

Training Building Positive Characters to Children Through Foster Parents in SOS Village Indonesia Lembang

Eneng Nurlaili Wangi*, Yuli Aslamawati, Dewi Sartika, Ria Dewi Eryani, Siti Mutya Lutfiani

Department of Psychology
Universitas Islam Bandung
Bandung, Indonesia
*nengyunar@yahoo.com

Abstract—SOS Children's Village is a non-profit non-governmental social organization actively supporting children's rights, namely a loving family and home. Foster parents in SOS Children's Village felt "overwhelmed" overcoming bad behaviour of foster children. This parenting problem continues from year to year. They need to get help and intervention from the realm of psychology in educating and shaping the positive character of foster children. In this work the foster parents will be given training and knowledge about growth and development of infants, children, puberty and adolescents, so they will be able to find ways to manage children's emotional, discipline, and learning motivation in relation between good behaviour and positive character. The training method features films, discussions, and role play. The result showed effective, where foster parents have increased their knowledge about growth and development of infants, children, puberty and adolescents. Their knowledge makes children capable of managing emotions according to their developmental stages, being disciplined and having the motivation to learn.

Keywords: *SOS children's village, positive character, children's emotional, children's discipline, children's learning motivation*

I. INTRODUCTION

All that growing up in a harmonious whole family coupled with targeted education, positive character with adequate facilities; is an ideal situation that provides a great opportunity for the formation of "perfect" individuals, qualified, potential and resilient. Ironically, a more unfavourable situation is also experienced by most infants and children.

Motivated by various reasons, children who are "less fortunate" mostly accommodated in an orphanage as a place for children to stay under protection and can grow and develop properly. The government in this case, the Ministry of Social Affairs is open to individuals and organizations to accommodate these "less fortunate" children. Thus the extension of the private organization that has a greater capacity than the individuals in the shelter will greatly help deal with this social issue.

SOS Children's Villages is a non-profit social organization actively supports non-governmental children's rights which is a

family and a loving home. In this case SOS Children's Villages is committed to providing shelter and attention to children who have or are at risk of losing parental care. In Indonesia, SOS Children's Villages has been around since 1972. Mr. Agus Prawoto, a soldier who was on duty in Austria was one of those interested in SOS Children's Villages. He founded the first village in Lembang, Bandung [1].

SOS Family as a form of family-based care, aims to create a substitute family environment that is able to provide appropriate and safe care so that children can regain the warmth of a caring family and a happy childhood. Furthermore SOS Children's Villages has a Family Strengthening program, this program aims to shape the integrity of the family by emphasizing on creating children's independence. One of them is to equip children with certain skills that can later be used in finding jobs (results of an interview with SOS Children's Management Villages Lembang; Tuesday, 25 December 2018).

During the period of 47 years about 701 children have been in foster care until they can live a life independently; and several foster children have completed tertiary education (results of an interview with the manager of SOS Children's Villages Lembang). The success stories of parenting and foster children become positive and fascinating information. However, along with the times, educating children as individuals who are tough and positive character is not easy. The rise of negative information from social media such as stimuli for consumptive behaviour, hedonists, ignoring the surrounding environment, pleasing oneself by breaking rules and promiscuity, colouring the lives of everyday children.

Furthermore, the question was developed using the character education paradigm of Thomas Lickona what behavioural targets the SOS Children's Village wanted to shape [2-4]. Character education is associated with all nearly types of positive behavioural outcomes or positive character such as expressions of love, integrity, compassion, and self-discipline [5].

In addition to knowledge about child growth and development, foster parents ideally begin to provide learning about character or morals to children given the problems faced at this time. This is reinforced by the statement that program

that include character-development and character-building is the perfect solution to stop the decline in values. In the other word it guides the children to realize the difference between right and wrong. It can keeps the environment friendly, free and safe, allowing earth's inhabitants to work, live and play together in peace. Family (especially the parents) has important role in terms of character-development and character-building in the lives of children. The more children grow up in a family with strong values, the less their involvement will be in violence and dangerous behaviour. Value-addition and character-building inculcate a positive attitude in children [6].

Children deserve a world that values courage, honesty, respect, and justice, that's why it's important to teach them about these values into life-long values [7].

