



THE ROLE OF THE SOCIAL ENVIRONMENT ON BEHAVIOR AND DISCIPLINE ELEMENTARY SCHOOL AGE CHILDREN

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Abstract

The social environment is the environment where daily activities are carried out. The state of the social environment that is different in every place will affect a person's behavior and discipline, because a person's behavior and discipline is a reflection of the environment in which he lives. The goal to be achieved by the authors in this research is to find out and analyze the role of the social environment in the formation of behavior and discipline of elementary school-aged children in the village of Tax Village, North Labuhan Batu Regency. The method used in this study is ethnography, because this research is directly related to society and the social environment, and to find out how big the role of the social environment is in shaping the behavior and discipline of elementary school-age children.

Keywords : Behavior, children, discipline, social environment.

Introduction

Humans are social beings, who cannot live alone and depend on other people, always interact with the surrounding environment so that the behavior and discipline that everyone has is a reflection of the surrounding environment, as well as elementary school-aged children who directly or indirectly imitate behavior. the people around him. With the daily interactions of children in the social environment, the behavior and discipline of children is in accordance with the conditions in a society which is full of diversity and is based on various factors that underlie social interaction. The factors that underlie social interaction are imitation factors, suggestion factors, identification factors and sympathy factors (Ahmadi, 2009: 52). In children, especially elementary school age, the factor that plays the most role in the formation of children's behavior and discipline of the four factors is the imitation factor, the child imitates what he sees and hears. Society basically wants children to have discipline and good behavior, but the uncertain social environment causes different behavior and discipline levels for each elementary school-age child.

Aqib (2011: 38) reveals that character education aims to shape each person to become a human being with excellence. Based on this, the authors made observations of the surrounding environment and found differences in the behavior and discipline of elementary school-age children when the environment was different, the behavior and discipline of elementary school-age children was greatly influenced by their social environment, unfortunately negative things that came from the social environment also contributed to this. affect elementary school age children. The personality and discipline that is formed in elementary school-age children is influenced by the social environment, be it the family, school or community environment and is based on various factors in the ongoing social interaction. The factors that underlie social interaction are imitation, suggestion, identification, and sympathy. The factor that plays the most role in elementary school-age children is the imitation factor.

In human life as a social being can not be separated from the activities of interaction with the social environment. The social environment is the environment where daily activities are carried out, both in the family

environment, school environment, and community environment where children play. In addition to the social environment, humans are also inseparable from behavior and discipline.

According to Muhroji, et al (2008: 72) the environment is something that is beyond the limits of a person's genetic abilities and potential and plays a role in preparing facilities or even hindering a person from growing. This opinion is supported by Saragih, et al (2013: 2) that the social environment is all people/humans that influence individuals either directly or indirectly. Bimo Walgito in Fatminatun (2010: 4) reveals that according to Theodore New Com, attitude is readiness or a state of attitude to generate a motive; here the attitude is a condition that allows the emergence of an action or behavior. According to Budiman, a person's social behavior is a relative trait to respond to other people in different ways. Humans are essentially social creatures, since birth they need association with other people to meet their needs, this can also be said to be social interaction. Child interaction activities begin with the socialization process within the family and then develop.

In elementary school-age children, children will begin to interact with the surrounding environment both at school and in the community, so that the child's social environment will greatly influence the behavior and discipline of elementary school-age children. At elementary school age, children like to seek attention from people around them, but sometimes when seeking attention children behave less well and don't think about discipline. Etymologically, discipline comes from the Latin word "disable" which means follower. Along with the times, the word has changed to "discipline" which means obedience or concerning order. Now the word discipline has developed following the progress of science, so that there are many different meanings of discipline from one expert to another (Elly, 2016: 47). Charles Sehofer (in Fatminatun, 2010: 5) who argues that Discipline is the development and self-control (self-control and self-direction) that is where children can direct themselves without outside influence or control. Wibowo (2012: 100) argues that discipline is an act that shows orderly behavior and obeys various rules and regulations.

