



Model of Synergy Parents and Teachers in Character Education of High School Students

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Abstract: The development of children's character is influenced by the synergy between the responsibilities of parents and teachers, as well as those of home, school, and community. This study aims to find a model of synergy or cooperation between parents and educators in helping adolescents develop character, kinship, discipline, and honesty. The subject of the study was SMA Negeri 3 Denpasar, using a descriptive qualitative research design. The informants were parents, vice principals, and teachers. The researcher is instrumental in this investigation. Techniques for collecting data include documentation, interviews, and observation. Data analysis methods include steps to reduce data, data visualization, and conclusions. The results of this investigation show that the synergy models or patterns applied in optimizing the roles of teachers and parents are 1) enforcing school regulations and 2) building communication and coordination between teachers and people. The implications of this pattern impact the success of character building in students to the maximum. Following up on the results of this study, regarding the program of activities implemented at home and school, parents and teachers must communicate effectively with each other.

Abstrak: Perkembangan karakter anak dipengaruhi oleh sinergi antara tanggung jawab orang tua, guru, dengan rumah, sekolah, dan masyarakat. Tujuan dari penelitian ini adalah untuk menemukan model sinergi atau kerjasama antara orang tua dan pendidik dalam membantu remaja mengembangkan karakter, kekeluargaan, disiplin dan jujur. Subjek penelitiannya adalah SMA Negeri 3 Denpasar, menggunakan desain penelitian kualitatif deskriptif, informannya adalah orang tua, wakil kepala sekolah, dan guru. Peneliti adalah instrumen dalam penyelidikan ini. Teknik untuk mengumpulkan data meliputi dokumentasi, wawancara, dan observasi. Metode analisis data meliputi langkah-langkah untuk mengurangi data, visualisasi data, dan kesimpulan. Hasil investigasi ini menunjukkan bahwa model atau pola sinergi yang diterapkan dalam mengoptimalkan peran guru dan orang tua adalah: 1) menegakkan peraturan sekolah; 2) membangun komunikasi dan koordinasi antara guru dan orang tua. Implikasi dari pola ini berdampak pada keberhasilan pembentukan karakter pada siswa secara maksimal. Menindaklanjuti hasil penelitian ini, Mengenai program kegiatan yang dilaksanakan di rumah dan di sekolah, orang tua dan guru harus berkomunikasi secara efektif satu sama lain.

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A. Introduction

The process of education, which entails instilling good habits and traditions within a community, is of paramount importance. Character education is particularly significant today due to adolescents' prevalence of deviant behavior. The root of this behavior often lies in the education they receive at home and in school. Furthermore, the moral deviations seen in today's youth are usually attributed to the adverse effects of technological progress in the 5.0 era (Pratama et al., 2023). Parents and schools need to collaborate in supervising and mitigating the impact of technology on children. Principals, teachers, and students should work together to foster students' character development in the classroom and through student organizations. However, the role of character education in the family must be considered, as it forms the foundation for children's mental and spiritual development (Asikin, 2018).

Teachers' role and responsibility in shaping students' character at school is immense. They guide students according to their potential through both curricular and extracurricular activities. Teachers profoundly affect young individuals by setting examples and providing understanding. Through a defined school program, the educational process aims to foster various character traits such as discipline, honesty, and responsibility. Character education primarily involves the transfer of values from educators to students. Collaboration between schools and parents is crucial for instilling these values in students, as both institutions shape children's character. According to Permendikbud No. 30 of 2017, it is essential to ensure compatibility between what is taught in schools and what is practiced. The concept of the three education centers of KI Hajar Dewantara emphasizes that education occurs in the school environment, family, and community. This highlights the idea that "everyone becomes a teacher and every house becomes a school" (Nurohmah & Dewi, 2021).

