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Family educational patterns in strengthening teenager's character generation z: A literature review

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ABSTRACT

Generation Z teenagers were born in the internet and technological automation era. The negative impact of technological developments causes violations of applicable norms. Teenagers who are involved in juvenile delinquency are caused by a lack of assistance and family control. This study aims to identify appropriate educational patterns for integrating positive moral habits and norms in the family. The writing method uses a literature review. The data collection process through a literature review is supported by a comprehensive analysis of publications from academic journals in the last 5 (five) years, focusing on educational patterns in the family to strengthen the character of Generation Z teenagers. The study results show that there are 3 (three) patterns of education in the family to develop the character of Generation Z teenagers. The three education patterns are family education patterns based on example, monitoring, and understanding psychology. Parents must integrate these three educational patterns in the family to create a golden generation with positive, quality characters. Character development formed through family educational patterns can be collaborated with other character education models, such as in the school or community environment.

ABSTRAK

Remaja generasi Z lahir di era internet serta otomatisasi teknologi. Dampak negatif perkembangan teknologi menyebabkan terjadinya pelangaran norma yang berlaku. Remaja yang terlibat kenakalan remaja disebabkan kurangnya pendampingan serta kontrol keluarga. Kajian ini bertujuan mengidentifikasi pola pendidikan yang tepat dalam mengintegrasikan pembiasaan moral dan norma yang positif dalam keluarga. Adapun metode penulisan menggunakan kajian pustaka. Proses pengumpulan data melalui tinjauan literatur ini didukung oleh analisis publikasi yang komprehensif dari jurnal akademik pada 5 (lima) tahun terakhir, berfokus pada pola pendidikan dalam keluarga untuk menguatkan karakter remaja generasi z. Hasil kajian menunjukan bahwa terdapat 3 (tiga) pola pendidikan dalam keluarga untuk mengembangkan karakter remaja generasi z. Ketiga pola pendidikan tersebut yakni pola pendidikan keluarga melalui keteladanan, pemantauan dan pemahaman psikologi. Orangtua harus mampu mengintegrasikan ketiga pola pendidikan dalam keluarga tersebut untuk mewujudkan generasi emas yang memiliki karakter positif berkualitas. Pengembangan karakter yang dibentuk melalui pola pendidikan dalam keluarga dapat dikolaborasikan dengan model pendidikan karakter lainnya, seperti di lingkungan sekolah maupun masyarakat.

Kata Kunci: generasi z; karakter remaja; pendidikan keluarga

INTRODUCTION

The era of digitalization and optimization has had a very influential impact on human life. Technological developments have increasingly shaped how people live, work, and interact. Citizens have made technology in the age of Industrial Revolution 4.0 a tool and a fulfillment of secondary needs in daily life. Devices, applications, and digital systems have become embedded in everyday routines, from communication to transportation, education, and health. However, along with the rapid advancement of technology, it turns out that the negative impact of these innovations also accompanies it. The influence is not always positive. People generally feel disturbed, overwhelmed, and uncomfortable with the drastic changes in their lives. This condition can be seen as a form of citizen pressure that forces individuals or groups to step out of their comfort zones. The intended citizen pressure may be caused by the lack of readiness to face the fast-moving process of technological modernization. Another reason people are not well-prepared for such a revolution is the shortage of quality human resources equipped with digital literacy and adaptive skills. This is a serious problem among the younger population, especially Generation Z. Modernization and optimization have unintentionally separated noble values and morals, and the youth's shifting social and cultural perspectives. The high moral values in society are a cultural legacy passed down by the founding fathers. These values must be protected and upheld by future generations. If they are not maintained, violations against the national identity may occur. Therefore, understanding these noble values and strong community involvement is a shared responsibility that must be carried out to guide Generation Z in this transformative era (Ainun et al., 2024).

