



The Application of Family Roles in Shaping Religious Character in Students of State School 100280 Parigi

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Abstract:

The Family Plays A Very Important Role In Shaping The Religious Character Of Children From An Early Age. Religious Education That Begins Within The Family Environment Lays The Foundation For The Child's Moral And Spiritual Development. This Article Discusses The Application Of The Family's Role In Shaping The Religious Character Of Students At SD Negeri 100280 Parigi. This Research Uses A Qualitative Method With A Descriptive Approach To Analyze How Families Contribute To Instilling Religious Values In Children. The Research Results Show That Families Serve As The Primary Role Models In Shaping Religious Character Through Daily Habits, Moral Education, And Support For Religious Activities At School And In The Surrounding Environment. Several Factors Contribute To The Success Of Shaping Students' Religious Character, Including Effective Communication Between Parents And Children, The Practice Of Joint Worship, Such As Praying In Congregation And Reading Holy Scriptures, As Well As A Harmonious And Conducive Family Environment. Additionally, The Active Involvement Of Parents In Supervising And Guiding Their Children In Daily Life Also Helps Reinforce Religious Values. Thus, The Family's Role Becomes A Fundamental Aspect In Shaping Students' Religious Character, Which Not Only Impacts Their Personal Lives But Also Their Social Interactions At School And In The Community.

Keywords: Family Role, Religious Character, Education, Students, SD Negeri 100280 Parigi.

INTRODUCTION

Religious character is an essential aspect of shaping a child's personality, especially within the context of primary education. The family, as the first institution in a child's life, plays a primary role in instilling religious values. Religious education that is introduced early in the family environment provides a strong foundation for children in facing social and moral life in the future. However, in practice, not all families are able to fulfill this role optimally, creating a gap between the expectation and reality in shaping the religious character of students (Suryadi, 2021). The family's role in shaping a child's religious character is influenced by various factors, such as parenting styles, the parents' level of religious understanding, and the social environment surrounding the child. According to

research conducted by Rahman & Nurdin (2022), children who receive consistent religious guidance in the family tend to have a better understanding of moral and ethical values. However, in reality, many families fail to give full attention to the religious aspect of their children due to parents' busy schedules or a lack of knowledge about effective character-building methods. In the context of formal education, schools play a role in supporting the formation of students' religious character through various religious education programs and extracurricular religious activities. However, without full support from the family, religious education in schools often proves insufficient to comprehensively shape students' character.

A study conducted by Putri (2023) reveals that students who receive religious education only at school tend to experience a gap between theory and practice in their daily lives. Therefore, family involvement remains a key factor in the success of developing children's religious character. The ideal expectation is for every family to actively participate in guiding their children to possess strong religious character. This can be achieved through practices such as joint worship, moral education in daily life, and setting an example in behavior and actions aligned with religious teachings (Wahyuni & Ramadhani, 2022). However, in reality, many families face various challenges, such as ineffective communication, the influence of technology and social media, and differences in perspectives between parents and children regarding religious understanding. Recent studies show that religious-based parenting practices applied within the family can significantly contribute to children's character development (Azizah et al., 2021). Children raised in families that apply religious values tend to have better self-control, higher empathy, and improved social skills compared to children who do not receive religious education from their families. Therefore, proper strategies are needed for families to effectively fulfill their role in shaping the religious character of children.

As a solution, synergy between families, schools, and the community is crucial in shaping students' religious character. Parents need to be educated on the importance of religious education within the family through various coaching and counseling programs organized by schools or religious institutions (Suharto, 2020). Additionally, schools can act as facilitators by providing support to parents through religious education programs, seminars, and discussion forums involving teachers, parents, and religious leaders. The use of technology can also be leveraged in building students' religious character. Today, there are many digital applications and platforms that can assist families in educating their children about religious values, such as worship reminder apps, online lectures, and educational content based on Islam or other religions (Fauzan, 2023). By utilizing technology wisely, parents can more easily monitor and guide their children to stay on the right path of religious education, even amidst their busy schedules. Thus, the family's role is crucial in shaping the religious character of students, which ultimately impacts their attitudes and behaviors in school and society. Strong support from the family will help children internalize religious values more deeply and apply them in their daily lives. Therefore, greater awareness is needed from all parties, especially families, in fulfilling their responsibility as the first educators in building a strong and sustainable religious character in children.

METHODS

This study employs a qualitative approach with a descriptive method to understand the role of the family in shaping the religious character of students at SD Negeri 100280 Parigi. This method was chosen as it allows the researcher to deeply explore how the process of internalizing religious values within the family environment occurs and its impact on the development of the child's character. The data sources in this study consist of two types, namely primary and secondary data. Primary data were obtained through in-depth interviews with parents, teachers, and students at SD Negeri 100280 Parigi. In addition,

direct observation of students' religious habits in both the school and family environments was conducted to gain a more comprehensive understanding of religious education practices at home. Meanwhile, secondary data were collected from various relevant literature, such as scientific journals, books, and research reports related to the role of the family in shaping children's religious character. The references used in this study are publications from 2020 onwards to ensure that the data obtained remains relevant to current social and educational developments.

