

THE ROLE OF PEER ENVIRONMENT AND PARENTS' ATTENTION IN DEVELOPING DISCIPLINARY CHARACTER OF STUDENTS AT MTS YAPI PAKEM

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Abstract

This article proposes several theories related to environmental theory and parents' attention, in relation with the development of disciplinary character of students. Character is the foundation of a person's thinking and behavior. Character development of a child is highly influenced by environment, especially family environment and peer environment. Family environment is closely related to attention and affection of parents, while peer environment is related to the formation of identity and social behavior of children. This article aimed to find out how the role of peer environment and attention of parents in shaping the disciplinary character of students.

Keywords: disciplinary character, family environment, peer environment.

BACKGROUND

Adolescence is the right time for the development of children character. At this time, children begin to recognize the association with the outside world that affects the development of their character. Character is someone's trait, nature, behavior or personality. According to Zuchdi (2012: 16-17), character can be used as a way of thinking and behaving, it becomes the distinctive feature of each individual to live and work together in various environments. One of the characters is disciplinary character. Discipline means an action demonstrating orderly behavior and complies with various laws and regulations (Syamsul Kurniawan, 2013: 41). Discipline allows the child to do things accepted in the environment, so that children may get praise and recognition.

Character development is a shared task among parents, school and community (Amri, 2011: 26). This means that the character development of a child is influenced by the environment. Environment is everything that exists in the natural surroundings that have particular meaning or effect for the individual. It is not only family environment, but also the school and society had a big hand for the development of good character. However, the development of good character cannot be separated from certain problems. The role of family, especially parents, is very important to direct the child in association with the community environment. Ideally, parents are obliged to give attention to their child. Yet, there are many parents who have been less attention to their children. Parental supervision is inadequate on children and the ineffective implementation of discipline may bring up a child's desire to seek attention in other environments.

The development of attitude, behavior and social behavior of adolescents are determined by the influence of environments or peers. A positive social environment

provides opportunities for children to achieve social development perfectly. On the contrary, a negative social environment hinders the social development of children. The peer group is the initial interaction for children and adolescents in the social environment. Children begin to learn to get along and interact with others with the purpose to gain recognition and acceptance of the group. The positive influences of peer relationship are forming a study group and abide by the norms in society and demanding common values, kinship, humanity and brotherhood. The negative influences are the violation of social norms or the school rules.

Based on data from observations and interviews at MTs YAPi Pakem, disciplinary character of students is a very fundamental problem. Most students still have problems with disciplinary character. The problems include late to school, not doing home work, absent from school without permission, falsifying permission, skipping during school hours, truancy in extra-curricular activities, truancy when Zuhr (*Dhuhur*) prayer in congregation, fighting, sleeping during lessons and smoking in the school environment. According to BK (Counseling) teacher of MTs YAPi Pakem, peer environment has an enormous influence for the development of disciplinary character of students at MTs YAPi Pakem. Peer environment can foster a positive climate for the activities in the school, but there is also a negative one. Unconducive environmental characteristics, such as many children out of school, the number of non-formal groups outside the school may cause the child that does not focus on learning, prioritizes the group interest and indifferent to the school rules. In addition, the lack of parents' supervision outside the school may cause the children to have a tendency to associate with an environment that is not necessarily good for children's development. Based on student data, most students grew up in a broken family. Both parents were separated due to divorce, left to work in other city or abandoned without reason, so that many students lived with their extended family, such as uncle, grandparent, even staying at Islamic boarding school that certainly far from parental supervision and lack of parent's attention. This is assumed to be the main cause of the lack of student disciplinary character at MTs Yapi Pakem.

Therefore, it is important to know how big the role of peer environment and the role of parents in shaping the student disciplinary character. It can serve as guidelines for developing the student disciplinary character. By knowing how big a role of environment on the development of students' character, the school and parents can provide limitation and directs the students to associate with the right environment. Then, by knowing how big the role of parents in the development of student character, this can be a reference for parents to pay more attention to the child, so the child feels comfortable and does not seek attention in the outside environment. It would be easier for parents to instill disciplinary character in their children.

THEORETICAL STUDY

Discipline character

Character is someone's trait, nature, behavior or personality believed and served as the basis to think, behave and act. Character can also be interpreted as a behavior based on values that are based on religious norms, culture, laws, customs and aesthetics (Widihastuti, 2013: 39-40). Character is universal values including all human activities, either in relation with God, himself, each other or environment embodied in thoughts, feelings and behaviors based on religious norms, laws, manners, cultures, and customs (Zuhdi, 2012: 16-17).