Generation Z is a group in a nation that is growing up and maturing in the age of modern technology. Technological developments significantly and far-reaching impact how people think, behave, and interact within a social environment. Generation Z comprises individuals born between 1997 and 2012, aged 12 to 27. For Generation Z, the rapid and significant technological developments, particularly the rise of the Internet, have had a substantial and lasting impact on their daily lives and overall socialization process. In today's digital era, teenagers have gradually replaced the function of traditional television as a primary mass electronic medium with the widespread use of smartphones and other smart devices. The latest news, trends, and developments can now be accessed instantly and easily without watching television broadcasts. The same applies to how the Internet has become a central medium for social interaction, fulfilling daily needs, and expanding the knowledge and awareness of Generation Z teenagers. It can be seen that fulfilling personal needs, particularly in entertainment and recreation, is one of Internet technology's most dominant and popular aspects. Especially for Generation Z, entertainment through online games and social media platforms such as Instagram, YouTube, TikTok, and Twitter is increasingly in demand and plays a central role in their lives. Gen Z teens often feel more accepted, valued, and highly respected by their peer groups if they can incorporate the latest online lifestyle and social media trends into their everyday routines and expressions (Rahmadhani et al., 2024).

Technological developments that continue to improve have certainly positively and negatively impacted Gen Z teens. The positive effects can be seen in how technology helps them to be more efficient with their work, time, and energy in fulfilling their daily needs and activities. Meanwhile, the negative impacts on Generation Z adolescents include integrating foreign cultural values and norms that are not in line with Indonesian civic culture. This situation has led to developing individualistic and anti-social attitudes among teenagers. Actions such as free sex, drug use, abortion, sexual harassment, and fights among teenagers are forms of juvenile delinquency caused by the development of modern technology. This situation proves that every innovation and change people want has negative aspects that must be addressed following these changes. Generation Z teenagers involved in juvenile delinquency must prepare themselves adequately if they are going to preserve the original values and norms inherited from their nation and prevent them from being replaced by negative foreign cultures (Ainun et al., 2024).

Statistics show that the number of cases caused by juvenile delinquency continues to increase. These figures are increasingly leading Generation Z teenagers towards moral and character degradation. The factors causing the increase in juvenile delinquency are the loss of self-identity and personal identity. Gen Z teens lack the motivation to control themselves and have poor self-control. In addition, the tendency to overthink often arises when teenagers gather and socialize with their peers. The influence of the environment is a significant concern for families when deciding whether or not to integrate the educational approach. The actions of Gen Z teens are greatly influenced by family upbringing, as teens will do whatever they want without considering the negative consequences (Anugrah et al., 2023).

The degradation of morals, attitudes, and character in today's Generation Z adolescents is often considered an abuse of the values and culture that are held dear in society. These actions show that the adolescents' inability to determine their attitudes can destroy societal values and culture. Adolescents are the sole heirs of positive values and culture in society. Positive values and norms must be applied and implemented to form their character. If the process of implementing positive values and standards cannot be carried out, then the output of adolescents will undoubtedly not meet society's expectations in the future. Adolescents experience vulnerability and instability, which more adult figures must always accompany. These figures can be found in the family and community environments. Adolescents cannot yet take action to determine which decisions are right or wrong. As a result, teenagers will experience confusion in their thinking and actions, affecting their friends and environment. Essentially, having the proper knowledge about applying the right educational approach is the key to instilling values and morals. The right approach to thinking and guidance that aligns with culture and positive values will benefit teenagers. These actions can support Generation Z teenagers in developing the positive character expected by their families and themselves (Aulia & Difly, 2024).

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Ir. Soekarno's statement about the power of young people to change the world is very legendary. This statement shows that teenagers greatly influence regional and national development. Generation Z youth are the future leaders and successors of national policies. In addition to being the nation's hope, Generation Z youth are also heirs to family values and culture. The role of parents in educating and developing the characteristics of adolescents is the key to the success of a nation in preventing a crisis of moral and character degradation. The success in the character development of adolescents will be seen in the indicators of success shown through their attitudes and behaviour in their daily lives (Anugrah et al., 2023).

Several previous studies have examined the role of educational patterns in the family in strengthening the character of Generation Z adolescents. Parents have the most important role in spending time with and providing examples for their adolescent children (Hutabarat et al., 2024). Parents establish these

habits but do not have a priority scale for character building (Mariani, 2023). The school has an equally important role in shaping the character of Generation Z. The entire school community and teachers must collaborate to help teenagers develop their positive characteristics, including their religious values (Ramandhini et al., 2023; Shofiyati & Subiyantoro, 2022).

