Challenges of Parents Educating Children's Morals in Muslim Families

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Abstract

The role of parents in the family is needed in children's education. As times progress, parents have challenges in educating children in the family. The aim of this study is to analyze what is the challenge for parents to educate children's morals in Muslim families. This research uses the method qualitative case study approach. Data sources were taken from four informants through in-depth interviews consisting of traditional leaders, clerics, Islamic religious education teachers, and community leaders who were selected using the technique of purposive sampling. All interview results were analyzed using techniques Analysis Interactive Model Milles & Huberman. Analysis results show that there are five challenges for parents in educating children's morals in Muslim families. The five challenges are: i) The high volume of parents' work, ii) the low knowledge of parents about parenting, iii) the strong currents of globalization, iv) the challenges of modern life, v) the low knowledge of parents about the Islami religion. Research result this can be used as information for the community to be able to find solutions to family problems.

INTRODUCTION

Discussions about moral education are always interesting to study because they are directly related to every human person (Bafadhol, 2017; Salsabila & Firdaus, 2018). The urgency of moral education in the family remains an issue that needs attention so that it does not get stuck in modern educational patterns that only rely on material progress, leaving aside moral values (Sholeh, 2016). Moral education is formed first in the family environment (Sholeh, 2016; Rahmah, 2021) parents have a role and responsibility for moral education (Rifa'i, 2019; Muslih, 2021). Parents are role models that children can emulate in life. Therefore, Islam instructs parents to teach and set good examples for their children.

As time progress, parents have challenges in educating children's morals in the family. The challenge of moral education has not been studied by many researchers before, but this issue has been raised by (Munthoha & Wekke, 2017; Yani, 2021) found a decline in moral education due to its weakness the role of parents in monitoring their children's daily activities, the lack of support and attention from parents and the social environment shifts from the real environment to the digital environment. However, none of the studies above have discussed the issue of parental challenges in educating children's morals in muslim

families. In fact, this study is very important to find an in-depth picture regarding the challenges of parents in educating children's morals in Muslim families where this study has never been raised and researched by previous researchers.

As the author has stated in the background section of this article that along with the times, parents have challenges in educating children's morals in the family. Challenges are like life who depend on digital media, android, and social media to meet needs that were previously carried out directly in the real world the weak role of parents both in monitoring the development and daily activities of their children Adnan, (2018), the lack of support and attention from parents and the unpreparedness of knowledge from children in filtering western culture.

Research related to the issue of moral education has been widely studied by previous researchers such as Warasto, (2018); Aslan, (2019); Hasanah & Putri, (2021); Irawan et al., (2021) but the researchers above only focused on the problem of moral decline. While research that addresses specifically the challenges of parents educating children's morals in Muslim families has not been found. The fundamental difference between this research issue and previous research is that the researchers previously discussed studying the factors that cause a decline in children's morals, but this research issue discusses the challenges of parents educating children's morals in Muslim families.

METHODS

This study uses a qualitative method with a case study approach (Anwar et al., 2017; Engkizar et al., 2018; Ramli et al., 2017). Sources of data were taken from four informants through in-depth interviews, while the selected informants met four criteria, namely understanding well the problem under study, being active in the field being studied, having time to provide information to researchers, and providing information in accordance with data and facts. that occur in the field (Amnda et al., 2020; Elkhaira et al., 2020; Rahawarin et al., 2020; Kaputra et al., 2021). To meet the criteria as an informant, the informant consists of traditional leaders, clerics, teachers of Islamic religious education, and community leaders. After the interviews were completed, all informants were taken, a transcript process was carried out, then the authors took themes that were in accordance with research needs. In the process of this analysis, the authors do use the technical Analysis Interactive Model Milles & Huberman.

RESULT AND DISCUSSION

Based on the results of interviews conducted with four informants, the results of the analysis actually found five themes related to the challenges of parents educating children's morals in Muslim families. Five the theme can be seen in figure 1. below:
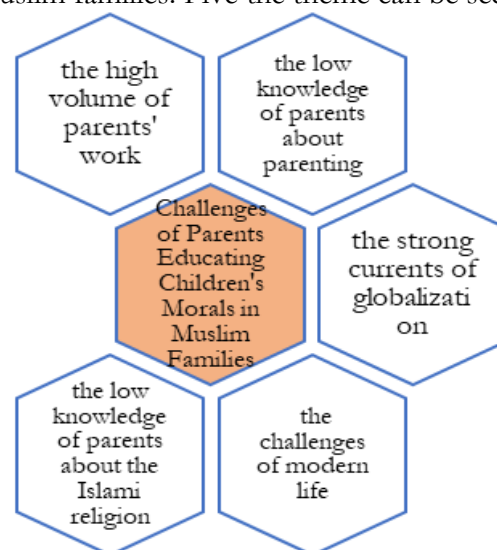

