ROLE OF FAMILY ENVIRONMENT IN CHARACTER DEVELOPMENT

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ABSTRACT

Family environment as the environment is known first and foremost a child has a decisive role in helping the development of his personality. One effort is the essential meaning is to invite the children to enable themselves with moral values to have and develop the basics of character development. These efforts demonstrate the need for the position and responsibilities of parents. Help parents in laying the foundations and development in the character formation of children is to create conditions that encourage children to have the basics of good character and in its development involves two subjects namely parents as educators and children as the educated. This paper comprehensively want to see how the character formation of children in the family environment seen from the pattern adopted by foster parents, with the approach of descriptive analytical method. Thus the character that develops in children can be seen from the pattern adopted by foster parents in the home.

Keywords*: family environment, character development*

INTRODUCTION

In 1988, Samuel and Pearl Oliner has published a book called The Altruistic Personality which is the most extensive study of the character of individuals who had helped the Jews from the Holocaust. In each interview, the rescuers are always talking about how they were raised (Borba, 2008). One of them said, "My parents taught discipline, tolerance and how to help others. Every time someone sick or need help, my parents always help. "Another recalled," My father taught me to love God and neighbor without distinction of race and religion. These people say that they are only doing "what it should be done" most of them do not plan their actions before.

Garbarino & Brofenbrenner said that if a nation wants to survive, then the nation should have rules that determine what went wrong and what is right, what is allowed and what not to do, what is just and what unjust, what is inappropriate and improper. Therefore, there should be ethics in speech, in the traffic rules, and other social rules. Otherwise, life is "chaotic" because anyone may apply if they wish each one without having to care about others. Finally, peer into tackle each other, hurt each other, even killing each other, so that the nation's Destroyed (Vasta & Marshall, 1992).

The view up to date about the character into one of moral development is very important at this time. Discussion of education, the media spotlight and everyday conversation a great deal about the character of leaders, communities and children. Character education movement nationwide to teach again the points of character education in schools. However, to successfully renew the character of the child should start from the family. Children will grow into a character if it can grow into a character if it can grow in an environment characterized, so it can grow and develop optimally.

Family Environment

Sartain said the neighborhood has come to encompass all the conditions in this world that in some ways influence our behavior, growth and development or life processes. The social environment has an important role in realizing the child's personality where if faced with a genetic factor is outside the influence in the formation and change someone's personality that both environmental factors are prenatal or postnatal environment that includes natural, environmental, economic and social environment. Social environment also includes the family, school, schools etc. (Purwanto, 1988).

The theory that influenced the development of the child sosioemosional called Bronfenbrenner Ecological theory (Santrock, 2007) which was developed by Urie Bronfenbrenner (1917 - ...). The main focus of this theory is the social context in which children live and those that affect child development (Santrock, 2007:84-85; (Sarwono, 2005)). Ecological theory consists of five environmental systems ranging from interpersonal interaction to influence the broader culture, namely:

Microsystem
A setting where individuals spend a lot of time. Some context in this system include family, peers, school and neighbors. Individuals interact directly with parents, teachers, peers and others in a reciprocal and help reconstruct the settings.

Mesosystem
The link between mikrosistem. For example the relationship between experience in a family with experience in schools and among families with peers. Experience gained in two places provide new experiences and conclusions to the individual.

Exosystem
Occurs when the experience in other settings(where students do not take an active role) affects the experience of students and teachers in theirown context.

Macrosystem
Is the broader culture. Culture is a broad term that includes the role of ethnicity and socioeconomic factors in child development. Culture is the widest context in which students and teachers live, including the values and mores of society.

Chronosystem
Is a socio-historical conditions of child development.

