

The Role of Social Media, Family and School in Building Indonesian Values to Multi-Ethnic Students at SMP Negeri 2 Pekalongan

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Article Info

History Articles

Received:
January 2019
Accepted:
February 2019
Published:
June 2019

Keywords:

family,
indonesian value,
multi-ethnic,
school,
social media

DOI

<https://doi.org/10.15294/jess.v8i1.28764>

Abstract

The interaction among Javanese, Arabic and Chinese students at SMP Negeri 2 Pekalongan requires the role of family and school in creating a harmonious atmosphere amid social media hoax information. This study aims to analyze the role of social media, family, and school in building Indonesian values. This research was conducted qualitatively with a phenomenology approach. Research data sources were students, parents, curriculum representatives, and social studies teachers. The technique of collecting data was through interviews, observations, and study documents that tested their validity through source triangulation techniques. The results of the study indicate that social media was used by students to add insight into Indonesian cultures, such as learning traditions from other regions so that they can appreciate differences. Parents took a role in building Indonesian values through application in daily life, such as teaching the children to respect and tolerate people from other ethnicities or religions; for instance, respecting their neighbors from other religions to carry out their worship. School took a role in building the Indonesian value of children through school programs such as program smile, greet, salutation, polite and courteous. This program requires the students to be friendly and polite to anyone in the school environment.

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[p-ISSN 2252-6390](#)

[e-ISSN 2502-4442](#)

INTRODUCTION

The smartphone use that has been growing among junior high school students can affect their attitude and behavior among them (Yuniati, Yuningsih, and Nurahmawati, 2015). Social interaction through the media will weaken the society social solidarity bond (Harfiyanto, Utomo, and Budi, 2015).

The access to the internet is getting easier day by day through the smartphones. Social media is an internet-based group of applications that allow the users to participate, share in a matter of communication, and it comes in various forms, either it is a blog, social network, forum, wiki, etc. (Kaplan, and Haenlein, 2010).

Sherlyanita, and Rakhmawati (2016) stated that activities in the social media dominated internet use in the teenager between 13-17 years old. Tartari (2015) said that teenager had made social media as a part of their daily routines, especially the most used ones, such as Facebook, Twitter, Instagram, Myspace; game sites, and the virtual world such as Club Penguin, Second Life, and Sims; video sites as YouTube and blog.

Family as the first socialize agent for the children functions to instill social values that apply in the community where the family lives through the parents' actions as the example (Nasarani, Rachman, and Atmaja, 2016). The parenting that was applied by the parents to the children indirectly can create a culturalization process (enculturation) that was nurtured from a very young age to the children, so they will try to adjust themselves to the culture that has been growing around their society for so long. (Marlin, and Rusdarti, 2016).

Ahmadi (2007) stated that a personality grew and gained along with human life, especially from the beginning when they were born until they were a teenager in which they were always around their family. They spent most of their time in the family scope. The children were nurtured by their parents and associate with the other family members; it affects much to their character building as it must be maintained and be done continuously.

Andriyani (2016) stated that the family environment had an essential and significant role in the teenager's self-adjustment. The family is one of the aspects that can be very influential to the teenager's self-adjustment; it explains that the better family environment, the better teenager's self-adjustment can be and vice versa.

School is the second environment for the children to practice and gain their character (Pidarta, 2013). The school has got a big responsibility towards the students' improvement as well as the quality of education's improvement that has been adjusted to social life.

The previous studies show the school's role in many ways such as the study conducted by Chintia, Masrukhi, and Sunarjan (2018), which explains that in order to instill the pluralism values, school takes a role towards the students such as sparing time for the students to pray at school, teaching respect and appreciation to the teachers, blending with cross-culture friends, as well as respecting each other's holidays. Proceeded study was conducted by Slamet, Masrukhi, Haryono, and Wasino (2017) that explained multi-cultural education could be infixed in the curriculum or multi-cultural study activity through instilling responsive multi-cultural values regarding the difference of race, ethnic, culture, religion and territorial among the society. A study conducted by Astuti, Kismini, and Prasetyo (2014) has resulted that the model of national character education socialization in the elementary school through the comic book was more effective to apply since the students interested in the visualization. The religious schools that is homogeneous tend to focus on developing religion value as shown in Sari, Rachman, and Utari study (2015) it said that instilling religion values was performed by *dhuha* prayer, *jama'ah-dhuhur* prayer, accelerated Islamic boarding school, and *Eid Al-Adha* prayer. The study at heterogeneous school concerned more on the character building as told in Pancasila, as found in Sutarmi, Raharjo, and Pramono study (2016) which said that character building at the school could be performed by habituating the students to listen and sing the

national anthems as well as state defense education.

