



## The Importance of the Roles of Parents and Teachers in Cultivating Honesty in Early Childhood Characters

Hani Febriani<sup>1✉</sup>, Esya Anesty Mashudi<sup>2</sup>, Vena Tewari<sup>3</sup>

PGPAUD, Universitas Pendidikan Indonesia, Indonesia<sup>1,2</sup>

Majan University College, Muscat, Sultanate of Oman, Oman<sup>3</sup>

DOI: 10.31958/ijecer.v2i2.11499

---

### Article info

#### Article History

**Received:**

23/10/2023

**Accepted:**

06/12/2023

**Published:**

31/12/2023

### Abstract

*The purpose of this research is to describe that the importance of the role of parents and teachers in shaping children's honest character because the role of educating children is not only from one direction but from many directions that are interrelated not contradictory. This research method is a library research with a qualitative approach where all data is obtained from the analysis of various previous studies related to the topic discussed. The results showed that it is very important to collaborate between the role of parents and teachers in shaping children's honest character, because in instilling character values to children it must be done by habituation. Where this habituation does not apply only at home or at school. This habituation is carried out at home with the role of parents and at school with the role of teachers.*

**Keywords:** Parent's Role, Teacher's Role; Character, Honest.

### Abstrak

Tujuan penelitian ini adalah untuk mendeskripsikan bahwa pentingnya peran orang tua dan guru dalam membentuk karakter jujur anak karena peran mendidik anak bukan hanya dari satu arah tetapi dari banyak arah yang saling berkaitan bukan bertolak belakang. Metode penelitian ini adalah studi kepustakaan dengan pendekatan kualitatif yang dimana seluruh data diperoleh dari hasil analisis berbagai penelitian terdahulu yang berkaitan dengan topik yang dibahas. Hasil penelitian menunjukkan bahwa penting sekali adanya kolaborasi antara peran orang tua dan guru dalam membentuk karakter jujur anak, karena dalam menanamkan nilai nilai karakter kepada anak harus dilakukan dengan pembiasaan. Dimana pembiasaan ini bukan berlaku dirumah saja ataupun disekolah saja. Pembiasaan ini dilakukan dirumah dengan peran orang tua dan disekolah dengan peran guru.

**Kata Kunci:** peran orang tua; peran guru; karakter; jujur.

---

✉Corresponding author :

Email Address: hanifebriani88@upi.edu

## INTRODUCTION

According to the National Association for the Education of Young Children (NAEYC), "early childhood refers to individuals who are undergoing a rapid and fundamental developmental process crucial for their future lives. NAEYC defines early childhood as the age range of 0-8 years." Meanwhile, according to the Indonesian National Education System Law Number 20 of 2003, "early childhood includes children from birth to six years old" (Kyvsgaard et al., 2023). Neuroscientific studies indicate that the development of nerve cells in the brain of a newborn reaches 25%, at the age of

4, it is at 50%, and at the age of 8, it reaches 80%. The remaining nerve cells continue to develop until the age of 18 (Thomas, 2017). Therefore, the golden age is a critical period for instilling principles of goodness capable of fostering positive character traits in children.

Currently, Indonesia is experiencing a lack of honesty, resulting in widespread corruption within various elements of the government. According to Transparency International's latest information, the "Global Corruption Barometer" rates political parties in Indonesia as the most corrupt institution, scoring 4.2 on a scale of 1-5. In the corruption index among Asian countries, Indonesia scores 9.25, surpassing India (8.9), Vietnam (8.67), the Philippines (8.33), and Thailand (7.33). Consequently, Indonesia faces a high incidence of corruption due to the lack of honesty among its individuals (Varvarigos, 2023).