Parents should be aware of this viewpoint since it forces education on schools and practice in general—the learning process—because parents who engage in particular activities are more likely to delegate their child's education to teachers at school fully. On the other hand, Brown & Beckett (2007) say that Children's behavior and academic performance will improve when parents participate in school activities. Refer for this view shows that parents cannot simply be separated from the child's education process carried out at school. The quality of character education is the hope of all parties in the framework of the goal of successful national education, namely the creation of human beings who have noble ethics.

Several research results show that parental involvement in education calls for a more prominent parental role in home supervision and teaching (Alfiah et al., 2020; Pratiwi, 2018; Pertiwi et al., 2021). Thus, it is essential to synchronize education at home with school. The most crucial synchronization is the relationship between the programs designed by the school and what is run at home to support education at the school (Inanna et al., 2021). In addition, other research findings show that character education, to be effective, needs to be done by collaborating with parents, establishing good relationships, and continuing to build

coordination related to the development of students in character building (Ni'mawati et al., 2020).

Thus, in cultivating education, students' character needs to be understood by what reinforcement is given. The government has determined the strengthening of character education itself, where 18 character values are internalized into five character education components, namely legitimate, nationalist, integrity, independent, and mutual assistance regulated in the Government of Indonesia (Perpres) No. 87 of 2017. Strengthening character education can come from religious teachings and cultural wisdom (Samrin, 2016).

Based on the explanation above, it is essential that an appropriate form or pattern of character education is applied in the family environment and strengthened in the learning environment at school, which will later be able to reduce forms of juvenile delinquency or high school children such as violence, *bullying* and social problems that occur in adolescents in general, and be able to map what character is the basis for further character development. The most crucial characteristics that must be built today are honesty, discipline, and familial character (Inanna et al., 2021). Character-building takes a long time, when kids grow up in a character-driven environment, they will become character-driven people. As a result, parents also significantly influence a child's character.

Studies related to character education, either carried out at home or in family education or school, have been carried out as the results of the following research by Agustina et al (2013). According to their study, schools impact students' religious development because of the valuable lessons they teach, like teaching Islamic values and technology skills. Agustinova (2012), in her thesis, said that a school-quality culture must support character education, and the instillation of character values in students is carried out through learning approaches and methods. Flurentin (2014) states that self-awareness also influences students' character development. Aristanti (2019), in her research entitled Strategies for Forming Religious Character through Religious Activities in the First Middle School, in this research it was found that strategies for forming religious character through religious activities were carried out in the form of example, discipline cultivation, habituation, creating a conducive atmosphere, integration, internalization, and heart touch.

In the following study, Amaruddin et al (2020) with the title of their research on the role of family and social media in forming the polite character of students in elementary schools, found that the family has a role in children's politeness. Among them are teaching science, character or moral science, and evaluating. In teaching character values, the family must teach religious values (creed, worship, and morals), rules, self-protection, and polite values. In the indicators of teaching science, the family should teach the child about science. In evaluating indicators, families should first assess children's behavior or character in the family, school, and community environment. The three indicators have components in the form of values and obligations that students must implement to create polite character. Syahroni (2017), in their research, found that a person's character looks back on the authenticity of personality, pleasing personality, then called noble, and vice versa, flawed personality. A person's personality does not immediately evolve passively but actively uses

his capacity to adapt to the environment. Education at various levels or strata must be involved in building character through value investment and strengthening character value by teaching and educating our students in families (parents) and schools (public schools/madrasah). Annisa et al (2020) in their research found that character education is an effort to apply religious, ethical, and moral values to students through science, which is assisted by parents, teachers, and the community, which is very important in the formation and development of character for students. Children use digital media with ease in this day and age. The era of digital technology has both advantages and disadvantages. Therefore, educators, parents, and the adult community are responsible for keeping an eye on and providing guidance to children regarding their use of digital media so that the latter can maximize its potential and reap positive effects for themselves and their lives.

