



The Role of Housewives in Instilling Character Values in Children at Suka Makmur Village, Binjai

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ABSTRACT

The development of children's character is a fundamental aspect in shaping a morally upright and high-quality generation. The family, particularly the role of housewives, serves as the primary and most influential environment in instilling character values from an early age. This study aims to explore the role of housewives in nurturing children's character values in the community of Suka Makmur Village, Binjai. It also seeks to identify the types of values taught, the methods applied, and the challenges faced by these mothers. Using a descriptive qualitative approach, data were collected through in-depth interviews, observations, and documentation involving local housewives. The findings indicate that mothers play a significant role in cultivating values such as honesty, responsibility, discipline, and politeness through role modeling, daily habituation, and emotional communication. Mothers' consistent behaviors, such as being honest and responsible in daily life, provide a practical example for children. Establishing structured routines contributes to the formation of discipline, while affectionate and respectful communication fosters politeness. These findings align with several educational theories including Bandura's social learning theory, Vygotsky's constructivism, and Lickona's character education. In conclusion, housewives act not only as caregivers but also as primary educators in shaping children's personalities. Therefore, collaborative support is necessary to strengthen the role of mothers in family-based character education.

ABSTRAK

Perkembangan karakter anak merupakan fondasi penting dalam membentuk generasi yang berakhlak dan berkualitas. Keluarga, khususnya peran ibu rumah tangga, menjadi lingkungan pertama dan utama dalam menanamkan nilai-nilai karakter sejak usia dini. Penelitian ini bertujuan untuk mengkaji secara mendalam peran ibu rumah tangga dalam menanamkan nilai-nilai karakter pada anak-anak di Desa Suka Makmur, Binjai. Penelitian ini juga ingin mengidentifikasi nilai-nilai karakter yang ditanamkan, metode yang digunakan, serta tantangan yang dihadapi oleh para ibu. Dengan menggunakan metode kualitatif deskriptif, data dikumpulkan melalui wawancara mendalam, observasi, dan dokumentasi terhadap ibu-ibu rumah tangga di desa tersebut. Hasil penelitian menunjukkan bahwa para ibu memiliki peran signifikan dalam menanamkan nilai kejujuran, tanggung jawab, disiplin, dan sopan santun melalui pendekatan keteladanan, pembiasaan, serta komunikasi yang hangat dan emosional. Keteladanan ibu dalam kehidupan sehari-hari, seperti menunjukkan kejujuran dan tanggung jawab, menjadi sarana utama internalisasi nilai-nilai moral kepada anak. Pembiasaan rutinitas harian juga berkontribusi dalam menanamkan disiplin, sedangkan komunikasi sopan dan kasih sayang membentuk karakter santun anak. Temuan ini sejalan dengan teori-teori pendidikan seperti pembelajaran sosial Bandura, konstruktivisme Vygotsky, serta pendidikan karakter menurut Lickona. Kesimpulannya, ibu rumah tangga tidak hanya berperan sebagai pengasuh tetapi juga sebagai pendidik utama yang membentuk kepribadian anak. Oleh karena itu, diperlukan dukungan dari berbagai pihak untuk memperkuat peran ibu dalam pendidikan karakter anak di lingkungan keluarga.

PRELIMINARY

Children's character development is one of the important aspects in the process of human growth and development that determines the personality and behavior of individuals in the future. Strong and positive characters are the main foundation in forming a quality generation, with noble morals, and able to adapt and contribute to community life. In this context, the family plays a central role as the first and main environment in the character education process. The family is not only a place to live, but also an initial vehicle for the formation of a child's moral and spiritual values.

In the family structure, the mother figure has a strategic position, especially for housewives who are fully present in the child's daily life. Mothers are not only physical caregivers, but also the first educators who have a major influence on the emotional, social, and spiritual development of children. Through daily interactions, mothers become role models in attitudes, behavior, and carrying out life values. Therefore, the role of housewives is very important in shaping children's character from an early age (Fadilah, 2020).