Based on previous research and literature reviews, it seems that much research and literature review on educational patterns within families has been carried out. However, no previous research or literature review describes in detail the educational patterns within families that strengthen the character of Generation Z adolescents. In addition, no indicators of character success are expected from previous studies. That is why we need a systematic literature review to integrate the gaps in the previous research and studies. This literature review aims to identify parenting patterns in families to strengthen the character of Generation Z adolescents in line with the expected character success indicators. So, the output of this study will show the differences in the classification of parenting patterns for adolescents with young children and adults.

LITERATURE REVIEW

Education in the Family

At first, a child will receive education within the family. Education in the family is the primary learning process for an individual. In essence, a person will receive both formal and informal education in their lifetime. Formal education will integrate its educational patterns through a centralized national strategy with various models. Meanwhile, non-formal education will be acquired by an individual through education within their family. This informal education is the key to a person's character development. Parents within the family instill good and proper character traits through coercive and binding strategies and methods. Advice, habit formation, monitoring, role modelling, and appreciation are models for instilling character values that start in the family. The accurate long-life education model is a family education model (Ginanjar, 2022).

Education in the family is the beginning of the learning process provided by parents to their children. Individuals must apply this good and proper learning process as they grow into teenagers. They should be taught from an early age to be honest, respectful, polite, kind, friendly, and obedient to their parents. This is important because it will develop the personality of teenagers in various situations. Parents will be able to educate their teenagers more effectively in this way. Providing moral and character education to teenagers by educating them and providing information or understanding about the truth and goodness of positive attitudes and behaviors. Teenagers first learn from their parents and then from their teachers at school, so this education is vital. Teenagers accept this because parents are the determining factor in the well-being and character of a teenager. Parents strive to instill in teenagers the values of honesty, mutual respect, politeness, kindness, and obedience to rules (Mariani, 2023).

Educating a teenager is not solely the father's or mother's duty but rather the shared responsibility of both parents. Although the responsibilities of fathers and mothers differ, such as providing financial support and other matters, it is important to remember their roles in supervising and guiding teenagers. In daily life, some teenagers resemble one of their parents. However, some teenagers are close to both of their parents. In family education patterns, parents act as educators, role models, and companions (Anugrah et al., 2023).

Friedman's theory reveals that family education has five (5) objectives: affective, socialization, placement, reproductive, economic, and health care and maintenance objectives. National life, in essence, places the family at the center of individual life, with a high level of intimacy, and is the general focus of social institutions (Besari, 2022).

Generation Z Teenagers

Society can be categorized into various generations or segments with substantial homogeneity based on age. Gen X, Y, Z, and multi-generational are the most popular classifications. The division depends on the birth year: Generation X is from 1965 to 1975 or 1980; Generation Y (Millennials) is from 1975 to 1980, 1995, or 2000; and the Post-Millennials (Generation Z) group is from 1996 or 2000 to the present. Generation Z represents teenagers who were born with technology. This factor has caused changes in the younger generation's lifestyle, which must be viewed differently from previous generations. Generation Z will also show a positive attitude towards the sharing economy. As a digital native, Generation Z certainly appreciates various innovations enabling individuals to interact and engage in mutually satisfying exchanges (Mazanec & Veronika Harantová, 2024; Nowacki et al., 2023; Pujiono, 2021).

Generation Z is a large group of teenagers aged between 8 and 23. The general public refers to the digital era as Generation Z or "Children of Today." This era and age have a fascinating educational journey, shaped by widespread innovation. Due to the development of education in this generation, different and varied mentoring models have emerged. Education for Generation Z must integrate modernization and digitalization to achieve holistic development that encompasses cognitive, social, and emotional dimensions (Prasetyo et al., 2024; Zis et al., 2021).

The age group of internet users is often called Generation Z, as they were born in the technological era. However, they are also prone to mental health issues due to their dependence on technology and the influence of social media. A study shows that Generation Z is prone to depression, anxiety, self-harm, and eating disorders. Factors such as social media use, socialization patterns, and family relationships contribute to their mental health issues (Fahreza *et al*., 2024; Christiani & Ikasari, 2020).