Rosikum (2018) the development of religious character education in children from an early age is the most costly price parents must pay for their children, according to research on the role of the family in this regard. Other character education revolves around the character. Children with moral qualities can try out good deeds that align with religious principles. Parents play a crucial role in the character development of their children within the family. Children who exhibit devotion to their belief in God, are willing to worship, possess sufficient religious knowledge, have personal religious experience, and can actualize religious teachings in daily life exhibit character qualities.

SMAN 3 Denpasar, as a school that prioritizes local culture in building children's character, has sought programs that can make the child's character through the development of 4 (four) pillars of school culture: discipline, simplicity, kinship, and togetherness. The success of this school program certainly needs support from the family; therefore, this study will describe the synergistic model of parents and schools in shaping student character to realize the four pillars of school culture. There must be a sustainable synergy between education within the family and school, which aims to make school programs well-implemented and supported by cultural cultivation in the family. Based on these conditions, the purpose of writing this article is to describe the synergy model between teachers and parents used in student character education at SMAN 3 Denpasar, which aims to carry out character education, honesty, discipline, simple living, and a sense of family to realize good daily habits carried out by students.

B. Method

This study employs a descriptive qualitative methodology, with a detailed description of the data collected based on field research findings. Parents, principals, and teachers participated in this study as subjects. The research location is at State High School (SMA) 3 Denpasar. The study was conducted for two months.

The types of data used are primary data and secondary data. Primary data is a source of data obtained directly in the field (Sugiyono, 2017). Direct data for this study came from the subject of the investigation, SMAN 3 Denpasar. Direct interviews with informants—in this case, principals, teachers, and parents of SMAN 3 Denpasar

students—were used to gather information about the methods used by parents and teachers to instill moral principles in their children at home and school. It is stated by [Sugiyono \(2017\)](#) that secondary data comes from sources, like other people or documents, that don't give the data to the data collector directly. Documents, lesson plans, pocketbooks, school rules, and the background of SMAN 3 Denpasar's founding served as the study's data sources. Secondary data bolsters the assertions made by informants during interviews and the observations made by researchers.

Data collection techniques in this study were carried out by making field observation guides, in which researchers carried out initial observations to ascertain the characters instilled in students by tracing documents related to character cultivation in students. Based on observational data, an interview guide was made to multiply or strengthen the data findings by the problems explored and interviews with informants about the strategy of the parent and teacher synergy model in instilling character in students. Documentation is an additional method of data collection. Documentation serves as an addition to data about the issue being researched. Next, data from observations, interviews, and documentation are cross-checked through triangulation. Given the nature of qualitative research, the researcher is the instrument in this study. Researchers serve as the primary data sources because they work closely with both human and non-human elements of the environment ([Alhamid & Anufia, 2019](#)). This study's data analysis is done in multiple steps. The first step in data reduction is choosing and condensing the raw data from field notes. This procedure encapsulates sorting research results into topics, concepts, and categories. Second, data presentation is known as gathering study data and presenting findings so that decisions can be made and actions can be taken. Narrative prose created from field notes is used to present data. Third, the process of concluding is continuous, with researchers working to uncover new information that was not previously known ([Kartikasari et al., 2023](#)).