Bronfenbrenner Ecology theory picture can be seen on the following pages:
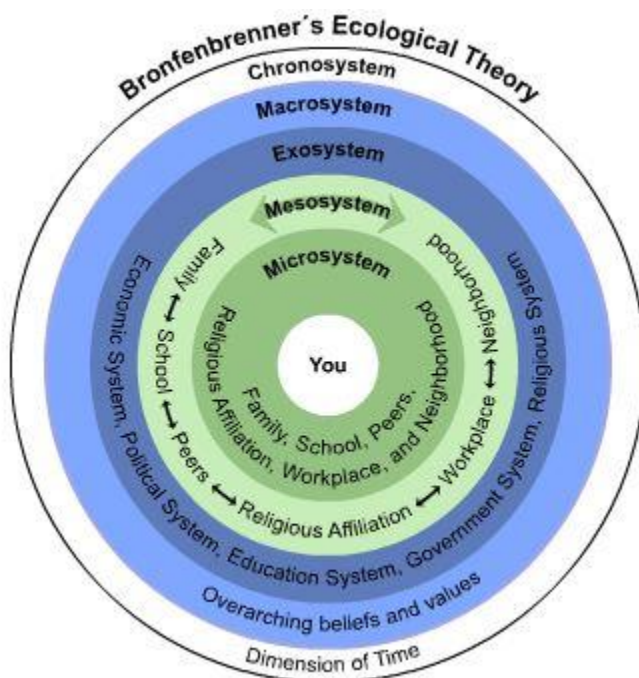
Figure 1: Development Theory Bronfenbrenner Ecology
http://geopolicraticus.wordpress.com/category/integral-history/

Sociologists argue that the origins of the family grouping of events began with the marriage. But the origins of the family may also be formed from the relationship between men and women with different status, then they lived together with children. Children produced from living together is called a descendant of the group. From this sense of family can be understood from different aspects. First, in terms of people who hold a valid marriage and blessed with children. Second, men and women who live together and have a child, but not married. Third, in terms of distant relationships between family members, but still has a blood bond. Fourth, families who adopt children from other people (Suhendi, 2001).

Islam mentions the origin of the family formed by marriage (male and female) and the birth of man (male and female) (Surat an-Nisa: 1). The origin is closely related with Islamic rules that the breeding efforts of the human race, should be done with the marriage. It is clear, that in families there is a functional relationship between its members. Noteworthy are the factors that affect the relationship, the family structure itself. Family structure many specify batih relationships among members may be more us because it consists of a limited number of members. However, in the extended family, relations among family members were strained because of the number of members a lot with a separate area (Goode, 2007).

Family environment as the environment is known first and foremost a child has a crucial role in helping the development of his personality. Various streams in the world of psychology to admit it. The flow of psychoanalysis such as very stressed and believe in the influence of family environment on personality development of children. It is even claimed that the pattern of the child's personality is formed in a very young age, which is between 0 to 5 years. Healthy family environment, will usually give birth to children that healthy personality as well. Instead of unhealthy family environment will give birth to children who have a personality that is not healthy anyway.

Healthy family environment or not depends largely on whether or not harmonious relationships between family members. While the least harmonious relationships among family members is very dependent on how the parent relationship, treating or caring for their children (Gordon, 1983). Parents who show a tough stance against the establishment itself without respect for children, dominate the lives of children, show the power and isolate the child, will eliminate the happiness in children, because children will experience feeling depressed, do not get the opportunity to personal development, the child feels threatened, upset and uncomfortable. This feeling will contribute to the perception and impression of the child that the parents as the family leader has prevailed unhealthy. This condition will easily lead to conflict within the child, which will probably result in open conflict with parents. Unhealthy conditions will

also result in the child frustrated. Ideally be appreciated as a human child who has a variety of self-potential and can make choices and actively proceed (Djahiri, 2001).

Mother plays an important role towards their children's education. Since the baby is born the mother was always at her side, feeding, drinking, caring. The baby is born, hugged and caressed with love. Maternal education level varies, according to the experience of learning. Pointing to the high level of culture which owned the family, particularly maternal education, can be influential in the development of intelligence, the child's behavior. Mothers with learning experiences, rich vocabulary, so the child can speak well (Winkel, 1987). Mothers often say the words, the children listen to and imitate or speak. This is a learning experience, namely to train listening, speaking, writing, and reading skills.

