

The Partnership of Family, Schools and Community (Three Education Centers) as a Means of Forming Catholic Religious Characters

Jan Pieter

*Faculty of Teacher Training and Education
Universitas Cenderawasih
Jayapura, Indonesia
janhutahaean@gmail.com*

Putu Victoria M. Risamasu

*Faculty of Teacher Training and Education
Universitas Cenderawasih
Jayapura, Indonesia*

Abstract—Religious character is an important thing that must be possessed by mankind, a religious character is a guideline for human life because being equipped with sufficient religious values will provide a strong basis when they will act in their lives. This type of research used in this research is a case study. Data collection in this study uses in-depth interview techniques, observation, and documentation. The informants in the study were determined by purposive sampling method followed by snowball sampling, data analysis was performed with qualitative data analysis. The results showed: a). family, school, and community have performed their roles but have not been optimal, this is due to the not yet building synergy between the three education centers in shaping the Catholic religious character of students. Each of these education centers runs with their coaching patterns. b). the dominant inhibiting factors came from students themselves who were still lazy to carry out their worship, lack of attention from parents, teachers, and the community, the influence of the surrounding environment. c). the efforts made to overcome the obstacles in forming students' Catholic religious characters are trying to build good cooperation between families, schools and communities; seeks to create an environment that is safe, comfortable and peaceful.

Keywords—three education center; catholic religious character

I. INTRODUCTION

Indonesia is currently experiencing demographic bonuses that can be of the maximum if a workforce that has good abilities will become the nation's development capital, but if it does not have good competence then this demographic bonus will be a big problem. It is in these conditions that the importance of the role of national education is felt. National education goals are educating the nation and developed a complete Indonesian man, the man who is faithful and dedicated to God almighty and noble character, knowledge and skills, physical and spiritual health, steady and independent personality, sense of responsibility of community and nationality.

But lately, the world of Indonesian education seems to experience a setback, everywhere we hear fights between school students, the discovery of students who are addicted to alcohol, drugs and even having free sex [1]. Even for a relatively small city like Jayapura, we get information on the

discovery of a gang of motorcycle thieves who are still in their teens at high school, the rise of pregnant children out of wedlock, and other free behavior. This indicates that in Jayapura there has also been a character problem in school-age children. The problem with these school-age children stems from the inadequate character education they receive in the family, school, and community.

Character education means education that aims to help students experience, acquire, and possess the desired strong and good character. Mounier sees the character in two approaches: (1) as a collection of conditions that are given away, which already exist; and (2) as a desired process, built in the future. Character is seen as an attitude that already exists in students and that must be developed in the future [1].

The character coherently emanates from the results of thought though, heart processing, taste, sports. Psychologically the character can be interpreted as the result of the integration of four parts, namely the heart, thought though, sports, if the taste and intention. Sports concerning feelings, attitudes, and beliefs/faith produce honest and responsible character. Thinking about the process of reasoning to seek and use knowledge critically, creatively, and innovatively produce an intelligent person. Sports concerning the processes of perception, readiness, imitation, manipulation, and the creation of new activities along with sportsmanship produce a clean, healthy, and attractive attitude. Taste and intention regarding willingness and creativity are reflected in caring, imagining, and creating newness resulting in caring and creativity. Thus there are six main characteristics of an individual namely honest, responsible smart, clean, healthy, caring, and creative [5].

One of the values of character is a religious character. "Religious" comes from the root word "religion" which comes from the word "religion" which means religion or belief in a natural power above humans. Meanwhile, "religious" comes from the word "religious" which means the nature of religion inherent in a person. Religion as a character value is described by the Ministry of National Education [6] that religion is an attitude and behavior that is obedient in implementing the teachings of the religion it adheres to, is tolerant of the implementation of worship of other religions and is in harmony

with adherents of other religions. Religious Character is the value of character concerning God. The religious character shows that the thoughts, words, and actions of a person who is sought are always based on divine values and / the teachings of his religion. In other words, religious value is the appreciation and implementation of religious teachings in everyday life [7].

