Model Of Character Building For Junior High School Students In Semarang

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ABSTRACT

The development of human resources (HR) in Indonesia needs to be prioritized as an effort to answer challenges that arise in the era of globalization, especially related to human resources that have the potential to bring about change in society. Therefore, Indonesia needs human resources with character. This kind of human resource begins in the family. This study aimed to examine empirically the model of character building for junior high school students in Semarang, in terms of parenting. The subjects in this study were junior high school students in Semarang. The employed data collection tools were in the form of scale, i.e. the parenting scale and the character-building scale for junior high school students in Semarang. The applied data analysis technique was multivariate analysis using structural equation modeling (SEM). The results indicated that the indicators of character building, i.e. cooperation, tolerance, warmth, peace, respect, and awareness in parenting, contribute significantly to character building for junior high school students in Semarang. Furthermore, it can be concluded that character building for junior high school students in Semarang is influenced by parental care at home. Therefore, character building for junior high school students in Semarang begins with parental care.

Introduction

The main objective of Indonesia's National development is to create an Indonesian society with noble, moral, ethical, cultured, and civilized characters based on Pancasila. Furthermore, one of the efforts to be able to realize this national development goal is through strengthening the identity and character of the Indonesian people. In particular, a character can be interpreted as behavior, nature, traits, and personality. The establishment of children's character begins with the care at home.

Bronfenbrenner's theory states that a family with parental care as parts of a social agent is categorized as a circle system known as a microsystem. This microsystem has a direct effect on the quality of children's development in reality (Sugiarti, 2018; Santrock, 2011). Parents through the parenting patterns they do affect the development of behavior which is of course needed for life in the future. The behavior shown by the children is their character that will determine the quality of their future. Children with positive care will be able to behave effectively in line with the norms and rules that apply in society (Sugiarti & Riana, 2020).

Character building in children occurs in their early stages of life. Parents as the smallest social agents play a dominant role in shaping this character. As stated by Utami (2016), character building in

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children is significantly established by parental care. A study conducted by Sugiarti (2018) also showed that through parental care, children will be able to develop their character which can be seen in their daily life. The quality of parenting has a strong correlation with the quality of children's character. Therefore, one of the factors that significantly influence the character building of these children is parental care. Furthermore, there is an understanding in the society that changes in the aspects of children's life, including psychological and behavioral aspects, are the development of their interactions with the environment where they interact, i.e. family, school, and society. Therefore, it can be described that the development and establishment of children's characters are influenced by various life contexts around them, including from parental care. Character building activities that can affect children are direction provision, discipline, exemplary, empathy, and emotional control. Discipline in the parenting process is highly beneficial for the establishment of good character in children. A well-formed character at home will become a strong foundation for children when they develop relationships within the school environment or the wider community (Sugiarti & Erlangga, 2017).

Character is an individual's personality which is reflected in daily behavior (Dewantara, 1954). Individual characters appear in thought values, feelings, attitudes, and behaviors concerning oneself, with fellow humans, with nature, and with the surrounding environment. Character is a driving force for how individuals act, behave, speak, and respond to stimuli (Dewantara, 1954).

Someone's character is lifelong in nature. Therefore, the establishment process towards its perfection is also through experience, interaction with the surrounding environment, and other variables. Experience in this case is everything that has been and is experienced by oneself. The surrounding environment in this case is interpreted as everything that is around and affects personal life until death is coming (Sugiarti, 2017). Suyanto

(2009) conceptualizes the character as a way of thinking and acting concerning other individuals to maintain the harmonization of socialization in society. Character is a distinctive personality in individuals that distinguishes them from others. This character is innate in nature, develops in the individuals' personality, and becomes a driving force for how individuals think, feel, act, and respond to something.

Furthermore, character development is an effort to help children master the value of individual behavior about other individuals, society, and God Almighty. The character development is manifested in thought, feeling, personality, and attitude in the social and state environment. Individuals with character will be able to match their thought, feeling, and actions with various existing values and norms in terms of religious values, manners, customs, and culture in the society where the individual lives.

