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What is the Strategy for Achieving the 7 (Seven) Great Habits of Indonesian Children Program towards a Golden Indonesia 2045?

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Abstract

This study aims to identify and analyze collaboration strategies between teachers and parents in the implementation of 7 (seven) habits of Indonesian children towards a Golden Indonesia 2045. Indonesia Golden 2045 requires Indonesian children with quality and character to face global challenges. Therefore, it is important to involve both parties, namely teachers and parents, in forming positive habits from an early age. This study uses a qualitative approach with literature studies to examine existing theories and practices related to collaboration between teachers and parents. The results of the study show that this collaboration must be based on good communication, understanding of educational goals, and a shared commitment to support the development of children's character. In addition, the application of 7 habits of Indonesian children which includes values such as responsibility, discipline, and empathy, can be strengthened by synergistic cooperation between teachers and parents. This article suggests the need for training and skill development for teachers and parents in order to implement effective collaboration in children's character education.

Keywords: Collaboration of Teachers and Parents, 7 Habits of Indonesian Children, Character Education, Golden Indonesia 2045

Introduction

Character education in Indonesia has become a major focus in recent years, especially as the social and moral challenges faced by the younger generation increase. In the context of globalization and rapid technological advancements, children and adolescents are now faced with a variety of changes that affect the way they think, interact and act (U.N.E.S.C.O., 2020). Cultural changes and shifts in social values that occur along with the development of the times require systematic efforts in forming individuals who are not only academically intelligent, but also have strong character, integrity, and social responsibility (Lickona, 2004, Narvaez, 2014, McNaughton & Williams, 2020). Therefore, character education in Indonesia is seen as an important instrument in forming a generation that is not only superior in academics, but also resilient in facing the challenges of social life.

A number of studies have shown that effective character education can have a significant impact on children's social and emotional development. Research (Amal, 2004) shows that good character formation from an early age has a great contribution to social readiness and future success. Children who are equipped with values such as empathy, honesty, and perseverance are more likely to be able to overcome challenges and achieve success in their professional lives (Duckworth, 2019, Reimer, 2015). In addition, the study conducted by (Durlak, 2011) reaffirms that the social and emotional skills acquired through character education play a key role in future academic success and healthy interpersonal relationships (Elias, 2017).

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The implementation of structured character education programs, such as those carried out in the Independent Curriculum, has shown a positive impact on children's academic achievement and social behavior. (Ministry of Education and Culture of the Republic of Indonesia, 2021) revealed that students who took part in a character education program integrated in the curriculum showed improvements in terms of academic achievement and better social skills. These programs provide children with the opportunity to develop their social and emotional intelligence, which is increasingly recognized as an essential skill in facing the challenges of globalization (Jones & Bouffard, 2012). This concept is also reinforced by research from (Berkowitz & Bier, 2005) which states that a well-planned character education not only affects the social aspects of children, but also their psychological well-being (Jones & Bouffard, 2012); (Durlak, 2011).

However, character education cannot be completely handed over to schools. Research by the Indonesian Child Protection Commission (KPAI) in 2021 shows that effective collaboration between teachers and parents is very important in supporting the success of children's character education. As first educators, parents have a fundamental role in shaping children's character values from an early age, while teachers in schools function as facilitators who provide further direction and guidance (Jeynes, 2007) In his study, it was revealed that parental involvement in children's education at home directly contributes to the success of character education in schools. Further research by (Epstein, 2011) also emphasized that synergy between schools and families can increase the effectiveness of implementing more consistent character values (Hoover-Dempsey, 2005); (Sheridan, 2016).

The 7 Great Indonesian Children's Habits program launched by the Indonesian government, through the Ministry of Education and Culture, is one of the strategic steps in supporting character education. This program focuses on seven habits that are believed to form a healthy generation physically, mentally, and socially, namely Waking Up Early, Obedient to Worship, Exercising Diligently, Loving to Study, Eating Healthy and Nutritious Food, Being Active in Society, and Getting Enough Rest. Research by Kusuma and Soedibjo (2020) shows that the formation of positive habits from an early age plays an important role in creating behavior patterns that support good character development. This program is expected to contribute to the achievement of the Golden Indonesia 2045 goal by producing a generation that is not only academically intelligent, but also has a high social spirit and is ready to face global challenges (Ministry of Education and Culture of the Republic of Indonesia, 2021); (Kusuma & Soedibjo, 2020); (Sugiyanto & Nurjannah, 2021); (Mahbubani, 2020); (Bappenas, 2021).

