

The Roles Of Parents, Teachers, And Peers In The Process Of Elementary School Student Shaping

Samsul Pahmi^{1}, Ayu Lestari¹, Ira Rohimah¹, Najmah¹ Hisan¹ Kamila¹*

*¹Nusa Putra University, samsul.pahmi@nusaputra.ac.id, ayu.lestari_pgsd@nusaputra.ac.id ,
irarohimah360@gmail.com , najmahhisn@gmail.com*

Abstract: The purpose of this study is to find out how parents, teachers, and peers are involved in the process of elementary school students. The study uses a qualitative method of case study, using data collections tools of observation and interview. Studies reveal that the roles of parents, teachers, and peers in the process of character creation play a crucial and interconnected role in student character creation. The role of the parent here is very important because the child starts in the family, and the family is first and foremost in the development of the child. In addition teachers and peers play an important role in shaping the students. Teachers must have a good attitude, for teachers will become teachers and their peers will also play an important role in this regard because children of elementary school age will interact more with friends, so parents should always supervise child friendships so that forming a child's character will not be hinted at by negative.

Keywords parents, teachers, and peers

* **Corresponding author's e-mail:** email.correspondence@email.you

ISSN: 2686-4789 (Print); ISSN: 2686-0473 (Online)

<http://icehos.nusaputra.ac.id>

INTRODUCTION

The family is the beginning and foremost place of character education in the child, which is expected to play a role and function well in providing home character study. (Syarbini,A.,2014). Children usually perform few activities with what they see and hear, so a family is expected to provide a child with good character education. In addition, teachers also play an important role in the development and education of character in children.

The ability and potential of a child will not progress optimally without the guidance of a teacher as a second parent at school, who should make it easier for the learning of a child's character, to be able to develop all the potential he has (Utomo, 2019). In addition to parents and teachers, there are also friends a part of daily children's lives, characteristics that vary enough to influence character education that indirect friends are often inspired by their instilling patterns of life. Success in creating character in children in the family is supported by how parents educate their children and how parents obtain information to have a bearing on their health, happiness, confidence, and child character in elementary school. The integrity of the parents in the family is essential for the creation of the character of the child, where they are the first and

foremost in the implanting of values that can serve as guidelines in instilling character education. There are some family functions as follows: Religious function, The function of affection, Protection functions, Cultural Social Functions, The social and educational, The economic function and The environmentally friendly (Adela, D., & Permana, D., 2020).

A good family life will provide capital for children in character creation, for children both parents will give great meaning in the child's life and what they will learn and example the child developed. Since a parent becomes a figure for his child, the parent should set a good example especially in front of his or her own child.

The family is the primary source of moral education for children. Parents are homely teachers who teach their children moral lessons, and they have a major impact on their child's development. When children do not have a close relationship with their parents, then they become weak in having or mastering good character.

The increasing weakness of children in the face of peer pressure and the declining parental supervision, in time children who take independent measures that endanger their own lives, is self-harm. In the learning process, teachers are second

parents at schools that develop the character of the child, in addition to the management of the class, to what extent the teacher is able to master the methods, media, and materials, that are adjusted to several contributing factors in educational character development. (Astika, M., & Bunga, S S., 2016).

According to Lickona, a teacher has the power to instill values and character in one. Teacher interactions with students have an impact, whether positive or negative on student children, in three ways that is: Teachers with loving characteristics, The teacher who was modelled and Teachers mentor.

A teacher's positive habits of prayer before and after an activity at school, courtesy of unmanners in speaking, caring for the other students and teachers, and always being on time and disciplined without seeing where and when, exemplifying honest behavior and taking responsibility for the task at hand. The teacher's evil personality.

In elementary school children there is an extension of their social life, which usually follows the election of friends as they want. Both good and bad moral development was based not only on a good or bad judgment response from another's view but rather on a general moral concept developed and

developed a conscience that began to control his behavior.

A child begins to look for a concept that is ideal by admiring the characters or people they consider his or her choice of dignity as an image of identity that helps to shape his behavior. At an elementary school age, being happy with being in his or her group, such as playing with sports and constructive. They enjoy the game, they explore new places they have not previously been to, collect certain objects, enjoy such as watching entertainment, and there are children who are daydreaming at this stage because of a lack of playmates, as well as potential physiological and psychological dangers.