Gunarsa (1983) describes the upbringing of three categories: authoritarian, freedom, and democracy, but in real life everyday parenting actually used the multidimensional nature of parents. Which combines the three patterns. Although the multidimensional nature, but the parents will show that the dominant ways of raising their children.

At first glance, reveal everyday life of ordinary phenomena. When studied more in depth disparity presents a phenomenon that implies many problems and has a scope that is very complex. In today's global era, the complexity of life issues have changed very quickly. This gives the impression that daily life and a wide menggalau (Shochib, 2000; 11). With some careful perspective, sharp and thorough, can be raised the question of why those changes occur, the question makes the phenomena indicate regularity. If in the era of globalization there is no attempt to anticipate, human soluble and washed away in it. Accordingly, a rapid change requires the various efforts of the children that they have the ability to anticipate, accommodate and color. Since the era of global anomalies in meaningful increases to loved by teenagers.

One effort is the essential meaning is to invite the children to enable themselves with moral values to have and develop the basics of self-discipline. Thus, these efforts demonstrate the need for the position and responsibilities of parents. Because parents are obliged laid the foundations of self-discipline to children, and with schools and the community it is developing self-discipline. Self-discipline is an essential substance in the global era to be owned and developed by the child because he could have internal controls to behave morally is always obedient. Thus, children are not swept away by the currents of globalization, but instead he was able to paint and accommodating.

Children need to be helped to understand the changes that happen so fast at this time then the child should be assisted in planting the concept of the child. Margaret Mead in Young Pai (1990:177-178) mentions "grown-ups can learn to cope with a rapidly changing world more effectively by observing the young. We need to have the young "ask the questions That We would never think to ask, but enough trust mustbe re-established so That the Elders Will be permitted to work with Them on the answers."

Help parents in laying the foundations of self-discipline and child development is to create conditions that encourage children to have the basics of self-discipline and its development involves two subjects that parents as educators and children as the educated. Help parents to children to have the basics of self-discipline and develop a work of educators. In this respect, educators can affect or enter something that is psychological to the best scholars to cooperate in achieving the goals that can eventually work itself. This means that actions be understood by children. Child's comprehension and understanding of the intentions of his parents means there is a meeting of meaning between educators and the educated.

Character Education in the Family

Character is the moral and mental qualities that its formation is influenced by innate and environmental factors. Potential good character of human beings before birth, but that potential must be continuously nurtured early on. To teach new habits are related to the character takes time, commitment and patience. Of course, the optimal goal is that the longer the child can be independent and not dependent on the parents in the practice of character that has been implanted. This can be achieved if parents emphasize the importance of the ongoing kindness to children and repeatedly practicing the behaviors that character.

Character is a trait or characteristic of someone who comes from formations received from the environment, such as family in childhood and also one's inherent from birth (Sjarkawi, 2006). By nature, children already have the inborn character brought to the character of the parents who educate children. Aristotle (Borba, 2008) reveals "that form our habits as it is

today". By teaching a concise, consistent and continuously child will successfully master the virtues instilled by parents.

As parents, we can not just sit and hope that the children into a loving and kind human being careful because there are environmental influences that are harmful to the character development of children. However, there are solutions to these concerns is taught continuously in the home, at school and in society. Building the capacity of the child's moral intelligence is our greatest responsibility. This will affect every aspect of their present life and also the quality of their relationship in the future, good jobs, productivity, ability to educate children and citizenship. The properties will be immortal forever be an important influence after the children grow up and leave the parental home, begin their lives, and later educate their own children. Because the moral foundation we give to children today will shape their reputation as a man in the future (Borba, 2008).

