

**The Role of The Community in Planting Social Children's Social Values
in The Shock of Youth Children's Social Behavior of Soki Village,
Belo Sub-District, Bima Regency, West Nusa Tenggara**

Astuti^{1✉}, Sucihatiningsih Dian Wisika Prajanti² & Hamdan Tri Atmaja²

¹ Madrasah Aliyah Muhammadiyah, Bima, Nusa Tenggara Barat, Indonesia

² Universitas Negeri Semarang, Indonesia

Article Info

History Articles

Received:
September 2018
Accepted:
October 2018
Published:
December 2018

Keywords:

*social behavior,
socio-cultural values,
teenagers*

DOI

<https://doi.org/10.15294/jess.v7i2.26330>

Abstract

The influence of information technology influence on the development of social and cultural values *maja labo dahu* (fear and shame) in young children. The purpose of this research was to assess the role of families and schools in instilling the values of Social Culture on the social behavior of teenagers in the village of Soki, Belo subdistrict, Bima, West Nusa Tenggara. The method used is qualitative. Informants in this research is a family, a teacher at the school, teens, and communities. The technique of collecting data through observation, interview, and documentation. The validity of the data in this research using the technique of triangulation, triangulation method, and triangulation theory. The research result menunjukkan role of the family in instilling the values of diverse social and cultural forms, there are families who just instilling the values of social and cultural limited to providing advice and does not give an example of good behavior, close supervision and not impose penalties if a child violates the values that exist in society, the role of schools in imparting social values culturally diverse, they instill social values through the culture of the classroom learning activities. Public role in instilling social values of culture in young children there is a declining trend in giving sanction to the adolescent who commits an offense priceless-owned social-cultural values in society. The role of schools in imparting social values culturally diverse, they instill social values through the culture of the classroom learning activities. Public role in instilling social values of culture in young children there is a declining trend in giving sanction to the adolescent who commits an offense priceless-owned social-cultural values in society. The role of schools in imparting social values culturally diverse, they instill social values through the culture of the classroom learning activities. Public role in instilling social values of culture in young children there is a declining trend in giving sanction to the adolescent who commits an offense priceless-owned social-cultural values in society.

© 2018 Universitas Negeri Semarang

✉ Correspondence address:

Wolter Monginsidi Tolobali, Rasanae Barat, Bima,
Nusa Tenggara Barat, 84118
E-mail: astutiastiy@gmail.com

[p-ISSN 2252-6390](#)

[e-ISSN 2502-4442](#)

INTRODUCTION

Family plays an important role in educating their children, because the children's families get the most primary affection. This is in accordance with the disclosed Subianto (2013) the role of the family in instilling the values of the child's personality, which is as follows: (1) both parents should love and care for their children; (2) both parents have to keep your cool and prepare the home environment children peace of mind; (3) mutual respect between parents and children; (4) creating a trust; (5) held a collection and meeting the family (parents and children).

The family started the process of planting the socio-cultural values since the child is in the home or family environment, because the house is first and foremost a place for a child to know different things about the world in the room for maneuver is limited. Arumsasi, Khafid, & Suchatiningsih (2015) Children will grow to maturity with reasonable within the family environment all attitudes and behavior of both parents are very influential on the development of children. Strengthening of cultural values will produce a strong adaptive character of the child and can be received wherever he is. Sunarjan, Atmadja & Romadi (2017) explains that the characteristics of a person is the result of environmental experience.

According Aryani & Febrina (2008) says that adolescence lasts through 3 (three) phases; (a) early adolescence (10-13) are marked marked by a rapid increase of growth and physical maturation; (b) middle adolescence (14-16) is characterized by the almost complete pubertal growth, the emergence of skills of thinking, increase recognition of the arrival of adulthood and the desire to establish emotional and psychological distance with parents; (c) Late adolescence (17-19) is characterized by preparation for the role as an adult, including a clarification of the purpose of the work and internalization of a personal value system.

School is the second environment in shaping the character of children. The school is one means used to implement education programs. School role is to educate and plant

exemplary values on the values of honesty, virtue is rooted in religion, culture or general agreement as manners and exemplary is vital performed continuously from the outset.

Pramono (2013) said schools (teachers) planting socio-cultural values given in the learning process. The learning process relevant to the cultivation of social values can be given through the subject matter of Social Sciences (IPS) in school. Social Science (IPS) is one of the subjects given in junior high school. The purpose of education is to prepare the Social Sciences students to be good citizens and be able to make decisions for themselves and society rationally. Through lessons in the school of Social Sciences is expected that students are able to absorb the values submitted by teachers. Natakusuma, Suroso & Hardati (2017) also says that teachers must be able to interpret and describe the values contained in the curriculum so that it is able to create students who have high achievement through a learning process in schools.