Character values such as honesty, responsibility, discipline, empathy, and hard work cannot be instilled only through lectures or theories (Hadisi & Muna, 2015), but must be accustomed through role models and habits in everyday life. Housewives who actively foster communication, provide attention, and create a loving home atmosphere will provide positive stimulus for the development of children's character. The influence of the mother is very dominant, especially in childhood, where the child is still very dependent emotionally and psychologically on his mother.

During the community life of Suka Makmur Binjai Village, many housewives continuously play the role of non-formal educators within the family. Although most of them do not have a high level of formal education, with a natural and loving approach, they are able to shape and instill character values in their children. This condition shows the existence of a social force that is worth exploring further, to gain a deeper understanding of the contribution of housewives in shaping children's character in the local community (Suryani, 2020).

However, there are also many challenges faced by housewives in carrying out this role. Technological developments, lifestyle changes, and the influence of the external environment that are not always in line with positive values are obstacles in themselves. Therefore, the right strategy and support from various parties are needed to strengthen the role of housewives in instilling character values in their children.

This study aims to examine in depth the role of housewives in shaping children's character in the Suka Makmur Binjai Village community. This study also wants to know the forms of character values that are instilled, the methods used by mothers, and the challenges and efforts they make in the process. This research is important to contribute to the development of family-based character education, especially in the rural context (Astuti, 2021).

With a descriptive qualitative approach, this study is expected to provide a real picture of the practice of character education in the family through the role of housewives. The results of this study are also expected to be a reference for schools, government, and society in compiling effective family development programs in shaping the character of future generations.

METHOD

The research method used in this journal is a qualitative method with a descriptive approach. This method was chosen because it allows researchers to explore in depth and comprehensively the role of housewives in instilling character values in children in Suka Makmur Village, Binjai. Qualitative research focuses on the meaning, understanding, and subjective experiences of informants, so it is very relevant to studying social and cultural phenomena related to character education in the family environment. Data were collected through in-depth interview techniques, direct observation, and documentation of housewives who were the subjects of the study (Assingkily, 2021). This approach allows researchers to understand the process of internalizing values such as honesty, responsibility, discipline, and empathy carried out by mothers in the daily lives of their children. The data obtained were analyzed using thematic analysis techniques, where each piece of information collected was classified, categorized, and interpreted to find patterns of roles that emerged.

FINDINGS AND DISCUSSION

Findings

Instilling the Values of Honesty and Responsibility in Daily Life

The results of the study show that housewives in Suka Makmur Village play an important role in instilling the values of honesty and responsibility in their children. Through daily habits such as asking children to be honest when they make mistakes, and giving small tasks that are appropriate for their age, mothers create an atmosphere that is conducive to character formation. This process is not merely instructive but is built on a warm and caring emotional relationship.

In addition, the exemplary approach is key in the process of internalizing these values. Mothers consistently demonstrate honest and responsible behavior in everyday life, which is then observed and imitated by children. For example, when mothers demonstrate honesty when transacting in the market or are responsible for managing household finances, children indirectly learn from these real experiences.

This character building has proven to be effective because it is done naturally and repeatedly. Children who grow up in an environment full of positive examples find it easier to understand and apply the values of honesty and responsibility in their lives at home, school, and in society.

Formation of Discipline and Courtesy Character through Habits

Field findings show that housewives actively organize their children's daily routines to instill discipline values. Activities such as waking up early, studying on time, and completing household chores are carried out under the direction and supervision of the mother. Discipline is not applied through coercion, but rather formed through pleasant habits and adjusted to the child's condition.

Meanwhile, the value of good manners is taught more through daily communication and interaction. Mothers become role models in speaking politely, using gentle language, and teaching children to respect their elders. Simple words such as "thank you", "sorry", and "please" are accustomed from an early age so that they are firmly embedded in the child.