It can be concluded that religious character is the behavior or attitude that a person has based on the belief and experience of the value of religious teachings so that obedient behavior and encouragement to obey the rules and avoid prohibitions are formed. Religious values mean the existence of belief in God Almighty in humans, how humans relate to God, human behavior in carrying out orders, and avoiding prohibitions that have been regulated in religion and how humans behave towards followers of other religions according to the rules of their religion.

Religious character comes from religious values and beliefs that are recognized in Indonesia. These officially recognized religions and streams of belief are private spaces where each person forms his religious character. Religious character is born from the values and meanings in every element of a religion [8]. Religiosity is closely attached to religion because religion is only suitable when juxtaposed with religion. Religious character is the inner spiritual or inner direction that is very private internalization of every religious element of the Supreme Being. Thus, inner spirituality can occur if the inclusion of the Supreme Being is absorbed in every religious element. This religious character is valuable and good because it adds quality to each individual in particular and certain groups in general.

The formation of students' Catholic religious character, in the opinion of the writer, is also the role of the Three education centers, namely family, community, and school. The character and personality of a child begin to be formed and grow in the family. The family becomes the first and foremost place for a child to get an education. Here the role of parents and close family in the family is needed. Parents have the duty and responsibility to pass on the tradition of their faith to children as the most valuable spiritual treasure [9]. Also, from the experiences of the daily life of parents and family members, a child begins to learn about the basic values that become provision for the formation of character and personality. Good character consists of knowing good things, wanting good things, and doing good things - habits in the way of thinking, habits in the heart, and habits in action [10]. Character building for a child does not stop at the family. The environment after the family is school. School becomes a place where the character and personality of a child are fostered further. In school, the cognitive dimensions of children begin to be developed. Children begin to learn a lot of knowledge as a provision for the development of character and the formation of personality. Here the teacher has an important role in shaping the character and personality of the child.

The community environment also has an important role in shaping the character and personality of a child. After graduating from school or college, the child will jump back into the community. Here the role of society is expected to contribute to the development of character and the formation of

children's personality. The community environment also supports the development of personality and character. If the community and the surrounding environment do not support the development of children's character and personality, what will be produced will be the next generation of the nation without character. The contribution of students to build the nation is not optimal. This can be seen in the development of the character and morals of the nation's children lately, that there has been a moral crisis and the decline of the character of the nation's next generation.

These three means of character education are simultaneously a means of characterizing religious values in the lives of learners. The decline in religious character is seen in the inconsistencies of cognitive learning and moral violations. These two things will greatly affect the personality of a student as a whole. So, the role of the three Center of Education is very helpful for students in the process of internalizing religious values which are then applied as a religious character. The role of the three Center of Education such as this will result in the form of religious character and morals in children, students, or individuals as in the theory of the moral formation of Lawrence Kohlberg.

The role of the three education centers has been developed since the beginning by Ki Hajar Dewantara. The educational concept of Ki Hadjar Dewantara, departs from reality in people's lives. One well-known educational concept that is still relevant today is the three Education Center concept. The intended three education center involves family, school, and community [11]. School is an extension of parents. Society is the sphere in which the quality of this extension is seen. These three centers have an important role in shaping a child's character and personality in particular and educational success in general [12]. Previous studies have shown that the role of family, school, and community has a positive impact on the quality of children's education [13], but no research has been found on their role in shaping the religious character of Catholic students.

Based on the vital role of family, school and community in the formation of students religious character, the author raises the research on the partnership of family, school, and community (the three education centers), the obstacles faced in and the efforts made to overcome the constraints of forming religious character in Catholic high school students in Jayapura.

II. METHODS

The method used is a qualitative approach with the type of case study research. Researchers used an in-depth interview method to explore information related to research problems, the selection of in-depth interviews aimed to obtain data that were valid truths that matched the realities that happened. In this study, in-depth interviews were used to obtain data on how to instill Catholic religious character in family, school, and community environment. Besides, the method of observation is used to observe activities related to the application of student Catholic character education, both those carried out at students' homes, schools, and the community where students live. While the documentation data sought are documents related to

religious character education activities in the family, school, community, and church environment.