However, the implementation of this program is not separated from challenges, especially related to the inconsistency or disharmony of the approach applied at home and at school. (Dearing, 2009) stated that the incompatibility between the practice of character education at home and at school can cause confusion in children in internalizing these values. Therefore, to ensure the successful implementation of this program, a structured and coordinated collaboration between teachers and parents is needed, so that the character values applied at home and at school can go hand in hand and be consistent (Sheridan, 2016)

In addition, advances in digital technology also open up new opportunities to support collaboration between teachers and parents (Christenson & Reschly, 2010). The use of digital apps and platforms that allow regular communication regarding children's development in implementing positive habits will improve monitoring efficiency and allow for faster feedback between parents and teachers (Castells, 2010). Research by (Cummings & McGovern, 2022) reveals that technology can speed up the communication process between home and school

(Weber & Christenson, 2014), which in turn supports the implementation of character education more effectively (William & Manalu, 2021).

The success of the implementation of the 7 Great Indonesian Children's Habits Program is highly dependent on harmonious synergy between parents and teachers, where effective collaboration between the two parties is a determining factor to create consistency in the application of character values. Therefore, this study will further discuss how structured collaboration between teachers and parents can improve the successful implementation of this program, as well as how technology can be used to support such collaboration, address existing challenges, and accelerate the achievement of the Golden Indonesia 2045 education goals.

Method

This study uses a qualitative approach with the aim of understanding the collaboration between teachers and parents in the implementation of the 7 Great Indonesian Children's Habits Program as part of efforts to achieve Golden Indonesia 2045. The main source of data comes from literature reviews in the form of books, scientific articles, and relevant policies, such as works Lickona (2004), Narvaez (2014), McNaughton & Williams (2020), as well as reports U.N.E.S.C.O. (2020) which discusses the impact of character education on children's social development, and policies on the 7 Great Indonesian Children's Habits movement introduced by the Ministry of Primary and Secondary Education (Kemendikdasmen) to shape the character of Indonesian children. In addition, previous studies such as Jeynes (2007), Epstein (2011) and Duckworth (2019), also become a source of in-depth secondary data. The collected data will be analyzed using the content analysis technique (Content Analysis) to identify key themes related to collaboration between teachers and parents and the application of character values in education. The validity of the research is guaranteed through source triangulation, member checking with experts in the field of character education, audit trail to ensure transparency of the research process, and peer review to ensure the objectivity and relevance of the findings. With this approach, this research is expected to provide a deeper understanding of the supporting factors and challenges in the implementation of character education to achieve the goal of Golden Indonesia 2045.

Result and Discussion

Successful education involves collaboration between various parties, especially between schools and families. In the context of character development of Indonesian children to achieve the vision of Golden Indonesia 2045, collaboration between teachers and parents is very important. One effective way is to implement the 7 Great Indonesian Children's Habits program, which aims to form positive characters and habits in children. In this article, we will discuss how this collaboration can be supported by various learning theories, namely social learning theory, constructivism, educational communication, and ecosystems. Each of these theories provides a strong perspective on how teachers and parents can work together in forming positive habits in children.

Social learning theory developed by Bandura (1977) emphasizing the importance of observation, imitation, and role models in the learning process. Bandura argues that children learn not only through hands-on experience, but also by observing adult behavior and imitating it (Bandura, 1977). Collaboration between teachers and parents reinforces this theory, as children can observe the behaviors exhibited by adults in both environments, both school and home. When teachers and parents consistently implement positive habits, children are more likely to imitate those

behaviors.

Several studies support the application of this theory in education. Wangge & Webb-Gannon (2020) shows that parental involvement in children's education improves the quality of learning through a good role model. Moreover Septiarti et al., (2022) found that parents involved in education can reinforce children's positive behaviors, such as responsibility and discipline. Safira (2022) also emphasized the importance of role models in the family environment to support children's social learning. Therefore, open communication and collaboration between parents and teachers can strengthen children's social learning.

The theory of constructivism developed by Piaget (1972) and Vygotsky (1978) prioritizing the importance of direct experience and social interaction in the formation of knowledge. Piaget suggested that children build their knowledge through active interaction with their environment, while Vygotsky emphasized the importance of social context in children's cognitive development. In this case, collaboration between teachers and parents is essential, as both parties can create a consistent learning experience that supports the child's cognitive and social development.

Some relevant studies that support the application of this theory in the context of collaborative education are the work Ginsburg (2012) which emphasizes the importance of parental involvement in the child's learning process. In addition, research by Sawatzky (2017) showed that the interaction between teachers and parents helped children build a deeper understanding of the concepts taught in school. Wiggins & McTighe, (2005) It is also suggested that a coherent learning environment between home and school is essential in helping children understand and internalize learning. Next Schultz & Kim (2013) explained that the construction of children's knowledge is more effective if it is supported by collaboration between home and school.