Given this situation, it is essential to instill character education in children as early as possible. Character education goes beyond merely telling children what is right and wrong; it involves habituation that must be instilled to make children understand and want to do good things (Voronkova et al., 2023). Character education is about imparting knowledge, love, and good habits to children. Presidential Regulation of the Republic of Indonesia Number 87 Article 3 of 2017 describes 18 character strengthening values in national education, including: 1) Religious, 2) Honest, 3) Tolerant, 4) Hardworking, 5) Creative, 6) Independent, 7) Democratic, 8) Disciplined, 9) Friendly/Communicative, 10) Curiosity, 11) Appreciating Achievements, 12) Love of Reading, 13) Nationalistic Spirit, 14) Love of the Homeland, 15) Love of Peace, 16) Concern for the Environment, 17) Social Concern, 18) Responsibility (Staley & Blackburn, 2023).

Honesty is a crucial aspect of communication that fosters a comfortable environment for interaction between individuals or groups, as trust is established. Therefore, this research will focus on the character of honesty (Aravik et al., 2023; Juanda et al., 2021). Children's lies become more complex and stronger to hide as they grow older. Ultimately, those around them can no longer distinguish whether a child is being honest or deceitful (Lewis & Marsh, 2022). Currently, honesty is rare, and actions such as cheating, taking what is not rightfully theirs, and engaging in deviant behavior stem from individuals' dishonesty towards themselves and others. Even corruption occurs due to the dishonesty of individuals in fulfilling their responsibilities.

Referring to these impacts, previous researchers have emphasized that instilling positive character traits in early childhood, especially honesty, requires teaching methods or strategies capable of realizing good and moral behavior in children. One such method is using the Role Play method (Nikolsky & Benítez-Burraco, 2023). The implementation of the "PLAYFUL" model in enhancing character values has shown significant improvements, such as positive behavioral changes in children, including independence, responsibility, honesty, discipline, and more (Sukron Nur Fauzi et al., 2023). Furthermore, TK Santo Yoseph Joseph applies the "safety corner study group"

model, where teachers divide children into several groups with different activities in one day. This approach develops honest, independent, and sensitive characteristics (Maman et al., 2023)

Instilling character values in children is not enough with the methods used in early childhood education or guidance from teachers alone. It needs to be applied at home with parental guidance because parents bear the primary responsibility for guiding their children's development towards maturity. The education provided by parents plays a crucial role, considering that both parents are the closest figures to children (Cheung et al., 2023). The behavior of children, whether good or bad, depends on the parents' attitudes. If parents have a good attitude, children will also behave well, but if the parents' attitude is not good, it is not surprising if children behave poorly.

Therefore, the role of parents and educators is crucial in supporting honesty education for children, as children model their behavior based on the actions and attitudes of their parents and teachers. Thus, parents should provide examples and cultivate honest behavior at home, and educators should do the same, ensuring continuity and collaboration. This research aims to describe the importance of the roles of parents and teachers in shaping honest character in children.

## **METHODS**

The methodology employed in this study is a qualitative approach to identify relevant theoretical references related to the case or issue under investigation. A literature review is a written summary of research materials that supports the problem being studied. One of the research methods used is the qualitative method, which aims to gain an understanding of reality through the use of inductive thinking methods. The research materials are derived from various books, international and national journals, as well as internet sites related to the issue.

Once all the data are collected, the next step is to analyze them to draw conclusions. To ensure a good result in analyzing the data, the researcher utilizes the critical analysis technique (Ariyani et al., 2023). Critical analysis involves the perspective that a researcher is not a neutral subject when evaluating research. The interpretation of data from a researched problem is determined by the researcher's bias and position. The critical paradigm leans towards interpretation, allowing the researcher to interpret, understand, and respond to meanings found in the text.

## **RESULTS AND DISCUSSION**

### **Character Education Concept**

From an educational perspective, character is considered a spiritual form manifested in actions and shaped by both internal (genetic) and external (environmental) factors. One's morality and ethical attitudes are driven by their character or inherent goodness to love God and all His creations (Mustafa & Faraz,

2023). Character involves distinctive attitudes or behaviors carved into an individual, referring to their morality in daily life (Baumert et al., 2023). The psychological traits within an individual, as expressed through actions, constitute a character that sets one person apart from another.