Children always socialize with the environment around them. Through the social environment, they learn various things about life throughout their ages (Sugiarti, 2019). The results of the interaction in socializing are a strong foundation in shaping children's character which will be highly useful in social life in adulthood. Character building begins in the family, especially through parental care. Therefore, parents as a part of the smallest community play a very important role in shaping the character of children through nurturing. Therefore, they have a very important role in developing and strengthening their children's character.

The findings of several previous studies illustrated that the family as the smallest social agent in society plays a very important role in developing and strengthening children's character. Caughy, Franzini, Windle, Dittus, Cuccaro, Elliott, and Schuster (2012) proved that family and parental care play a major role in strengthening children's personalities. Parents, teachers, and the community need to understand that children's character is very likely to be formed and developed from their

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hands (Peterson, J.S., 2006; Sugiarti & Riana, 2020).

Based on the description of the problems above, this study aimed to examine empirically the character-building model for junior high school students in Semarang from the perspective of parenting. Furthermore, the real contribution from this study is to provide an overview of the specifications of the indicators needed in shaping the character of children as the younger generation.

METHOD

The employed sampling technique in this study was non-probability sampling. The non-probability sampling technique is defined as a technique in research which means that not every part of the population gets the opportunity to become a subject in research (Cohen, 2007). Furthermore, specifically, the sampling was carried out purposively meaning that samples were taken based on certain considerations and characteristics (Cohen, 2007).

The purpose of this study was to examine empirically the character-building model for junior high school students. The total of the research subjects was 456 junior high school students in Semarang. The character building model for students was revealed by using two scales, i.e. the character-building scale and the parenting scale. Both scales were compiled in Google form format and distributed to subjects systematically through their respective teachers.

The employed method in this study to test the validity of variables in character building for junior high school students was the test of confirmatory factor analysis (CFA) (Wijayanto, 2008). Another term put forward by Hair et al. (2010: 689) is discriminant validity to provide certainty that a construct has a difference when compared to other constructs in a model.

To find out the suitability of the model in the CFA test, a suitability index was determined with standard values, namely < 0.08 for RMSEA and >

0.9 for NNFI, CFI, IFI, and AGFI (Wijanto, 2008). Besides, to get construct reliability (CR) and variance extracted (VE), the standard values were ≥ 0.7 for CR and ≥ 0.5 for VE (Wijanto, 2008: 189). They were calculated using the following formulas.

$$CR = \frac{(\sum SLF)^2}{(\sum SLF)^2 + (\sum e)} \qquad VE = \frac{\sum SLF^2}{\sum SLF^2 + (\sum e)}$$

Where:

CR (Construct Reliability): The consistency of a measurement

VE (Variance Extracted): The total number of variances in the manifest variable that can be explained by latent variables

$\sum SLF$: The number of loading factor standard for each item

$\sum e$: The number of errors for each item

(Hair et al., 2010: 710; Wijanto, 2008: 147)

Furthermore, to determine whether the studied model has a good level of conformity with the empirical data, it used the criteria below.

**Criteria for the Results of Conformity Level Measurement (Goodness-of-fit Model)**

Goodness-of-Fit Measures	Acceptance Limits of Goodness-of-Fit
Chi-Square	the smaller, the better
Probability (P)	P ≥ 0.05
RMSEA	RMSEA ≤ 0.08
CFI	0.80 ≤ CFI ≤ 1
TLI	0.80 ≤ TLI ≤ 1

Source: Hair, 2015.