Educational communication theory emphasizes the importance of clear and effective communication in supporting the learning process. According to Littlejohn & Foss, (2011), good educational communication allows for the delivery of clear messages between teachers, students, and parents. In collaboration between teachers and parents, open and effective communication will ensure that children receive consistent information about expected habits, both at school and at home.

Several studies have confirmed the role of communication in supporting effective education. For example, a study by Epstein, (2018) showed that open communication between parents and teachers increased parental involvement in children's education, which in turn improved learning outcomes. Bourdieu (1997) also argues that effective communication between families and schools can enrich children's learning experiences. Furthermore, the study by Henderson & Mapp (2002) revealed that good collaboration between parents and teachers can reinforce the positive values taught at home and school. Moreover Tatum & Woods, (2013) shows that regular and effective communication channels can enrich children's experience in learning positive habits.

Ecosystem theory, developed by Bronfenbrenner (1979), explaining that a child's development is influenced by a variety of interrelated systems, including family, school, and society. In the context of the implementation of the 7 Great Indonesian Children's Habits, this theory shows the importance of collaboration between teachers and parents as part of a larger system, which includes various elements that interact with each other to support child development.

Research that supports ecosystem theory in education was carried out by Vasta et al., (2004), which explains how the broad social environment, including the role of the family and school,

contributes to a child's development. Wang et al., (2014) It also found that collaboration between schools and families enriches children's experiences in various aspects of life. McDermott, (2016) emphasized that children's education is not only limited to interactions at school, but is also influenced by larger systems, including society and culture. Moreover Hill et al., (2017) It shows that collaboration between families and schools in a broader social context provides invaluable support for a child's development.

From the explanation above, it can be concluded that collaboration between teachers and parents is very important in the implementation of the 7 Great Indonesian Children's Habits towards a Golden Indonesia 2045. Through social learning theory, constructivism, educational communication, and ecosystems, it can be understood how both parties can work together to create a consistent environment and support the formation of positive habits in children. By integrating these different approaches, teacher and parent collaboration can effectively help children develop characters and habits that will contribute to Indonesia's progress in achieving vision 2045.

Collaboration between Teachers and Parents on the 7 Great Habits of Indonesian Children Program

Collaboration between teachers and parents in the implementation of the 7 Great Indonesian Children's Habits Program has an important role in shaping the character of children who are resilient and full of positive values. This program is designed to instill daily habits that support character development, such as waking up early, worshipping, exercising, fond of studying, eating healthy, socializing, and sleeping fast (Mu'ti, 2024). These habits not only support the physical health, but also the social and emotional development of children, which is crucial to creating a generation that is not only intelligent but also of noble character.

The role of teachers in this program is very important, especially in ensuring that these good habits are applied in schools. Teachers can motivate students to carry out these positive habits, such as ensuring that children wake up early and worship before starting activities at school. However, the role of parents at home is much more crucial. Parents, as the first educators of children, must set a good example and support the formation of these habits in daily life. Research shows that children who have parents who are actively involved in their education tend to perform better, as well as have stronger character (ANTARA NEWS, 2024). Therefore, the success of this program relies heavily on close collaboration between teachers and parents.

Solid collaboration between the two parties can reinforce the formation of these positive habits. This not only enriches the children's learning experience, but also strengthens their social relationships at home and at school. The program also provides an opportunity to form a more inclusive culture and strengthen cooperation between schools, parents, and communities to achieve more holistic educational goals. With the synergy between teachers and parents, the 7 Great Indonesian Children's Habits are expected to form a generation that is not only superior in academic achievement, but also resilient in facing social challenges, in accordance with the vision of Golden Indonesia 2045.

The Influence of Collaboration between Teachers and Parents in Other Countries

In various developed countries, collaboration between schools and families has proven effective in supporting children's development. For example, in Finland, their education system is known for its very high parental involvement. Activities such as "Open Classrooms" provide opportunities for parents to participate directly in the learning process at school. This not only

strengthens the relationship between the school and the family, but also ensures that what is taught at school can be passed on and strengthened at home. In this context, Social Learning Theory Bandura, (1977) to be very relevant. Bandura revealed that children learn through observation, imitation, and social interaction with adults, including parents and teachers. When parents are involved in school activities and support healthy habits implemented in school, it becomes easier for children to imitate and internalize those habits in their daily lives.

