

# Reconstructing the Role of Parents in Shaping the Personality of the Child

Purniasih<sup>1</sup>, Sandy Ariawan<sup>2</sup>

<sup>1</sup> Institut Injil Indonesia; [purniasih.asih@gmail.com](mailto:purniasih.asih@gmail.com)

<sup>2</sup> Institut Agama Kristen Negeri (IAKN) Tarutung; [ariawan.sandy@yahoo.com](mailto:ariawan.sandy@yahoo.com)

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## ABSTRACT

The child's personality becomes something sad to discuss. Many families have accused the world of education of failing to carry out its mandate during the Covid-19 pandemic, while the education community does not necessarily want to be blamed and blames the family because during the pandemic the children's daily lives are actually spent in the middle of the family. With regard to spirituality, families are unwittingly faced with the problem of parents' lack of motivation in encouraging children to attend Sunday School services. This study aims to reconstruct the role of parents in shaping children's personalities through Sunday School worship. This research uses qualitative methods with a narrative study approach. Researchers conducted interviews with seven informants consisting of five Sunday School teachers, four of whom were parents and two parents of Sunday School children. Based on the collection of existing data, information and facts, researchers found that: Parents only give forms of motivation externally, have not given children motivation internally. The form of external motivation given is to give encouragement/encouragement to the child, reprimand and advise when the child makes a mistake, and encourage the child to understand his talents and interests. Internal motivation is very necessary because it can be an encouragement from within the child himself, and it needs to be built by parents to the child from childhood. Furthermore, parents should be an example for their children. From field research, most parents have tried to be role models in order to motivate children to come to Sunday School. The arrangement that can be given is to be able to equip parents through seminars, workshops, and discipleship to provide knowledge on how to be the right motivator for children, so that children's personalities can be formed from an early age. In addition, parents can also accustom children to time discipline from an early age.

**Keywords:** role, parents, Sunday school

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## 1. INTRODUCTION

In Romans 12:2 the Apostle Paul counseled "Do not become conformed to this world, but be transformed by the renewing of your mind, so that you may discern which is the will of God: that which is good, which is pleasing to God and which is perfect." God's

words should certainly serve as a warning and guideline about the role of parents to provide guidance on the personality of their children, so as not to become conformed to the world. The child's personality is formed through several factors, including: parents, the environment in which the child is raised and his bearing.<sup>1</sup> However, the formation of the child's personality must be a conscious effort of the parents, because it is the parents who play the greatest role in the formation of the child's personality.<sup>2</sup>

The family is the main place in the task of educating children. The Christian family is an invaluable gift from God and it is this Kristen family that plays an important role in Christian Religious Education.<sup>3</sup> The role of parents becomes very important because not only can the child learn and experience the growth of the family, but also the whole family can learn in interaction with the community environment. When parents teach children, they themselves are also learning to grow in faith in the dimensions of action and even knowledge.<sup>4</sup>

According to the book of Proverbs 22:6, "Educate a young man according to the way he should go, and even in his old age he will not deviate from that path." From the book of Proverbs, it can be concluded that the role of parents is very important in guiding and educating children. The main education comes from the family. In the family, the character of a child is formed and depends on the parenting style of the parents. The character formed from a good family, will continue to be carried until adulthood in the future. Tragically, many parents do not realize, that in fact they are the main donors of the emergence of an attitude of "rebellion" in the child.<sup>5</sup> This study aims to reconstruct the role of parents in shaping children's personalities through Sunday School worship.

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<sup>1</sup> Greg Zoschak, *Membangun Karakter Anda* (Jakarta: Immanuel, 1995).

<sup>2</sup> Cleland and D. H Burnham, *Power Is the Great Motivator* (Harvard: Business Review, 1976).

<sup>3</sup> Adina Chapman, *Pengantar Perjanjian Baru* (Bandung: Kalam Hidup, 1980).

<sup>4</sup> Riko Pangarso, *Strategi Pendidikan Kristen* (Yogyakarta: Andi Offset, 2017).

<sup>5</sup> Iksan Adhi, *Perkembangan Anak* (Bandung: Pusaka Setia, 2010).

The role of the parent is so important in the child, in the Old Testament it appears in the book of Proverbs 22:6 "Educate the young man according to the way he should go, and even in his old age he will not deviate from that path." This is obviously an order addressed to parents.<sup>6</sup> The development of the child and the view of life are the result of the process of upbringing of the parents. In it, the child will develop his thoughts about God, man, himself and about the environment and his world view.<sup>7</sup> Thus, the role of parents in motivating children is carried out as early as possible in the Old Testament, and the motivations carried out by parents are expected to have an impact until adulthood in the future.