RESULTS & DISCUSSION

The Design Of Character-Building Model For Students

The design of the measurement model in this study aimed to provide an overview of the measurement model. The model criteria in this study had been predetermined based on theoretical studies. Furthermore, the model design is as follows.
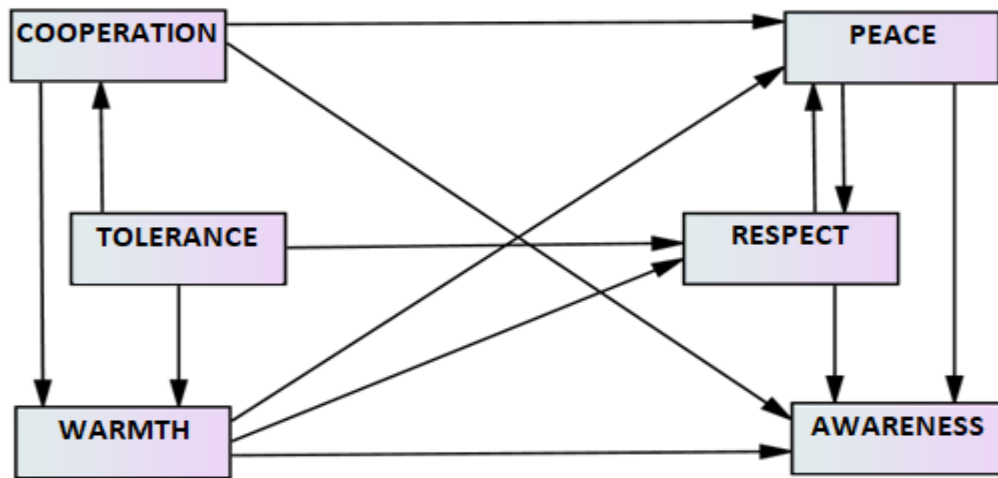
Information On The Measurement Model:

No.	Variables	Symbols	Information
1	Parents' Cooperation	KOT	Cooperation
2	Tolerance to Children	TTA	Tolerance
3	Warm Interaction	HDB	Warmth
4	Peace	KDM	Peace
5	Respect for Individual Differences	MPI	Respect
6	Awareness	KSD	Awareness

This study aimed to examine the character-building model for junior high school students. Furthermore, the variables contained in this study were cooperation, tolerance, warmth, peace, respect, and awareness. The employed confirmatory analysis of the measurement model for the character building of junior high school students in this study was the structural equation model (SEM) through the Amos Lisrel program.

Results Of Measurement Model Test

The description of the theoretical model based on the empirical data was asserted in the Goodness of Fit (GOF) measure. Based on these standards, the results of the overall suitability test for the character building of junior high school students in this study are as follows.
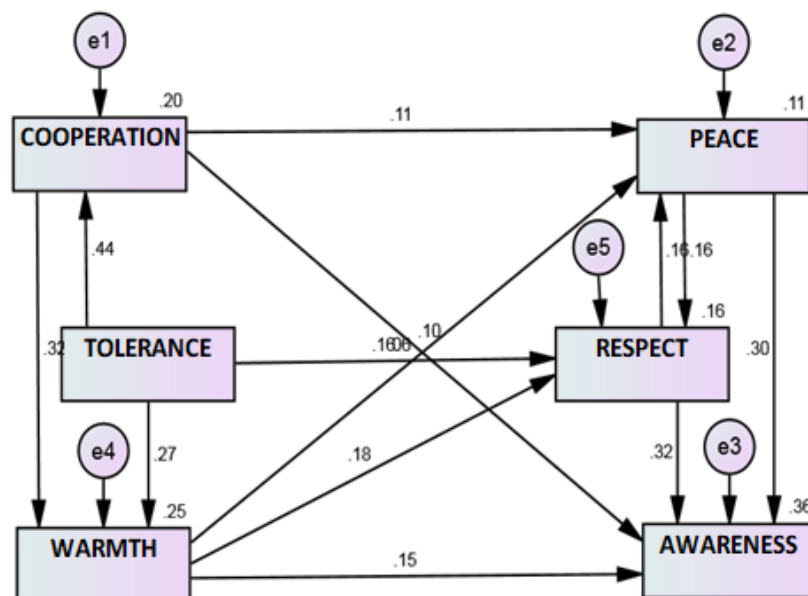
Results Of Measurement Based On The Suitability Level Of Goodness-Of-Fit For Character-Building Model

Goodness-of-Fit Measures	Acceptance Limits of Goodness-of-Fit	Results
Chi-Square	the smaller, the better	5.414
Probability (P)	P ≥ 0.05	0.067
RMSEA	RMSEA ≤ 0.08	0.064
CFI	0.80 ≤ CFI ≤ 1	0.993
TLI	0.80 ≤ TLI ≤ 1	0.948

From the results of the combined analysis from several suitability standard models, it is found out that the structural model is classified as a good fit. This means that the theoretical model of character building, consisting of (1) cooperation, (2) tolerance, (3) warmth, (4) peace, (5) respect, and (6) awareness, has a significant contribution and is supported by empirical data.