LITERATURE REVIEW

First Literature

Physiological hazards are like disease, misrepresentation of the body, physical disabilities, disadvantages of appearance. Whereas the psychological danger of social adjustment is the lack of support and recognition from those closest to you, such as parents and peers (Yuantoro, F. D., 2019). Activity in schools both academic and nonacademic can be a resource of authority.

Second Literature

In child molding sometimes children are drifting in accordance with the circumstances of their peers, because peers play a role in changing their character, for when children see an opportunity to change their personality in both positive and negative ways that they think they have made an adjustment in their social environment. In keeping with the phrase Kohlberg

(Santrock, 2021) that interaction with peers is an important part of social stimulation that challenges children to change their moral reasoning while adults have characteristics to tend to impose rules on children.

Third Literature

The habits of friends in the neighborhood have a profound effect on a child's character development, where a child becomes friends with those who tend to be negative and thus an opportunity to imitate such negative behavior.

Peers are always the basis for open communication with their peers, and children have a better chance of forming a giving and receiving perspective, and then when in a stressed position the child will do what they think is right but according to the rules is wrong behavior. Unregulated social

habits will adversely affect the next generation of youth. (Rochaniningsih, N. S., 2014).

Fourth Literature

According to Erikson (Budiamin, Hafidz & Daim, 2021) explaining that a child's personality is shaped by the development of the psychosocial crisis, if a child is able to cope with the crises it faces, he will have a healthy or integrated personality and the ability to master the environment, whereas if a child fails to resolve the crisis, he will drift away in the stream of life. The creation of good communication between parent and child, the reinforcing of something positive by teachers, the selection of friendship characteristics in the neighborhood is essential to achieving the full character of the child.

Hypothesis

From some of the foregoing research description it is not known to explain in a more specific way the influence of both partial and simultaneous variables of parents, teachers and peers toward the complex development of students in elementary schools that researchers believe there is a correlation or influence between these variables. As for the hypothesis proposed :

H₀ : The variable of parents, teachers and peers do not significantly affect the character of the student.

H₁ : The variable of parents, teachers and peers affect significantly the character of the student.

METHODOLOGY

Population and samples

To obtain an accurate representation, from the results of a survey conducted on students in several villages in Sukabumi district, the researcher concluded that the village could fulfill the requirements to become a population and a representative sample for the character condition of elementary school students. So it can be concluded that the population in this study were all elementary school students in Sukabumi Regency, with the sample subjects being elementary school students from grades IV to VI in one of the villages in Sukabumi.

Research data gathering technique The research USES a likert scale to represent the two-part scale of the question, the positive form of the question to measure the positive scale, and the negative question to measure the negative scale. Positive questions are scored 4, 3, 2, and 1; Whereas the negative form of the

question is given the scores of 1, 2, 3 and 4.

Instrument testing technique

Data normality test

The data normality test aims to determine whether the data is normally distributed or not. This is to prove that the data used are normally distributed, the results of this analysis will then be compared with their critical value. The basis for decision making can be based on probability (asymptotic significance), namely: If the probability > 0.05, the data is normally distributed.

Hypothesis testing

The two-mean difference test aims to determine the significant average difference between variable X and variable Y from the results of questionnaires, interviews and secondary collection. By using the t test and testing criteria, namely: If the probability < 0.05, there is a difference.

Coefficient of Determination

The coefficient of determination is a measure of Godness of Fit which explains whether the linear regression line is in accordance with the observed data. By using SPSS software, drawing conclusions to determine the percentage of influence of variable X on Y refers to the value of Adjusted R Square x 100%.

F test

The F test is used to determine whether the independent variables simultaneously have a significant effect on the dependent variable. The degree of confidence used was 0.05. With the conclusion, if the value is sig. <0.05 then simultaneously variable X has a significant effect on variable Y.

Multiple Linear Regression

Test Regression analysis is a data analysis technique in statistics that is often used to review between several variables and predict a variable. Multiple linear regression is a hypothesis testing to determine the effect of the independent

(independent) variable on the fixed (dependent) variable. The multiple regression equation used is (Gustian, D., Pahmi, S., 2020): $Y = a + b_1 x_1 + b_2 x_2 + b_3 x_3 + \dots + b_n x_n + e$

RESULT AND DISCUSSION

Data Normality Test

From the table above, it can be seen that the sample from the experimental class and the control class for each group based on the results of data processing obtained the Sig. is 0.283 resulting in the Sig. > 0.05 so that the data can be concluded to be normally distributed (Muslih, M., et al, 2017)

| | | Unstandardized Residual |
|--------------------------------|----------------|-------------------------|
| N | | 44 |
| Normal Parameters ^a | Mean | .0000000 |
| | Std. Deviation | .46062960 |
| Most Extreme Differences | Absolute | .149 |
| | Positive | .110 |
| | Negative | -.149 |
| Kolmogorov-Smirnov Z | | .988 |
| Asymp. Sig. (2-tailed) | | .283 |