According to Lickona (1991: 82), character has three interrelated parts, namely moral knowing, moral feeling and moral behavior. The three parts are interconnected; each has some distinctive elements (Sudrajat, 2011: 50-53). Moral knowing has several elements, they are:

1. *Moral awareness*, moral awareness is a weakness that hit people of all kinds of ages. Often the action taken did not pay attention to human moral values; they do something without questioning the validity of an act beforehand.
2. *Knowing moral values*, moral values such as respect for life and freedom, responsibility towards others, honesty, fairness, tolerance, courtesy, self-discipline, integrity, kindness, compassion-sympathy, and perseverance or courage, as a whole shows the properties of a good person. Knowing the values of the above means understanding how to apply those values in a variety of situations.
3. *Perspective-taking*, is the ability to take lessons from the events that befall or happen to other people and see a situation as they see it. One cannot respect others and do justice or deserves to their needs if a person cannot understand others. The main goal of moral education is to help students so that they can understand the world from the viewpoint of others, especially the different one from their experience.
4. *Moral reasoning* includes an understanding of the meaning of moral conduct and why people should conduct moral act.
5. *Decision-making* is a person's ability to take a stand when dealing with moral issues, it is a reflective skill. A person selects something and bears the consequences or risks of the moral decision-making, this ability should be taught from an early age.
6. *Self-knowledge* is knowing/measuring yourself that is very important for moral development. Being a moral person requires the ability to see one's own behavior and evaluating it critically.

Moral feeling is strengthening the emotional aspect to be a man of character. This aspect associated with the form of identity awareness, includes several things:

1. *Conscience*, it is associated with cognitive side (the right knowledge) and emotional side (obligation to do what is right). Mature awareness, in addition to the feeling of moral obligation, is the ability to construct a mistake. For most people, consciousness is a matter of morality. They have a commitment to moral values in their life because the values are upheld in themselves.

2. *Self-esteem*, when a person is able to self-assess, then he/she may be able to respect themselves. When a person has a positive appreciation for themselves, he/she will be used to treat other people in a positive way as well.
3. *Empathy* is as if experiencing the state of others. Empathy is the emotional side of perspective taking.
4. *Loving the good*, the highest form of character is shown in good behavior. When someone loves something, then he/she does good things.
5. *Self-control*, self-control is necessary for moral goodness. Self-control is also used to limit self, especially for the young people.
6. *Humility*, humility is an essential part of good character. Humility is the effective side of self-knowledge.

Moral action is the result or outcome of moral knowing and moral feeling. Moral behavior is the last aspect that may appear when both aspects previously are realized. When people have the intellectual and emotional quality, then they may do something based on what they know and feel. There are three aspects of moral action, namely:

1. Competence is the ability to change the assessment and moral feelings into effective moral actions.
2. Will is the core of a morale boost. To be and doing something good usually requires a strong desire to act, an attempt to mobilize the moral energy.
3. Habit, a moral behavior occurs because of the habit. Someone does a good deed because it is based on the force of habit.

Characters can be used as a way of thinking and behaving of each individual, which is characteristic of each individual to live and work together in the sphere of family, community, nation and state. Characters are formed through a person's way of thinking that would lead one to take the attitude (form an attitude), and this attitude will motivate and encourage to an act or behavior that is performed consistently and continuously so that it becomes a habit. A person's character can be divided into two, namely good character (positive character) and the bad character (negative character), which attached to a person depends on the environment that influences it.

Discipline is the way of adults (parents, teachers or community) to teach moral behavior to children that can be accepted by the group. Discipline deals with correcting, repairing and teaching good behavior in a child. A good direction may help the children to control themselves, have a responsibility, and help children in making wise choices (Sunarti, 2004: 116-117).

Discipline plays a major role in the development of children, as it can meet the need for security and certainty of behavior. Children may feel secure after knowing the action that can or cannot be taken. Certainty behavior will help children not to feel guilty / ashamed of doing the wrong thing that previously they did not know it as a mistake. Discipline allows the child to do things accepted in the environment, so that children can get praise and recognition. The awards may provide motivation for children to meet the expectations of others to them, so that it will create satisfaction and happiness. Discipline also helps children

in decision-making in terms of controlling their behavior, helps the children to develop a conscience so that they are sensitive to the value of truth.