Results Of The Values Of Effect Between Variables

Effects between Variables	1	Tolerance to Children → Parents' Cooperation	0.44
	2	Parents' Cooperation → Warm Interaction	0.32
	3	Tolerance to Children → Warm Interaction	0.27
	4	Tolerance to Children → Respect for Individual Differences	0.16
	5	Warm Interaction → Respect for Individual Differences	0.18
	6	Warm Interaction → Peace	0.10
	7	Parents' Cooperation → Peace	0.11
	8	Parents' Cooperation → Awareness	0.06
	9	Warm Interaction → Awareness	0.15
	10	Respect for Individual Differences → Awareness	0.32
	11	Peace → Awareness	0.30
	12	Respect for Individual Differences → Peace	0.16

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13	Peace → Respect for Individual Differences	0.16

Interpretation & Discussion Based On Results Of Measurement For Character-Building Model

1) The Relationship between the Variables of Tolerance to Children and Parents' Cooperation

The influence of the variable of tolerance to children on the variable of parents' cooperation is 0.44, which in the percentage is 44%. This result indicates that the higher the variable of tolerance to children is, the higher the variable of parents' cooperation will be. Therefore, it causes the variable of parents' cooperation to increase by 44%.

In social life, it always requires tolerance. Tolerance is defined as a behavior to respect, give permission, and give trust to other parties or individuals who feel different. Tolerance is an effort carried out intending to give or provide (Tilman, 2004). Tillman (2004) stated that the essence of the character of tolerance is that individuals will seek to respect one another, try to minimize indifference, increase respect for the good in others, understand the difficulties of others, and let situations pass lightly without burden.

The result of this study is in line with a study conducted by Suciartini (2017) that the social source of the family is the main vehicle for fostering mutual respect for others and the environment. With a high tolerance for children, parents will understand what happens to their children and make parents work together in the parenting process. Sugiarti and Riana (2020) also found that tolerance in children will make the child a warm person. This can happen when both parents together provide a positive model example.

Based on the explanation above, it can be concluded that high tolerance for children will make parents cooperate in the parenting process at home.

2) The Relationship Between The Variables Of Tolerance To Children And Warm Interaction

The influence of the variable of tolerance to children on the variable of warm interaction is 0.27, which in the percentage is 27%. This result indicates that the higher the variable of tolerance to children is, the higher the variable of warm interaction will be. Therefore, it causes the variable of warm interaction to increase by 27%.

Tolerance is a manner of respect, acceptance, or appreciation regarding various ways of life during the interaction process with one another. Tolerance to difference can be viewed as harmony in differences (UNESCO, APNIEVE, 2000). This tolerance and concern for others can be taught and developed in the family. Families who instill a manner of tolerance will be shown in the way they treat family members warmly.

The result of this study is in line with a study conducted by Nurani (2012) that a family is a place for positive behaviors to develop in children. A family that fosters a manner of tolerance will shape children into warm personalities in interaction. Families that instill values of respect for differences will show a warm attitude in treating children and other family members. In the future, children who are exposed to positive behavior will be able to show good performance in various life contexts (Muslim et al., 2018).

Based on the explanation above, it can be concluded that high tolerance to children will make parents warm in treating their children, and eventually children will be able to show good performance in society.

3) The Relationship Between The Variables Of Tolerance To Children And Respect For Individual Differences

The influence of the variable of tolerance to children on the variable of respect for individual differences is 0.16, which in the percentage is 16%. This result indicates that the higher the

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variable of tolerance to children is, the higher the variable of respect for individual differences will be. Therefore, it causes the variable of respect for individual differences to increase by 16%.

In essence, tolerance is an attitude that brings goodness to be able to live side by side without looking at differences from cultural, religious, or racial backgrounds. According to Tillman (2004), tolerance is a manifestation of the attitude of giving mutual respect to one another. Tolerance is considered to be an essential factor in creating peace. An attitude of tolerance brings goodness and provides great benefits in social life. The phenomenon of intolerant behavior tends to cause problems in social life (Supriyanto & Wahyudi, 2017).