Generations Z and Y have almost identical activity patterns and routines. Their ability to perform multiple activities simultaneously, such as tweeting from their smartphones, browsing the internet on their computers, and listening to music through headphones, sets them apart from previous generations. Generation Z's activities and routines are always connected to the virtual world or gadgets. Since childhood, humans have been influenced by technology and sophisticated devices, indirectly affecting their personalities. Indonesian society, especially teenagers, seems addicted to social media today. Teenagers cannot live without their smartphones for almost 24 hours. Generation Z teenagers often use social media platforms such as Facebook, Twitter, YouTube, Instagram, Line, and WhatsApp, which are attractive to Generation Z teenagers (Zeva et al., 2023). Generation Z tends to be more critical of information and more independent in decision-making than previous generations. Although Generation Z is closely connected to technological development and globalization, it faces challenges and problems like previous generations. According to data from the Generational White Paper in 2011, Generation Z is known to be impatient and have low ambition compared to previous generations. This generation's characteristics include individualism, high dependence on technology, short attention spans, independence, greater demands for material possessions, greed, and a sense of entitlement. They also experience attention deficit disorders. On the other hand, they do not know how to solve problems and cannot make the right decisions regarding the issues they face (Anindia et al., 2023).

Character

Character is an important perspective that must be created today, considering the various difficulties and obstacles that come from outside are very risky for the personality of Indonesian teenagers. The character of a nation determines the sovereignty and civility of its citizens. This is because a nation that

has significant power to become a sovereign state must earn the appreciation of the world's citizens (Kurniawaty *et al*., 2022). Understanding national character has been a key innovation in developing educational institutions. Therefore, instilling values and character through mentoring can address the negative mindset created by adolescents. Mentoring is not merely about providing information that must be anticipated; instead, mindset and ability are the goals and criteria for evaluation in learning. The character of a nation's citizens and the progress achieved will be reflected in the nation's identity. Character development must be integrated through education, including schools, communities, and families. National character education has been discussed for a long time, and President Soekarno raised the topic of national development in his state address on August 17, 1957, on "national building" in education. At that time, national character was linked to national development, making character improvement a top priority.

The importance of character building for teenagers, as proclaimed by the government through the Ministry of National Education, has been recognized since the beginning by the country's founders. Since the proclamation of independence, the early architects have understood that character is developed to achieve the country's goals. The country's progress has become even more important and a primary concern, given that the progress of a nation is primarily determined by the nature of the country (Sari, 2021). Various factors and sectors can influence the development of an individual's character. Ki Hajar Dewantoro classified three educational environments that can develop an individual's character: family, school, and community. The family institution is the primary forum for children and adolescents to receive education and training in nurturing and strengthening their character (Santoso *et al*., 2023).

According to FW Foerster, there are four basic characteristics of character education, namely 1) the order of values and their dimensions can only be measured based on levels that serve as guidelines for every action; 2) there is a similarity in values in determining normative comparisons of attitudes and behavior. Coherence provides courage and enables an individual to have self-confidence in making decisions; 3) the process by which an individual internalizes external rules until they become patterns of individual behavior, commonly referred to as behavioral autonomy. This must be evident through evaluating individual choices without being influenced or coerced by different groups; 4) perseverance and loyalty. A person's resilience in realizing what is considered reasonable is called perseverance, and loyalty is the foundation for respecting commitments. Education in noble values rooted in Indonesian culture, aimed at shaping the character of future generations, educational institutions such as schools and madrasahs, families, and the social environment are the core of character education through learning, extracurricular activities, and classroom culture (Giwangsa et al., 2023). Therefore, these institutions must be good examples or models for adolescents' learning and development cycle (Arifudin, 2022).

The personalities of Generation Z adolescents remain an important issue that requires improvement and effort. Bad behaviour such as fights, bullying, a preference for pornographic images, skipping school, lying, and other similar behaviours is an indicator of character problems in adolescents. This behaviour is influenced by the lack of guidance and positive information in preparing individuals for adulthood. In the development of human resources, moral character values must be transformed appropriately. As a result, the development and application of good character have become essential requirements for teenagers' ability to respond to the challenges of modernization and digitalization (Keraf, Mambur, *et al*., 2023; Kulsum & Muhid, 2022).

Character is a development related to an individual's tendencies, desires, or support to achieve something, measured based on consistency, human qualities, or everyday cultural practices. The competencies possessed by an individual can be the basis for character development. For example, a teenager's ability to comprehend the' short-term and long-term impacts of actions helps develop their

integrity. Despite their efforts and consistency in development, adolescents must try to understand their potential as a means of creating positive character. The character will impact a person's inspiration, perspective, and way of seeing things. Therefore, various educational experiences will instill character and competence in Generation Z adolescents. Good personal development and improvement will motivate individuals to grow with limits and responsibilities to do their best and to do everything correctly and wisely throughout their lives. The ability of teenagers to control their consciousness, emotions, and motivation will create good and correct actions to realise a strong character (Irawati *et al*., 2022).