This phenomenon is explained by the character of not only giving the distinctive character of the visible form of a collection of experience and over until the establishment bears a certain personality trait when the character is understood as a precipitate of human existential experience of dealing with his limitations. However, there is an attempt to find an explanation of a person's character based on genetic inheritance patterns (Koesoema, 2007). Approach to the character of its descent through the explanation that emphasizes the determination of behavior according to family history of genetic structure. Genetic factors of innate and is a descendant of the influence of one of the properties owned by one of the parents or it could be a combination of the nature of both parents. Each temperament, the temperament, nature and character has a genetic connection with the generation that preceded it.

Parents have a very strategic position as a child's first emotional investment in the early days of growth, the privileged position of these parents also can become a weak point for the character formation of children. Therefore, there is no correlation between the ability to bear children and the ability of parents to be educators. To become a biological parent only prerequisite is required, whereas to become educators need experience, expertise and understanding of pedagogy. Thus, vision of education and philosophical beliefs and personal experiences of parents about the education of children is what determines the success or failure of parents to be educators for their children values (Koesoema, 2007).

Seven Train Character of Child(Borba, 2008)

Characters that can be implanted to children include empathy, conscience, self-control, respect, kindness, tolerance and justice that helps children cope with ethical challenges and pressures that can not be avoided in later life (Borba, 2008). The main character of will be protected in order to stay on the right path and helped him to always immoral act. All that can be

Empathy is the core of moral emotions that help children understand the feelings of others. This character makes it sensitive to the needs and feelings of others, pushing it to help people in distress or pain, and demanded that he treat people with compassion. Strong moral emotions encourage children to act right because other people can see the trouble that prevented him from doing actions that could injure others. There are many ways of expressing empathy for others and the more children aware of the shape, the easier it is for them to apply them in everyday life.

Empathy is taught to distinguish between right and wrong has been growing since early. There are three steps to build an important aspect of moral intelligence that is helping children understand the emotions and increase vocabulary related to emotions. Children need these skills to be able to recognize various types of emotions, so that children can understand the feelings of others. The second step is to increase the sensitivity of children to the feelings of others, so as to understand their needs and concerns. The final step is to help children understand the perceptive point of view of others besides himself. Afterwards, children will be able to understand the feelings of others. These three steps can increase the capacity for empathy annak in a world filled with ignorance, cruelty, and selfishness of this stiffness. Here are some examples of empathy can be taught and practiced (Borba, 2008).

Table 1. Empathy examples that can be Taughtand Practiced (Borba, 2008)

Greeting People Empathize	Actions People Empathize
• "You like a being upset?" • "I understand how you feel" • "I'm sorry" • "I've been there too, so I can feel the sadness"	• Understand when people feel sad and to feel • Shed tears when he saw someone sad • Trying to comfort those who grieve • Calming others because it can understand the feelings of the wounded

The conscience is a conscience that helps children choose the right path rather than the wrong path and stay on track immoral; make him feel guilty when you stray from the track. This character fortify children from bad influences and make it able to act correctly even if tempted to do the opposite. The conscience is the foundation for the development of the nature of honesty, responsibility and integrity are high. Many ways that people use in demonstrating moral action. The clearer the children understand the words and actions of people who have a conscience, the sooner the children apply the same thing in their behavior.

There are three main steps to grow a strong conscience in the child. In moral education for children, research shows that there are some parenting and certain conditions are effectively applied. The first step describes how to create a context for developing a strong awareness within the child. After the parents lay the foundation for helping children to recognize what is right and wrong, the second step is to instill a strong virtue, which will direct the child take the right choice and a moral act. The third step reveals how to apply the most effective discipline, which not only teaches children about right and wrong, but also help develop their morally reasoning to reach a higher level. These three steps help the child develop a character that makes the child act according to moral and ethical life. Here are some examples of good conscience can be discussed and exemplified to the child:

Table 2. Signs of Strong Conscience (Borba, 2008)