Marshall, Caldwell, & Foster, (2011) and Sanderse, (2013) also found in their research that parents and teachers as models contribute to tolerant attitudes in children so that it will further form respectful attitudes which affect bullying behavior to decrease significantly. Furthermore, high tolerance will also strengthen the development of an attitude of respect for one another. Good tolerance will make all family members develop an attitude of appreciation for one another (Sugiarti, Nurlaili, & Febriani, 2020).

Based on the explanation above, it can be concluded that high tolerance for children will make parents respect their children as well. Therefore, it can foster an attitude of respect for each other in the family.

4) The Relationship Between The Variables Of Parents' Cooperation And Warm Interaction

The influence of the variable of parents' cooperation on the variable of warm interaction is 0.32, which in the percentage is 32%. This result indicates that the higher the variable of parents' cooperation is, the higher the variable of warm interaction will be. Therefore, it causes the variable of warm interaction to increase by 32%.

Parents always expect that their children have good personalities, praiseworthy mental attitudes, and noble characters. Therefore, parents are the main role models in children. Parents' behavior will be imitated by children. As emphasized by Darajat (1996), the attitudes and behavior of parents in everyday life will unconsciously internalize the child and will shape the child's attitude and personality as well.

The result of this study indicates that parents' cooperation in the parenting process can be seen from warmth in daily interactions. It is in line with a study conducted by Faiqoh (2015) that parenting is the basis for shaping the child's personality. The involvement of both parents in children's education at home will be the foundation for the child's character in daily life. Children who are nurtured in harmony will show a warm personality to their surroundings (Sugiarti & Erlangga, 2018; Sugiarti & Riana, 2020).

Based on the description above, it can be concluded that this study provides results that the variable of parents' cooperation affects the variable of warm interaction. Its implication in everyday life is that cooperation in parenting will appear in a warm relationship within the family. Therefore, it makes each family member comfortable at home.

5) The Relationship Between The Variables Of Parents' Cooperation And Peace

The influence of the variable of parents' cooperation on the variable of peace is 0.11, which in the percentage is 11%. This result indicates that the higher the variable of parents' cooperation is, the higher the variable of peace will be. Therefore, it causes the variable of peace to increase by 11%.

The happiness in the family is a dream for each family. The awareness of roles and functions is a strong foundation source in achieving family happiness. If each family member understands their function and role, then cooperation towards the integrity of the family can be achieved. A happy family, according to Gunarsa (2000), is when the family feels happy which can be seen from the absence of conflict, feelings of dissatisfaction or disappointment, and working

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together to support each other in every activity in the family. To achieve a happy family, it does not mean that phenomena such as differences in income, differences in life goals, and quarrels at home are not found. However, with good cooperation, disharmonious conditions can be minimized.

The result of this study is also relatively the same as the findings from a study conducted by Rahayu (2017) that, in creating a warm relationship in a cooperative family, the responsibility for roles and functions as a family member is a fundamental thing that must be realized and understood by every family member. Parents who work together in nurturing their children will create peace in the home. Sugiarti (2019) explained that harmonious parents by working together in caring for children make the home atmosphere more conducive and fun so that it creates peace in their life.

Therefore, this study implicates that parents who are harmonious and working together in caring for their children will create peace and happiness in the family, especially for children at home.

6) The Relationship Between The Variables Of Parents' Cooperation And Awareness

The influence of the variable of parents' cooperation on the variable of awareness is 0.06, which in the percentage is 6%. This result indicates that the higher the variable of parents' cooperation is, the higher the variable of awareness will be. Therefore, it causes the variable of awareness to increase by 6%.

Santrock (2011) stated that parents who are harmonious in caring for their children will carry out their respective rights and obligations. Parents who can work together well will show the creation of love at home, mutual understanding between family members, respect, and cooperation between family members and children. Santrock (2007) also revealed that cooperation in the family can develop awareness and encouragement of family members, especially children, to be able to maintain peace in the family.

In the harmony of a parent relationship, mutual support, love, appreciation, and acceptance will be created. This is in line with the findings from a study conducted by Muslim (2018) that parents' cooperation through efforts to raise awareness, encourage, and remind family members and children, if a problem occurs, will become the foundation of family members in undergoing social life (Sugiarti et al., 2020).

