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Abstract—The purpose of this research was to study the effects of character education programs based on parent-school partnerships in improving respect character among elementary school children in a private school. This study used an experiment method with one group pre-test post-test design. The study consisted of 68 students in a grade 4-6 classroom over a period of five weeks. Data was collected through daily tallying of respect behavior. The results showed that: (1) the implementation of school-parent partnership based character education are able to realize the climate of respect character in school and at home; (2) school-parent partnership based character education was effective in improving students' respect character; (3) the subjects showing regard, esteem, admiration, and kindly consideration for another.

Keywords— respect, character, character education, school parent partnership.

I. INTRODUCTION

Respect is often defined as treating others with honor and dignity, to regard her or him highly, to esteem, honor, value in his or her uniqueness or distinctiveness (Lysaught, 2004). People can express respect for others in various ways such as speaking with a firm, but calm voice, speaking slowly and clearly, not interrupt conversation, being thankful, appreciative, addressing someone with proper respect. It could be, "yes, sir," "yes ma'am". Conversely, disrespect means to insult or put someone down. Everyone has worth and dignity as a human being, whether they are young or old, rich or poor, male or female, or any other difference. When people are respectful of each other, they are less likely to behave with hostile, angry or aggressive interchanges that can lead to physical, emotional or relational harm. According to lapsley and narvaez (2006), character is made up of a set of dispositions and habits that "patterns our actions in a relatively fixed way". People who has respect character will consistently behave respect to others.

Improving children' respect is important thing to be done. According to Shwalb & Shwalb (2006) respectful children and adolescents tend to become respectful, civil, and tolerant adults. Conversely, the origins of incivility, disrespect, intolerance, and other problems of adults are formed in childhood and adolescence. For example, lacking respect for parents or

authorities, a young child may not be receptive to what one can learn at home or at school. Brought up to disrespect other people based on social status or race, a child may become prejudiced. With a lack of respect for oneself, an adolescent may develop a negative self-concept and lack respect for others. Growing up with disrespect for older people, a young adult may be unable to keep a job in the work world that requires understanding the authority of others.

Lack of respect is a source of bullying behavior. Children who bully often have trouble dealing with their own feelings or the feelings of others. Some children bully as a way of dealing with negative emotions. They may be angry or frustrated and exert power over others as a way of making themselves feel better. Children who bully also often lack the skills needed to solve problems without resorting to violence. Frey, Hirschstein, Snell, Edstrom, MacKenzie, & Broderick (2005) showed that playground bullying behavior can be reduced through strengthening respect.

Many studies to improve students' respectful behavior at school have been conducted in Indonesia. Roshita (2015) examined the improvement of respectful behavior through the group guidance with socio-drama techniques; Kholifah & Naimah (2017) conduct descriptive research about students' respectful behavior; Suryani (2017) examined efforts in improving students' respectful behavior in talking with peers through group guidance; and Sagala & Martica (2017) examined the improving respectful behavior of 5-6 years old children with telling stories method. However, few studies have examined a comprehensive approach in improving respectful behavior with with creating a respectful environment in school and at home.

Character must be comprehensively defined to include thinking, feeling and behavior in an effective character education programme, character is broadly conceived to encompass the cognitive, emotional and behavioural aspects of the moral life. Good character consists of understanding, caring about and acting upon core ethical values. The task of character education therefore is to help students and all other members of the learning community know "the good", value it, and act upon it. As people grow in their character they will

4 develop an increasingly refined understanding of the core values, a deeper commitment to living according to those values and a stronger tendency to behave in accordance with those values (Lickona, 1996). Developing children's respect character should be involved a comprehensive approach through creating respectful climate in their environment.

Berkowitz & Bier (2005) revealed that character education given to students in schools is often not reinforced in the family, so the results are less effective. Collaboration between schools and parents is needed to create a children's environment characterized by a climate of respect. According to Lickona (1996) Schools committed to character education look at themselves through a moral lens and see how virtually everything that goes on in school affects the values and character of students. It's mean that for developing positive and moral climate, all elements of character education, the participation of students, teachers and staff, parents should be involved. The implementation of respect climate in school, students must act respect for teachers, school staff, and friends. Conversely, teachers, school staff, must also behave respectfully towards students. At home, students must behave respectfully towards their parents and siblings, their parents and siblings also always show respect for students. When teachers and parents act respect for students, they are actually carrying out modeling activities of respectful behavior, which will be emulated by students.