In the context of learning, according to Mohamad Mustari (2014: 35-36), discipline is the act that refers to systematic instruction given to students. Disciplining means instructing people to follow a certain order with certain rules. Self-discipline refers to the exercise to make people volunteered themselves in performing certain tasks or running a certain pattern of behavior. According to Syamsul Kurniawan (2013: 41), discipline means actions that show orderly behavior and comply with various rules and regulations.

Discipline can be instilled from an early age, since children begin nurtured in the family. Baumrind (Sunarti, 2004: 118-121) divides the parenting style of discipline dimensions into three groups, namely the authoritative parenting style (democratic), authoritarian, and permissive.

1. The democratic parenting style

Characteristic of this parenting style is parents always control the child's behavior, but it is flexible and not rigid. Parents treat children with a warm, build confidence and the child is treated uniquely. Parents communicate a lot with children. Parents are able to determine the needs of children and listen to the aspirations of children. Children who are raised with this style will develop confidence, good self- emotions control, always curious, dig for things to broaden their horizons and personal maturity. Children develop an attitude of responsibility and confidence in the own abilities.

2. The authoritarian parenting style

This parenting style puts parents at the center and in control. Parents do tight control on children that is based on values that are considered the absolute truth. Attitudes and behavior are also controlled and evaluated using the absolute values. Compliance value becomes dominant and very important for parents and serves as indicators of the success of parents in raising children. Parents are very sensitive if the child is considered to ignore / no longer respect their parents.

Children who are raised with this style develop an attitude as imitators, depend on others in making decisions and have no stance. Children are less focused on the activities undertaken; often lose their way (aimless), they do not have high confidence, filled with fear of making mistake, difficult to trust people around them. The accumulation of these negative characteristics causes the children to have a tendency to aggressive and deviant behavior.

3. The permissive parenting style

Parents always agree to their child's wishes. Permissive parents sometimes referred to as indulgent parents and rarely demand their children to be like parent's expectation. Generally, parents have responsive and warm attitude and behavior (positive things) but reluctant to enforce the rules or firm to their child (in negative things). The children of permissive families are more confident and not easily depressed or anxious. However, they are vulnerable to have behavioral problems, such as drugs. The child usually becomes less excellent in school.

From several definitions above, discipline can be summed up as actions that indicate orderly behavior and comply with various rules and regulations. Discipline is the key to success. However, the discipline character is not easy to implement. In fact, the discipline character remains a problem for students at various schools. One of the schools that have problems with the discipline character is MTs YAPI Pakem. There are many violations, especially the violation of discipline in the learning process and the implementation of school activities. Some forms of discipline violation that often occurs at MTs YAPI Pakem are late to school, the uniform is not neat, not doing homework, absent without permission, falsifying permission, skipping during school hours, truancy when praying *Dhuhur* (Zuhr) in congregation, fighting and smoking in the school environment. Based on data of violations at MTs YAPI PAKem in odd semester in 2015, the percentage of each violation varies. The average late to school is about 8-10 children everyday. The average violation in terms of absent from extracurricular activity is 2-3 children for every extracurricular activity. The percentage of violation in terms of uniform neatness is about 60% every day, such as untidy uniform and incomplete school attributes. The violation in terms of smoking and fighting do not always happen everyday, but it is undertaken by 3-5 children in each violation. These violations are generally caused by the lack of parental supervision outside of school so that children have a tendency to associate with an environment that is not necessarily good for children's development.

Based on these data, it can be concluded that the discipline character is certainly influenced by various things. The development of discipline character is not easy to be implemented because there are various factors influencing it. Children's discipline character at MTs YAPI Pakem in general cannot be said to be good, given that there are many violations related to disciplinary, and the violations occur continuously and repeatedly.

Proposition 1

The development of discipline character cannot be said optimal if there are many violations of discipline undertaken continuously and repeatedly.

PEER ENVIRONMENT

Peer environment is a very influential environment on the development of child character. A child receives social support from peers group. Therefore, the children try to get along with their peers. In addition, peers is a source of reference for teenagers about various things, it can also provide an opportunity for teens to take the new role and responsibility by providing encouragement (social support).

According to Syamsu Yusuf (2009: 60), peers environment has a role of providing an opportunity for teenagers in learning to interact with others, to control social behavior, develop skills and hobbies in accordance with their age and exchanging feelings or problems. Social support that comes from peers may provide information relating to the matter of what teens do in an effort to find their self-identity, it can also provide feedback on what teenagers do in the group and the social environment as well as provide an opportunity for teens to

learn a wide variety of roles in resolving the crisis in order to establish the optimal self-identity.