A person's character is shaped by the principles they uphold and the actions they consistently perform, eventually becoming natural habits. To achieve an ideal upbeat personality, it is advisable to go through a phase known as character education. A series of measures and methods is necessary to achieve the goal of character education. This means that the ultimate goal is not used as the primary measure of whether someone is behaving well, but rather that education should be focused on improving a person's personality, including soft skills for living in the 21st century (Dewi, 2022).

There are several factors contributing to the lack of character education implementation. These factors include: 1) the evaluation of character education models has not been able to serve as technical guidelines for effective and efficient internalization; 2) the education process is still focused on improving students' hard skills, while the development of soft skills has not been a top priority; 3) the learning patterns implemented in schools through co-curricular activities have not integrated character development following the identified teaching system; 4) character education models based on role models have not been successfully applied by mentors or assistants to serve as role models; and 5) children still receive much inefficient information to be used as examples in their behaviour. The five factors above are why character education cannot be implemented consistently for school students or adolescents in families and communities (Salirawati, 2021).

Despite the increasing pace of modernization, Generation Z still has excellent potential to develop their personalities. This issue can start with the role of the family in conveying information about maintaining attitudes and behavior in adolescence. A Generation Z teenager tends to be more sensitive to what is happening around them, encouraging them to understand and act in their social environment. Several exercises and schedules can be used to shape and nurture the personalities of Generation Z teenagers. These include personality adjustment exercises, role modeling, and daily cultural practices. These activities provide indicators of achievement that can be integrated into developing and strengthening teenagers' character (Keraf, Nurlailah, et al., 2023).

METHODS

The writing method used in this article is based on a literature review. This literature review is supported by a comprehensive analysis of publications on educational patterns within families to strengthen the character of Generation Z teenagers. The data collection process was obtained through an analytical review of various sources such as academic journals, reference books, and magazines, focusing on family education patterns and the character of Generation Z adolescents. The review was conducted using various sources published in the last five years. This aims to synthesize existing knowledge and provide a different understanding of the role of the family in shaping adolescent character.

The assessment was conducted by searching the Scopus database, which indexes various online journals in the education sector with national and international coverage. In addition, a comprehensive Google Scholar search was also used to include relevant keywords or to internalize research found in the reference lists of peer-reviewed articles. Furthermore, other important studies and reports related to the concepts studied in family education patterns for Generation Z (Timotheou et al., 2023). were also