Fig 1. Challenges of Parents Educating Children's Morals in Muslim Families

Based on figure 1, the author can explain that after holding in-depth interviews with informants, there are five challenges for parents to educate children's morals in Muslim families. The five themes are i) the high volume of parents' work, ii) the low knowledge of parents about parenting, iii) the strong currents of globalization, iv) the challenges of modern life, v) the low knowledge of parents about the Islamic religion. To make it more interesting, in the following, the author will describe excerpts from interviews with informants based on the five themes described above. The description of the interview that the author will display is a brief statement excerpt from the informant when the interview was conducted. Although the interview excerpts were conveyed by the informant in a slightly different language, they actually have more or less the same goals and objectives.

First, the high volume of parents' work, according to informants one of the challenges of parents in educating children is the work of parents. The high volume of work, most parents do not have enough time to monitor and accompany their children's daily life. So that there is no child's activity to guide, direct and advise in the right direction. Related to the first theme, the findings of this study clearly three informants stated to the author that:

...One of the reasons for this shift in morals is due to the lack of parental guidance regarding their child's activities because parents are more concerned with work matters (I-2), ...Lack of parental monitoring and guidance of children. Where parents are busy with their own affairs, while children are also busy with their own affairs (I-3), ...Because parents are busy with their work, children are persuaded by watching gadgets (I- 4)

Second, the low knowledge of parents about parenting, according to informants parenting parents are also a challenge in educating children's morals in Muslim families. Many parents give the wrong parenting style so that children are spoiled and do not care about their environment. Related to the second theme of the findings of this study three informants clearly stated to the author that:

...If in the past we didn't dare to complain to our parents, if we were angered by other people or teachers, if we complained to our parents, we would definitely get angry again. When compared to now, some parents are even angry if their children are scolded or advised by other people (I-1), ...When a child is scolded by a teacher at school, the parents don't accept it and go straight to the teacher. So that the child feels innocent because someone is defending his mistake. There are even parents who put teachers in prison for scolding and advising their children (I-2), ...Children nowadays when their teacher scolds them, immediately complain to their parents. Most parents today are angry and do not accept this. They consider their children not to have any mistakes (I-4)

Third, the strong currents of globalization, according to informants with current technological sophistication, all things can be accessed without any restrictions. The more technology develops the lower a person's morals. This is all caused by not being able to utilize and filter all the information obtained from this technology. Related to the third theme, the findings of this study clearly four informants stated to the author that:

...Advanced technology, but not good at controlling it and using it properly and wisely (I-1), ...One of the challenges of parents in educating children is technological sophistication that is not put to good use (I-2), ...There are shows that are inappropriate for children to watch, thus making their behavior impolite towards parents, teachers, and their parents (I-3), ...Then one of the causes is parents who cannot filter technology properly (I- 4)

Fourth, the challenges of modern life, according to the informant the life that is modernized and instantaneous as it is today is also a challenge in educating children's morals in the family. Parents are rarely able to monitor how their children behave when eating, drinking, sitting, and so on. Related to the fourth theme, the findings of this study clearly one informant stated to the author that:

...In ancient times, people ate food and served it, so if they ate it they had to share it with their family. Nowadays, because they have cooked using a Rice Cooker, most parents no longer serve food, and children can get their own food when they are hungry. So that when such changes occur,

parents do not pay attention to how children behave when they are eating, drinking, sitting and others (I-2)

Fifth, the low knowledge of parents about the Islamic religion, according to the informant the low understanding of parents towards religion is one of the challenges faced by parents in educating children's morals. How can parents guide and educate their children if parents do not understand religious knowledge. Related to the fifth theme, the findings of this study clearly two informants stated to the author that:

...Many parents today do not understand the science of religion. How could they possibly set a good example for their children if they did not even understand religious knowledge (I-1), ...Parents now order their children to pray, recite, fast and so on, while they don't do that. How can children have good morals, if their parents don't set a good example for the child (I- 2)

Discussing the challenges of parents in educating children's morals in Muslim families will not be separated from research references that have been initiated by previous researchers, because research knowledge must be based on relevant theories. However, previous research is not certain or has examined the same issue as the research that the author did, it could be different in terms of location, region, or country, or even in terms of the culture that influences the life of the informants. However, the same issue or problem is studied in different places, and influencing culture is different, even though the instrument used is the same, it does not necessarily have the same results. Precisely these reasons strengthen the author to examine this issue.