Researchers use in-depth interviews to explore information related to the research problem. Besides that, an observation method is also used that is used to observe activities related to the application of students' Catholic character education both at the student's home, school, and community environment where students live. While the documentation data sought are documents related to religious character education activities in the family, school, community, and church environment.

Determination of informants in this study are based on the following criteria: (1) The subject has sufficient experience and intensive blend with the activities of the targeted research, (2) the subject is still involved in activities in the targeted research, (3) the subject has enough time to be asked for the information, (4) the subject would provide the real information. There were 55 informants in the study, coming from two Catholic high schools namely YPPK Taruna Bakti Waena High School and YPPK Taruna Darma Kotaraja High School in Jayapura City, with details of 20 students, 20 parents, two principals, and eight teachers and five teachers and five community representatives, the informants were selected using the purposive sampling method followed by snowball sampling.

Data analysis performed in this study, systematically arranged the interview transcripts, field notes, and documents that have been collected by researchers. Activity analysis is done by examining the data, organize, split into units, manliness, look for patterns, obtaining data that has meaning, and report the results of a systematic study [15]. The analysis is that the researcher conducted the interpretation of the data in the form of words, behavior, as well as documents to obtain the meaning.

The validity of the data in this research is based on four criteria; first is the degree of reliability (credibility). The researcher gained more data by doing more observation on the target. The triangulation also was done to check the trust of the information gathered from the sources. Second is transferability which the researcher showed the detailed description and interpretation of the data based on the results. Third, dependability was done to avoid any mistakes in the study. The researchers considered such data checks by considering other factors related to the context of the examination of the data. Fourth is a certainty (confirmability) by confirming the data with the informants [15].

III. RESULTS AND DISCUSSION

A. Results

1) The role of Family, Schools, and Community in the Formation of Catholic Religious Characters in High School Students

The results of the study found that in the scope of the family, Catholic religious character education has been carried out but not maximally, found that not all parents can present themselves as good parents. It was found that spiritual guidance was limping, only mothers and children were actively involved in spiritual activities, while the role of fathers was not

optimal with the reason for having to work. It was also found that the father's support was limited to delivering and picking up when there were spiritual activities. Even so, fathers gave permission and even encouraged children to be involved in church life. It was found that fathers had good intentions and intentions but were not supported by concrete actions.

In the role of the school, it was found that the school had an annual program related to the formation of students' Catholic faith, but unfortunately, not all teachers set an example in the formation of students' faith, found teachers who still smoked in front of students, some teachers dressed neatly, and from observations seen there are teachers who are still late for school. The same thing is also obtained from the community, in the community found worship schedules and programs related to fostering students' Catholic faith, but the activity is also not maximized. The author concludes that the role of the three education centers has not been maximized, each education center develops its coaching program partially or individually without any synergy between these three centers.

2) Constraints faced in the formation of students' religious character

From the results of the study, it was found that the most dominant inhibiting factor originated from within students namely the lazy nature, then the constraints that came from parents where parents and teachers were not yet role models for the formation of students' Catholic religious character. Also, other obstacles that also inhibit the formation of the religious character of students, namely environmental factors and the development of science and science and technology itself, parents, the number of busy and far away workplace, family environment and the environment that is less comfortable, and the influence of the development of science and technology (the effect of using social media applications via mobile phones).

3) Efforts are made to Overcome the Constraints of Forming the Catholic Religious Character of Students

Efforts made by teachers in overcoming various obstacles in shaping the religious character of students are: trying to uphold school discipline and rules; building communication between school members; urge parents to continue to support children in developing their religious character; cooperate with all parties; provide awareness of the influence of social media to students; provide ongoing guidance and assistance to students in developing their spiritual lives; provide support to students in participating in spiritual activities; provide continuous enlightenment about spiritual values in developing student personality. Hold a personal approach to students who experience problems in their lives.

The effort made by school families and the community is to strive or give encouragement to students to avoid feeling lazy to continue to develop and engage in various spiritual activities in their environment. Strive to establish good communication and cooperation between parents, teachers, and the community in shaping students' Catholic religious character. Trying to maintain and create a calm, comfortable, safe, and peaceful environment. And provide a correct understanding of the good and bad effects of the development of science and technology, especially the use of good and right mobile phones. It might

also be possible to optimize the role of the school committee which is the face of the synergy of parents of students, the school, and the community within the school environment.