explored. The methodology flow for the literature review in data exploration can be seen in the following figure.
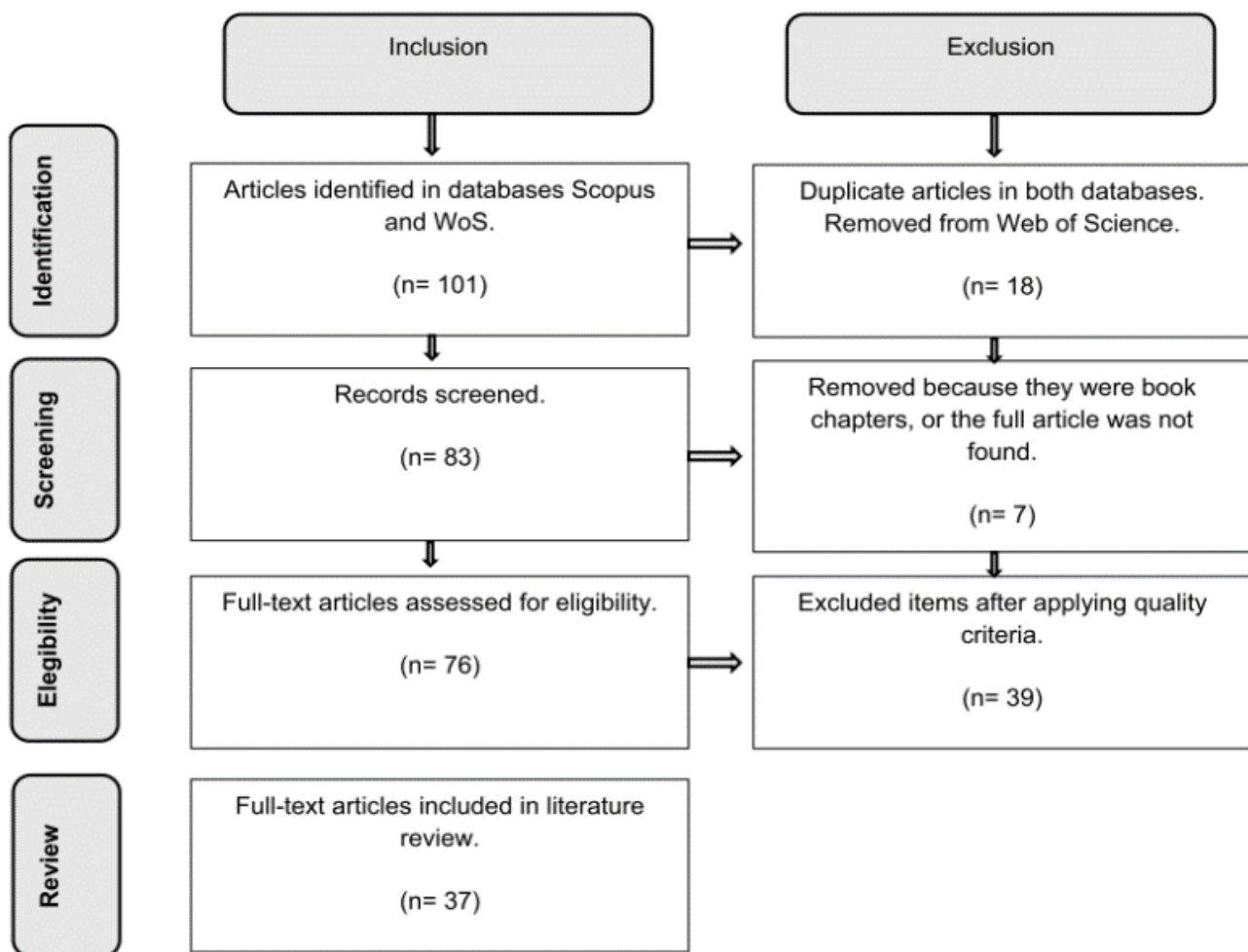
Image 1. Literature Review Methodology Flowchart
Souce: Montes-Martínez & Ramírez-Montoya (2023)

The exploration began with an extensive search of academic journals, which were considered primary sources. Articles reviewed through a peer review were selected to ensure the reliability and credibility of the information collected. These articles offered theoretical frameworks, empirical studies, and critical analyses related to educational patterns in families that could influence the character of Generation Z teenagers. The data collection process deliberately focused on parental guidance models in families. Concepts such as attention, guidance, and quality time are explored. The aim is to explore the theoretical foundations of parental mentoring patterns and their real manifestations within families.

After data collection, a systematic analysis is conducted. This analysis will identify recurring themes, emerging trends, and variations in the application of educational patterns within families across the context of Generation Z adolescents. By drawing from diverse sources and employing comprehensive analysis, this review provides a comprehensive perspective on the conceptual foundations, practical implementation, and impact of parenting patterns within families for Generation Z. The use of this methodology reflects the extensive nature of the data collection and analysis process, laying the groundwork for the findings and conclusions presented in the subsequent analysis (Sitopu et al., 2024).

RESULTS AND DISCUSSION

Educational models within families are always the most vital aspect for all parents to explore. The successful upbringing of adolescents is a very satisfying achievement. Many abnormal and antisocial events occur in society caused by adolescents. This clearly shows that family educational models have been unable to develop the expected positive characteristics. Of course, the determination of educational models within the family cannot be made through conventional methods. Instead, it must be achieved through mutual agreement between both parents. Several educational models within the family can be implemented to foster the character development of Generation Z adolescents. The educational models include modelling, monitoring, and understanding (Mulati, 2023).