Character education aims to develop values that shape the nation's character, guided by Pancasila, including enhancing the potential of children to become humble, rational, and well-behaved individuals; creating a nation with Pancasila character; and fostering citizens with self-confidence, patriotism, and love for humanity (Dongoran et al., 2023). Therefore, character is defined as an evaluation of one's moral quality, encompassing various traits such as integrity, courage, perseverance, honesty, loyalty, and other positive behaviors. In essence, an individual's character primarily refers to a collection of qualities that distinguish one person from another (Jannah et al., 2023).

Character education is a continuous learning process not only aimed at optimizing the quality of education outcomes but also at shaping good values and national character. Without good character ingrained in oneself, a person may lose their dignity. Thus, it is stated that early childhood is the right time to instill good values in children as future young generations with positive identities (Aisyah et al., 2021; Andhika, 2021; Saleha et al., 2022).

### **Concept of Honesty**

Honesty is an act or behavior done truthfully, reflecting the genuine nature of what occurs. In Arabic, the word for honesty is "siddiq," meaning true. The essence of truth in words and actions is integral to honesty. Acting honestly, whether in speech or deed, implies that one should speak in accordance with reality and avoid speaking falsely (Aravik et al., 2023). Trust between individuals can only be established when there is honesty. Conversely, lying can lead to discomfort and even hatred due to the absence of trust. This can result in a decline in mutual reliance and cooperation within society. Referring to the highly negative and harmful impact of dishonesty on others, Allah prohibits His servants from lying, considering it a major sin (QS. Al-Mu'min: 28). Moreover, honesty is a prerequisite for piety, as stated in Allah's words: "O you who have believed, fear Allah and be with those who are true" (QS. At-Taubah [9]: 119). According to the Directorate General of Early Childhood Non-formal and Informal Education in 2012, several indicators of "honest character values" include recognizing personal and shared belongings, caring for and safeguarding shared items, habitual honesty in speech, returning items that don't belong to them, valuing shared possessions, admitting mistakes, apologizing when wrong, forgiving others, appreciating others' excellence, and not hoarding toys or food for oneself (Mahriza et al., 2023; Setiowati & Warmansyah, 2023; Warmansyah et al., 2023).

### **Role of Teachers in Instilling Honest Character in Children**

Teachers, with their full responsibility for educating children in kindergarten, must possess the necessary expertise. Competent teachers positively impact children's

education. Competent teachers exhibit confidence and skills for delivering effective and efficient lessons in the classroom (McKinnon et al., 2022). There are four competencies that teachers must possess: pedagogical, personality, social, and professional. By having these competencies, teachers are expected to have good personalities, especially honesty, serving as examples for children. Instilling honest character values in children involves cognitive, affective, and psychomotor domains. Cognitive aspects relate to intellect, such as knowledge and thinking skills; affective aspects concern attitudes, and psychomotor aspects involve motor skills. Instilling honesty falls under the affective domain. Cognitive aspects involve providing explanations and knowledge about honesty, followed by organization and internalization. In the process of instilling honest character, teachers can use various methods, such as informing children that lying is prohibited by Allah, providing direct practice and diverse strategies, and habituating honest behavior in daily life. Both home and school environments play crucial roles in shaping a child's honest nature.