II. METHODS

In connection with the purpose of this activity, an intervention method is designed that allows it to be implemented by considering the situation and conditions of the participants in the time available, the number of foster parents, as well as almost half of foster parents have children under the age of five, in which mainly children under three years of age cannot be separated from foster parents or there is no substitute caregiver. Training contents on Developmental Psychology theory from Jhon W. Santrock and Character Education from Thomas Lickona [8]. In line with this theory, film visualization is given in the form of a home video "Human Body". Basic of moral integrity values must be taught and then internalized until they become a habitual part of the child's behaviour' [9]. Character education is designed to promote prosocial attitudes and behaviour that support the development of social competence and a cooperative disposition. Children start to become to value self-management and social cooperation, it reduce problems from bullying to sexual promiscuity to academic achievement have been laid at the doors of schools to address these concerns [10].

III. RESULT

At the first encounter most part of foster parents were passive when expressing their view or what they knew, even though introduction and ice breaking have been done. Most part of foster parents declared that their parenting is "indifferent".

After being given a training in the form of film screenings about the growth of infants and children accompanied with explanations and discussion, every foster parents raised up some questions and proposed their opinions and experiences related with the growth and development of infants and foster children. Foster parents on the average could explain that babies born normally without any complication, have the instinct to breathe, clench their hand, and grip their fingers. In addition most foster parents knew:

- New-borns have the following 4 routines; suckling, crying, sleeping, and need to change diapers.
- Infants can open their eyes as soon as they are born. But their visibility is still limited to 1 meter, more than that they cannot see clearly. They can clearly see the face of

the mother when breastfeeding, and this is the best way to establish bond between mother and baby

- Looking into the baby's eyes, is one of the most important things in the bonding process, the bond between the foster parents and the baby will be stronger.

Foster parents have a strategic role in educating and making children to have positive characters, therefore foster parents must be sensitive, for example whether babies at the age around 1 month can hear and see. If they do not respond to a loud noise, or their eyes do not follow movements. Foster parents must immediately bring their babies to a growth and development clinic or a paediatrician. At the age of two or three months, the baby's smile is no longer spontaneous, the baby is starting to be "clever" (originated from brain stimulation). The baby will start to smile as a result of responding to various things that he/she sees. At the age of 3 months, babies begin to learn to lift their head and chest when they are in a prone situation. So the baby can roll at the age of four until five months, the babies are willing to be carried by anyone who approaches them. Babies will give different reactions toward smiling faces, friendly sound and loud noises. At the age of six to seven months, babies can distinguish between friends and strangers by smiling at them. At the age of eight to nine months, babies try to imitate the words, signals, and simple movements of others. Babies also feel frightened when approached by people they don't recognize. At the age of ten to thirteen months, babies' play seems "rough". They like to grope other children's clothes and hair, imitate their behaviour and voices, and teamwork in using toys, although sometimes they get confused when other babies pick up their toys. It is the time for foster parents to direct the dos and don'ts behaviour.

By the age of thirteen to eighteen months, the babies fighting for toys with other babies / children have decreased, instead babies / children prefer to share and cooperate with other children. At this age children have a stubborn nature, they do not want to follow requests or orders from adult (note: babies at the age of 13 month are often called children) At the age of eighteen to twenty-four months (2 years), children are more interested in playing with other children and using toys to form social relationships with other children. Children aged 2 years are easily arranged to carry out routine activities such as dressing, eating and bathing.

Foster parents know that early childhood is often referred to as the golden age. After training 1, foster parents know the reason why it is said to be the "golden age". At this time the foundation of the human brain is being built, a strong foundation will produce a strong and durable building. The development of children at the preschool stage can be grouped into two, namely the age of 2-3 years and 4-6 years. According to foster parents it can be categorized as the age of not yet in school, nol kecil, and nol besar. Children aged 2-3 years generally have physical characteristics with very rapid growth. Very active at exploring the objects around them, having keen observations and strong desires for learning. On the other side foster parents see their children are on the "cutest" periods, but these are also "tiring" periods the foster parents.

Children begin to develop language skills, beginning with chattering. While at the age of 4 - 6 years children are very active in various activities, therefore children start enrolling to kindergarten. Being able to understand the talk of others and being able to express their thoughts within certain limits. Generally children can adjust to society quickly, they are willing to play with the playgroup tends to be small, it is easy for playing next to older children. Disputes often occur but quickly reconciled. At the age of four to six years, they have been taught about gender characteristics and already know there are men and there are women, which ones are male and female. Anger are also often shown by children when they around four to six years.

