Role of Family and Social Media Towards Politeness Characters of Elementary School Fifth Grade Students

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ABSTRACT---The background in this research is the disappearance of modesty character values in fifth grade elementary school students. The problem statement in this study is how the role of family and social media towards the character values of student modesty. The purpose of this study was to determine the role of family and social media on the value of student modesty. The research method used was qualitative with a descriptive approach, carried out with case studies in Supriyadi Elementary School and Primadana Elementary School in Semarang City. The results of this study are categorizing the role of family and social media, which the family becomes the smallest social institution that acts as the initial foundation in forming the character of the students. Furthermore, social media plays an empirical role as an educative, communicative and entertainment medium for students. The conclusions in this study are in fact in the case study, there are relationships that are categorized as family roles, namely the role of the family in teaching knowledge, the role of the family in planting noble character values, and the role of the family as an environment in evaluating students and social media as education, communication, and entertainment on the character of modesty of fifth grade elementary school students.
Keywords—Role, Family, Social Media, Modesty

I. INTRODUCTION

K.H. Dewantara about "Three Pillars of Education ", Three pillars of education are three education centers which include; family education, school education, and community education. The family is the smallest unit of society that has responsibility in educating children aimed at making a moral society. Education at the school level has a role in delivering, guiding and directing children to achieve educational goals, but inseparable from the efforts of teachers who have accepted the responsibilities of the family of children. So the task of the teacher besides providing knowledge, skills also educates religious children and noble character. The most influential pattern of social interaction in children also occurs in the community. Today the community environment is influenced by digital interactions. From three roles continuously shape the character of students, from families to the environment. (Indra, 2015)

In the 2013 curriculum the 2018 revision indeed always emphasizes and strives that there is always load of character

values in each learning. The character values are divided into fifteen character values which are summarized into five broad outlines of character values, namely: religious, nationalist, integrity, independence, and mutual cooperation. The character value is implemented in stages, systematically, and culturally. Permendikbud no.22 of 2016 concerning process standards, outlining core competencies, including: spiritual, social, knowledge, and skills. The character of politeness is included in the second competency that is about social attitudes that must be possessed by a child.

From unstructured interviews when the initial observations were conducted by researchers on December 3 to 8, 2018, teachers in fifth grades of class A and B Supriyadi Elementary School and SD Primadana. Broadly speaking, the moral or politeness of students gradually disappears. On the vision and mission of the school it has sought to form student character values well. However, in fact as in the politeness of students when speaking, behaving with their teacher has eliminated manners. For example, it is rare for students at school to bend when passing in front of their teacher, kiss their hands (not forehead or cheek paste), smile and greet when facing (passing around like that), especially when speaking more using modern Indonesian. The moral values that give birth to this culture are often underestimated, but that is precisely the attitude of politeness that respects students and their teachers.

According to (Sabnoor & Tajinder Singh 2016) in the results of his research suggesting that, social media can easily influence children, the reason is sometimes people share photos, videos in media that contain violence and negative things that can affect the behavior of children or adolescents. In addition there are some information that is invalid and easily accessed by each individual. Children easily imitate new things that they think are interesting on social media, which causes character formation and negative behavior, if social media sources also teach negative things, and vice versa.

Based on the explanation from the background above, the fundamental aspects that need to be studied next are the role of the family and social media on the character values of student politeness.

II. LITERATURE REVIEW

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1. Habitus Theory

In research (Syakir, 2016) describes the theory of "Habitus" from Pieere Bourdieu. That etymologically, habitus can be interpreted as a habit (habitual), or referring to the management system in accordance with its environment. Habits that are formed and attached to someone who is increasingly trained, as well as structured tendencies to think, feel, which then guides individuals in acting / behaving. Habitus can also include the logic of action or it can be called a personal style. Habitus is an individual thought that is adapted and formed from the environment and certain conditions around it and which it is facing. The formula of relations between individuals and structures with relations constructed between habitus and arena is (Capital x Habitus) + Arena = Practice (in the field of life and human practical activities), using certain strategies. Or it can be said that the conditions that make the occurrence of cultural praxis, namely the meeting of habitus with the agents (people who influence) in the environment. From this correlation is born a production of culture or character in individuals.