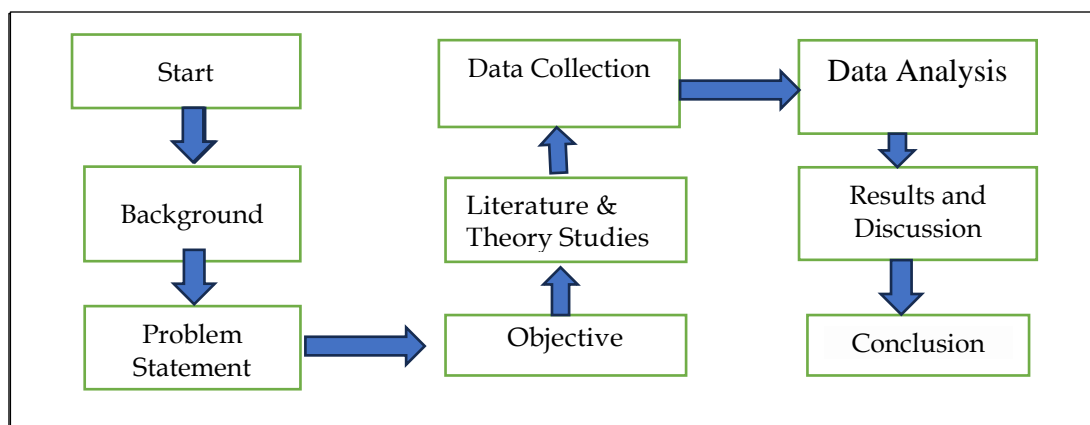


Figure 1. Research Flow

C. Results and Discussion

Result

Based on the findings from observations, interviews, and documentation at SMAN 3 Denpasar, it was unequivocally established that strategies for developing students' character, including honesty, discipline, and kinship, were rigorously implemented through regular school activities and programs. The resounding success of these programs hinges on the unwavering collaboration with parents to wholeheartedly reinforce the initiatives. The information from interviews with the vice principal for student affairs, educators, and parents of SMAN 3 Denpasar students who unequivocally met the specified criteria is outlined below.

The result of the interview with the vice principal is that the model or pattern of synergy carried out to strengthen or instill disciplined, honest, and familial characters in students is by enforcing the rules set by the school in the school rules as stipulated in article 19 in school rules which are categorized into several elements or categories such as: a) Craft, b) Conduct and Neatness, and each category have different points or scores for each violation committed, which will later be used as a basis for sanctioning if it violates the established rules. The view [Suryobroto \(2004\)](#) states that rules of conduct are provisions that regulate daily school life and contain sanctions for violations,". The elements are described in the following table:

Table 1. Score and Types of Violations

A. Craft	Code	Types of Violations	Score
	A.1	Late for school	2
	A.2	Late for class	2
	A.3	Not doing assignments	1
	A.4	Not signing in without a letter	2
	A.5	Not attending classes/skipping classes	4
	A.6	Did not participate in the flag ceremony	2
B. Behaviour			
	B.1	Jumping walls	5
	B.2	Leaving class without your teacher's permission	2
	B.3	Disrespectful to teachers/employees	10
	B.4	Dispose of garbage indiscriminately	2
	B.5	Abusing the dispensation	2
	B.6	Smoking/carrying cigarettes	10
	B.7	Doodle	10
	B.8	Betting/gambling	10
	B.9	Carrying sharp weapons	10
C. The fragility			
	C.1	Not using school attributes	2
	C.2	Belts are not by the provisions	2
	C.3	Shoes/t-shirts are not compliant	2

C.4	Not putting clothes in	2
C.5	Clothing is not by the provisions	2
C.6	Wear a jacket to class unless you are sick	2
C.7	Using excessive jewelry	2
C.8	Hair does not comply with the provisions	2
C.9	Wearing earrings/necklaces for sons	4

From the violations that have been carried out, of course, there are rules for handling the types of breaches that have been carried out by students based on the provisions set by the school. Then, the handling is by article 20, namely about handling provisions, which can be seen in the following Table 2:

Table 2. Handling Provisions

No.	Score Count	Handling
1.	1	Warning
2.	2	Warnings with light sanctions
3.	4	Make a letter of agreement signed by the student and homeroom teacher
4.	6	Create a letter of agreement signed by students, parents, homeroom teachers, and guidance counselor
5.	8	Make a letter of agreement signed by students, parents, homeroom teacher, guidance counselor, and school principal
6.	10	Make a statement letter signed by students, parents, homeroom teachers, guidance and counseling teachers, school principals and studying at home

Based on the records in the pocketbook, if violations committed by students starting from score four and above are certain, aka involving parents or guardians. In this situation, the school or teacher builds communication with the student's parents. The parents are aware of this situation because, at the beginning of the admission of new students, the parents have signed a contract or form of employment contract containing school discipline rules for those who will get points where later each point has its action.