Greeting People who have aconscience	Those actions that have aconscience
• You need to restore it, it's not yours • I was just watching a television how that allowed by the parents • Sorry, I'm guilty • I do own my job because plagiarism is cheating.	• No stealing, cheating or lying because they knewthe act was wrong • Obeying parents though not supervised • Recant • Obey the rules because they know what to do

Self-control to help children resist the urge from within him and think before acting, so the kids do the right thing, and less likely to take actions that will lead to bad consequences. These characters help children become independent because he knows that he can control his own actions. These properties generate cheap and good-natured attitude that children are able to

Three important step in building self-control in children. Because the example is the best way to teach children self-control, the first step is to improve parents' behavior so as to give examples of good self-control for children and suggests that it is a priority. Parents will learn how to educate the good, which can grow the character at the time the child is still small. The second step is to help children develop an internal regulatory system so that it can be a motivator for themselves. The third step to teach you how to help children use self-control when faced with temptation and stress, teach them to think before acting so that they will choose something that is safe and well. There are many ways of showing self-control to a better understanding of the child's actions or words that show self-control, the more likely they are to apply esar serve targeted behaviors into everyday life. Here are some examples of self-control that can be discussed and played with the children.

Table 3. Characteristics of a Strong Self-Control (Borba, 2008)

Greeting People who have self-control	Actions People who have self-control
• I need to calm down. I'm angry • I would much rather save money than to buy toys • I will be pointing the finger before speaking • I have to do homework, watch TV so its later	• Taking a deep breath up to three times when you feel depressed • Queuing patiently in the order without any pushingor cutting the line • Not out of control even in a state of anger ordisappointment • Plan the job and doing it through to completion

Respect encourages children to be kind and respect others. This character is encouraging children to treat others as he wants others to treat him, so that preventing child abuse, unfair and hostile. If the child is accustomed to be respectful to others, he will notice the rights and feelings of others resulting child will respect himself.

Three steps to foster a sense of respect. Each step cultivate good attitude, courtesy and manners in children. The first step describes how to improve the attitudes of parents so that children can see how important it is. The second step is to help children realize the consequences of disrespectful behavior and against roughness, insubordination and impertinence. Last Langkat is to help children adjust manners so as to respect and be respected. The more often children show respect, the better the kids liked him and the more other people who like it. Children are increasingly aware of the actions and words that express respect, the easier he is to apply that attitude in daily habits. Here are examples of respectful behavior which can be discussed and practiced with the children:

Table 4. Signs of Respect in Children (Borba, 2008)

Greeting People who haverespect	Actions People who haverespect
• sorry • excuse me • thanks • I could be horrible if you do not agree • Can I borrow this?	• Wait until others have finished talking • Opened doors for women and the elderly • Not argue, whine and brash • Comply with teachers and parents disagree though

Kindness helps children were able to show concern for the welfare and feelings of others. With this character elicits, children are more compassionate and not think too much about himself, and realize good deeds as the right move. Kindness makes kids think more about the needs of others, showing care, giving aid to those in need, and protecting those who have difficulty or pain.

Since the 70s many studies show even though the children are born with the potential to bring good-hearted nature, these properties still need to be developed so that children become good and caring toward others. It seems that the kindness of many children is determined by the extent to which teachers and parents treated him well, teaching behavioral care and stressed the need to be kind to others. Three steps to foster caring, generosity and compassion so building good-hearted character. The first step is to develop the basic goodness of heart: helping children understand the meaning and value of the character and its benefits for themselves. The second step is to make children aware of the consequences of bad behavior, so he'll think before he acts cruel and evil. The third step is to encourage children to do good for others, not expecting a reply but because he likes to make people happy. Here are examples of kindness that can be discussed and played with the children:

Table 5. Signs of Kindness in Children (Borba, 2008)