2. The Role of the Family

According to Gustina (2009: 128) family has several roles, including:

a. First, educational functions. in family. Children first gain very important experience for their development, therefore families are called the first educational environment because families lay the first basic foundation for children's development.

b. Second, the function of socialization. In this case the family as a social institution has an important role for the community which is forming a person where someone's personality will later be able to influence the style of a society. The family is the link between the child and his social life, interaction and socialization begins in the family, and then the reflection of socialization in the family will be reflected in his interactions in school and in the community.

c. Third, protective functions. In the family the child gets protection and protects him from actions that are not in accordance with social norms and religious principles and from his inability to get along with the environment.

d. Fourth, religious functions. The family is obliged to introduce and instill religious values to children starting from the time of the womb until the grave. With this religious climate created a vehicle for socialization and religious experience that helped shape the personality of children in the family who became mature believers and devoted to God.

3. Social Media

APIISP (Association of Indonesian Internet Service Providers) under the auspices of the Indonesia Internet Service Provider Association in the 2017 statistical data report outlined that Internet users, especially social media in Indonesia, reached 143.26 million. The use of the internet in the social media field covers 87.13%. In children aged 13-18 years that is 16.68%. In students, especially in elementary school, the criteria for children aged 13-18 years are included. Because there is no survey in focus on researching social media use in children in elementary school. (APJII, 2017)

Role of Social Media	1. Educational : as a means of supporting education.	Educative: 1. Searching for assignments given by the teacher by signing up social media. 2. Searching for material that will be studied or is being studied from social media. 3. Opening or obtaining general knowledge (history, culture, language, mathematics) found on social media. Example: YouTube channel: prospective bachelor, street mouse, the shiny peanut, tomonews Indonesia, MAQ, register 5, YTcrash. Entertainment: 1. Playing online or offline games. Example: Mobile legend and PUBG. 2. Watchung movies that are not suitable for the age of elementary school children. Example: Korean film. 3. Watching music video clips that are not in accordance with age.

	2. Entertainment : as a game, watch videos online, browse Instagram.	Example: Video clip containing "love" content, and kpop music (Korean pop). 4. Viewing information on Instagram. Example: artist account, video "squishy", and forecast (zodiac). Communicative: 1. As a communication tool between parents (father / mother) and children. 2. As a communication tool between teacher and child. 3. As a tool to exchange news and information with colleagues
	3. Communicative : as means of communication between parents and students, and parents of students and teachers.	
Impact	(+): Educational and Communicative (-): Entertainment	Positive impact: Occurs when the use of social media as educative and communicative is more and often done than for entertainment. Negative impact: Occurs when the use of social media as entertainment more and more often than for educative and communicative means.

Table 1.1. Role and Impact of Social Media

4. Charity

CHARACTER	DESCRIPTION	INDICATOR
Politeness	Attitudes and actions that always strive to highlight a person who is good and respects others.	1. Respect for older people. 2. Receiving something always with the right hand. 3. Prohibited to say dirty and rude words.

	4. Not being selfish. 5. Dress modestly. 6. Respecting other people's business. 7. Respecting other people's opinions. 8. Giving greetings every time you meet the teacher. 9. Bending when walking in front of the teacher / older person. 10. Kissing hands (not the cheeks / forehead) of the teacher / older person.

Table 1.2. Charity Indicator

According to Antoro in Djuwita (2017) polite as the attitude and behavior of each individual by upholding values in respecting, respecting, not arrogant and noble. The manifestation of generational politeness is life rules that arise from the results of association in social groups. The following are indicators of polite and polite character (politeness), explained in table 2.2.

1.2. Politeness character indicator table

Character indicators of student politeness can be measured by observation in school by observing the behavior of students in school. Using observation tables and yes and no options, along with new notes and facts in the field.

III. METHOD

This study used a qualitative method, with a descriptive approach, carried out with case studies in the fifth grade of SD Supriyadi and SD Primadana. Case studies were carried out on eight families (father / mother) and eight students.

IV. RESULTS AND DISCUSSION

The results obtained from case study research on the role of family and social media on the character of politeness in the fifth grade students of SD Supriyadi and SD Primadana based on the data sources below:

No.	Data	Data Source	Data Coolection Procedure
1.	Role of Family	a. (Initial Sample) 8 parents Consists of: 4 parents from SD Supriyadi 4 parents from SD Primadana 4 students from SD Supriyadi 4 students from SD Primadana	In-depth Interview
2.	Role of Social Media	Events occurred when the researcher made observations, in the form of observational reports	In-depth Interview

Table 1.3. Data source

Based on observations made at home and school students, it shows that the character of politeness of the four students is categorized as below:

The first and second students politely kissed the hands of parents when leaving and returning to school. As for other activities, such as playing and buying snacks, students rarely ask permission or kiss the hands of both parents.