Figure 2. Documentation During the Interview with Vice Principal

Based on the findings of the researchers' observations and interviews with parents and teachers of SMAN 3 Denpasar students, the synergy between parents and schools in shaping disciplinary character is primarily related to communication and coordination. This is carried out to assess students' conditions at home. Suppose there are child problems in terms of applying the rules or rules applied at school because teachers cannot monitor or meet directly with students. In this condition, those who play a significant role in monitoring students are parents at home. As a result, if parents and teachers communicate well, coordination may be successful.



Figure 3. Interview Documentation with Teachers of SMAN 3 Denpasar

Teachers and parents are essential to work together. Cooperation between teachers and parents in building honest, disciplined, and familial character begins with getting children to live simply. It is a challenge for teachers and parents today when children are spoiled with a life that uses technology to facilitate everything. Therefore, both must increase the intensity of their cooperation with each other so that children or students stay manageable to impress a luxurious life. Parents can foster and form discipline and simple living at home. At the same time, teachers strive to continuously guide and control students to comply with a simple lifestyle as stipulated in school rules.



Figure 4. Documentation with Student Parents

According to the findings of parent interviews, teachers have imparted the values of character education, honest discipline, and kinship through the supervision carried out by parents. The school also strives to constantly supervise its students by keeping secrets or speaking to all students, both for student learning equipment and luggage, as this will significantly aid the school in acclimating to a simple lifestyle. They supervise students when using school tools or when they need them.



Figure 5. Confidential Documentation on the Use of School Attributes

Discussion

Drawing from the findings of studies carried out at SMAN 3 Denpasar, the energy model of educators and parents in shaping the honest, disciplined, and familial character of students is in the following form:

1. Discipline Enforcement

The first condition implemented is to enforce the rules or discipline of students with the existence of regulations in the school. Then, life at school or learning patterns will be more organized and directed because sanctions against violators of these rules bind them. The consistency of the application of rules can be seen from the enforcement of discipline that has been determined according to the category and the number of scores that make Students think about breaking these rules because their most feared and detrimental sanctions are until they are expelled from school.

E.L. Thordike's Law of effect states that if a satisfactory change follows a behavior in the environment, it will likely be repeated and will level up. Conversely, if an unsatisfactory change follows a behavior, then the behavior may decrease or disappear altogether. That said, the consequences of a person's behavior may play an essential role for the child. So, by providing a stimulus in the form of school rules or rules that cause children to be happy to do it, the child will repeat it and become a beneficial practice for himself, the school, and the family or parents.

Discipline resulting from the presence and guidance of parents will significantly affect the child's emotional intelligence and level of discipline. When the child's character has been formed, parents must develop it. There are three leading roles fathers and mothers can perform in shaping children's character, as follows.

1. Obligated to create a warm and peaceful atmosphere.
2. Being a positive role model for children, because children learn the most from what they see, the character of parents shown through actual behavior is the subject of their learning

These results suggest that the importance of disciplined character will foster the development of other positive character traits like accountability, integrity, teamwork, and so forth. According to Curvin and Mindler (in [Correia, 2019](#)), there are three aspects of discipline:

- (1) preventing problems;
- (2) solving problems to keep them from getting worse; and
- (3) dealing with students who act out of control.

Based on these dimensions, implementing discipline at SMAN 3 Denpasar is more directed at preventing problems. In addition to these views, [Hurlock \(1993\)](#) explained that discipline is expected to be able to educate students to behave by the standards set by their social group (school). Discipline must have four main elements, and the discipline that must be used is as follows.

1. Regulations as a guideline for behavior, this condition have been implemented at SMAN 3 Denpasar. The existence of a socialized guidebook for students shows this.
2. The provision of penalties or sanctions for those who violate the regulations has been expressly contained in the rules of conduct or the guidebook of SMAN 3 Denpasar. The forms of sanctions that will be received if they violate the regulations,
3. Appreciation for good behavior in line with regulations and conditions that have yet to appear in discipline enforcement at SMAN 3 Denpasar.