B. Discussion

1) *The Role of Family, School, and Community in the Formation of Catholic Religious Characters in High School Students*

Family is the first and foremost educational institution for students, but not all educational tasks can be carried out by parents in the family, especially in terms of science and various kinds of skills. Therefore, parents hand over some responsibility to the school. Thus, education in schools is a part of education in the family [16].

At school, teachers should ideally set a good example in the process of education and teaching of students, so that they become a generation that is reliable and whole, has faith, holds fast to religion, defends and is responsible to their homeland, broad-minded, has a strong personality of will hard, honest honesty, physically and mentally healthy, happy learning, holding fast to one's abilities, valuing others as loving themselves and being able to work objectively.

All efforts undertaken by the school require support from various other educational environments. If the influence of the school as an educational environment only runs alone, it is very difficult to achieve the expected educational goals. In the community environment, several social organization institutions can support the success of religious education. In the family environment, religious education is carried out informally, through daily life experiences. In the school environment, education is carried out formally, namely deliberately planning carefully the objectives to be achieved. While in the community environment, it is carried out informally, namely to carry out deliberately but not so bound by certain rules and conditions.

If the three formal and non-formal educational institutions namely family, school, and community can synergize their role in shaping the religious character of students, then it is not inevitable that future generations will have a good religious character.

2) *Constraints Faced in the Formation of Students' Religious Character*

In addition to the inhibiting factors described above, there are also other inhibiting factors raised [17], namely: the state of personnel; unfavorable family and community environment; availability of learning tools and media; lack of understanding of character education. These four factors also become obstacles in implementing character education, especially religious characters. Some parents and teachers do not provide support for the formation of children's religious character. Some teachers do not want to bother with student problems, there are also family and community environments that are less supportive, for example, there is a lot of busyness so that there is no joint prayer in the family or the father does not pray. There is also a lack of understanding of character education. Not everyone understands character education, this factor is

also one of the obstacles in shaping students' religious character.

To overcome the obstacles encountered in building the religious character of students, schools can optimize cooperation with the school committee. The school committee is the guardianship of parents and the community to help improve school performance. Various problems will be resolved if there is a collaboration between the school and the school committee [18].

3) *Efforts are made to Overcome the Constraints of Forming the Catholic Religious Character of Students*

To become a religious person, a formation process is needed. In matters of faith, it also needs to be developed properly. The person responsible for the child's faith education is the parent. Apart from parents, some schools and communities are also responsible for children's faith education. These three education centers need to work together and build good communication to foster children's faith. Efforts to build this faith need to be done and it must be instilled in the family when the child is young. What is instilled from childhood will leave an impression on the child and when they are teenagers and adults, the child only needs to develop so that they continue to develop into a character with character.

The following are concrete ways in the effort to provide faith education and foster Catholic religious character in children who are centered on the family, school, and community (church): carrying out personal prayer and collective prayer in the family, attending services held in schools and churches, collectively family members read and meditate on the scriptures, participate actively in faith formation groups, and are actively involved in activities in the church environment.

These are some of the efforts made to overcome obstacles in the formation of students' Catholic religious character. Hopefully, these efforts can motivate students to continue to grow and develop into a morally good person, characterized, noble, and becomes a person of faith and piety towards God Almighty.

IV. CONCLUSION

Based on the results of data analysis research can be concluded. The results of this research are as follows; (1) three education centers, namely family, school, and community, have played their roles but have not been optimal. This is since synergy has not yet been developed between the three education centers. Each education center runs its coaching pattern without good cooperation. Results showed that of these three education centers, schools were more dominant in their role. (2) The inhibiting factors found are lazy attitude to carry out worship as the dominant factor originating from students themselves, the lack of attention from parents, the weak role of fathers as leaders in the family, teachers, and community, the influence of the surrounding environment; and the effect of using social media. (3). The efforts made to overcome the obstacles in forming students' Catholic religious characters are trying to build good cooperation between families, schools and

communities; seeks to create an environment that is safe, comfortable and peaceful.

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