

# Respect and Responsibility Character-Building Training for Children Under Care of Foster Parents in SOS Village Indonesia Lembang

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**Abstract**—SOS Children's Village is a non-profit social organization that actively supports children's rights, such as providing loving families and homes. To complete the stages that have been done in previous training, it is necessary to take the next step by providing further training on improving parenting skills about respect and responsibility to foster parents through roleplay and case examples. The methods used in this training are discussion, practice, and instruction. The results showed that training builds respect and responsibility towards children through foster parents at SOS Children's Village Indonesia is effective, this is demonstrated by an increase in foster parents' knowledge about the form, meaning, and strategies in teaching respect and responsibility to children. Advice at subsequent training meetings is expected to be held offline as there are some obstacles in online implementation such as signal difficulties, incomprehension of foster mothers about the system, etc., as well as on subsequent training to discuss honesty and empathy.

**Keywords**—*respect, responsibility, children, SOS children village*

## I. INTRODUCTION

There still be found children who don't show their respect for themselves and others. Of course, this can affect the formation of children's personalities in implementing human values. Every parent would want to have children who are responsible for themselves. We expect a child to meet his needs while still considering the needs and feelings of others. But sometimes the parents' wishes don't match with their actions toward their children. Spoiling children is one example of an act that does not support the process of cultivating responsibility for children.

That's why it is very important to instill good characters in children, one of the ways is through learning character education. Character education according to Thomas Lickona [1] is an effort that is designed or prepared to help someone so that they can understand, pay attention to, and carry out core ethical values. There are many definitions of character education, but the most important thing is the attributes related

to good character [2]. The following are some of the characteristics expressed by some experts including responsibility [3,4], honesty [3,5], respect [6,7], fairness [4,8], trust [4,7], caring [4,9], fairness [7,8], civic virtue [7,10], kindness [4,5], empathy [9], self-esteem [8], self-discipline [3], and courage [3,8]. These characters have something in common that they are equally divided into 3 areas that form a good character, the three areas are self, other people, and the community in general [2].

In Lickona's theory [1], it is stated that the importance of two basic universal moral values that can form a person's moral core through respect and responsibility character values, which can educate children's character. Respect not only for ourselves but also for others and for all forms of life and the environment that look after one another. The character of respect that is applied can prevent students from fighting, bullying, and bad behavior of children [1].

Lickona [1] stated that responsibility is an active part of morality which consists of taking care of oneself and others, fulfilling obligations, contributing to society, reducing suffers, and making a better world. This is considered important because of the responsibility of helping individuals to feel competent, to know, and to do the things that must be done.

Implementing the character of respect and responsibility in children makes children capable of increasing tolerance and respect for others, especially peers and schoolmates according to their developmental stages, problem-solving skills, and increasing self-confidence.

Researchers noted that to continue the collaboration that had been done in the previous PKM, it was necessary to take the next step by providing training to foster parents with material that was in line with the previous training. The training is about respect and responsibility character which is given through roleplay and case examples. Through the training that has been carried out on children, this community service is expected to provide real benefits to the SOS Children's Village Indonesia in Lembang, both for children and

for foster parents regarding instilling a character of respect and responsibility.

## II. METHODS

In Your Children's Value book [11] counselors suggest using specific strategies for communicating the values to children. These strategies include using actual incidents to illustrate how values influence what happens, modeling a value such as honesty, and explaining situations that illustrate how values affect behavior. Based on that, the intervention method used is training that allows it to be done by considering the condition of the participants in terms of time availability, the number of foster children, age, and stage of child development. The training methods such as watching films, discussions, and role-playing are deemed appropriate. According to Barry Chusway [12], training is the process of teaching skills and providing necessary knowledge and attitudes so people can carry out their responsibilities according to standards. The training material plan is about teaching children how to respect themselves, others, and all living things, and finally about how to make children more responsible. Those are based on Lickona's theory [1] about the two major characters that should be taught to children.

The data used in this study were sourced from primary data, namely from foster parents in SOS-Children's Village directly. The data collection technique used the interview method by asking several questions about the process of teaching children with the material that had been studied in the previous training, namely the teaching of respect and responsibility material. An interview is an event or a process of interaction between the interviewer and the source of information or the interviewee through direct communication [13].

## III. RESULTS

In the first session parents looked passive, nobody share their opinions about the meaning of respect and responsibility. That's why researchers decide to choose one of the forster parents from SOS Children's Village Lembang to share their opinion. The parent linked the meaning of respect to their experience in teaching their kids.

- After the respect's training was given foster parents started to share their opinions. One of them looked excited even though there were several problems at the moment.
- Foster parents said that there are still plenty of children who don't know the meaning of respect especially to themselves which is shown by the children's attitudes daily.

Foster parents also know that:

- Respect consists of self-respect, respect for others, and respect for all living things.

- Self-respect is how we treat ourselves based on our conditions, not do self-destructive such as doing drugs or consuming alcohol.
- Respecting others is how we treat others with the same treatment, how we see them as a human who has high value and individual rights, even though to the people we don't like.
- Respect for all living things is a value we must apply, for instance not harming animals, taking care of your environment.
- Respect can be shown with politeness, obeying the rules, and respecting the differences.