Figure 1. One Sample Kolmogorov Smirnov Test

Hypothesis testing

To determine the effect of all X variables (Parents, Teachers, Peers) partially on the Y variable (Character), a t-test was carried out. From the results of the tests carried out, it can be seen that the policy variables X1, X2

and X3 are 0.028, 0.041, 0.010, respectively. with a confidence level of 0.05 (95%) it can be concluded that all Sig. variable $X < 0.05$, which means partially has a significant effect on variable Y.

Table 1. Coefficients

| Model | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|--------------|-----------------------------|------------|---------------------------|-------|------|
| | B | Std. Error | Beta | | |
| (Constant) | 0.542 | 1.367 | | 1.058 | .296 |
| Orang Tua | 0.338 | .299 | .076 | .488 | .028 |
| Guru | 0.256 | .183 | .320 | 2.066 | .041 |
| Teman Sebaya | 0.213 | .204 | .017 | .114 | .010 |

Coefficient determinations test

The coefficient test of determinations is a further step in determining the percentage of non-profit variables on variables and other factors not examined on variables. At table 3 the value of coefficient determinations (accuracy r square) is 0.771 or (77.1%). This suggests that the percentage

of influence between parents, teachers, peers at the same time has a 77 percent impact on raising children's character at an elementary school level. From the calculations it could also calculate that there is another factor involved that does not factor in the variables by a percentage of 22,9%.

Table 2. Model Summary

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------|----------|-------------------|----------------------------|
| 1 | .884a | .782 | .771 | 2.84634 |

Test F

At test testing t for hypothesis testing indicates there is a significant influence between the variable x (the influence of parents, teachers, peers) to variables (the character of children) partially/separate so

that in the subsequent test f might be concluded that simultaneous variables and variables (x1, x2, x3) have a significant influence on the variable variable and variable (x1, x2, x3) Proof on table 4 with sig value. at 95% trust level is 0003.05.

Table 3. ANOVA

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|-------|------------|----------------|----|-------------|-------|-------------------|
| 1 | Regression | 1.268 | 3 | .423 | 1.853 | .003 ^a |
| | Residual | 9.124 | 40 | .228 | | |
| | Total | 10.392 | 43 | | | |

a. Predictors: (Constant), Teman Sebaya, Guru, Orang Tua

b. Dependent Variable: Karakter

Linear regression test

Multiple x1, x2, x3 and y are 4, and then can be interpreted into several important sections that are (referring to table 2): Constant (constant)

The value of constants is a virtue which is assumed to be an influence where all independent variables (x1, x2, x3) do not support or value zero (0) would be a fixed value of 0542 which means the value of the child's variables is classified to be 1 = bad, 2 = bad, 3 = good, and 4 = excellent.

The role of parents

The coefficient value of a parent's role for an x1 variable of 0338. Of the value of coefficient may be calculated if the value of the assigned variables scores maximum, then, under the assumption that other variables do not support/value 0 (0) the child's character is 2,124 still on the classification 2 meaning the child is inferior, thus implying that parental support alone is not capable of making the child both good and excellent.

The role of teacher

The teacher's coefficient value for an x2 variable of 0.256. Of the value of coefficient may be calculated if the value of the variables scores maximum, then assuming the other variables do not support/value 0 (zero) then the child's character value is 1,791 near classification 2 which means the child is inferior.

The role of peer

The coefficient value of the peer role for the x3 variable by 0.212 and is variable with the lowest coefficient value. From the value of coefficient could be calculated if the value of your peers 'variables was maximum score,

so assuming other variables do not support/value 0 (0) the child's character value is 1,624 in the 1-2 range which means the child is inferior, thus implying that a peer's support is not capable of making a child good or excellent.

From regression analysis on table 2 if the role of parent influence, advanced teachers and peers toward raising a child's character above could be defined as the following success rate: $Y = 0.542 + (4) * 0.338 + (4) * 0.256 + (4) * 0.213 = 3.77$ It may be concluded that the value of 3.77 is in the 3-4 range that children will have character that is in the good range and very good.