While WJS Poerwodarminto in Sujirah (2011: 17) gives the meaning of discipline as inner and character training with the intention that all his actions always obey the rules. From the various meanings above, discipline has the same meaning, namely the act of self-control to always obey the rules. The word self-control has the meaning of being able to control one's own behavior by referring to existing norms. Discipline must be instilled from an early age, so that children will get used to being disciplined. This should be given more attention so that elementary school age children have a social environment that can shape good behavior and instill discipline. The goal to be achieved by the authors in this research is "want to know how the role of the social environment in the formation of behavior and discipline of elementary school-aged children in the village of Tax Village, Na IX-X District, Labuhan Batu Uatra Regency". In this study, the authors were able to take lessons about the importance of getting used to good behavior and instilling discipline from an early age so as to avoid things that are not good and can set a good example for the children around us. To create a good social environment, we need to start from ourselves to get used to good behavior and instill discipline, because if not then we will not be able to change for the better, or even worse. In addition, this research can also awaken parents to be careful in behaving and saying something, as well as the importance of instilling discipline.

Research Methodology

In this study, the researcher used a qualitative descriptive method where the data obtained would be analyzed by providing an explanation of the situation under study in the form of a narrative description. This research was carried out naturally, so that the process of observation in research was not realized by other parties so that researchers could obtain clear and detailed data and information in accordance with the actual conditions of the social environment (Sugiyono, 2010: 14). The research took place in the Village of Tax Village, District of Na IX-X, North Labuhan Batu Regency. Where there are elementary school-age children who have different behavior and discipline, they also interact with a different social environment. Data collection techniques used in this study were in-depth interviews and field observations. Data analysis was carried out during and after data collection, and was carried out interactively. The steps taken in the analysis include data reduction, data display as well as drawing conclusions and data verification. The validity of the data was carried out through a review of key informants through in-depth interviews and then developed into a discourse.

Result & Discussion

How to Shape Children's Behavior and Discipline by Parents

Parents have an important role in shaping children's behavior and discipline because parents are the most important role models for children. To form good behavior and instill discipline in children, parents must start from themselves getting used to good behavior and discipline. By behaving well and instilling discipline in everyday life will accustom children to good behavior and discipline. Parents also need to give a warning to their

children if their child makes a mistake, not only to be silent so that the child understands what is good to do and what should not be done. When children interact with adults, parents still have to pay attention to how their social environment is.

The Role of the Social Environment on the Behavior and Discipline of Elementary School-aged Children

The social environment is the environment where daily activities are carried out, both in the family environment, school environment, and community environment where children play. Every human being cannot be separated from interaction activities with the social environment. Based on the data collected by the researchers through in-depth interviews and observations, the researchers found that the social environment plays an important role in the formation of the behavior and discipline of elementary school-age children in the village of Tax Village, Na IX-X District, North Labuhan Batu Regency. A good, polite and friendly social environment will produce good, polite and friendly children's behavior as well. Meanwhile, a social environment that is not good, has no manners, and is rude will also produce children's behavior that is not good, has no manners, and is also rude. And for discipline, the social environment that often applies discipline will accustom children to always being disciplined. However, if the social environment is not used to applying discipline, the child will also not be used to being disciplined. This was also revealed by Fatminatun (2010: 24) that one of the factors that influence a person's discipline is social factors and environmental factors. Social factors affect children from the people around them, children who are used to hanging out with people who are not disciplined, then these children will have undisciplined living habits as well. while environmental factors are factors that affect children from the environment where they live, children who live in an environment where the level of discipline is lacking, the child will have a level of discipline that is also lacking. Based on the data that has been collected by the researcher, the researcher found that the social environment in location A which is the center of the crowd, many residents are unemployed and spend time gathering to talk about things that are not useful where the language used varies, the behavior of local residents is also impolite and less instilling discipline in everyday life will shape the behavior of children who are not polite, accustomed to speaking inappropriate language, and lack of discipline. Meanwhile, the social environment at location B where each member has their own activities, does not often gather to talk, is accustomed to using polite language, spends more time with family, behaves politely and always instills discipline will shape the behavior of children who are polite, respectful older people, use good language, and are used to always instilling discipline.

