide issues wisely.

Children or family members are given the freedom to have opinions, views, and suggestions according to their wishes. Concerning value education, there are four functions and roles of the family that implement value education, *first*, the identification process is a process for understanding, responding, and selecting values. In this case, the family has a role in guiding and influencing children's feelings so that they understand values; until children respond and respond to these values so that they can evaluate or reflect, they can choose reasonable values for themselves that will be carried out in their life. *Second*, the internalization process identifies values for children who have been formed and provides motivation and love for children to a value that has been selected. This process will internalize values, namely the process of values absorbed in children to become a value system or order. At this stage, parents have a role in guiding children who experience the thought process of the values that will become the child's order. *Third*, in the modeling process, the child can think about the values that exist in him so that he will carry out the modeling process, namely the process of implementing the values. *Fourth*, direct reproduction is an action that will provide standardization so that moral values are embedded in children. If moral values have been embedded in the child who will become a belief, they will be able to directly generate moral values as guidelines in the child's life. At this stage, it can be explained that the matter has become a belief system in the child to take action (Purwaningsih, 2010).

The creation of a value education process in children is the responsibility of the family, especially parents. The fourth process of value education should serve as a pattern of parenting for their children. Education in the family is carried out not based on a formal arrangement of provisions but grows out of the moral awareness of family members between parents and children. Value refers to the beliefs held by individuals that attach unique priorities or values and tend to govern the individual's life. Therefore, the value is more than just belief, but also more than feelings.

Values have a significant influence on every human behavior to achieve happiness. These values are justice, honesty, success, respect for parents, hard work, and love of knowledge. So, this value is universal, which comes from religious teachings which can rationally be recognized for their benefits for human life. Someone who already has a strong belief in values will not deliberately break them or leave them without an apparent reason. It shows that value education discusses moral education because moral education is the basis for children receiving value. With this value, education can mean moral education, as with citizenship education as a valuable education that contains values or morals. The purpose of civic education is that citizens can behave by legal values that come from the moral awareness of each individual. So, it can be understood that legal values are considered good through ethical considerations.

Through value education and citizenship education, parents can carry out their roles to influence children's personality development and support children's education. Likewise, Patmonodewo (2000) opinion state that the process of parents using all their abilities for the benefit of themselves, their children, and the programs run themselves. Thus, that education is a shared responsibility between the community family and the government. So that parents should not assume that children's education is only the responsibility of the school. The family environment is also the most crucial because most of the child's life is in the family. Hence, the education most children receive is in the family. To the maximum, parents must have adequate self-quality so that their children will develop according to expectations.

Role of Society in Values Education and Citizenship Education

Successful education is influenced by the role of the community and government, which has responsibility for the course of education. The Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System states that the community is a group of non-government Indonesian citizens who care about and play a role in education. So, it can be defined that national education is not entirely borne by the government but also by the community.

In the new paradigm, value education can change society's role, which was previously passive towards education; now, it is more active and even proactive as the person in charge of education (Chan & Sam, 2006). The community is more responsible for contributing to school construction and is responsible for improving the quality of education. This is confirmed by the 2003 National Education System Law Article 54 paragraph 1 "that the role of the community in education includes the participation of individuals, groups, families, professional organizations, entrepreneurs and community organizations in organizing and controlling the quality of education. The legal basis for the national system explains that the community has a role as the organizer and implementation of quality education obtained from the community that directs children's behavior in everyday life. So that society can be expected to instill moral values following value education.

In schools, value education can be obtained through Citizenship education as a compulsory subject that aims to create active citizens. As Cogan (1999) states, citizenship education is "education for citizenship is the large overarching concept here while civic education is but one part, albeit a vital part, of one's development as a citizen." However, citizenship education is obtained in schools and in

the community (culture), where civic education has content, duties, and functions equal to the school environment.

In Indonesia, there are many objects of citizenship in the form of well-organized and law-based community groups such as the PKK group, RT arisan group, Majelis Taklim, art studios, youth organizations, etc. But these groups of organizations were not given the cultivation of civic education, which is very effective, innovative, and creative to build a democratic society based on Pancasila. To create a democratic society, the role of government is urgently needed by making a remarkable institution to develop civic education in society.

Barriers to the Role of Parents and Society on Value Education and Citizenship Education

Formal education has a very central role in providing value education and civic education. In contrast, in the community and family, the cultivation of value education and citizenship education is still not optimal if there is not yet synchronized with the content therein. Students in school are given the cultivation of value education both in class and outside the classroom. Still, when they are at home and in the community, all these values automatically fall. Because the family and community environments do not support the formation of values that can make a character, for example, when smoking is prohibited at school, but when in the community or family smoking, it will undermine the values that have been taught in school.

Thus, the object of citizenship is not carried out as social control, even modeling, which results in violations of values or norms in the family and society. When social problems occur due to breaches of values committed by these students, the community or family blames the school. Even though parents and society should participate and be responsible for the moral formation of students. So, parents here have a significant role in shaping character to be empowered in everyday life and guide children's progress for the nation. As suggested by Philips, the family should return to being a "school of love".

Meanwhile, the role of society is no less critical in the effort to form children's morale and character. Examples of behavior applied in society include the culture of cooperation, not littering, and admonishing children for doing not good. Therefore, the community environment influences the success of instilling values for the formation of children's character.

Conclusion

Value education protects human life to create good behavior in spiritual, moral, social, and cultural education. Meanwhile, civic education as a multidimensional scientific field includes value and moral education, social education, national education, political education, legal education, and democracy education. However, civic education is obtained in the school environment and in the family and community environment, which has content, duties, and functions equal to those in the school environment. Parents have a strategic and vital role in cultivating, raising awareness, and developing value education and civic education. Education obtained in the family environment has the advantage of fostering children's morale to be more disciplined, responsible, obedient to parents, obedient to God, honest, and compassionate. Instilling value education and civic education takes various forms, such as asking questions, reprimanding, and giving praise to children.

Meanwhile, the role of society in value education and civic education is its role as the organizer and implementation of quality education in the daily life of children in the community. In society, values are born that have a terrible impact on children, such as hostility, violence, hypocrisy, lies, injustice, cruelty, disobedience, etc. Parents and society are expected to instill moral values following

value education and citizenship education because parents and community greatly influence children's lives.

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