Education Through Role Models

The presence of public figures is one of the reasons for the existence of mimicry and the imitation of styles. Until now, adolescents have always had someone they look up to as a role model. The process of mimicry can take the shape of a lifestyle or daily routine. Self-formation and the discovery of identity in adolescents are inseparable from the search for role models who can serve as examples for them. The stages of this phase place Generation Z adolescents in a zone of searching and confusion regarding their identity. The situation now requires parents to provide genuine guidance so teenagers can understand their true selves and personal concepts. Education through role modelling requires parents to become individuals, figures, models, and role models suitable for the teenagers they are guiding. In general society, people often say that the attitudes and characters of teenagers are a reflection of their parents (Mulati, 2023). Parental role models must demonstrate positive behaviour to their children (Ginanjar, 2022). When parents fail to set a positive example, their kids will not develop positive character traits. This can lead to moral and intellectual deficiencies in adolescents. Therefore, to develop a good character in adolescents, they must first see it in their parents' thoughts and behaviour.

Involving parents in their children's upbringing is crucial to shaping their character. Regarding family education, parents should avoid using rude and inappropriate language at home (Nely & Rabung, 2022). The parenting style of role modelling will always seek to provide primary education to adolescents in applying positive habits. These examples include praying properly, using time efficiently during leisure and work, socializing positively, and being disciplined in carrying out tasks and responsibilities at home (Handayani et al., 2020). When doing daily activities at home, parents must be able to inspire adolescents to share positive virtues that can be used as examples. Therefore, if parents can educate and develop educational models in the family by applying positive role models, these positive characteristics will be seen in adolescents. Adolescents will always follow their parents' behaviour patterns (Masrofah et al., 2020; Sarbini & Wahidin, 2020).

Education Pattern Through Monitoring

The type of education that parents give their kids at home can be different. Building up teens' character is essential to ensure they become great citizens. Parents should set a good example and monitor how their kids are doing. According to William Stern's theory of convergence, every kid is born with their potential. Parents are obligated to understand the potential of their adolescents. Creating a harmonious family environment and striving to facilitate the development of their potential are positive development efforts. Adolescents will spend time on activities at home and will not be influenced to engage in behaviours or attitudes that lead to negative character traits. However, it is also important to remember

that convergence theory emphasizes that the family environment significantly influences adolescent development (Mulati, 2023; Wahdani & Burhanuddin, 2020).

Parental involvement is crucial in monitoring adolescents' social activities in a positive social environment. This is because adolescents tend to listen more to advice from people in their social circle. Their character and personality are more heavily influenced by the advice from those around them, particularly if parents have established a positive family dynamic. The role of parents is often taken over by external parties to provide guidance when teenagers make mistakes or make important decisions (Nely & Rabung, 2022). This situation usually occurs in the lives of Generation Z adolescents in modern times. It demonstrates that adolescents' characters will change after the socialization process. These changes in character are highly dependent on who they socialize with. Monitoring the socialization process carried out by parents can guide adolescents toward the positive character expected of them following their socialization environment (Rangga & Bobby, 2022).

Education Patterns Through Psychological Understanding

When an individual enters adolescence, they enter a phase of negativity that affects their behavior, which is often uncontrolled. This behaviour is an expression of their need to find their identity. This phase often results in parents feeling uncomfortable with their behaviour. A lack of intense relationships and the emergence of distance are most common between parents and adolescents. If parents allow this situation to continue, adolescents will seek answers to their issues outside the family environment. Adolescents will be easily influenced by their environment, which has the potential to shape bad characters within them, such as juvenile delinquency. The actions that parents should take in dealing with this situation are to remain calm and try to understand their psychology. After the efforts made by parents have been successful, they can proceed by opening up completely to provide guidance. This psychological understanding is based on parents' knowledge of the stages of adolescent development. If parents make mistakes in guiding psychological understanding, children will feel dissatisfied with the presence they receive (Mulati, 2023).

Parents should make sure that teens feel needed and accepted in the family. When a teen shows positive traits, parents should appreciate them, even if some attitudes and behaviors are not quite right. Parents' understanding of adolescent psychology will increase their self-confidence. Adolescents will feel accepted and understood well. This is the best time for parents to instill positive values and norms in their adolescents. Adolescents will uphold these positive things to develop their character (Nely & Rabung, 2022). Understanding adolescent psychology can also be achieved by understanding the potential of Generation Z adolescents. In essence, all positive character traits are present in adolescents from the moment they are born. The role of parents is to identify and nurture these natural character traits, following their desires. These efforts can ensure that adolescents grow and develop according to a positive character model (Besari, 2022).