Greeting People who have thekindness	People who have the actions of kindness
• May I help you? • You new here? Want to join us? • What do you need? What can I do • Sorry I hurt your feelings	• Help someone who needs help • Show concern when someone is sad • Show concern when seseoran not treated well • The encouraging words of others

Able to appreciate the quality difference in others, open to new views and beliefs and respect for others regardless of race, gender, appearance, culture, creed, ability or sexual orientation. This character makes the child to treat others well and full of understanding, against the hostility, cruelty, bigotry and respect people based on their character. Tolerance is the key to helping kids socialize in a world of differences is something that can be learned and taught. There are three steps you can take to build this character. The first step teaches the most effective strategy in the example and cultivate that attitude since childhood because of the fundamentals of tolerance was formed in the family environment. Connect with others who have occupied a large portion of the difference in the lives of children, therefore the second step will provide ways to help children accept, appreciate and respect the differences in talent, culture and the role of others. The last step to teach how to oppose the conventional stereotypes before headlong into prejudice inherent lifetime. These three steps will increase the tolerance that characterized the lives of children in this multiethnic and live in harmony. Here are some examples of tolerance that can be discussed and demonstrated with the children:

Table 6. Signs of a StrongTolerance (Borba, 2008)

Greeting People who have atolerance	Those actions that have atolerance
• Hey stop it. you insulted him • That's not funny. You make fun of his skin color • You do not know her, so do not be mocked	• Do not want to come and make fun of people different from themselves • Focusing on the similarities rather than differences • Defending people who teased or criticized

Justice led the child to allow someone else with a good, impartial and fair, so he obeys the rules, like taking turns and sharing, as well as hearing all parties openly before providing any assessment. Because of this increased sensitivity morally character of children, he would be compelled to defend the necessary parties in a fair and demanded that everyone be treated equally. Grow and the death of justice depends on whether conditions are fostered by good character or not. Three steps can be applied to establish morality in children is the first step to show fairness to the children by treating them fairly in parenting. The second step to help children learn to do justice, such as sharing, compromising, listening openly and solve problems fairly. The last step to teach children how to oppose injustice and give ideas that encourage children to perform social service programs. After that, then the child can truly realize that he can make this world a fairer and better. These three steps can improve children's ability to face life that often highlight the material, selfishness and inequality. Here are some examples of justice that can be taught and practiced with the children:

Table 7. Signs of a StrongSense of Justice (Borba, 2008)

The Fair Speech	Those actions Fair
• I chose a game, you are starting • I want to hear the story from both sides before • That's my brother. we should not wear it	• Play by the rules and not change it in the middle of the road. • Compromise, so that everyone gets an equal share • Always act fairly, even without adult supervision.

CONCLUSION

Family environment as the environment is known first and foremost a child has a crucial role in helping the development of his personality. Various streams in the world of psychology to admit it. The flow of psychoanalysis such as very stressed and believe in the influence of family environment on personality development of children. It is even claimed that the pattern of the child's personality is formed in a very young age, which is between 0 to 5 years. Healthy family environment, will usually give birth to children that healthy personality as well. Instead of unhealthy family environment will give birth to children who have a personality that is not healthy anyway.

As parents, we can not just sit and hope that the children into a loving and kind human being careful because there are environmental influences that are harmful to the character development of children. However, there are solutions to these concerns is taught continuously

in the home, at school and in society. Building the capacity of the child's moral intelligence is our greatest responsibility. This will affect every aspect of their present life and also the quality of their hubungann in the future, good jobs, productivity, ability to educate children and citizenship. The properties will be abadai will forever have an important influence after the children grow up and leave the parental home, begin their lives, and later educate their own children.

Characters that can be implanted to children include empathy, conscience, self-control, respect, kindness, tolerance and justice that helps children cope with ethical challenges and pressures that can not be avoided in later life. The main character of will be protected in order to stay on the right path and helped him to always immoral act. All that can be taught, exemplified, awakened and encouraged so that children can be achieved.

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