The previous studies have proved that school takes a great role to build a child's attitude according to the environment. The family is the smallest social institution in the society that is also an effective learning tool in the internalization process and values transformation as well as family member's socialization that can be supported by some programs at the school.

Indonesian value is an advanced value system in which it has a complex bond between a culture value to a main value and culture value to the other main value (Joesoef, and Sutowo, 2017). Indonesian values have got some culture values such as nationalism, nationality, unity in diversity, egalitarian, deliberation, as well as faithful and willing to sacrifice (Joesoef, and Sutowo, 2017).

Culture value within Indonesian value is essential to be instilled to the youth, especially to the multi-ethnic environment such as SMP 2 Pekalongan. Within theoretically, location in SMP 2 Pekalongan to be chosen by the reason, was cited by Sunarjan (2014), it is essential that you chose one specific site, this will help to keep things simple and to focus on the issues and areas for improvement. It is essential to go into a site with an open mind, and not assuming you already know the solutions for other people's problems.

It is paramount to build Indonesian value to multi-ethnic students since there are plenty of hoaxes nowadays, so it provokes different interpretation by each person until it causes conflict that triggers national split-up. According to Soekanto (2006), teenage is a really dangerous phase. At that phase, someone will leave childhood into adulthood. This phase is a crisis since someone does not have a firm principle while the character is forming.

Technology and information's improvement and the gadget's sophistication that is invented by the content provider serve "the world in your hands" (Nasrullah, 2016). There are two kinds of interaction happening through interaction by using gadget; they are an associative and dissociative process according to

Harfiyanto, Utomo, and Budi study (2015) at SMA N 1 Semarang. There is an associative process of social interaction forms concerning the gadget in which the students work together to do the assignment and homework, share some information, whereas dissociative process such as conflict showed that there was no serious conflict since it was just all about different opinion until misunderstanding that can be solved directly by themselves. The negative impact of the gadget itself is that the students forget the time. At the multi-ethnic environment like SMP N 2 Pekalongan, the bad impact is concerned to get bigger. Therefore it requires more attention either from the parents or the school. During their advancement, a teenager needs to be instilled by Indonesian values either from the family or the school.

The multi-ethnic of SMP 2 requires the role of the family and the school in order to build the high values of life as a nation and a country that has started to shred for the social media effect to the youth, especially the students of SMP N 2 Pekalongan. Thus, families and schools need to give moral support, so the youth will not break apart because of hoax information from the social media they use.

Based on the background above, this study aims to examine the role of family and school in order to build Indonesian values to the multi-ethnic students of SMP N 2 Pekalongan.

METHODS

This study was conducted at SMP Negeri 2 Pekalongan. The reason why it took place there was because it was located around Jetayu which is a multi-ethnic feature in Pekalongan. School clustering system determined that SMP 2 Pekalongan had multi-ethnic students.

This study used a qualitative method with phenomenology approach and guided by social construction theory of Luckmann, and Berger. The focus of this study is the role of social media, family, and school in building Indonesian values to the students.

The data sources of this study were (a) the informant: curriculum representatives, Social

Sciences teacher, students' parents and the students themselves; (b) supporting documents concerning the study.

Data were collected by interview, observation, and documentation. The interview was conducted by the researchers to some students from each ethnic, curriculum representatives, Social Sciences teacher and the parents. There were 12 informant students, six parents, and 3 Social Sciences teachers. The observation was conducted to monitor the social interaction among multi-ethnic students of SMP Negeri 2 Pekalongan in their daily life at school. Besides, the teacher's role in instilling Indonesian values is also monitored. Documentation in this study focused on collecting supporting documents of research data that were needed like the social background of the parents, the number of students as well as the school's facilities and infrastructure.

Data validity test was done by triangulation source that is by comparing the interview result with the observation result as well as documentation.

Data analysis technique used in this study was the technique of Huberman, and Miles (2009), which is analyzing data inductively. The analysis process was started with data collection, data reduction, data presentation until data verification.

RESULTS AND DISCUSSION

Media's Role in Building Indonesian Values

Social media in this study tends to take the positive role to the students of SMP Negeri 2 Pekalongan as users. The positive role itself means that social media can give various insight to the children either about Indonesian or common knowledge. This study found out that students were able to use the media quite well although they spent too much time on it. However, it rarely happened as they are under parental supervision.