The role of parents as motivators is seen in Joseph and Mary who took Jesus when He was a child to go to the house of God as written in Luke 2:41-52. Luke describes the pure humanity of Jesus as children who grew up physically and intellectually. Jesus has set an example of how children should respect their parents with the right attitude.<sup>8</sup> It can be seen that there must be the participation of parents who have a correct understanding of God's Word, so that children can emulate parents.<sup>9</sup>

In the New Testament, the parents' role in motivating children is found in Hebrews 10:25. The parent bears the responsibility of cultivating motivation about the importance of children being involved in the ministry of church and starting when they are young. Parents can invite children to come to gereja, so that they see those who worship the Word of God, and also invite children to learn the Word together with them.<sup>10</sup>

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<sup>6</sup> Til C.V. Berkhof, *Dasar Pendidikan Kristen* (Surabaya: Momentum, 2004).

<sup>7</sup> B. A. Francis and W. M Wonham, "The Internal Model Principle of Control Theory," *Automaica* 12, no. 5 (1976): 457-465.

<sup>8</sup> T. G. Lie, "Tantangan Dalam Pendidikan Dan Pengajaran Masa Kini," *Jurnal Stulos* 12, no. 1 (2013): 1-24.

<sup>9</sup> Suleeman, *Ciri-Ciri Motivasi Berprestasi* (Jakarta: BPK Gunung Mulia, 2012).

<sup>10</sup> Cleland and Burnham, *Power Is the Great Motivator*.

Kristianto (2004:87) argues that there are two forms of motivation, namely external and internal.<sup>11</sup> External motivation arises from outside the child, usually due to the encouragement of others as well as the environment. External motivation tends to depend on the situation or mood. In contrast to the external, internal motivation arises precisely in the child personally. Internal motivation is indispensable for the child, parents can build it from childhood.<sup>12</sup> This is done from building children's trust in parents, until later it leads to trust in God. The forms of motivation that can be given to the child, namely: first, teaching the values of kindness and exemplary from parents in their development seeking new experiences in their environment. Second, encourage the child to dare to express the opinions he has and the parents must be willing to listen to every opinion that the child issues attentively.<sup>13</sup> In this way, it can form the child's self-confidence, and maximize the potential he has. The forms of motivation according to Steede (2007:2-13) namely (1) Children need to be introduced to various activities, and encouraged to bring out their talents of interest. Children need to know that everyone has different and unique talents and interests. (2) Giving unconditional love to children. Unconditional love is the love given to the child, and there is no single reason that makes parents take back the love that has been given to them. Parents can communicate their unconditional love in various ways. Parents must express love to the child including when they make mistakes. Parental love is not based on the achievements of the child. The child who always feels the unconditional love of his parents, will always feel safe, have a higher self-esteem and become more confident in the value that exists in them. (3) Express and respond to emotions. Parents should make it clear to children that they have the right to feel what

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<sup>11</sup> Paulus Lilik Kristianto, *Prinsip Dan Praktik PAK Penuntun Bagi Mahasiswa Teologi Dan PAK, Pelayan Gereja, Guru Agama Dan Keluarga Kristen* (Yogyakarta: Andi Offset, 2004).

<sup>12</sup> Sandy Ariawan, "Pengaruh Apresiasi Gereja Berbentuk Materi Dan Non Materi," *Didaktikos Jurnal Pendidikan Agama Kristen Duta Harapan* 1, no. 1 (2018): 8–16.

<sup>13</sup> Suleeman, *Ciri-Ciri Motivasi Berprestasi*.

they are feeling. If they are already able to express the emotions that exist in themselves, the child will feel comfortable and they will be more open with others.<sup>14</sup>

The form of motivation from parents to children according to Pangarso (2017:40) is to recognize children, recognize the type of learning of children, provide support to children in every thing they do, ask about what activities are carried out at school, make fun learning activities using games, explain the benefits of learning to children, parents have the right to discipline children's learning hours so that they become habituation since childhood, parents should be a good example, parents not only require children to learn but also give time to refresh their brains, parents must reward their successes and continue to provide support when the child fails.<sup>15</sup> The above forms of motivation need to be started from childhood at an early age, so that they can be formed through habituation.

## 2. RESEARCH METHODS

This research is a qualitative research conducted at the Sunday School in Batu. Researchers selected 6 (six) parents/congregations as informants or data sources. Data or information collection techniques through semi-structured interview techniques.<sup>16</sup>

## 3. RESULTS AND DISCUSSION

Based on the explanation from the informant, they replied that they had been pushing the child to Sunday School all along. If the child doesn't want to go to Sunday School, what they do is give understanding, advise them to learn to put God first, tell

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<sup>14</sup> K Steede, "10 Kesalahan Orangtua Dalam Mendidik Anak" (2007), [https://books.google.com/books?hl=id&lr=&id=dmpRCQAAQBAJ&oi=fnd&pg=PA1&dq=Steede+\(2007&ots=gKKTYNUNHR&sig=RFekDoaAkPhZXeo9Y2ZcPO4QEi4](https://books.google.com/books?hl=id&lr=&id=dmpRCQAAQBAJ&oi=fnd&pg=PA1&dq=Steede+(2007&ots=gKKTYNUNHR&sig=RFekDoaAkPhZXeo9Y2ZcPO4QEi4).