In addition, Abu Ahmadi (2007: 193-195) suggests that peer environment has the following functions:

1. A means to get along, give and take with their friends
2. Peer group teaches children to give and take in the interaction with others. Participation in this group provides children the opportunity to experience the process of social learning.
3. A means for children to learn the culture of the community
4. Through this peer group, children learn to be a good human being in accordance with the values prevailing in society.
5. Teaching social mobility
6. Through peer relationship in the environment, children may face various situations with friends who are in the lower, middle, even upper social classes, so that the children are motivated to perform social mobility.
7. Learning new social roles
8. When in the peer group, the children have new roles as a friend, an enemy, a leader, originator of the idea, the black sheep, and so forth. Therefore, the children have the opportunity to try out new roles.
9. A means to learn obedience to impersonal social rules and impersonal dignity
10. In a peer group, the attitude of obedience and dignity regardless of who rules and who gave the order or prohibition.

The children when entering peer environment may certainly get a lot of new experiences. According to Gottman and Parker (Santrock, 2003: 227) peers have functions of togetherness, stimulation, physical support, ego support, social comparison and intimacy and attention. In the peer environment, children may discover togetherness, doing activities together with friends, sharing time, information, help when in need, giving a warm relationship, and motivate and provide feedback that can give the impression of him as an individual who is able, interesting and valuable. According Desmita (2009: 220), the function of peer groups are:

1. Controlling aggressive impulses
2. Through peer interaction, children can learn how to solve contentious issues in ways other than by direct aggressive action.
3. Obtaining emotional and social support and to become more independent
4. Peer groups provide a support for teenagers to take on new roles and responsibilities, so that it may cause a reduction in juvenile dependency on their families.
5. Improving social skills, developing reasoning and learning to express feelings maturely
6. In a peer environment, the child can experience a lot of conversation and debate, so that the child can learn to express ideas and feelings as well as their ability to solve problems.
7. Developing an attitude toward sexuality and gender role behavior

8. Knowing the opposite sex, sexual attitudes and behavior of gender roles are formed through interactions with peers.
9. Strengthening the moral and values adjustment
10. The peer group, adolescents try to make decisions on their own.
11. Improving self-esteem
12. Be liked by their friends can make children feel happy.

Based on several definitions above, it can be concluded that peer environment can provide enormous influence on the formation of a child's identity. Peer environment provides social support and a place to do all things related to identity formation in children. Peer environment provides ego and physical support, as well as intimacy and attention.

The support of peer environment is urgently needed by the children. However, peer environment is not always able to bring a positive support. The support depends on the condition of the existing realities. A good condition and well-directed environment may create positive support. However, unorganized environment may create negative support. The environment around MTs YAPI Pakem School does not support the formation of child's character. The environments where the students live mostly are suburban environment and there are many families who have low income, so that the awareness upon the education is low. Many students get along with children out of school, even associating with people who had never been educated. These are the causes that the majority of students at MTs YAPI Pakem do not understand well on the importance of maintaining attitude and discipline in schools in particular, and in any place in general. The peers who should teach tolerance, develop social skills and reasoning, cooperation to progress actually brought the children into a bad habit. The habits of smoking, skipping school, hanging out at the coffee shop until late at night to the wild race that leads to gambling are undertaken by most of the students at MTs YAPI Pakem, so that their mindset and attitude tend to be indifferent to all school rules. This is because of the peer environment that is not conducive to their progress.

Proposition 2: The formation of character is closely related to the environment climate where the child was.

PARENT'S ATTENTION

Attention is an activity carried out by someone related to the selection of stimuli coming from the environment (Slameto, 2010: 105). Attention can also be interpreted as the concentration of psychic energy directed to an object. Attention also means an awareness intensity in an activity undertaken (Suryabrata, 2006: 13).

The attention between parents and children certainly has an impact on the condition of children in a variety of circumstances, especially in terms of learning. According to Sardiman (2012: 45), attention is the concentration of psychic energy to an object lesson, or the intensity of awareness that accompanies learning activities. When parents do not pay attention to their children's education, it can cause the child to be less successful in learning (Slameto, 2010: 61). The forms of the lack attention are indifferent to the child, do not pay

attention to the needs of children in learning, do not manage the time to learn, do not provide school supplies, do not want to know the progress of children's learning, and so forth. From the definitions above, it can be concluded that parent's attention is the concentration of psychic energy and thoughts given by parents to their children.