With a persuasive and loving approach, housewives in this village have succeeded in forming the character of children who are polite and disciplined. The home environment becomes the main foundation in forming positive social behavior before children meet the wider environment.

Discussion

The results of the study showed that housewives in Suka Makmur Village have a significant contribution in instilling the values of honesty and responsibility in their children. These values are instilled through daily habits, such as asking children to be honest when they make mistakes and giving them small responsibilities, such as tidying up toys or helping to sweep. This approach is in line with Albert Bandura's social learning theory which states that children learn through observation and imitation of the behavior of those closest to them, especially parents. In this context, mothers act as the main models who provide concrete and consistent examples (Latuheru, 2021).

Role models play an important role in the process of internalizing character values in children. Mothers play the role of the main figure in displaying honest and responsible behavior in everyday life, which is then naturally imitated by children. For example, when a mother is honest when transacting in the market or shows responsibility in managing family finances, children tend to absorb and emulate these values (Assingkily & Putri, 2022). This phenomenon is in line with Vygotsky's social constructivism theory, which emphasizes that learning and character formation occur through social interaction, especially through relationships between children and more competent adults (Auliarrahma, 2024).

The values of honesty and responsibility that are consistently instilled will develop into part of the child's personality. In line with the character education approach according to Thomas Lickona, instilling values is not enough through verbal teaching, but must be shown and experienced by children directly. Therefore, housewives who create an atmosphere full of affection and emotional involvement have a strong influence in shaping children's attitudes (Kusumaningrum, 2020; Chairuna, et.al., 2024).

In addition, the results of the study also highlighted the importance of habituation in forming a disciplined and polite character. Mothers in this village organize their children's daily routines with great patience, such as waking up early, studying, and helping with household chores. According to the behaviorist theory put forward by B.F. Skinner, behavior can be formed through habituation and

reinforcement. In this case, the mother provides positive reinforcement such as praise and attention when the child shows discipline, so that the behavior becomes stronger (Astuti, 2021).

The value of politeness is taught more through communication and role models in daily interactions. Mothers are role models in speaking politely, using gentle language, and instilling the habit of saying words such as "thank you", "sorry", and "please". This supports John Dewey's view that education must take place in everyday life and emphasizes the importance of direct experience in shaping children's moral character (Sari, 2022).

Mothers apply a gentle and loving approach, not an authoritarian one. They build children's moral awareness through emotional closeness and warm attention, so that the values instilled can be accepted willingly by the child. This approach is in line with Lawrence Kohlberg's theory of moral development, especially in the early stages of children's moral development, where judgments about right and wrong are based on interpersonal relationships and the drive to gain acceptance and appreciation from trusted figures, such as mothers (Suryani, 2020).

Thus, the results of this study confirm that housewives are not only caregivers or household managers, but also the main agents in the formation of children's character. Through a combination of role models, habits, warm communication, and positive emotional approaches, mothers in Suka Makmur Village can instill the values of honesty, responsibility, discipline, and politeness effectively. This reinforces the importance of the role of the family, especially mothers, as the main foundation in character education before children enter a wider social environment (Nurjanah, 2021).

CONCLUSION

Based on the research results, it can be concluded that housewives in Suka Makmur Village have a central role in instilling character values such as honesty, responsibility, discipline, and politeness to their children through role models, habits, and a loving emotional approach. The approach taken by these mothers is in line with various educational and developmental theories, such as Bandura's social learning theory, Vygotsky's constructivism, Lickona's character education, Skinner's behaviorism, Dewey's direct experience, and Kohlberg's stages of moral development. The role of mothers is not only as caregivers, but also as the first and foremost educators, proving that the family is the main foundation in the process of forming a child's character before they interact more widely in society. In other words, the success of children's character education is greatly influenced by the active role of mothers in creating a conducive, communicative home environment full of positive values that are consistently instilled from an early age.

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