Progress in the field of information technology is now impacting on the development of social and cultural values *maja labo dahu* in adolescents. Advances in information technology such as television, telephone and internet even provide convenience which leads to the dissipation of social and cultural values. Social and cultural values that local communities had formerly obedient and submissive to the socio-cultural values *maja labo dahu* who always instilled in myself every individu, quite the opposite. It is as expressed by Hilmi (2015) information technology system capable of shifting the lifestyle of the people and trigger a variety of social phenomena, including also shifted social and cultural values. Even say also result in a change of information technology in all aspects of life individu, families, and communities. Nasarani, Rachman & Atmaja (2016) said the development of communication technology, in addition to more positive impact too negatively affecting teenagers playing and learning time, and resulted in the dissipation limitations that do adolescent behavior.

Life changes affected the value of information technology shift occurring in the

social behavior of teenagers in the village of Soki today. Based on the observation has come to an alarming level for the surrounding communities. Shape shifting is done teenagers in the village of Soki one of which is the violation of social and cultural values *maja labo dahu* who instilled by family and school for them so that they commit theft, their style commucation, style dating outside the boundaries just like husband and wife, causing marriage at a young age. Shape shifting social behavior of teenagers in the village of Soki shows the effect of the development of information technology, everything can be seen and tried. Teenagers much more influence on the negative side than the positive side.

Changes in social behavior of teenagers in the village of Soki, his behavior began to change they are not shy to commit theft, their style commucation, going beyond the limits of style just like a married couple, giving rise to marriage at a young age. Teenage children have no shame (*maja*) if it violates the provisions of the customs and the religion (Islam) which is seen as the source of the value of the primacy of life, and teenagers also have no fear (*dahu*) in speaking and behavior that does not comply with the norms community. Previously teenagers in the village of Soki, her behavior is very reflective and comply with the existing values, away to commit theft, inappropriate and obedience to parents, to communicate to politely Satun with an older person, not daring dating outdoors.

Moving on from these problems, researchers interested in conducting research in depth on the community's role in instilling social values of culture in social behavior shifts teenage children Soki District of Belo village of Bima district of West Nusa Tenggara.

The purpose of this research was to determine the role of families and schools in instilling socio-cultural values in the social behavior of teenagers in Soki village, Belo District, Bima Regency, West Nusa Tenggara. The theory used in this research is the theory of habitus and the arena of Pierre Bourdieu.

METHODS

This research used a qualitative research design. Sunarjan (2014) said the election a very important area of research to help simplify and focus the issues, especially at the time of entry into the territory of us with an open mind and do not have an idea to solve the problem of others or know before entering the area.

This research took place in the village of Belo Soki subdistrict, Bima West Nusa Tenggara. Data collected by interview, observation and documentation. In-depth interviews to teenagers, families (parents teenagers), a social studies teacher at the school, and the community. The observations were made by observing the daily behavior of adolescents, especially in the use of information technology in the association, while the documentation in this research includes data teenager, photos and other important documents. Data were analyzed using triangulation, triangulation method, and triangulation theory. Data analysis, researchers using qualitative analysis techniques with interactive model as expressed by Miles and hubberman in Rachman (2011), namely data collection, data reduction, presentation of data, and the last is the conclusion.

RESULTS AND DISCUSSION

The Role of Families in Embedding Socio-Cultural Values on The Social Behavior of Youth Children

The family is as the smallest unit of society, the family has a specific role in protecting peace and order, the family is the social unit of economic materially meet the needs of its members, the family fosters the groundwork for the rules of social life, and family is a place where humans acquire early socialization process, which is a process where human beings learn and adhere to the values prevailing in society. Since small children in the nurture and was raised in a family, everything that exists in the family accepted the child as education, will also affect and determine the next child's behavior.

Therefore, the family has a special duty to lay the foundations of the child's behavior.

Family inculcate the social and cultural values in children varied shapes, there are families who just instilling the values of social and cultural limited to providing advice and does not give an example of good behavior and a strict monitoring and does not impose penalties if a child violates the values that exist in society, There are also families who instill social values of culture by providing advice or guidance and oversight, but did not give a penalty when the child violates the values that are occupied by local people, and there are also families who instill the values to their children by doing supervision, and give punishment to their children. If the violation of what is taught by the family in children.