### **Role of Parents in Instilling Honest Character in Children**

Parents are the primary and fundamental educators. This role is predetermined, meaning parents must occupy this position regardless of circumstances. Therefore, whether they like it or not, they must be the first and foremost responsible individuals for their children. All parents naturally desire their children to have good personalities and be successful. However, this must be accompanied by perseverance, tenacity, and habituation for those aspirations to come true. Parents play a crucial role in building honest character in their children by focusing on providing understanding and care about the importance of honest behavior in daily life (Harðardóttir et al., 2023). Parents must set a good example when in the presence of their children. Children are adept imitators, often emulating what they see around them, especially from their parents (Aisyah et al., 2021). If parents are honest, children will likely imitate them; conversely, if parents are not honest, children may mimic the dishonesty of their parents or others they observe and hear. Parents' role is crucial in the psychological development of children (Azzahra et al., 2021; Fahira et al., 2023; Febriyenti & Jamilus, 2024; Nuha & Munawaroh, 2022; Wulandani & Putri, 2022). Children's success in achieving their goals is greatly influenced by the attention and love of parents. Parents are the biggest source of motivation for children, so it is expected that parents prioritize their time for their children and provide unconditional love. The closeness between parents and children is vital for every aspect of a child's life (Kochanska, 1998; Sirois et al., 2019; Warmansyah et al., 2023). With a close bond between parents and children, parents can more easily encourage children to develop the habit of honest behavior.

## CONCLUSION

The cultivation of honesty in children during the golden age is a crucial step that parents at home and teachers at school need to undertake collaboratively. The goal is to instill the value of honesty in children from an early age so that, in the future, this character trait can mold them into morally upright and ethical individuals, refraining from engaging in deviant behaviors. Instilling honesty in children can be achieved through various methods and strategies, with the key emphasis on consistent and habitual reinforcement. Both parents, within the home environment, and teachers, within the school setting, play integral roles in fostering honest character development.

## REFERENCES

- Aisyah, Salehudin, M., Yatun, S., Yani, Komariah, D. L., Aminda, N. E. R., Hidayati, P., & Latifah, N. (2021). Persepsi Orang Tua Dalam Pendidikan karakter Anak Usia Dini Pada Pembelajaran Online di Masa Pandemi Covid-19. *PEDAGOGI: Jurnal Anak Usia Dini Dan Pendidikan Anak Usia Dini*, 7(1), 60–75. <https://doi.org/http://dx.doi.org/10.30651/pedagogi.v7i1.6593>
- Andhika, M. R. (2021). Peran Orang Tua Sebagai Sumber Pendidikan Karakter Bagi Anak Usia Dini. *AT-TA'DIB: Jurnal Ilmiah Prodi Pendidikan Agama Islam*, 13(1), 73. <https://doi.org/10.47498/tadib.v13i01.466>
- Aravik, H., Harun, M., & Febrianti, R. (2023). The Urgency of Islamic Business Ethics In The Era of The Industrial Revolution 4.0. *Islamic Banking : Jurnal Pemikiran Dan Pengembangan Perbankan Syariah*, 8(2), 303–326. <https://doi.org/10.36908/isbank.v8i2.706>
- Azzahra, R., Fitriani, W., Desmita, D., & Warmansyah, J. (2021). Keterlibatan Orang Tua di Minangkabau dalam PAUD pada Masa Pandemi Covid-19. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 6(3), 1549–1561. <https://doi.org/10.31004/obsesi.v6i3.1796>
- Baumert, A., Mentrup, F. E., Klümper, L., & Sasse, J. (2023). Personality processes of everyday moral courage. *Journal of Personality*. <https://doi.org/10.1111/jopy.12850>
- Cheung, S. K., Siu, T.-S. C., & Caldwell, M. P. (2023). Mathematical Ability at a Very Young Age: The Contributions of Relationship Quality with Parents and Teachers via Children's Language and Literacy Abilities. *Early Childhood Education Journal*, 51(4), 705–715. <https://doi.org/10.1007/s10643-022-01338-x>
- Dongoran, A. R., Siregar, S. M., & Dahniyal, I. (2023). Implementation of Pancasila Education To Shape the Character of the Nation'S Children in the Era of Globalization. *International Journal of Students Education*, 5–8.
- Fahira, W. R., Putri, M., Setiawati, M., Mahaputra, U., & Yamin, M. (2023). The Relationship between Thinking Patterns and Academic Achievement in the Subject of Social Sciences Dalam pembelajaran Ilmu Pengetahuan Sosial ( IPS ) sering kali kita melihat proses pembelajaran ( Yuanta , 2020 ). Hal ini akan mengakibatkan