This result implies that the parents' cooperation in the family will increase children's awareness to be able to develop positive and supportive behavior in the family. Positive and supportive behavior will be a strong asset for children when they live in society.

7) The Relationship Between The Variables Of Warm Interaction And Respecting Individual Differences

The influence of the variable of warm interaction on the variable of respecting individual differences is 0.18, which in the percentage is 18%. This result indicates that the higher the variable of warm interaction is, the higher the variable of respecting individual differences will be. Therefore, it causes the variable of respecting individual differences to increase by 18%.

Personality functions as an individual's tendency to control attitudes and behavior in everyday life. Furthermore, strengthening the child's personality is related to the quality of parents and child interactions in the family. Warmth in the family is an ideal condition and situation where positive interactions, appreciation, mutual understanding, and mutual care can be created so that it becomes an opportunity for children to grow and develop optimally (Jamiah, 2010).

A study conducted by Aswandi (2009) indicated that when children show unruly, angry, aggressive, irritable, and rebellious behaviors, they will become problematic, aggressive, difficult to get along with, and cannot respect what is around them during their adolescence. Therefore, positive parenting plays a very important role in creating the ideal personality of a child as preparation for

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adulthood. With a solid personality, children will be able to show good performance in society (Sugiarti, Suhariadi, & Erlangga, 2018).

This finding implies that the warmth of the parents in the family is related to the ability of parents to create feelings of mutual respect between family members.

8) The Relationship Between The Variables Of Warm Interaction And Peace

The influence of the variable of warm interaction on the variable of peace is 0.10, which in the percentage is 10%. This result indicates that the higher the variable of warm interaction is, the higher the variable of peace will be. Therefore, it causes the variable of peace to increase by 10%.

Sjarkawi (2006) explained that the ego of parents tends to decline in their children. Parents who are warm in upbringing will create peace in the family. The warmth of parents can be seen from the way parents educate and raise their children without violence physically or verbally.

The mental and psychosocial development of children is greatly influenced by the way their parents care for them at home. Children's development will be optimal if they are with their families who are harmonious and warm so that the various needs can be met and then peace can be established in them (Jamiah, 2010). Children who are warmly cared for by their parents will be able to develop peace in their surroundings. Furthermore, Hurlock (1986) also stated that children, who have good relations with their parents and of course are cared for lovingly, will become strong individuals in their adulthood. This means that the less conflict between the child and the parents is, the stronger the child's personality will be.

Based on the description above, this result implies that the warmth of parents is closely related to the peace created at home.

9) The Relationship Between The Variables Of Warm Interaction And Awareness

The influence of the variable of warm interaction on the variable of awareness is 0.15, which in the percentage is 15%. This result indicates that the higher the variable of warm interaction is, the higher the variable of awareness will be. Therefore, it causes the variable of awareness to increase by 15%.

A happy family can be seen from the warmth in the interactions between family members. A happy family will be a source of inspiration, encouragement, and spirit for the children who grow and develop in it (Jamiah, 2010). Differently, warmth in the family will raise awareness for children to be able to develop good social relationships as well. Therefore, family through parents is the smallest community environment that can foster good social awareness for the children in it.

According to Chusna (2015), parents who are warm in parenting will be able to foster a mutual need for children and other family members. This awareness of the mutual need will be a means of creating peace in the family.

By understanding the description above, it can be concluded that this finding implies that warmth in the family will create awareness in children to be able to maintain attitudes so that harmony can be achieved therein.

10) The Relationship Between The Variables Of Respecting Individual Differences And Awareness

The influence of the variable of respecting individual differences on the variable of awareness is 0.32, which in the percentage is 32%. This result indicates that the higher the variable of respecting individual differences is, the higher the variable of awareness will be. Therefore, it causes the variable of awareness to increase by 32%.

The child socialization environment affects a child's personality. An environment that provides appreciation will shape children to become individuals who appreciate differences as well. The family is a small environment in society and plays an important role in children's growth. The way parents in giving an example of respecting the surrounding environment and people will be an

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example for children to behave like them as well (Safitri, 2017). Parents who respect their children will also develop children's awareness to respect what is in their surroundings. Respect for family members is one of the instilling processes for character education so that each family member has the self-awareness to be able to provide an in-depth implementation.