Teacher-Parent Collaboration Practices in Indonesia

In Indonesia, collaboration between teachers and parents is increasingly gaining attention in various educational programs. One example is the Character Education program, which involves parents in reinforcing the values taught in schools. Regular meetings between teachers and parents are held to discuss the development of students' character, as well as how parents can support these positive habits at home.

In addition, some schools also implement Child-Friendly Schools, where parents are involved in various activities to support the overall development of children. Activities such as accompanying children in extracurricular activities or participating in training organized by schools to improve the quality of parenting are part of this collaboration. The Active Parents in Schools program also facilitates parents to participate in school activities, provide input on the curriculum, and help support events involving children.

On the health side, collaboration between teachers and parents is reflected in programs such as the Healthy Community Movement (Germas), which promotes healthy lifestyles through good eating habits and exercise. In this program, parents are asked to ensure that their children consume healthy food and exercise regularly at home. In addition, some schools use apps to monitor children's development, such as monitoring diet with the MyFitnessPal app, which helps parents maintain healthy habits at home.

Collaboration Needed to Support Positive Habits

To support the positive habits taught through the 7 Great Indonesian Children's Habits Program, collaboration between schools and parents needs to be strengthened. For example, morning sports activities carried out at school can be continued at home by parents, so that children are used to exercising regularly. This approach is in line with the practice carried out in Japan through the Kodomo-no-Kuni program, which invites parents to be directly involved in supporting their children's healthy habits. Likewise, with healthy eating habits introduced in schools, parents can monitor and ensure that their children consume nutritious food at home.

Programs such as Every School, A Good School in Singapore use digital apps to monitor children's development in real-time, including their healthy habits. This technology reflects the application of Constructivism Theory from Vygotsky, (1978), which emphasizes the importance of social interaction in the learning process. Collaboration between teachers, parents, and children is essential to strengthen children's understanding of positive habits, and technology can be an effective tool in facilitating communication and monitoring of children's development.

A Structured Approach to Collaboration

Schools can encourage parents to keep a journal of daily habits that record healthy eating, rest time, and social activities carried out by their children. This journal can be a useful tool for parents to collaborate with teachers in supporting the development of children's character. In the United States, the Parent-Teacher Associations (PTA) program invites parents to work with

schools in designing activities that support the formation of healthy habits and children's character.

This approach supports the Ecosystem Theory of Bronfenbrenner, (1979), which reveals that children's development is influenced by interactions in various social environments, such as family, school, and society. In this case, the collaboration that exists between the three environments creates a more holistic and immersive learning experience, which not only supports the cognitive aspects of the child, but also their emotional and social development.

Challenges in Collaboration and Actionable Solutions

Although collaboration between teachers and parents has a great positive impact, there are several challenges that need to be overcome. The main challenges are the difference in the level of parental commitment, time constraints, and lack of skills in using technology. To overcome this, several schools in Indonesia have provided technology training for parents so that they are better able to communicate and be involved in children's development through digital platforms. In addition, flexible communication between teachers and parents can also help overcome time constraints, so busy parents can choose a suitable schedule to talk to the teacher.

Bandura's Social Learning Theory is again relevant here, because Bandura emphasizes the importance of models that children can follow. If parents and teachers work well together and support each other, children will more easily adopt positive habits that are applied at school and at home. Rewards for parents who actively participate in school activities can also be an additional motivation for them to be more involved in supporting the program.

Realizing a Golden Indonesia 2045 through Synergistic Collaboration

By utilizing social learning theories, constructivism, and ecosystems, as well as maximizing the use of technology to improve communication between teachers and parents, the 7 Great Indonesian Children's Habits Program can be an effective tool in shaping a healthy, intelligent, and characterful young generation. Countries such as Finland, Singapore, the United States, Japan, and Sweden have proven that collaboration between schools, families, and communities is the key to success in creating positive habits in children.

If this program is implemented with a planned structure and actively involves all parties, we can achieve the vision of Golden Indonesia 2045, which is a generation that is not only academically intelligent, but also has a strong character and is ready to face global challenges. With the synergy between schools, parents, and the community, Indonesian children can develop into balanced individuals, ready to fill important roles in society, and lead Indonesia to a better future.

Conclusion

Close collaboration between teachers and parents has a very important role in supporting the successful implementation of the seven habits in Indonesian children. With the realization of a good synergy between the two, it is hoped that Indonesian children can grow up with strong characters and have the necessary competencies to face challenges in the future. The application of these positive habits will support the achievement of the Golden Indonesia 2045 goal, where the next generation of the nation not only has intellectual intelligence, but also high emotional and social intelligence. Therefore, it is important for all parties to work together in realizing this great ideal, for the sake of achieving a more advanced and globally competitive Indonesia.

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