Exploration of the Honest Character of the Orphanage and Its Implications for Strengthening Character Education

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ABSTRACT

This study aims to explore the honest character of orphanage children and its implications for strengthening character education. The exploratory approach is carried out to identify the honest character values of foster children in the orphanage and their implications for strengthening character education which will be used for the development of character values in the orphanage. The research method used is qualitative research with a phenomonelogical approach. Collecting data by interviewing techniques with administrators and caregivers of orphanages and foster children. Observations were made to see the application of honest character in the daily lives of foster children. This research produces a general description of the foster children in the orphanage, starting from the background of the condition of the foster children, family motivation in entrusting children to the orphanage, identifying honest character values in the daily activities of orphaned children in the orphanage, both in speaking and also in attitude and value development - values of honest character of orphanage children and their implications for character education.

Keywords: *honest character, orphanage children, strengthening character education.*

1. INTRODUCTION

Education is a series of efforts to guide, direct human potential in the form of basic abilities and learning abilities, so that changes occur in their personal life as individual and social beings and in the relationship with the surrounding environment in which he lives. The process is always in the manifestation of the values that give birth to and develop morals. Thus education is expected to be able to shape human beings who have good character and noble personality. Education concerns the heart, conscience, values, feelings, knowledge and skills, so it is with education that humans try to develop and improve their conscience, values, feelings, knowledge and skills. As a basic foundation of education, this is stated in the Law of the Republic of Indonesia Number 20 of 2003 which states that education is a conscious and planned effort to create an atmosphere of learning and the learning process so that students actively develop their potential forhas religious spiritual strength, self-control, personality, intelligence, noble character, and skills that are needed by him,society, nation and state.Basically,

education does not only build humans from the cognitive side but also from a more fundamental side. Education is a major factor in the formation of the human person [1]. The formation of the human person is supported by the development of good character and is certainly expected to be implemented in daily attitudes. Character (character) is a fundamental part of education that needs more intensive attention. Character is interpreted as a way of thinking and behaving that is unique to each individual, both within the sphere of family, society, nation and state. Individuals with good character are individuals who can make decisions and are ready to take responsibility for any consequences of their decisions. Character can be considered as values of human behavior related to God Almighty, self, fellow human beings, the environment, and nationality which are manifested in thoughts, attitudes, feelings, words, and actions based on religious norms, law, karma. , culture, customs, and aesthetics [2]. Character is the attitude and actions that determine how a person makes decisions, determines the attitudes, words and actions that a person must do. According to Poerwadarminta, the word character means character, the character of

psychiatric, moral or character traits that differentiates a person from others [3].Education plays a very important role in shaping the good or bad of the human person according to normative standards. Realizing this, the government is very serious in dealing with education, because with a good education system, it is hoped that the future generations of the nation will have quality and are able to complete themselves to live in a society, nation and state. Therefore education is a shared responsibility, parents, schools and government. In order for each child to be able to assume that responsibility, it is necessary to get the widest possible opportunity to grow optimally, both physically, mentally and socially as well as having noble character and being under the care of their parents by providing them with education, both formal and non-formal education. formal. [4]. Formal education is a structured and tiered education pathway consisting of basic education, higher education is carried out based on established official rules. Meanwhile, non-formal education is a path outside formal education which can be implemented in a structured and tiered manner, but does not follow precise and strict regulations. Meanwhile, informal education is a path of family and environmental education. [5] The legal basis for child protection in Indonesia is stated in the Child Protection Law, Article 20, which states that "the State, Government, Society, Family and Parents are obliged and responsible for the implementation of Child Protection" . For children living in intact families, the family is the first and foremost guiding agent. Through the family, the child first gets the basics of education to instill in him the independence that is important for the child's personal and psychological development. There are some children who are faced with the difficult choice that the child must separate from the family for certain reasons, for example their parents have died and become orphans, children who come from underprivileged and neglected families so that their educational needs are not properly met. For this reason, the state is responsible for providing child protection.

One form of child protection is an orphanage. The orphanage according to the Indonesian Ministry of Social Affairs (2004: 4), The orphanage is a social welfare business institution that has the responsibility to provide social welfare services to abandoned children by providing assistance and alleviating abandoned children, providing substitute services for parents / guardians of children in meeting physical, mental and social needs for foster children so that they can obtain a wide, appropriate and adequate opportunity for the development of his personality as expected as part of the next generation of the ideals of the nation and as a person who will actively participate in the field of national development [6]. Orphanages are a very well-known institution for shaping the development of children who do not have a family or who do not live with the family. The coaching process carried out by the orphanage management is an important point in the growth and development of foster children. With regard to the importance of character values developed by administrators in interacting with fellow administrators, administrators and foster children can indirectly facilitate the formation of foster children's character. Efforts in facilitating this can be in the form of exemplary behavior of the board, the way the board speaks and expresses, the way the board instills the values of tolerance and so on. All efforts are made in a conscious and planned manner, not a coincidence or sudden attempt. This effort is part of character education that must be applied in the process of management and coaching in an orphanage. In accordance with the above intent, Zubaedi stated that character education is a serious effort to understand, shape, foster ethical values both for yourself and for others [8].