Family inculcate the social and cultural values in children varied shapes, there are families who just instilling the values of social and cultural limited to providing advice and does not give an example of good behavior and a strict monitoring and does not impose penalties if a child violates the values that exist in society, There are also families who instill social values of culture by providing advice or guidance and oversight, but did not give a penalty when the child violates the values that are occupied by local people, and there are also families who instill the values to their children by doing supervision, and give punishment to their children. If the violation of what is taught by the family in children.

Parents also do not just enough to give birth to a child, both parents are said to have the eligibility to become parents where they are serious in educating their children. One form of the functions of the fundamental should be applied parents to children is nurturing and educating, parents are the role models for children in instilling social values in children so that children can behave and get along in accordance with the values that exist in community life. Parents in the village of Soki, Belo subdistrict, Bima strive and strive earnestly to instill social values in children, both in family life and in the life of society.

Children need to be given training and education in their lives as social beings, who have

the role and main functions in the social life of children by their parents or family, where the status and whereabouts of children most time is with the parents, with affection more parents are able to provide education and guidance to children meraka. The old man is a figure and a mirror for her children, and exemplified what is done to his people that will be imitated and followed, then the parents as educators within the family tried in every behavior and actions of his son, especially in direct contact with playmates indeed affects the child's development should be in landasi with the teachings of Islam and the values of *maja labo dahu*. If it can not be done by the parents. Then the child's behavior will be shifted from the values that exist within the community.

The Role of Schools on Imparting Socio-Cultural Values on The Social Behavior of Adolescents

Schools as centers of learning meaningful and as a process of socialization and familiarization capability, value attitude, character, and behavior. School becomes a tool of learning with the aim of changing the behavior of individuals toward better through the neighborhood. Schools also play an important role shaping the behavior of teenagers. So as to realize a positive adolescent behavior.

The role of schools in imparting social values of culture by educating children, especially in speaking a good word, act to respect their parents and teachers, courteous to others and the teacher approached the students by teaching students to appreciate and respect the teacher. Child approached and invited to communicate, the language used is their language so that no impression of teachers or parents at the school to advise to his son, but the impression that was felt was a friend who was talking with friends accompanied by jokes and laughter.

Teachers in schools politeness apply in respect of others to the students, do not need to use force, as the result of observations made by researchers at the school, teacher and student relationship is very good. Teachers were able to welcome warmly what is complained of students,

as well as to respond to the complaint by loving and considerate. Teachers are very attentive to every student behavior. The relationship between teachers and students, as well as a child's relationship with his parents.

The Role of The Community in Instilling Socio-Cultural Values in The Social Behavior of Teenagers

Public role in instilling social values of culture on adolescent social behavior is to provide oversight of the teenagers in the association, selected friends to be good and positive. Adolescents are at an age labile and should be monitored in terms of the association, if one of the friends it will result in one of the association. Parents will be humiliated, teenager's future will be bleak and citizens participated contaminated with behavior.

Parents are obliged to provide advice, directing children as well as to supervise their children in the association. So that children do not fall into the wrong crowd or illegitimate social and cultural values that are owned by the local community. Teen promiscuity now in terms of concern. For there are many events that occur in the teenage children, so many of them were expelled from school as a result of violation of regulations that have been implemented in every school and defame the school. Due to lack of attention and supervision by parents at home, because of busy making a living. Impressions are less educated in the media, television bleak supporting teenage son to do well impolite behavior to parents, teachers, community, even fellow teenagers around them.

More powerful influence of the media so that the values that exist in society are ignored. Society does not give sanction to teenagers who violates these values, so there is the impression of allowing teenagers to perform behaviors that violate the values that exist in society.

The researchers concluded that the efforts undertaken to foster adolescent society, to be involved in behavior that violates the values that exist in society, actually a lot. Such activities carried out in the communities always involve teenagers, such as race activities village,

seventeen, MTQ, Revelation of the Qur'an, religious activities, and other-other. Such as the statement following informant. In the village of Soki many activities of teenagers, such as youth clubs, youth mosque, seventeen activities also involve teenagers, *rimpu* parade, an evening event map *kanpanca* weddings, events MTQ, celebration events to make paruga teenagers and clean.

Society provides the opportunity for teenagers in Soki to fill periods of his youth with conduct-activities positive, but there are also teenagers in the village Soki who fall into the wrong crowd that does not correspond with the values that exist in the local community.

Discussion of Findings in Theoretical Based on Pierre Bourdieu Views

Habitus inculcated by these arenas cultivated teen gradually with longer periods of time. All three of the above mean arena took this part in the efforts to promote social and cultural values, and a factor of the arena's role is very important for teenagers to create a good habitus and bring positive social behavior. Positive values are disseminated by the family, school, and community through the habitus can influence adolescent behavior to be good.