In the second training the mothers complained about the child at puberty period such as when the child was "upset", irritable, often confined themselves, and did not want to be disturbed. Facing this condition often foster parents discuss with other mothers. The response from this situation is based on the results of the discussion, foster parents asked "what's wrong? Is there a problem at school?" Or keep quiet, or seeking help from "good" older children to ask about themselves.

After second training foster parents know that puberty is a period in the developmental range when children will turn into adults from the physical side. Which is marked by changes in height, began to breakouts, and wet dreams for men, and the growth of breasts and menstruation for women... The transition from children to adulthood, sometimes makes children upset, irritable, and easily offended. This situation must be understood, prepared and discussed. These changes are due to hormonal, reproductive maturity that occurred. Foster parents must approach children (wholeheartedly), and give advice to look after themselves.

Puberty does not take a long time, it only takes one or two years. Continues in adolescence. Adolescence is divided into 2 parts, early adolescence (around age 13-16 / 17 years) and late adolescence (around age 17-18 years). Foster parents understand, sometimes the unstable emotional state and negative reactions still remain in adolescence. This depends on guidance and care when in infancy and childhood period; as well the state of hormones and of course with regard to current success in understanding and guiding them. Being in a good environment is very important, because adolescence is a period where children "stay away" from their parents, but are attached to peers.

Furthermore, at the third meeting mothers complained about the frequent finding of tantrum children. Foster parents are very disturbed because tantrums in children also occur in public places, by crying, screaming, and throwing things. The reaction of the foster parents are by provide more facilities, complies with all the demands of the child, or scolds the child. This is done because foster parents are confused, don't know what to do. The foster parents are then given an understanding of the importance of establishing positive relationships in forming positive child characters, good emotional management, and proportional emotional. In detail, foster parents get the knowledge about:

- Tantrums in children generally occur because they feel upset, not noticed, or do not get what they want.

- When tantrums occur, the mother must stay calm as far as possible. Do not shout back or force the child. A calm mother's attitude will make their tantrum more easily overcome because of controlled emotions.
- Find out the cause of tantrums. Usually because their desires are not fulfilled or the child has difficulty expressing their heart. Give an explanation of what they want calmly.
- Foster parents often promise rewards when children are in tantrum. This will unwittingly form the bad habits of children. Children will deliberately become tantrums to get what they want.
- When children are calm down give them praise for being nice, and overflowing emotions (tantrums) are not good, not liked by many people.
- When children are in a tantrum, hug and hold them tightly with affection until they are calm. Do not let physical violence because they feel upset to see screaming and crying. Giving a hug can also make foster parents become calm in dealing with tantrums in children...
- When the child's tantrums subsided, mothers teach the child to communicate what he wants with good and clear. Say that you don't understand what you want when your child is angry. That way, this will prevent the return of tantrums every child's wishes are not fulfilled.

Foster parents often find teenage children, confined themselves, or all day outside the home. Foster parent's reaction are asking about where she was, what she did, and was advised not to do it again. Children must do their obligations and learn. Foster parents are then given an understanding of the importance of establishing positive relationships in shaping positive child character, good emotional management, and proportional emotional reactions.

In detail, foster parents get the knowledge about:

- Emotions can affect one's way of thinking and even actions. Happen in both adults or in adolescents. Teenagers and adults who are having high emotions should avoid themselves from making decisions and actions.
- Many factors affect emotions in adolescents. Feeling unacceptable, awkward placement, feeling unappreciated and other things related to its existence.
- In adolescence, emotions are very important and have a great influence, therefore foster parents have a duty to build positive home conditions and relationships with adolescents, foster parents as more mature people must be able to motivate and teach good and bad and how to control the right emotions. Can be pursued by:
 - Relaxation. For example with sports, playing music, doing things according to their hobbies and interests, traveling with family to a quiet place or even quality time with family, or other positive

activities tailored to the situation and conditions of adolescents and family circumstances.

- Avoid as much as possible teens feel extreme negative emotions either angry, sad or other. Accompany teenagers in situations that trigger negative emotions. Negative emotions that are "light" are a vehicle to be used as learning "learning by doing".
- Train teens to express problems or how they feel to mothers (in this case foster parents). Expression of feelings can be in the form of writing, or express it directly orally.
- Not accustomed to studying themselves, teenagers only express emotions, without knowing exactly what happened or what problems that make them difficult to control emotions.
- Navigate continuously so teens can control their emotions, not run away from problems. This is usually not formed with just one or two directives.
- Navigate also so that when adolescents express emotions must think about the circumstances and the future or the effects that will occur. Avoid making others hurt.