The implication from this finding is that respecting individual differences will be able to increase children's self-awareness towards other individuals and their surroundings.

11) The Relationship Between The Variables Of Respecting Individual Differences And Peace

The influence of the variable of respecting individual differences on the variable of peace is 0.16, which in the percentage is 16%. This result indicates that the higher the variable of respecting individual differences is, the higher the variable of peace will be. Therefore, it causes the variable of peace to increase by 16%.

The task for personality development in children lies in the hands of the family, especially the parents. Efforts to strengthen children with character in a family require examples from parents. Parents, one of the social sources, are a prime example for children. Good examples from parents, including respecting individual differences, will create a sense of peace in the family (Safitri, 2017).

This finding is similar to what was found by Mizal (2014) in his research that the family or parents are a place where positive children's attitudes are developed. It is an initial development for a larger environment, such as society. If the parents can direct the child to be a person with character, then the parents will also reap goodness and can create peace in it.

Therefore, this result implies that the higher the ability of parents to create respect for what is in the surrounding environment is, the higher the peaceful atmosphere in the family will be created.

12) The Relationship Between The Variables Of Peace And Awareness

The influence of the variable of peace on the variable of awareness is 0.30, which in the percentage is 30%. This result indicates that the higher the variable of peace is, the higher the variable of awareness will be. Therefore, it causes the variable of awareness to increase by 30%.

Actions and speech are central things in communication (Kurniawan, 2016). Exemplary behavior in the circle of the family requires the head of the family as an ideal figure to be wise in attitude. One of the examples is being wise in creating peace in the family. Parents who can create peace will be able to add awareness to their children to behave well in everyday life.

Findings from a study conducted by Safitri (2017) indicated that peace in the family can be seen from how the parents exemplify positive behaviors. Parents who always strive for peace at home will not show authoritarian behavior and lack respect for children and other family members. With peace in the family, it will build awareness for children to create peace in the surrounding environment as well. Deep parental care will shape the child's attitude and personality which is peaceful as well (Sugiarti, 2020).

Therefore, this finding implies that peace in the family will create awareness in family members, especially children, to participate in behaving in line with the expected ethics.

13) The Relationship Between The Variables Of Peace And Respect For Individual Differences

The influence of the variable of peace on the variable of respecting individual differences is 0.16, which in the percentage is 16%. This result indicates that the higher the variable of peace is, the higher the variable of respecting individual differences will be. Therefore, it causes the variable of respecting individual differences to increase by 16%.

Parents, who strive for peace of mind, will try to show an attitude of respect for their children and

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all family members in it. Peace in parents will help children to be able to understand the differences around them. Therefore, understanding the functions of a peaceful family is highly important for parents. Children who have parents prioritizing peace will develop into individuals who do not like conflict or hostility. Children with such personalities will respect the ethical values that apply to society. This is in line with the opinion of Lickona (1996) which stated that character education is an effort that is created deliberately to help someone so that they can understand, pay attention to, and practice ethical values. Peaceful parents will be able to provide character education effectively at home.

The result of this study is equivalent to the findings from a study conducted by Safitri (2017) that a peaceful environment can help children's development because of the conditions that support the cultivation of awareness for the character. The method of cultivating good values in the family highly requires a supportive atmosphere, i.e. safe and peaceful.

Therefore, this finding implies that the implementation of the value of peace will further increase children's awareness as family members to be able to respect the surrounding environment.

CONCLUSION

Human resource development needs to be prioritized as an effort to answer challenges that arise in the era of globalization, especially related to human resources that have the potential to bring about change in society. Therefore, Indonesia needs human resources with character. Parenting is expected to be able to produce people who have a good character so that it can help children to become high-quality society members.

The results of this study indicate a very significant result that parenting correlates with character building in children. Parental care, including (1) cooperation, (2) tolerance, (3) warmth, (4) peace, (5) respect, and (6) awareness, is proven to be able to shape children's character in everyday life activities. The character of children who are

established at home will become the basic foundation for children during their adulthood for living and in society. The results of this study also indicate that character building in junior high school students in Semarang can be carried out through parenting that promotes cooperation, tolerance, warmth, peace, respect, and awareness by parents as its model.

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