The students of SMP N 2 Pekalongan used social media to facilitate them finding some information, and some informant said that they used media to trade. They used Instagram to help

their parents' business; the other informant explained that Instagram helped them to gain common knowledge such as Indonesian culture, creative tutorial as well as the knowledge of Indonesian and International tourism. The information searched on Instagram was usually followed by the searching activity on Google. Internet activities by the students were done for the assignments and their urge. Their search certainly can direct them instilling Indonesian value to themselves. The other informant who was also Instagram user said that it was a facility to actualize him.

Regarding this matter, the students of SMP 2 Pekalongan uploaded their selfie photos onto Instagram. YouTube took the same function as Instagram since it was used to gain their knowledge, whereas the students had almost left facebook and twitter. Meanwhile, the students used WhatsApp as the communication media since all information can be broadcasted easily by WhatsApp groups.

Besides taking a positive role to the user, social media nowadays carries negative influence if the user is unable to differentiate the real with hoax information. In the multi-ethnic scope, the students of SMP N 2 Pekalongan were more prone to conflict, regarding the issue from the media that led to misunderstanding furthermore conflict including multi-ethnic conflict. Although the students could not differentiate well between facts and hoaxes, they were able to differentiate the good and the bad, so they can actualize themselves to act well and keep the multi-ethnic environment comfortable.

Family's Role to Build Indonesian Values

The family takes an essential role in the children's value building including Indonesian value. This research found that some factors of parents were influential to the value-instilling pattern to the children. They are a job, educational background of parents, economic condition as well as cultural background. Parents with a higher educational background would consider that it was essential for the children to understand state law and Indonesian history from a very young age. So the children would have a

better attitude in appreciating and control in their environment. Meanwhile, the parents with lower educational background considered to give a good example to the children, as the knowledge of state law and Indonesian history seemed way too rigid and formal to give to the children. Even so, the upbringing pattern was applied quite well, so the similar attitude will appear from the children from this parent background.

The parents' ways of teaching national knowledge to the children were different from one another. The merchant parents were likely buying some books and finding the information from the internet contained history. While police parents tended to have various ways nurturing their children about national knowledge, police parents would take their children to the buffeting museums to know more about their heroes.

Police and teacher parents' role in building the children's nationalism self was likely to be stronger than other parents. They cared more and invited their children to do the simplest thing like setting flags, using local products, as well as keeping the neighborhood clean whereas parents with other backgrounds said that they rarely invited their children to do such things. On the independence day, teacher and police parents always supported their children to participate in any competition, while the merchant parents gave total freedom for the kids whether they wanted it or not.

Concerning the teaching of diversity meaning, a family with different ethnic and religious background found it easier teaching the meaning of diversity to the children while the children of the homogeneous family found it more difficult to understand diversity since the children did not practice appreciating and tolerating the family with different culture with them.

Another finding of this study was that parents with authoritarian parenting made rude and stubborn children. If it was not helped by the school's role and the other students of SMP N 2 Pekalongan, there might be a chance for conflicts to appear at SMP N 2 Pekalongan as a multi-ethnic school.

School's Role to Build Indonesian Values

SMP N 2 Pekalongan as a multi-ethnic school and a favorite school has got many programs that become the foundation of the school's role in building Indonesian values to the students. The program was setting Indonesian flag up in each class which means that they respect the flag as what they do every morning. The national anthem followed the activity: Indonesia Raya played around the school. Then, in the afternoon, before the students went home, they sang a folk song or national anthem. These activities aimed to instill nationalism to the students by respecting the flag as well as memorizing either folk songs or national anthems that had been forgotten by the millennial youth.

The other program of SMP 2 Pekalongan was 5s: *senyum, salam, sapa, sopan, santun* (smile, greet, salutation, polite and courteous). This program aimed to make the students owning Indonesian character that was friendly. Besides those programs, the school also conducted an art performance that was held annually. The art performance aimed to unite the multi-ethnic students through the teamwork. SMP 2 Pekalongan also had a website called *Indonesia-Kenali, Cintai* (Know and Love Indonesia). This website contained Indonesian history and how to grow the love of Indonesia. This website was accessible. Either the students of SMP 2 or other internet users were able to see various insight about Indonesia in this website. It was undoubtedly made for growing national knowledge of the internet users especially the students of SMP Negeri 2 Pekalongan.

School's role in instilling Indonesian value to the children indeed involved the teachers' participation. Participation was an idea, argument or constructive-thought result either to compile the program or to smoothen the program realization as well as to actualize it by giving experience and knowledge to improve an activity that they followed (Sunarjan, 2014). The result of this study showed that teachers in their class had instilled Indonesian value such as nationalism, nationality, unity in diversity, egalitarian, deliberation, as well as faithful and willing to sacrifice.