- lemahnya pr. *Journal of Islamic Education Students*, 3, 28–37. <https://doi.org/10.31958/jies.v3i1.6626>
- Febriyenti, D., & Jamilus, J. (2024). Human Resource Management in Islamic Educational Institutions at Integrated Islamic Junior High Schools. *Journal of Islamic Education Students*, 3(2023), 62–71. <https://doi.org/10.31958/jies.v3i1.9492>
- Harðardóttir, E., Lay, E., & Magnúsdóttir, B. R. (2023). Performing the norm in the Global North: migrant parents' positions and participation within Icelandic schools. *British Journal of Sociology of Education*, 44(6), 1051–1066. <https://doi.org/10.1080/01425692.2023.2237198>
- Jannah, R., Mulyanti, F., & Pasco Bayan, R. (2023). Improving The Child's Moral Development through The Storytelling Method on Children 5–6 Years Old. *Indonesian Journal of Early Childhood Educational Research (IJECEER)*, 1(2), 48. <https://doi.org/10.31958/ijecer.v1i2.6923>
- Juanda, A., Shidiq, A. S., & Nasrudin, D. (2021). Teacher Learning Management: Investigating Biology Teachers' TPACK to Conduct Learning During the Covid-19 Outbreak. *Jurnal Pendidikan IPA Indonesia*, 10(1), 48–59. <https://doi.org/10.15294/jpii.v10i1.26499>
- Kochanska, G. (1998). Mother–child relationship, child fearfulness, and emerging attachment: A short-term longitudinal study. *Developmental Psychology*, 34(3), 480–490. <https://doi.org/10.1037/0012-1649.34.3.480>
- Kyvsgaard, J. N., Brustad, N., Hesselberg, L. M., Vahman, N., Thorsen, J., Schoos, A.-M. M., Bønnelykke, K., Stokholm, J., & Chawes, B. L. (2023). Key risk factors of asthma-like symptoms are mediated through infection burden in early childhood. *Journal of Allergy and Clinical Immunology*. <https://doi.org/10.1016/j.jaci.2023.11.019>
- Lewis, P. R., & Marsh, S. (2022). What is it like to trust a rock? A functionalist perspective on trust and trustworthiness in artificial intelligence. *Cognitive Systems Research*, 72, 33–49. <https://doi.org/10.1016/j.cogsys.2021.11.001>
- Mahriza, R., Syarfina, S., Astuti, D., Warmansyah, J., & Zain, A. (2023). *Developing Digital Learning Media to Promote Early Children's Cognitive Development* (Issue ICoeSSE). Atlantis Press SARL. [https://doi.org/10.2991/978-2-38476-142-5\\_52](https://doi.org/10.2991/978-2-38476-142-5_52)
- Maman, H., Japar, M., R, R., Sumantri, M. S., & Putra P, H. R. (2023). Analysis of Character Education Values: School-Based Character in Indonesia. *Educational Administration: Theory and Practice*, 30(1), 336–349. <https://doi.org/10.52152/kuey.v30i1.665>
- McKinnon, S., Breakey, S., Fanuele, J. R., Kelly, D. E., Eddy, E. Z., Tarbet, A., Nicholas, P. K., & Ros, A. M. V. (2022). Roles of health professionals in addressing health consequences of climate change in interprofessional education:

- A scoping review. *The Journal of Climate Change and Health*, 5, 100086. <https://doi.org/10.1016/j.joclim.2021.100086>
- Mustafa, A. B., & Faraz, A. (2023). Camel Systems and Pastoralists' Lifestyle in Semi-Deserts and Mountains: Constraints and Challenges. In *Pastures & Pastoralism* (Vol. 01, Issue September). <https://doi.org/10.33002/pp0106>
- Nikolsky, A., & Benítez-Burraco, A. (2023). The evolution of human music in light of increased prosocial behavior: a new model. *Physics of Life Reviews*. <https://doi.org/10.1016/j.plrev.2023.11.016>
- Nuha, A. U., & Munawaroh, H. (2022). Effectiveness of Rural Youth Tutoring Activity in Increasing Children's Learning Motivation in Pandemic Era. *Indonesian Journal of Early ...*, 1(1), 20–28. <https://doi.org/10.31958/ijecer.v1i1.5808>
- Saleha, L., Baharun, H., & Utami, W. T. (2022). Implementation of Digital Literacy in Indonesia Early Childhood Education. *Indonesian Journal of Early Childhood Educational Research*, 1(1), 12–22. <https://doi.org/10.31958/ijecer.v1i1.5834>
- Setiowati, E. A., & Warmansyah, J. (2023). *Parents' Beliefs, Attitudes toward School, and School Readiness of Preschoolers after Social Restrictions during the COVID-19 Pandemic* (Issue ICoeSSE). Atlantis Press SARL. [https://doi.org/10.2991/978-2-38476-142-5\\_14](https://doi.org/10.2991/978-2-38476-142-5_14)
- Sirois, M.-S., Bernier, A., & Lemelin, J.-P. (2019). Child temperamental anger, mother–child interactions, and socio-emotional functioning at school entry. *Early Childhood Research Quarterly*, 47, 30–38. <https://doi.org/10.1016/j.ecresq.2018.10.005>
- Staley, S., & Blackburn, M. V. (2023). Troubling emotional discomfort: Teaching and learning queerly in teacher education. *Teaching and Teacher Education*, 124, 104030. <https://doi.org/10.1016/j.tate.2023.104030>
- Sukron Nur Fauzi, S. N. F., Vidia, E. A., Yusuf, S. M., & Nur Karim, L. (2023). Early Childhood Education Learning Management in Improving Children's Language Skills with Storytelling Method. *International Journal of Social Science and Education Research Studies*, 03(08), 1723–1737. <https://doi.org/10.55677/ijssers/v03i8y2023-29>
- Thomas, R. M. (2017). Early childhood education in Indonesia. *Routledge Library Editions: Education in Asia*, 6(2), 95–133. <https://doi.org/10.4324/9781315143767-6>
- Varvarigos, D. (2023). Cultural persistence in corruption, economic growth, and the environment. *Journal of Economic Dynamics and Control*, 147, 104590. <https://doi.org/10.1016/j.jedc.2022.104590>
- Voronkova, A., Richter, I., Henderson, L., Aruta, J. J. B. R., Dumbili, E., Wyles, K. J., & Pahl, S. (2023). Plastic pollution in the Global South: Exploring social, behavioral, and structural factors. In *Oceans and Human Health* (pp. 427–454). Elsevier. <https://doi.org/10.1016/B978-0-323-95227-9.00011-7>



- Warmansyah, J., Ismandela, A., Nabila, D. F., Wahyu, W. P., Wulandari, R., Hidayati, W. R., Masril, M., Sari, E. K., Sari, M., Yuningsih, R., Putri, T. A., Syarfina, S., & Setiowati, E. A. (2023). *The Relationship between Mother-Child Relationship and Emotional Dysregulation in Early Childhood* (Issue ICoeSSE 2023). Atlantis Press SARL. [https://doi.org/10.2991/978-2-38476-142-5\\_26](https://doi.org/10.2991/978-2-38476-142-5_26)
- Wulandani, C., & Putri, M. A. (2022). *Implementing Project-Based Steam Instructional Approach in Early Childhood Education in 5 . 0 Industrial Revolution Era. 1*(1), 29–37. <https://doi.org/10.31958/ijecer.v1i1.5819>