Bourdieu describes in his theory, although there are many habits that originally imposed, but eventually can be internalized into adolescents, then will become habitus which later gave rise to the social behavior of adolescents through the role of all the arenas that can provide a platform for young people with the principles of each can confirm the realm of teen social behavior in promoting social and cultural values. But outside influences such as media information technology provides a huge influence to the arena, which can damage the durability of the social behavior of adolescents, teenagers are affected in practice the social and cultural values to things that are negative.

CONCLUSION

The role of the family in instilling the values of social and cultural forms varied, there are families who just instilling the values of social

and cultural limited to providing advice and does not give an example of good behavior, there are also families who instill social values of culture by providing advice or guidance and conducting surveillance, but did not give a penalty, and there are also families who inculcate the values of their children by monitoring and punishment to their children what if in violation of what the family taught him. The role of schools in imparting social values through learning activities. Public role in imparting socio-cultural values in young children there is a declining trend. It is shown that people are not so concerned about the social behavior of children, there is even a tendency to let. So teenagers behave shifted from socio-cultural values that are owned by the local community.

REFERENCES

- Arumsasi, D., Khafid, M., Prajanti, S. D. W. (2015). Pengaruh Tingkat Kecerdasan, Motivasi, Tingkat Sosial Ekonomi dan Kemampuan Adaptasi Lingkungan Siswa sebagai Variabel Intervening terhadap Prestasi Belajar Ekonomi Kelas X SMA Negeri 1 Mranggen Tahun 2014. *Journal of Economic Education*, 4(2). Retrieved from <https://journal.unnes.ac.id/sju/index.php/jecc/article/view/9963>
- Aryani, D., & Rosinta, F. (2010). Pengaruh Kualitas Layanan terhadap Kepuasan Pelanggan dalam Membentuk Loyalitas Pelanggan. *Bisnis & Birokrasi: Jurnal Ilmu Administrasi dan Organisasi*, 17(2), 114-126. Retrieved from <http://journal.ui.ac.id/index.php/jbb/article/view/632>
- Hilmi, M. Z. (2015). Nilai-nilai Kearifan Lokal dalam Perilaku Sosial Anak-Anak Remaja di Desa Sepit, Kecamatan Keruak, Kabupaten Lombok Timur. *Journal of Educational Social Studies*, 4(1). Retrieved from <https://journal.unnes.ac.id/sju/index.php/jes/article/view/6867>
- Nasarani, A. G. C., Rachman, M., & Atmaja, H. T. (2016). Perilaku Sosial Siswa SMP Kristen Widhodho Purworejo dalam Penggunaan Media Sosial. *Journal of Educational Social Studies*, 5(2), 113-120. Retrieved from <https://journal.unnes.ac.id/sju/index.php/jes/article/view/14074>
- Natakusuma A., Suroso, Hardati P. (2017). Pengaruh Cara Belajar Terhadap Hasil Belajar Siswa pada Mata Pelajaran Geografi di SMA Negeri 2 Pekalongan. *Edu Geography*, 5(3). Retrieved from <https://journal.unnes.ac.id/sju/index.php/edugeo/article/view/19069>
- Pramono, S. E. (2013). *Hakikat Pendidikan Ilmu Sosial*. Semarang: Widya Karya.
- Rachman, M. (2011). *Metode Penelitian Pendidikan Moral dalam Pendekatan Kuantitatif, Kualitatif, Campuran, Tindakan dan Pengembangan*. Semarang: UNNES Press.
- Subianto, J. (2013). Peran Keluarga, Sekolah, dan Masyarakat dalam Pembentukan Karakter Berkualitas. *Edukasia: Jurnal Penelitian Pendidikan Islam*, 8(2). Retrieved from <http://journal.stainkudus.ac.id/index.php/Edukasia/article/view/757>
- Sunarjan, Y. Y. F. R. (2014). *Survival Strategy Komunitas Makam Gunung Brintik Semarang. Dissertations*. Salatiga: Universitas Kristen Satya Wacana. Retrieved from <http://repository.uksw.edu/handle/123456789/9266>
- Sunarjan, Y. Y. F. R. & Atmadja, H. T., & Romadi. (2017). The Survival Strategy: Urban Poor Community to Live in The Brintik Hill Graveyard, Semarang, Indonesia. *International Journal of Economic Research*, 14(6), 147-157. Retrieved from https://www.researchgate.net/publication/317745859_The_survival_strategy_Urban_poor_community_to_live_in_the_Brintik_Hill_Graveyard_Semarang_Indonesia