<sup>15</sup> Pangarso, *Strategi Pendidikan Kristen*.

<sup>16</sup> Fred N. Kerlinger, *Asas-Asas Penelitian Behavioral*, Tiga. (Yogyakarta: Gadjah Mada University Press, 1993).

snippets of stories that will be displayed to make them look attractive to the child, and reprimand when he rebels.<sup>17</sup> But based on closed observations made by researchers seeing in reality not all parents care about and motivate children to come to Sunday School. Some children came over with lazy looks on their faces, regarded it as a routine alone, and some were even absent on the grounds of waking up late. So it cannot be concluded that parents have already pushed children to Sunday School.<sup>18</sup>

During Sunday School, some churches have not used the curriculum in their teaching. Each material presented is based on the ideas of the shepherd and the congregation. Each material presented is not sequential. A few years later, around 2016, the teacher of Sunday School began to compile materials together to shape the children's character. In 2018, Sunday School Teachers began using the curriculum from Metro World Child, which combines ethics, and Bible stories equipped with activities so that messages can reach children. Researchers saw that all informants understood the curriculum used by Sunday School teachers. They also acknowledged that the Sunday School commission created special programs, such as the Easter program, Christmas, games every 5th week, sports, love suppers, and bible reading 1 chapter every day. The programs made by the Sunday School Teacher in 2018 are divided into 3 periods, namely First, weekly: children's worship is held every Sunday, second, monthly: every fifth week there are special activities (April: Games, July: Love Banquet, September: Sports), third, annual: Children's Christmas in 2018 "a form of children's KKR with parents." Researchers see the opinions of informants very well. They understand the programs created by Sunday School.<sup>19</sup>

The challenges faced by Sunday School today, including: Sunday School children who are lazy to worship because they want to play or watch tv, children who live with

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<sup>17</sup> Thomas Groome, *Christian Religious Education* (Jakarta: BPK Gunung Mulia, 2010).

<sup>18</sup> J. M Nainggolan, *Strategi Pendidikan Agama Kristen* (Jawa Barat: Generasi Info Media, 2008).

<sup>19</sup> Daniel Nuhamara, *Pembimbing PAK Pendidikan Agama Kristen* (Bandung: Jurnal Info Media, 2008).

grandmothers who are not Christians so there is no support to come to worship, parents who invite children to recreation along with worship time, children whose homes are far from church and no one to drive, children participate in morning worship with parents but do not want to participate in Sunday School, children who lack support from parents in the transition period from Sunday School to adolescence actually make children not go to church and even leave God, children who are in the midst of an inharmonious family, children's associations in the environment, technological advances make children addicted to gadgets, social media is also a challenge for the Sunday School commission.

Researchers see that there are indeed children who need special treatment, especially parents who tend to be indifferent to children. But not all Sunday School teachers think about how teachers can be a bridge between a child's relationship and parents, when in fact this needs to be done. Departing from the understanding that being a teacher is a vocation, the teacher should be responsible for that call by doing all the tasks well.

With regard to the dressing, only 2 people who gave a little explanation, namely having Sunday School cash. In other words, every need of the Sunday School is taken from the treasury. No tall informants clearly understand how funding is in Sunday School. Researchers see a lack of openness in terms of finances between the congregation's pastor's child and the treasurer from Sunday School. So other Sunday School teachers don't understand funding. This is the case with the budget plan, which does not exist every year.

#### **4. CONCLUSION**

Conclusion of this study: First, there are parents who have performed their responsibilities as Christian parents, some have not, but in general the role of parents in

motivating their children has not been carried out optimally; Second, parents only give forms of motivation externally, not giving children motivation internally. The form of external motivation given is to give encouragement to the child, reprimand and advise when the child makes a mistake, and encourage the child to understand his talents and interests. Internal motivation is very necessary because it can be an encouragement from within the child himself, and needs to be built by the parents to the child from childhood; Third, parents perform their role as motivators by being role models for their children. Parents realize that it is not easy to be an example for children. However, most parents try to be role models in order to motivate children to come to Sunday School. Fourth, in reality not all parents care about and motivate the child to come to Sunday School. Some children came over with lazy looks on their faces, regarded it as a routine alone, and some were even absent on the grounds of waking up late.

Advice given: First, it is best to be able to equip parents through containers and fellowships, regarding the duties and responsibilities as parents. One form of church development for parents is to conduct evaluation meetings, regarding the level of attendance of children, or other matters related to children. It's a good idea for all these documents to be notarized. In connection with this, researchers had difficulty finding this document, at the time of conducting the study; Second, parents should be able to provide motivation internally to children starting from praying together, talking with children. The church is a place for parents to gain knowledge about how to be the right motivator. It can be in the form of workshops, seminars, discipleship and others; Third, parents should not only set an example of life but should motivate/encourage children, by taking their children to attend Sunday School themselves; Fourth, parents can accustom the child to discipline to time, as in terms of watching tv, playing gadgets, as well as in terms of learning, so that the child has a good habituation of disciplined behavior.



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