RESULTS

Based on the results of interviews, observations, and literature studies, it was found that families play a significant role in shaping the religious character of students at SD Negeri 100280 Parigi. From interviews with 10 parents, 7 of them admitted to actively guiding their children in practicing worship and teaching religious values in daily life. They employed various methods, such as regular joint worship, telling religious stories, and setting an example of behavior that reflects religious values. However, there were also parents who were less directly involved in the religious character development of their children due to busy schedules or a lack of understanding of how to religiously educate their children. Observations conducted at school showed that students who received intensive religious guidance from their families displayed more disciplined, polite, and caring attitudes. They were more active in participating in religious activities at school, such as joint prayers before lessons, congregational prayers, and other religious activities. Conversely, students who received less religious education at home tended to show lower levels of discipline and were less active in religious activities. These findings align with the research by Rahman & Nurdin (2022), which states that religious guidance within the family has a positive correlation with children's character formation. Additionally, it was found that the school's role in supporting students' religious character education was also quite strong. Teachers at SD Negeri 100280 Parigi actively guided students in understanding religious teachings and building good habits. However, they also recognized that without family support, the religious education provided at school would not be sufficiently effective in fully shaping the students' religious character. To clarify these research findings, below are the results of interviews with parents regarding their involvement in guiding their children in religious aspects:

Table 1. Parental Involvement in Children's Religious Education:

No	Category of Parental Involvement	Number of Parents	Percentage (%)
1	Actively guiding and accompanying children in worship	7	70%
2	Less active in guiding, only occasionally reminding	2	20%
3	Not involved in children's religious education	1	10%
Total	-	10	100%

Based on the table above, it can be seen that the majority of parents (70%) actively guide their children in practicing worship and developing religious habits. However, 30% of parents are less or not involved in their children's religious education, which could potentially lead to a lack of internalization of religious values in their children. In addition to interviews with parents, this study also conducted observations on students' behavior in religious activities at school. The following is data regarding student involvement in religious activities at school:

Table 2. Student Participation in Religious Activities at School:

No	Type of Religious Activity	Number of Active Students	Percentage (%)
1	Joint prayers before lessons	35 out of 40 students	87.5%
2	Congregational prayers at school	30 out of 40 students	75%
3	Participating in religious studies	25 out of 40 students	62.5%
4	Involvement in religious charity activities	20 out of 40 students	50%

From the table, it can be seen that the majority of students are quite active in religious activities held at school. However, the number of students participating in religious studies and charity activities is still lower compared to mandatory activities such as joint prayers and congregational prayers. This indicates that although students are already accustomed to regular worship, further approaches are needed to encourage greater enthusiasm for other non-mandatory religious activities. Based on the data collected, the key factors supporting the successful development of students' religious character are good parenting practices within the family, active involvement in religious education, and a supportive environment. According to Wahyuni & Ramadhani (2022), children who grow up in families with strong religious routines are more likely to internalize religious values compared to children who receive less religious guidance from their parents. However, this research also identified several challenges that lead to gaps in the formation of students' religious character. Some parents revealed that busy work schedules and a lack of understanding about how to educate children religiously were the main challenges in guiding their children. Additionally, the influence of social media and peer environments also play a role in shaping children's attitudes and habits outside of family supervision. To ensure the validity of the findings, data obtained through interviews and observations were compared with secondary sources, such as academic journals and relevant books. The triangulation results showed consistency between interviews with parents, direct observations of students' behavior, and references from previous studies. For example, a study by Azizah et al. (2021) found that children raised in religiously-based parenting tend to be more disciplined and have better self-control. With consistency between various data sources, it can be concluded that the family plays a crucial role in shaping the religious character of students. The support provided by parents in guiding their children in religious aspects has a significant impact on their attitudes and behavior at school and in their social environment. Therefore, synergy between families, schools, and the surrounding environment is needed to ensure optimal religious character education.