After the author made a deeper analysis, reviewing various previous literature, especially in Indonesia, the study of moral education has been widely studied by previous studies, for example, Moral Education In the Family (Rifa'i, 2019). Shifting Ethical, Moral, and Social Values In the Digital Era. The Role of Career Mothers In Children's Moral Education At MI Miftahul Ulum Sooko Wringinanom Gresik. The Role of Parents In Shaping Children's Morals In The Digital Era In Waihatu Village, West Kairatu Sub-District. Based on the results of the analysis of previous studies, it can be concluded that issues related to children's moral education are interesting studies for researchers to study further because moral education is directly related to the personality of each individual and even determines various fields in one's success (Bafadhol, 2017; Salsabila & Firdaus, 2018).

Based on the research that has been done, it is clear that there are five themes that challenge parents to educate their children's morals in Muslim families. In order to make the discussion of this article interesting to read and easy to understand, the writer will describe the five themes based on the theory and results of previous research that discusses these issues and problems in different contexts and issues.

First the high volume of parents' work, if analyzed the first challenge faced by parents in educating their children is the high volume of parental work. Several previous studies, such as Adnan, (2018) concluded that the shift in moral education toward children is caused by the weak role of parents in monitoring the development and daily activities of their children due to being busy with work. Then that one of the inhibiting factors in fostering children's morals is the job demands of parents which make a lack of parental support and attention to children. Based on some of the research results above, it is increasingly clear that the challenge for parents in educating children's morals in Muslim families is the high volume of parents' work which has a major influence on children's moral education.

Second the low knowledge of parents about parenting, according to several informants, the challenge for parents in educating children's morals in Muslim families is a low understanding of parenting styles. Many of the informants said that parents spoiled their children too much so that when the child was advised by other people or the teacher, the parents would defend the child. From the results of the interviews that the authors conducted, it can be concluded that parenting style is wrong in educating children's morals, resulting in children being too spoiled and irresponsible for their mistakes.

According to Udampo et al., (2017) parents who apply permissive parenting will give unlimited freedom to children to behave according to their own wishes so that sometimes children violate applicable rules. The point is parenting parents who always give freedom to children, spoil children, and do not care about children's morals are challenges for parents in educating children's morals in Muslim families.

Third the strong currents of globalization, according to several informants, the strong current of globalization is a challenge for parents in educating children in Muslim families. This is because parents are too early to introduce gadgets to children. Apart from that, with the sophistication of technology, all education uses the facilities and gadgets to learn. Whatever the child sees and receives from gadgets is not known by parents.

Moreover, at present, internet and mobile phone technology are increasingly advanced, so social media is also growing rapidly. People nowadays are very dependent on social media. They are so synonymous with smartphones that they are almost twenty four hours in hand and very busy surfing in the online world which seems to never stop (Putri et al., 2016). This is the challenge for parents in educating children's morals in the family.

Fourth the challenges of modern life, according to one of the informants today's modernization of life has changed good habits in the family. Where ancient parents served food and ate together with their children while teaching morals to their children. However, nowadays, it is rare for us to meet families eating together like they used to. As a result, the child lacks guidance and attention from his parents, especially in having good morals.

Modern life makes everything instant, easy, and practical. Modernization includes psychological changes, and structured social skills from traditional agrarian life towards life in accordance with today's demands. Modernization not only has a positive impact on society but also has a negative impact (Andriyani et al., 2021). This is a challenge for parents in educating children's morals in Muslim families.

Fifth the low knowledge of parents about the Islamic religion, according to several informants this lack of parental understanding of Islamic religious knowledge has an impact on children's morals. Parents are the first example that children will emulate and emulate. The role of parents in shaping children's morals as educators and leaders, namely teaching and explaining religious teachings to children, ordering and getting used to the five daily prayers, fasting and praying, taking children to recite at TPQ, telling stories of the Prophets and Apostles, doing muroja' ah, and admonishing children if they don't pray and recite, provide exemplary examples of good morals and familiarize good morals to children in everyday life. If parents do not set a good example for their children, moral education for children will also be poor. This is a challenge for parents in educating children's morals in Muslim families.

CONCLUSION

This research has succeeded in uncovering five challenges parents face in educating children's morals in Muslim families. These challenges must be overcome by parents so that children can have good morals in accordance with the demands of the Koran and Hadith. At least this research can be used as a basis and reference for subsequent researchers to examine this issue in different contexts and issues. In addition, it can also be used as information for the community to be able to find solutions to family problems.

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