Teacher's role in this study was to give a real example in the daily life when they were teaching which showed an attitude of respect or tolerance to the friends as well as equity to all students regardless of their ethnic and their religion. In the learning activity, all teachers applied the same way by inviting the students to discuss and solving a problem. This aimed to train the children in deliberating and growing their appreciation and their tolerance to their friends.

Social Construction Multi-Ethnic Students to the Indonesian Values

Social construction in this study meant as social symptoms that appeared from the social life that was found in the social life experience of the students as teenagers who lived in the middle of society. The symptoms were the students' behavior while interacting with their school environment which had the multi-ethnic background. This students' behavior would be studied with some steps including three dialectic moments; they were externalization, objectivation, and internalization. Those three steps were by Luckmann, and Berger (2013).

Externalization process happened in the interaction with the social product of citizen. This process required the students to externalize themselves with society product that was growing within the social media use. Social media had numerous advantages and was considered essential for the informants. From the advantages, the students externalized social value within the social media advantages that they used. Externalization process ran very well. The informants were able to externalize social media with the society product. This was seen from the informants that did not care about the things that they considered as unimportant. The negative effect was limited to the overtime use, yet it rarely happened since the parents limited it. Social media which was considered essential for the students actually could be used positively.

In the middle of a hoax in the social media, negative behavior like disrespecting friends, intolerance, and bullying was not seen to the interaction of multi-ethnic students of SMP 2

Pekalongan. It proved that the students were able to adjust or externalize themselves to the social value which was essential for the society or the social product of the society. The next step was objectivation that occurred when a student used the social media with another user to interact with the advanced social product. The social product was a social value that was already built in the society. In this step, the students had manifested themselves with the social product of the society. The students were able to apply values comprehension which was built by the society either in the social media or in real life. The students left the negative activities in society. They used social media to do their assignments or to gain more knowledge. Besides, they used social media for positive purposes, like helping their parents to trade. It showed that in using social media, the students had manifested themselves into a growing society product.

The last step was internalization. This step required the students to comprehend the social life. This understanding aims to enable students to live together by the provisions or norms created by society. In this stage, teenagers need to socialize. The socialization in this study was to instill Indonesian values given by the family as part of the society and from the school. Instilling Indonesian values through socialization referred to the internalization stage so that cultural values such as nationalism, unity in diversity, deliberation, and being loyal and willing to sacrifice, can be reflected in the attitudes of the children in their daily lives. The values instilled are indeed by the values embraced by the community in which the student lives. The two socialization processes that took place in this study were primary socialization carried out by families or parents of students and secondary socialization from schools, especially social studies teachers. Socialization in instilling social values, both primary and secondary, would never be completed until there is an awareness of reality.

The results of the study showed that the socialization's result ran perfectly because there had been awareness in students. This is proved by positive behaviour carried out by students in

everyday life and especially in interacting with a multi-ethnic environment. From this study, it turns out that the theory initiated by Peter L. Berger and Thomas Luckmann can be applied by students.

CONCLUSION

Appeared as a process of building Indonesian values to the multi-ethnic students of SMP 2 Pekalongan, social media took its role gaining the knowledge and insight about Indonesia to the students in which this insight can grow through many things they like in the social media. Junior high school students tended to like Indonesian culture knowledge, Indonesian and international tourism, until some tutorials that can sharpen their creativity. Social media also took a role as a facility for self-actualization. Hoax information in the media did not show any negative effects to multi-ethnic interaction at SMP 2 Pekalongan. Interaction's harmony among ethnics at SMP 2 Pekalongan was inseparable from the role of parents and school. Parents have got a high concern in teaching nationalism and other social value in the daily life such as inviting the children to put up the flag in the independence day, inviting them to the museum as well as teaching them to appreciate and tolerate people from other ethnic or religion.

School took the role in building Indonesian values to the children by school programs such as singing the national anthem in the morning and folksongs before they got home, putting up the flag in every class, organizing a website called *Indonesia-Kenali, Cintai* (Know and Love Indonesia) and 5S program: *senyum, salam, sapa, sopan, santun* (smile, greet, salutation, polite and courteous). School's role cannot be separated with teacher's role that is putting a lesson in daily life in the learning process that showed an attitude of respecting each other or tolerating the friends as well as being fair to all students despite their ethnic and religion. During the lesson, the teacher invited the students to discuss and solve a problem as a tool to instill deliberation value to the students and also training the students to appreciate an argument.

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