Data Verification To ensure the validity of the findings, data obtained through interviews and observations were compared with secondary sources, such as academic journals and relevant books. The triangulation results showed consistency between interviews with parents, direct observations of students' behavior, and references from previous studies. For example, a study by Azizah et al. (2021) found that children raised in religiously-based parenting tend to be more disciplined and have better self-control. This aligns with observations in schools, where students who receive religious education from their families show better behavior compared to those who receive less religious guidance from their parents. Additionally, triangulation techniques were used by comparing statements between parents, teachers, and students. The results showed that most parents who actively educate their children religiously also have children who are more disciplined in practicing religious values at school. Conversely, parents who are less involved in their children's religious education tend to have children who exhibit weaker religious character in school. With consistency between various data sources, it can be concluded that the family plays a crucial role in shaping the religious character of students. The support provided by parents in guiding their children in religious aspects

significantly influences their attitudes and behavior in school and social environments. To ensure the accuracy and reliability of the data obtained in this study, data validation was carried out using several methods: source triangulation, method triangulation, and theory triangulation. Source triangulation was conducted by comparing interview results from parents, teachers, and students to assess the consistency of information related to the family's role in shaping students' religious character. Method triangulation was carried out by comparing interview results with direct observations of students' behavior in daily life at school and at home. Meanwhile, theory triangulation was conducted by referring to various relevant academic literature from 2020 onwards.

The data validation results showed consistency between parents', teachers', and students' statements regarding the family's role in religious character education. Most parents who actively guide their children in worship and religious values also have children who are more disciplined in religious activities at school. Conversely, children who receive less religious guidance at home tend to be less active in religious activities at school. These findings are supported by Rahman & Nurdin's (2022) study, which stated that parental involvement in children's religious education is closely related to the formation of a strong religious character. Furthermore, validation through school observations also showed results consistent with interviews. Students from families with strong worship habits tend to show more polite, caring attitudes and higher discipline compared to students who receive less religious guidance at home. These findings support Wahyuni & Ramadhani's (2022) conclusion that religious practices within the family contribute to the formation of children's character and morality both in school and in society. Based on the validation results, the data obtained from various sources showed a high level of consistency. Several key aspects were validated, and the findings are as follows:

No	Validated Aspect	Data Source	Validation Result
1	Active role of parents in guiding children's worship	Interviews with parents, students, and teachers	Consistent – Parents who actively guide their children have more disciplined children in worship
2	Students' worship habits at school	Observations, interviews with teachers and students	Consistent – Students with worship routines at home are more active in religious activities at school
3	Challenges in forming students' religious character	Interviews with parents and teachers	Consistent – Parents' busy schedules and environmental influences are the main challenges
4	Relationship between religious education in the family and students' behavior	Observations, literature studies, interviews with teachers	Consistent – In line with previous studies showing that religious education in the family influences children's morality

Based on the table above, the validation results indicate that the research findings have a strong foundation and are supported by various data sources. The consistency between interviews, observations, and literature studies provides confidence that the family's role in shaping students' religious character is a highly influential factor. However, there are some findings that require further attention. For instance, although most parents acknowledge the importance of religious education within the family, there are still parents who struggle to implement religious education consistently due to busy schedules or a lack of understanding. Therefore, more effective strategies are needed to assist parents in guiding their children, such as religious parenting programs that can be

provided by schools or religious institutions. Moreover, the validation results also highlight the importance of collaboration between schools and families in building students' religious character. Schools can serve as facilitators to help reinforce the religious values that have already been instilled at home. With a strong synergy between families and schools, it is expected that the formation of students' religious character can proceed more optimally and sustainably. With these validation results, it can be concluded that the research data has a high level of validity and aligns with the latest academic references. These findings reaffirm that the family plays a primary role in shaping students' religious character, and it is essential for all educational elements to work together to strengthen religious values in children's lives.

CONCLUSION

This research shows that the family plays a highly significant role in shaping the religious character of students at SD Negeri 100280 Parigi. The results of interviews, observations, and literature studies confirm that children who receive intensive religious guidance from their families exhibit more disciplined, polite, and caring behavior toward others. They are also more active in participating in religious activities at school, such as group prayers, congregational prayers, and religious studies. On the contrary, students who receive less religious education at home tend to have lower discipline and are less active in religious activities at school. Moreover, the key factors supporting the development of students' religious character include religion-based parenting, active parental involvement in guiding their children's religious practices, and a harmonious family environment. Although most parents understand the importance of religious education, challenges remain, such as parental busyness, lack of understanding about how to educate children religiously, and the influence of the environment and social media. Therefore, synergy between families, schools, and the social environment is crucial for optimizing religious character education.

Academically, the findings of this study enrich the discourse on the role of the family in religious character education for children, particularly at the elementary school level. These research results can serve as a reference for educators, academics, and researchers in developing family-based learning models and educational strategies for character development. Additionally, this research provides empirical evidence supporting educational and moral theories that emphasize the importance of family in shaping a child's personality. In terms of social contribution, this study asserts that families bear a great responsibility in building the morality and ethics of the younger generation. With increasing parental awareness of the importance of religious education at home, it is hoped that students will grow into individuals with noble character and strong religious values. Furthermore, schools and the community can also actively support character education through programs that promote religious values and good habits in social environments. With strong collaboration between families, schools, and the community, it is hoped that the formation of students' religious character can be sustained and have a positive impact on their future lives. A strong religious character education will help students face moral and social challenges and contribute to creating a more harmonious and cultured society.

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