IV. DISCUSSION

Qualitatively the training is effective. This is demonstrated through the results in the form of increased foster parents' knowledge about the growth and development of infants, children, puberty and adolescents. As well as increasing foster parents' knowledge of children's education, in order to form a positive attitude foster parents such as sensitivity to detect the needs of children and the precision of fulfilling children's needs. In this case the knowledge of the effectiveness of children's education makes children capable of managing emotions according to their developmental stages, being disciplined and having the motivation to learn. Moral education starts in the family it makes children to think about their actions analytically and reflect on afterwards. Moreover, it is beneficial in comprehending intellectually what scientific ideas such as justice mean, and therefore could assist in reflection on the moral quality of actions and decisions by giving intellectual instruments for reflection. The role of thinking back to one's own actions which leads to self-evaluation and constructive self-criticism [11].

Openness and a strong desire to increase the care of foster parents and the manager of SOS Children's Village Indonesia in Lembang are very important for the continuation of the process of deepening and identification of problems and accurate training design.

V. CONCLUSION

It can be concluded that the training building positive character of children through SOS Foster Parents Indonesia Children's foster parents in Lembang is effective. This means there's an increase of mother's knowledge about the growth

and development of infants, children, puberty and adolescents. As well as increasing foster parents' knowledge of children's education, in order to form a positive attitude foster parents such as sensitivity to detect the needs of children and the precision of fulfilling children's needs. In this case the knowledge of the effectiveness of children's education makes children capable of managing emotions according to their developmental stages, being disciplined and having the motivation to learn.

Furthermore, suggestions in this community service activity, if deemed necessary and if possible, do productive collaboration between UNISBA and SOS Children's Village; where refreshment is done periodically to maintain the knowledge that has been obtained, also increase the understanding and skills of foster parents regarding how to educate and improve the quality of care. So the children fostered by SOS Children's Village become strong kids with positive characters.

ACKNOWLEDGMENT

The authors wish thank to LPPM UNISBA who have trusted and funded us in conducting this research. We thank to all foster parents in SOS Children Village who have participated well in conducting training in this research. I hope this research can make a real contribution, especially to foster parents (SOS Children Village Lembang) in caring for children there.

REFERENCES

- [1] SOS Children's Villages Indonesia, [Online] Retrieved from: <https://www.sos.or.id/tentang-sos>.
- [2] T. Lickona, "The Teacher's Role in Character Education," *Journal of Education*, vol. 179, no. 2, 1997.
- [3] T. Lickona, "13 Ways to Prevent Peer Cruelty," *Our Child Magazine*, vol. 26, no.1, September 2000.
- [4] T. Lickona, "The Content of Our Character: Ten Essential Virtues," *The Fourth and Fifth Rs Respect and Responsibility*, vol. 10 issue 1, 2003.
- [5] W.H. Jaynes, "A meta-analysis on the relationship between character education and student achievement and behavioral outcomes," *Education and Urban Society*, vol. 51, no. 1, pp. 33-71, 2019.
- [6] F.E. Frecks, "The influence of role-players on the character-development and character-building of South African college students," *South African Journal of Education*, vol. 35, pp. 1-13, 2015.
- [7] A. Betawi, "Calling for character education: promoting moral integrity in early childhood education in Jordan," *Early Child Development and Care*, pp. 1-12, 2018.
- [8] J.W. Santrock, *Child Development*, 13th edition, New York: McGraw-Hill Companies, 2011.
- [9] D.P. Doyle, "Education and character: A conservative view," *Phi Delta Kappan*, vol. 78, no. 6, pp. 440-443, 1997.
- [10] R. White and N. Warfa, "Building Schools of Character: A Case-Study Investigation of Character Education's Impact on School Climate, Pupil Behavior, and Curriculum Delivery," *Journal of Applied Social Psychology*, vol. 41, pp. 45-60, 2011.
- [11] N. Sölay, "A Study of Moral Education and its Relationship with Character Education," *Journal of Social Sciences*, vol. 5, no. 2, pp. 353-358, 2014.