There are various forms of parents' attention to their children. According to Abu Ahmadi (2007: 157-156), attention can be divided into several things, they are:

1. Attention by the form, they are intentional attention, unintentional attention and habitual attention. Intentional attention is the kind of attention that occurs when an individual intentionally want to capture the impression of sensing more clearly. Unintentional attention is the kind of attention performs unintentionally or unconsciously.
2. Attention by the nature, they are spontaneous attention and coercion attention, concentrative/distributive attention, narrow/perseverative attention and any attention.
 - a. Spontaneous attention is unintentional attention, and the individual feel happy with the observed object, while coercion attention is when an individual is not pleased to something that he/she looked.
 - b. Concentrative and distributive attentions refer to the observed object. When an individual concentrate the thoughts, feelings and desires in only one object, it is called as concentrative attention, but when the attention is divided to many objects, it is called as distributive attention.
 - c. Narrow and perseverative attention. Narrow attention is the attention directed at the limited object, while perseverative attention is the concentrative attention and attached continuously.
 - d. Any attention is attention that is not fixed, changeable, moving from one object to another object and not durable.

In line with what stated by Abu Ahmadi, Baharudin (2009: 170-180), attention can be viewed from several aspects, they are:

1. In terms of the aspect of attention, they are spontaneous attention and attention that is not spontaneous.
2. In terms of the number of the object, they are narrow and broad attention.
3. Related to broad and narrow attention, the attention is divided into concentrative and distributive attention.
4. In terms of the nature, they are static and dynamic attention.

Based on some opinions above, it can be concluded that parental attention is divided in various ways in accordance with the form and nature. Attention by the form is intentional and unintentional attention, while attention by nature is spontaneous, concentrative, perseverative, and any attention. There are several indicators of parental attention to their children, namely:

The provision of guidance and help the children's difficulty

According to Sukardi (2008: 234), parental assistance in children learning is needed. The aim is to monitor the development of children's learning and foster the enthusiasm in the

child. In addition, parents who are concerned with the supervision of children's learning at home can help their learning difficulties. In line with the opinion of Sukardi, Slameto (2010: 64) states that parents are required to provide understanding and encouragement, help the difficulties experienced by the children, and contact the related teacher to determine the progress in school. From some of these opinions, it can be concluded that the guidance is one manifestation of parental supervision. The children need the guidance of their parents, including when experiencing problems or difficulties. In addition, the children may feel to get encouragement when they are guided by parents.

Providing direction and exemplary

The habit made by parents may become example or role model for children. According to Syaiful Bahri (2008: 242), bad family habit such as not supportive, no learning schedule, or rarely learning, can be imitated by children, although in fact it is the habit of wrong learning. Therefore, parents should set a good example for children. Abu Ahmadi and Widodo Supriyono (2004: 87) argue that the parents should be a role model for their children. Parents are encouraged to not do anything bad in front of their children and always show a good example because the act of parents will be imitated by children whether the parents realized it or not.

Providing freedom and opportunity

Parents should give their children a chance to develop, but remain within reasonable limit as a child. Parents are also not allowed to overly restrict their children. According to Slameto (2010: 61), it is not right for parents to feel too pity and pamper the child. Parents should give the children freedom to develop according to their potential.

Providing rewards and punishment

Reward or punishment from parent is required to provide motivation to the child. The reward is given in the form of praise or prize. It is given to children as a reward and motivation for children. Punishment is given when children make mistakes; the goal is to provide a deterrent effect so that children do not repeat the mistakes.

From some indicator points of parental attention above, it can be concluded that parental attention is very important for children. Parents can be a mentor, motivator and role model for their children. Therefore, parents are required to give sufficient attention to their children so that children are motivated to continue to develop in accordance with their potential. However, most students at MTs YAPI Pakem have family background that is not supportive. Most students grew up in a broken family. Both parents are separated due to divorce, left to work in other cities or abandoned without reason. So many students lived with their extended family, such as uncles, grandparents, even staying at Islamic boarding school that far away from parental supervision and lack of parental attention. This can be one of the factors that influence discipline character of the students.

Proposition 3

Attention and affection given maximumly by parents can make the children feel cared for, the tendency to seek attention in the outside can be minimized, so that the children is easier to be directed to the development of positive character.

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