Consistency in these rules and how they are used to teach and enforce them, i.e., by controlling violations through scores to make it easier to sanction.

2. Communication Between Teachers and Parents

Efficient communication between households and schools through direct visits and outreach efforts in educational programs and kids' developmental milestones is possible. Information is shared between parents and schools through communication. With the exchange of information, the parenting style applied at home aligns with the programs prepared by the school during the learning process. Thus, it is clear that the form of synergy between the school and parents is associative because whatever form of information is conveyed by the school and vice versa from parents to the school has been well communicated.

These findings reinforce Epstein's view (in [Coleman 2013](#)) that there are six ways to work with parents to achieve cooperation: parenting, volunteering, communication, decision-making, and working with community organizations. To build a home

environment that promotes child development, parenting is a family-involving activity that helps parents become better parents.

Driyarkara (in [Suparno, 2015](#)) explains that "a person's character is good and bad. The task of character education is to develop good character so that it is still done and eliminate bad character so that it does not recur". Teachers are professionals who serve as parents' partners in children's education at school. Schools play an essential role in the educational process because schools are social institutions that have been systematically patterned, have clear goals, scheduled activities, special management personnel, and are supported by educational facilities. Teachers are educators who perfect the education of parents. Because parents' education still has shortcomings, and those shortcomings can be seen from a mental point of view

Based on Thorndike's learning theory, references are used in shaping student character, both disciplined, honest, and familial, with various school programs rewarding and punishing students who violate school rules. The discipline that is applied positively to the change in behavior is a reward, while punishment has no effect. The primary condition for the stimulus-response relationship is not proximity but mutual compatibility between stimulus and response. The consequences of an action can be transmitted (*spread of effect*), both in other fields and in different individuals.

Good communication and coordination between parents and teachers are essential in education. To ensure that education objectives are met, educators must know the various forms and approaches used in communicating with parents and students ([Wisman, 2017](#)). With the help of this communication method, parents and educators should find it more straightforward to recognize issues that arise in the students themselves and to come up with appropriate solutions.

Based on the discussion above, it can be said that this study is in line with [Gunawan \(2014\)](#) opinion that character building is influenced by habits and habits between the behavior of parents and teachers, forming children's habits for discipline through predetermined school programs monitoring the behavior of children or students, parents, and teachers energize by communicating and coordinating. The communication process between parents and the school certainly gives the relationship between the school and parents the same understanding to advance the institution or school itself and macro education.

This study supports Epstein and Sheldon's (in [Grant & Ray, 2019](#)) assertion that multifaceted collaboration occurs between families, schools, and communities. Multidimensional cooperation refers to parent participation in various school-related events or initiatives. From the results of this study, several points refer to the views of [Davidson et al \(2007\)](#) as outlined in their paper "The Comprehensive Approach To Character Education," of the twelve main points written, there are several concepts that have been implemented in the energy of parents and teachers in the character education of high school students such as in point (1) Character-based Discipline, (2) Teachers as caregivers, role models, and

guides, (3) Parents and Community as partners in character education, and (4) Creating a positive moral culture in schools.

D. Conclusion

The synergy model applied in character education at SMAN 3 Denpasar combines enforcing school rules or regulations on students with communication and coordination between parents and teachers. The school poured school rules in the form of student rules books. The code of conduct contains components that students must obey, such as craft, neatness, and behavior. Every violation of these components has a point or value. Violations of this component are communicated against the student's parents or guardians.

This study implies that with school rules, all components in the school are ensured to comply with these rules, and the school situation or conditions will be conducive so that with school order, students can follow lessons feeling safe and comfortable. Getting children to obey the rules of conduct will foster honest character and discipline in children. Good communication and coordination between parents and teachers create a harmonious relationship between the school and parents.

For further research, examine the relationship between education and employment levels on parenting to form disciplined, honest, responsible, and independent characters in upper middle school students.

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