How to Shape Children's Behavior and Discipline by Parents

Attitudes and daily behavior as well as parental discipline are the first things children imitate. To form good behavior and instill discipline in children, parents must start from themselves getting used to good behavior and discipline. By behaving well and instilling discipline in everyday life will accustom children to good behavior and discipline. In this study, children of primary school age (1) were always accustomed to behaving well and instilling discipline in their daily lives by their families. In addition, the family is also accustomed to using good language. Therefore, when in a family environment, children are used to being independent, behaving politely, using good language, and always applying discipline. Meanwhile, children of the second elementary school age (2) are more often released by their families. When a child makes a mistake, the family doesn't give direction and just leaves it at that. The second elementary school-aged child's family (2) also does not apply discipline in daily life and behaves as he pleases without seeing any small children who can imitate their behavior. So that children tend to behave less well and are not disciplined in everyday life.

The Role of the Social Environment on the Behavior and Discipline of Elementary School-aged Children

Humans as social beings, in everyday life cannot be separated from the activities of interaction with the social environment. The social environment is the environment where daily activities are carried out. Children's social environment is divided into the family environment, school environment, and community environment where children play and interact with the people around them. Child interaction activities begin with the process of socialization within the family so that the family environment becomes the most dominant factor in shaping children's behavior and discipline. The influence of the social environment on the formation of the behavior and discipline of elementary school-age children will be clearly seen, especially from the family environment and school environment where children interact more often with their surroundings. The same thing was also expressed by Fatminatun (2010: 2) which revealed that in everyday life a student cannot be separated from the school environment, so students are required to be able to be disciplined towards school rules and regulations. Based on this, the different rules and regulations in each school will form different levels of discipline, so that the attitude of discipline that is instilled in each child is also different. In addition to school rules and regulations, the

factor of friends and the existence of social interaction where children will observe and learn the behavior of other people around them also influence the formation of the behavior and discipline of elementary school-age children. From the results of interviews and several observations of elementary school age children that the author has conducted, there are 2 (two) elementary school age children who live in different social conditions, have different playmates, and attend different schools, and their behavior different anyway. Children of primary school age (1) live in location B which is far from the crowds, and almost all adults in location B have their own activities so they don't have time to gather and chat with neighbors other than when there are certain activities.

Therefore, first elementary school-aged children (1) interact less with older people other than their family, so that first elementary school-age children (1) do not much imitate the behavior and language used by older people other than their family. In addition, families of first elementary school age children (1) try to apply discipline, so that children get used to discipline where children are always accustomed to using good language and are always reminded when children say impolite words or behave badly. The second elementary school age child (2) lives in location A which is the center of the crowd, and many adults don't have a busy life so their daily activities are gathering and talking about things that are not useful. In addition, the parents of a second elementary school age child (2) are the owners of the sale and delivery of clean water and stones for development. So that this causes that every day his house will be crowded with people, be it prospective buyers or workers, many clean water tank drivers and truck drivers who come to report or take a short break. Thus, children of the second elementary school age (2) interact a lot with older people and imitate the behavior and language used by them a lot, especially workers who come and talk every day when they are resting or while waiting for orders, and the These workers often use language that is not polite and tends to be rude when they talk to each other without caring that there are children who can imitate their behavior and words. In addition, the family of the second elementary school age child (2) does not apply discipline so that the child is selfish and undisciplined. When children imitate behavior and words that are not good, the family does not remind the child that this is not a good thing to imitate, so the child thinks that he can do this. From the understanding above, it has the same meaning where a person's behavior and discipline is a reflection of the social environment in which he interacts with his surroundings.

Conclusion

Based on the data that has been obtained and the analysis that has been carried out, it can be concluded that: Parents are very influential in the formation of the behavior and discipline of elementary school-age children in the Village of Tax Village, Na IX-X District, North Labuhan Batu Regency. Parents who are used to instilling good behavior and discipline in everyday life will form children who have good behavior and discipline, while parents who behave less well and do not instill discipline in everyday life will form children who behave less well and are not disciplined. The social environment has a very important role in shaping the behavior and discipline of elementary school-age children. A good social environment will produce good elementary school-age children's behavior and discipline, and a bad social environment will produce bad elementary school-aged children's behavior and discipline. It can be said that everyone's behavior and discipline is a reflection of the social environment in which they often interact.

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