CONCLUSION

Based on research results and data processing the influence of parents, teachers and peers on child character development can be summed up in part:

1. Parenthood is the most influential of all other variables studied in the structuring of children. This may be because parents and family environment are the first and principal wards for the child who give more role in helping character development in the child.
2. Indirect character education can take place at school, an example and a teacher's figure play a crucial role in developing children's character at school. Teachers are good examples of being, saying, and acting. and so it is concluded that most of the child's time will be spent with family and peers, thus leading to a conclusion that peers have played a considerable part in changing child character. Learners who are quick to influence peers often imitate what their peers do in order to be called solidarity, and also at the age of elementary school children are having fun playing with friends, so peer roles in child character development are needed.

REFERENCE

- Adela and Dede Permana 2020, Shaping character in elementary school children is strongly influenced by everything that is the ward of
- Akhmadi, (2021). Konsep Keluarga. [online]. Tersedia: <http://rajawana.com/artikel/pendidikan-umum/391konsepkeluarga.html>. [4 mei 2011]
- Syarbini, A. (2014). Model Pendidikan Karakter Dalam Keluarga. Elex Media Komputindo.
- Mutiah, D. (2015). Psikologi bermain anak usia dini. Kencana.
- Utomo. (2019). Implementasi Penguatan Pendidikan Karakter Melalui Pembiasaan di SDN 4 Cicurug Kabupaten Sukabumi . Jurnal BELAINDIKA (Pembelajaran Dan Inovasi Pendidikan), 1(1), 17-33
- Adela, D., & Permana, D. (2020). INTEGRASI PENDIDIKAN LINGKUNGAN MELALUI PENDEKATAN ECOPEDEAGOGY DALAM PEMBELAJARAN IPS DI SEKOLAH DASAR. Jurnal BELAINDIKA (Pembelajaran Dan Inovasi Pendidikan), 2(2), 17-26
- Astika, M., & Bunga, S. S. (2016). Hubungan kompetensi sosial guru Kristen terhadap perkembangan karakter siswa: Tantangan pendidikan Kristen dalam mencerdaskan youth generation. Jurnal Jaffray, 14(1), 63-76
- Muslih, M., Arianti, N. D., Husen, A., Gustian, D., Pahmi, S., Nasrudin, R. P., ... & Hidayani, R. D. (2017, November). Marketing strategy with linier regression to the interest of new students. In 2017 International Conference on Computing, Engineering, and Design (ICCED) (pp. 1-5). IEEE.
- Gustian, D., Pahmi, S., & Arianti, N. D. (2020). Menggali Emas Terpendam Data Mining. 3M Media Karya Serang.
- Yuantoro, F. D. (2019). HUBUNGAN ANTARA INTERAKSI TEMAN SEBAYA DENGAN PENYESUAIAN SOSIAL SISWA KELAS VIII DI SMP NEGERI 2 TOROH TAHUN PELAJARAN 2018/2019 (Doctoral dissertation, Universitas Negeri Semarang).
- Rochaniningsih, N. S. (2014). Dampak pergeseran peran dan fungsi keluarga pada perilaku menyimpang remaja. Jurnal Pembangunan Pendidikan: Fondasi dan Aplikasi, 2(1)
- Neprializa, N. (2015). Manajemen Budaya Sekolah. Manajer Pendidikan, 9(3).
- Budiamin, A. Hafidz, D.H Daim (2006) Perkembangan Peserta Didik. Bandung: UPI PRESS
- Hasbullah, N. (2005). Dasar-dasar Ilmu Pendidikan. Jakarta: PT Raja Grafindo Persada.
- Irani, D. (2014). Seribu Satu Kesalahan Dalam Mendidik Anak. Jakarta: PT Elex Media Komputindo.
- Lickona, T. (2012) Educating For Character Mendidik Untuk Membentuk Karakter. Jakarta: Bumi Aksara.
- Purwanto, N. (2007). Ilmu Pendidikan teoritis dan Praktis. Bandung: PT Remaja Rosdakarya.
- urwanto, N. (2011). Pendidikan dalam Lingkungan Keluarga. [online].
- Sadulloh, U, Robandi, B, dan Muharam, A. (2007). Pedagogik. Bandung: Cipta Utama.
- Santrock, J. W. (2007) Perkembangan Anak. Jakarta: Erlangga
- Santrock, J. W. (2012) Lipe Span Depelopment: Perkembangan Masa Hidup. Jakarta: Erlangga
- Tirtarahardja, U. dan Sulo, S. L. L. (2005). Pengantar Pendidikan. Jakarta: PT Rineka Cip