The third student, sometimes kissed the hands of his parents and often to not kiss the hands of his parents. But when he was about to leave home, student always asked permission from people at home.

The fourth student kissed both of parents' hands when went to school and when went home from school. Likewise, when parents (father) just come home, the student also immediately kissed the hands of father and asked permission if he left the house. The fifth student to the eighth student kissed both of their parents' hands and asked for permission if they were leaving the house.

From interviews conducted by researchers to eight parents of students, five were represented by their fathers and three by their mothers as parents' representatives. Broadly speaking, there are several interrelated relationships between family, social media and politeness that will be explained by the description below:

1. Education (teaching knowledge)
   The intended knowledge is to teach some of the subjects that students learn at school or in one day. Parents have a role in reviewing and re-asking the learning. In addition, parents have the duty to always direct students / children to open social media as a means to find assignments given by the teacher at school. Parents believe that there is a lot of knowledge gained from social media such as Google and YouTube.

2. Socialization and Communicative

   Families have a role in teaching students how to socialize with family members, peers, and strangers. There are differences in how to socialize with all three. To the family, students are asked to always favor polite behavior, and speak polite words. Bending when walking in front of a more respected person, kissing his hand, always receiving with his right hand. Whereas colleagues have almost the same way, among others: respecting the opinions of friends by not interrupting or breaking the discussion and opinions. Do not be arrogant and put more emphasis on humility to friends. While the way to socialize with strangers according to the eight parents interviewed by researchers is to respect them enough, and students as individuals must have limitations in communication.

A family relation as a place to teach socialization is closely related to social media as a communication tool. Of the eight parents, seven of them strongly emphasized communication with students / children, by providing them with a device. Intended by the seven parents to have a profession that spends a full day. And communication tools are needed to check that their child has arrived at school or has returned home. Communication tools are also needed when unexpected things happen at school, such as children who are suddenly sick so parents can monitor from a distance.

3. Protective

   Giving direction or teaching protection to be a family as the smallest social institution that also becomes an institution or environment in which students must take refuge.

4. Teach the values of noble character (religious values and politeness)

   The family is the most fundamental environment that students have, as a form of character, attitude, behavior, character, and religion from an early age to adulthood. Having a role in teaching polite culture that will be practiced by students in the school and community, as well as in social media. Religious values which are always emphasized to students are commendable moral values, very closely related to the practice of polite culture.

Even though there is positive information in the interview, it does not cover the fact that there is negative information. Five out of eight students were more likely to use social media / devices as a means of entertainment than for education, but they still needed communication. Social media that is often opened by students is Instagram: as a means for children to show their identity through their social media accounts that contain photos and videos about themselves. Furthermore, for female students more likely to open entertainment videos about squishy toys, dolls, and Korean songs and movies on YouTube. And male students prefer to use social media as a means to play online games.

From the facts in the field, it proves that there were various relationships between family roles, social media and politeness. Parents as stakeholders in the family must be able to be assertive, so that social media is not a negative influence on students. With the neglect of supervision given by parents, the role of social media is able to take over and influence the results of education and student politeness values.

V. CONCLUSION

The role of the family is to be a fundamental environment, which teaches, educates, guides, and gives noble values, with the aim of forming the nature, attitudes, behavior, character, and religious values in students. Supervision of the use of social media used by students must also be an important concern of the family, because in social media there are three indicators, will have a positive impact if social media as a means of education and communication, will have a negative impact if it tends to be used only as a means of entertainment.

The culture of politeness of students is formed and taught by the family through habituation, which is to teach in real terms the form of behavior, among others: kissing hands (not cheek / forehead) respected people, bowing in front of parents or respected people, saying polite and not hurt other people.

This research will be beneficial for families and schools in taking policies that aim to shape the character of student politeness. The researcher also hopes that other academics will join in the study and development of research on the role of the family, social media, on the character values of politeness of fifth grade students.

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