II. METHOD

Subject a 6 data collection

This study used an experimental method with one group pre-test post-test design in an elementary school. The participants consist of 68 students in a grade 4-6. Data of respect was measured by daily talling. For each item observed, subjects get point 4 if they always performed the expected behavior, get point 3 if they did 50-80% of the overall opportunity, get point 2 if they did 10-40% of the overall opportunity, and get point 1 if they never did.

Procedure

The implementation of the character education programs based on parent-school partnerships was conducted during 3 months. Before the project, socialization was carried out to all teachers, school staff, and parents of students. The goal of the socialization is to equate perceptions about the importance of developing the character of respect for students, which involves all teachers, school staff and parents, as well as building a strong commitment to carry out tasks in accordance with their respective responsibilities. Teachers and parents was taught how using instrument to assess students' respect behavior by making a tallies on the observation sheet provi 22. At the end of each month a meeting was held with teachers and parents to discuss the development of students' respectful behavior, discuss the problems faced and their solutions.

T-test analysis was carried out to test the significance of differences in data on student respect behavior before the character education program was applied (pre-test) and after applying the character education program (post-test).

III. RESULT AND DISCUSSION

The results of data analysis are presented in quantitative and qualitative data. In table 1 it appears that the test results of the mean pretest respect and posttest differences with the t-test technique show $t = -13.18$ and $p = 0.00$, it is concluded that the implementation of character respect education programs based on parents-school partnerships was effective in enhancing students' respect character.

Table 1. The results of the statistical analysis of the difference in mean pretest and posttest

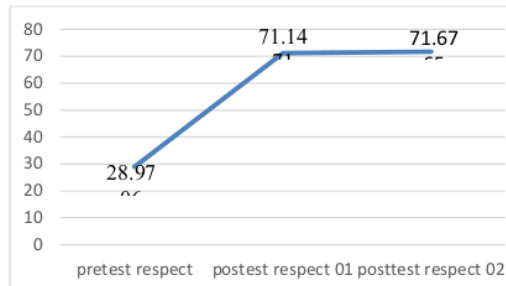
	Mean difference	Standard error mean	t	df	sig
Pretest-Posttest01	-42.17	3.20029	-13.18	67	0,000

Data from observations on student behavior shows that most students are now polite in speaking, easy to give help when seeing someone who needs help, not interrupt conversation, not to grab the queue, more respect for the teacher. The interaction among students looks warmer, almost no more bullying has been found and report from parents also indicate that students more respect to them.

The results of measuring respect for students 'behavior were carried out two weeks later after the implementation of the program was given, indicating that students' respect for behavior was still high. Figure 1 shows that the average score of respect increased significantly at posttest 01 and still held high at posttest 02.

Salah satu faktor keberhasilan program pendidikan karakter respek ini adalah bahwa semua elemen sekolah, terutama siswa, didorong untuk mempraktikan berperilaku respek terhadap semua orang. Mereka mendapat kesempatan luas untuk mempraktikan perilaku respect, sehingga belajar respek sambil mengalami. According to Lickona (1996), moral learning is not different from learning in the intellectual domain, it can 10 explained through the principle of constructivism. Students are constructive learners, they learn best by doing. To develop respect character, they need many and varied opportunities to apply values to respect, help, in daily interactions and discussions. By grappling with real-life challenges — how to propose an idea without being compelling, how to help others who need help, - students develop a practical understanding of respect. Through experience of acting respect for others, students

can also develop and practice moral skills and behavioral habits that shape respect character.



Picture 1. Graphic of students' respect score

The main factor for the success of the education program in respect of this respect is the commitment of all elements of the school, teachers, school staff, students, and parents, to create a climate of respect by acting respectfully with others. According to Lapzey & Narvaez (2006), The more we respect others, the more likely we will be respected. When people are respectful of each other, they are tend to be less hostile, angry or aggressive interchan. **20** that can lead to physical, emotional or relational. **20** The more we respect of **16**s in these ways, the more likely we will be respected. **Respectful relationships create a great positive cycle within our families and society.**

IV. CONCLUSION

This study examines the implementation of the character education programs based on parent-school partnerships to improve students' respect character. From the quantitative and the qualitative data we suppose that this research has some positives effects. Taking into consideration the participants' comments regarding the feelings experienced after the study was conducted it was found that relationships between students were more pleasant when students displayed mutual respect behavior. Getting respect from others encourages him to display respectful behavior.

A major limitation of this research is the small number of participants. From this point of view we think of this research as a pilot study in order to examine the effectiveness of guide module in creating respect climate. Therefore, the next research is expected to conduct research with larger participants.

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