They also understand that implementing respect can prevent hostile behavior such as bullying, assaulting, etc.

The next session was about responsibility training.

Foster parents know that:

- Responsibility emphasizes a positive obligation to protect one another
- There is an ethic in the sense of responsibility that gives moral values.
- Another thing that includes responsibility is an attitude of mutual need, not neglecting other people who are in need/trouble.
- Responsibility is also doing obligation for family, school, or the environment wholeheartedly and tries to give the best.
- Responsibility is actively providing a form of attention and response to what other people want to protect one another.
- Responsibilities consist of taking care of yourself and others, fulfilling obligations, contributing to society, reducing the suffers, and making a better world.

After that foster parents complained about children's bad attitudes that are related to responsibility.

They complained several children are still can't do their duties without being told by parents or other kids. For instance, the kid is not changing his uniform after school, where the uniform will be worn tomorrow so sometimes it's getting dirty or wrinkled. The kid won't change his uniform without being told. Parents said that the kid doesn't initiate to change their uniform even though it is only a simple responsibility.

- After several discussions, parents understand that children have to be warned about a consequence when they don't do their tasks.
- The consequence is not only about punishment but the result of their actions, such as when a kid won't change their uniform parent can say "so if you won't change the uniform will get dirty and wrinkled it's unwearable,

what clothes you will wear for school tomorrow?”. It will make the children think about their blackness that it can affect badly to themselves.

- Parents can also give them rewards when they can actively do their tasks without being told. The reward can be a gift, compliments, hug, or kisses.
- Those suggestions must be executed consistently so the children slowly understand what’s the meaning of responsibility.
- Parents can also apply it to other kids. So when parents aren’t home, other kids can guide their sisters/brothers to the right action.

In this session, the parents watched a video about respect.

After the video, parents are asked to share their opinions about what’s the meaning behind the video. At first, the parents looked passive so again we ask directly to one of the foster parents to share her opinion.

The parent is still confused about it, she said that the kid in the video didn’t respect the old lady whereas the video says the opposite.

We decide to make them rewatch the video again after that parents understand that:

- Respect to the older is not about speaking with them softly or showing certain gestures such as bowing the body in front of them.
- It also can be shown by acting calm and quiet when they’re in some conflicts, especially when the older misunderstood the children.
- Parents must know the fact or what happens before giving a stern warning to children.
- Because it can make unnecessary conflicts between parents and children.

The next video is about responsibility. This video tells us about how children perceive responsibility.

Parents understand that:

- Responsibility isn’t always to be big but also can be a simple thing is related to the daily routine.
- Responsibility is given to the children based on their age, so children can do their tasks correctly.
- Responsibility is related to self-respect, respect for others, and all other living things.
- If we can respect other people, then we will feel a measure of our sense of responsibility to respect the welfare of other people’s lives
- Giving responsibility to children creates independent children.

A week after the training, we had another meeting with the foster parents to conduct interviews as a follow-up action from the previous training. Based on the interviews conducted, it is known that all subjects or 20 foster parents experienced an increase in knowledge about parenting based on respect and responsibility material. They said that they began to provide examples of learning for children by showing their behavior how to respect others, respect other living beings, and also teach children how to respect themselves. In addition, they also often provide concrete examples to remind children about their responsibilities, apart from just giving advice. In conveying the importance of responsibility, parents are not too rigid in conveying it and they feel that the delivery of the material they provide to their child is much more applicable. According to foster parents, they can see it through the level of responsibility and courtesy in children, where there are many changes in children’s attitudes for the better. Foster parents said this training gave them a lot of insight into the approach to children related to the provision of respect and responsibility material, they also understood comprehensively what it meant to respect and responsibility.

#### IV. DISCUSSION

Qualitatively, the training for foster parents is effective. This is shown through the results of increasing parents’ knowledge about strategies for teaching respect and responsibility and their dimensions, as well as their understanding in teaching respect and responsibility strategies to children. In this case, knowledge of respect and responsibility makes children capable of increasing tolerance, respecting others, problem-solving skills, and increasing self-confidence [1].

#### V. CONCLUSION

It can be concluded that the training to build respect and responsibility towards children through foster parents at SOS Children’s Village Indonesia is effective. There is an increase in knowledge among foster parents regarding forms, meanings, and strategies for teaching respect and responsibility to children. The effectiveness of the mother’s knowledge of the material that has been delivered will make the child capable of increasing tolerance, respecting others, training fighting power, solving ability problems, and increasing self-confidence.

The post-test data collection technique was taken only through the interview method so that the data held were less comprehensive, while researchers could use more than 1 data collection technique. Because the training was given online, there were several obstacles in the process, one of which was intermittent connections, where not all subjects had an internet connection and good facilities for online meetings. For further research, data collection techniques can add other methods besides interviews, such as self-reports to enrich the data that you already have. For further activities, the material provided can be about honesty and empathy, this will provide new learning for foster parents in improving the quality of people. foster parents at SOS Children’s Village. The suggestion for

this research is that the next training meeting is expected to be held offline because there are several obstacles in online implementation such as difficulty in signals, incomprehension of foster mothers about the system, etc., as well as in the next training to discuss honesty and empathy.

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