Discussion

Parents' success in shaping positive character in adolescents depends on how often they provide positive examples. The more often parents provide positive examples and actions, the greater the chances of successful character development in adolescents. Parents must work together to determine the character traits that should be prioritized for adolescent development. Identifying these priority character traits will become crucial in providing role models for Generation Z adolescents (Mudzakiroh & Arif, 2022).

Monitoring teenagers' socialization and interactions is also essential. Choosing a good social environment keeps teenagers in a positive circle. Being friends with good people will positively influence other teenagers in their Generation Z environment (Ginanjar, 2022).

Understanding adolescent psychology is a challenge for many parents today. If the wrong approach is taken, it can have a negative impact on the adolescent's development. The smallest unit in a country is the family, so understanding adolescent psychology is a task that must be accomplished. Generation Z teens will achieve optimal growth and development if their basic needs are met. These needs include a balanced diet, appropriate clothing, and a comfortable living environment. In addition, the most important aspect in developing a teenager's character is fulfilling their physical needs, such as attention, love, support, and appreciation (Satria & Aini, 2021).

An individual's introduction to life and the world begins in the family. Our ancestors passed the framework of love, guidance, and nurturing from generation to generation. These three family upbringing cultures have been integrated into spiritual potentials such as emotions, creativity, and willpower. As has been studied in the formulated results, the guidance and development of growth and maturity in adolescents lies in the nurturing pattern. Meanwhile, the honing pattern will focus on developing the adolescent's soft skills according to their potential. The guiding pattern will shape, develop, and guide adolescents to be able to control themselves. Indeed, lifelong education must be truly integrated into parents' understanding today. It is true that as adolescents reach adulthood, parental responsibility seems to diminish gradually. However, relinquishing responsibility in education never occurs in its true definition (Besari, 2022).

The educational patterns within families for Generation Z teenagers are shaped by the roles and influences of parents within the family. From the moment a child is born, the first potential for closeness is with the mother. A mother becomes someone the child can trust and a close friend if she can fulfil her duties well. Similarly, a child will tend to observe the leadership and maturity of their father when spending time together. Positive character traits in adolescents are more likely to develop well if parents can fulfil their respective roles responsibly (Ramdhani et al., 2020). This is because their responsibility is to develop a teenager's character into something better. Parents must integrate quality educational patterns to build their teenagers' character. Raising, nurturing, and educating with love are positive educational patterns within the family for Generation Z adolescents (Mahmudin & Muhid, 2020).

The development and improvement of the quality of a nation's human resources and civilization depend primarily on the role of the family. The family's educational pattern contributes significantly to forming a high-quality future generation. Therefore, strengthening the character of the youth of Generation Z is the key to family education (Yusiyaka & Safitri, 2020).

CONCLUSION

There are three educational patterns within families for developing the character of Generation Z teenagers, which differ significantly from educational models typically used for early childhood and adults. These three essential educational patterns are family education through role modelling, consistent monitoring, and a deep psychological understanding of adolescents. These patterns must be implemented continuously and consistently through a repetitive cycle, often called habitus. The ongoing application of these approaches plays a vital role in shaping adolescents into individuals with strong, positive, and resilient character traits. To achieve this, parents must harmoniously integrate and balance these three educational patterns within the family setting. When implemented effectively, this integration contributes significantly to the realization of a golden generation that embodies both quality character and a positive moral compass. Furthermore, the character development fostered through family-based educational efforts can be synergized with character education models within formal school settings or

community-based initiatives. This collaborative approach reinforces the desired outcomes and provides a more holistic character-building experience. All educational strategies mentioned above are flexible and can be adapted or modified according to each family's conditions, values, and needs. Adolescent character development becomes visible when behaviour and decision-making shifts reflect internalized positive values. These behavioural changes can be measured and synchronized with indicators of desired character achievement. Finally, this study recognizes its limitations, particularly in identifying and classifying specific character types. Therefore, it is recommended that future researchers expand on these patterns to categorize character traits based on priority and relevance.

AUTHOR'S NOTE

Completing this article required time, effort, and contributions from other parties. The contributions of the accompanying authors provided innovative ideas in developing the theories used in writing this article. In addition, the authors declare that this article is an independent work without any underlying interests. The authors declare that the data and content of this article are original and free of plagiarism.

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