2. METHOD

The research method used is qualitative research withapenomonelogicalapproachresearchphenomenology is a variety ofqualitative research that focuses onsubjective aspects of people's behavior,understand the meaning of events and their relationshiptowards the people who are insideThis situation [9]. Collecting data using interview techniques with administrators and caregivers of orphanages and foster children. Observations were made to see the application of honest character in the daily lives of foster children

3. RESULTS AND DISCUSSION

This research produces a general description of the foster children in the orphanage, starting from the background of the condition of the foster children, family motivation in entrusting children to the orphanage, identifying honest character values in the daily activities of orphaned children in the orphanage, both in speaking and also in attitude and value development. - values of honest character of orphanage children and their implications for character education. For more details, the researcher will explain the following:

a. General description of the foster children in the orphanage.

The general description of the foster children at the orphanage includes the background of the foster children who are entrusted with their family conditions and their economic conditions. From the condition of the family it can be seen that the foster children who are in the orphanage consist of whole families, orphans, orphans and orphans [11]. From the economic

conditions, data found that foster children come from underprivileged families, and added to the concern that the child's education will not continue if the child is with parents. This finding is in line with the results of research expressed by the general research team of several researchers disclosed in the National Standards of Child Care (SNPA) is among them.

a. Childcare Social Institutions function more as an institution that provides access education to children rather than as the last alternative institution of carechildren who cannot be cared for by their parents or family.

b. The children who live in the orphanage generally (90%) still have both parents and sent to an orphanage with the main reason to continue education.c. Based on the goal of the orphanage towards education, the children have to stay long in the home until graduated from high school and must follow coaching rather than nurturing they should have received [10]. This study further explains that this research provides an overview of their daily livesin the home and outside the home. The side of life that is considered fun in between.

Is a lot of friends whereas the sad part is generally being separated far from family, bad food, need to work in a nursing home and rules strict. What is no less important is their life at school. Besides be the dream of all children involved in research, schools also confront they worry about the future. Generally children are worried conditions after they finished high school. Limited support at their time being in a home, not being close to family and losing friends in the neighborhood home and nursing home when they have to leave the orphanage, making children confused and anxious. This is also in line with the findings that the author finds that children who are One of the main factors in the orphanage is maintaining the continuity of formal education and informal education in PantiAsuhan [12].

b. Family motivation in entrusting children to an orphanage.

Some of the reasons or motivations for the family to entrust their children to the orphanage are generally economic factors. This was explained by the orphanage management that the foster children at the orphanage come from poor families, even though the family is still intact, meaning that there are still mothers and fathers. Likewise, the family is not complete. The economic reason for this becomes the foundation for the entire framework used in delivering services for children and families.Four principles in protecting children's rights which form the basis of the formulation childcare standards, namely:

1) non-discrimination. All forms of service are related to good parenting. In the family, substitute family or through Child Welfare Institutions it is carried out without discrimination, in terms of age, sex, race, religion and culture, and other forms of discrimination.

2) the best interests of the child. The best interests of the child take priority in services performed by all parties working in childcare.

3) survival and development. Efforts to find care solutions are made by paying attention to the development of children according to their respective ages.

4) participation. Decisions about childcare are made to the maximum extent possible by involving children's participation, according to their capacity and whenever the child wants to [13].

c. Identification of honest character values in the daily activities of the foster children at the orphanage.

The character values instilled by administrators, carers for foster children have actually been implemented because their essence is that there is a change in behavior, a change in attitude, and a change in culture, which eventually creates a civilized community [14]. One of the character values that is nurtured and strengthened is honest character. Honestly understood behavior is based on an effort to make himself a person who can always be trusted in words, actions, and work. Honest means occupying a promise or occupying a capacity, whether that is born in the word or who is still in the heart In essence, honesty is characterized by high moral awareness, awareness of acknowledgment of rights and obligations, and fear of sin against God [15]. Related to the character value, keeping promises is like a foster child on time from school. This was conveyed by the caregiver, foster children who come home from school must be in accordance with the agreed time depending on the child's activities after completing learning at school. Usually the child will return to the orphanage according to the agreement that has been made. Actually this agreement is part of the rules made by the board of the orphanage to discipline and instill the values of honesty from keeping promises [16]. Furthermore, the value developed is that foster children fulfill their obligations. Values that can be developed in the form of behavior such as foster children can carry out scheduled pickets. According to the caregiver, foster children are given the obligation to carry out pickets such as cleaning the rooms, rooms and bathrooms in groups. The essence of fulfilling the obligations of foster children is their willingness to be able to carry out pickets according to a predetermined schedule [17]. In addition, respecting the picket rules is also part of the values of honest character which are indirectly realized

in the daily life of foster children. From the exposure to the data above, it can be understood that the willingness and follow-up of will and respecting the rules and implementing regulations are part of behavior honest.

4. CONCLUSION

The exploration of honest character values in foster children at the orphanage can be seen through habituation and preservation of the character values themselves. Habitual activities that are manifested through words and deeds are a necessity for character values that can be grown and carried out well. The activities of foster children in the orphanage which are directed towards the appropriateness of words and actions actually have implications for strengthening the values of character education itself. Even without realizing it, the organized behavior becomes embedded in memory as a part that must be implemented. It even becomes a habit and is no longer a force.

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