Student Perceptions About Family Harmony and Community Environment Against Discipline

Noni Yulia Marna; Risma Margaretha Sinaga; Pujiati

Master of Social Science Education, Faculty of Teacher Training and Education, University of Lampung, Indonesia

Abstract

This study aims to determine: 1) the effect of perceptions of family harmony on student discipline in SMPN Satu Atap 3 Tulang Bawang Barat, 2) the influence of community environmental perceptions on student discipline in SMPN Satu Atap 3 Tulang Bawang Barat, 3) the influence of family harmony and the community environment on student discipline in SMPN Satu Atap 3 Tulang Bawang Barat. This research is a quantitative research using a correlational approach. Determination of research subjects using non-probability sampling technique, namely saturated samples. The sample in this study is all class students VIII SMPN Satu Atap 3 Tulang Bawang Barat 58 students. The measuring instrument in this study used a questionnaire sheet. The instrument used in this study is a questionnaire that has been tested for validity and reliability with the help of the SPSS 24.0 for Windows program with a significance level of 0.05. The results showed that there was a significant effect of the perception of family harmony on student discipline, showing a coefficient value of 0.407, which means that if the perception of family harmony is increased it will increase student discipline by 0.407. The influence of community environmental perceptions on student discipline shows a coefficient value of 0.707, which means that the contribution of community environmental perceptions on student discipline has a positive influence. The effect of family harmony and the community environment in student discipline shows the coefficient value of X1 0.254 and X2 0.550 in the regression test, which means that it has a positive influence on student discipline.

Keywords: *Perception; Family Harmony; Community Environmental Harmony; Discipline*

Introduction

The world of education today is the axis of improving character strengthening in students. The achievement of a national education goal is marked by character values in students. The problem of character crisis is one of the problems that is still an unresolved problem and is still ongoing in various educational institutions. Discipline is one of the characters that must be addressed immediately so that students can have the best character in accordance with Pancasila and applicable norms.

Disciplined students can become more orderly and organized in carrying out their lives, and students can also understand that discipline is very, very important for their future, because it can build a strong student personality and can be expected to be useful for all parties.

Discipline is one of the characters and attitudes that need to be cultivated in children from an early age. The importance of character values and disciplined attitudes is based on the reason that today there are many behaviors that are contrary to disciplinary norms. These incidents can occur in all levels of society, both the family environment, and school. The incident did not escape also in the school environment, where undisciplined behavior that often occurs includes students being late, not wearing a complete uniform in accordance with school rules, damaging the school garden by stepping on plants that clearly have written words prohibited from stepping on plants, throwing away littering, scribbling on school walls, skipping school, collecting assignments not on time, not wearing uniforms according to the rules and others. As a result of undisciplined behavior carried out by students will affect behavior and responsibility towards themselves and others.

The formation of student discipline is not only the responsibility of the school but discipline is the responsibility of parents as the closest people. A good family situation is a harmonious family. Family harmony is a family that is still intact and full of love and good relationships between existing family members. This harmonious family function can produce offspring, provide love, support and intimacy, develop personality, regulate the division of tasks, instill obligations, rights and responsibilities, as well as teach and apply customs, culture, religion, and moral value systems to students.

Each student has different family conditions, not all students are in a harmonious family environment, families whose parents are not intact and children who do not live with their parents. The noise that often occurs in a family that is not harmonious can cause students to not be able to grow and develop optimally. Broken home can be seen from two aspects, namely: the family is divided because the structure is not intact because one of the heads of the family has died or has been divorced, parents are not divorced, but the family structure is no longer intact because the father or mother is often not at home, and or does not show affectionate relationships anymore.

Perception is one of the most important cognitive aspects of humans, which allows them to know and understand the world around them. Without the correct perception, it is impossible for humans to capture and interpret various phenomena, information or data that always surrounds them. Perception is a process that involves the entry of messages or information into the human brain (Slameto, 2010:102).

Discipline is obedience to respect and implement a system that requires people to submit to applicable decisions, orders, and regulations. In other words, discipline is an attitude of obeying the rules and regulations that have been set without strings attached (Tidjani in Na'im (2012:142). Discipline is an action that shows orderly behavior and obeys various rules and regulations (Zubaedi, 2011:75).

Family is a group consisting of two or more people who are related by blood, marriage, or adoption and live together (Suhendi, 2001). Family harmony is a family in which it has a harmonious and balanced relationship, mutually satisfying other members and getting satisfaction for all their needs (Munirianto dan Suharnan, 2014). A harmonious family is when all family members feel happy which is marked by reduced tension, disappointment and acceptance of all circumstances and their existence (existence, self-actualization) which includes physical, mental and social aspects (Gunarsa, 2000:31).

The community environment is the third environment in the process of forming children's personalities after the family environment and school environment in accordance with their existence (Yusuf, 2009:34). Soemardjan and Soemardi said that the community environment is a place where people live together which produces culture (in Gunawan, 2004:4).

Research Methods

This study uses a quantitative approach with the type of correlational research to determine the effect of perceptions of family harmony on student discipline at school SMPN Satu Atap 3 Tulang Bawang Barat, the influence of community environmental perceptions on student discipline in SMPN Satu Atap 3 Tulang Bawang Barat, the influence of family harmony and the community environment on student discipline in SMPN Satu Atap 3 Tulang Bawang Barat.

The population in this study were all students of class VIII consisting of VIII A and VIII B with a total of 58 students. The sample in this study that will be taken is all class students VIII A dan VIII B SMPN Satu Atap 3 Tulang Bawang Barat that is 58 people. Sampling technique using saturated sample. This study uses data collection techniques using questionnaires, observation, literature study.

In this study, the variables that influence are called causal variables, independent variables or independent variables (X), while the effect variable is called the dependent variable or dependent variable, the dependent variable or dependent variable (Y). The independent variable of this research is Family Harmony (X1), Community Environment (X2) while the dependent variable of this research is Discipline (Y).

Result and Discussion

1. Variable Data Description

Data from family research, community environment, and class student discipline VIII SMPN Satu Atap 3 Tulang Bawang Barat, has been obtained by using a valid questionnaire. Questionnaires distributed to class student respondents VIII SMPN Satu Atap 3 Tulang Bawang Barat, distributed by lot as the research sample. The data presented to respondents is in the form of raw data with the aim of avoiding the smallest possible errors, so that the results obtained can be close to the truth.

a. Description of Family Harmony Variables

Family harmony data was obtained using a questionnaire consisting of several questions with a scale of strongly agree, agree, disagree, disagree, and strongly disagree. Family harmony is a situation and condition in the family in which a strong religious life is created, a warm atmosphere, mutual respect, mutual understanding, mutual openness, mutual care and colored by love and mutual trust so as to allow children to grow and develop in a balanced way. The highest/most family harmony is found in the range of values of 68.24-74.31 as many as 17 (29.31%) students and the lowest/least is found in internal 50.00-56.07 as many as 2 (3.45%) students .

Table 1. Categorization of Family Harmony

Category	Amount	Percentage
Well	31	53,45%
Pretty good	25	43,10%
Low	2	3,45%
Total	**58**	**100%**

Source: Results of Research Data Processing in 2021

Based on table 1 shows that from all respondents there is a distribution of categories for the good category of 31 students with a percentage value (53.45%). In the good enough category there are 25 students with a percentage value (43.10%). Meanwhile, the poor category is only 2 students with a percentage value (3,450).

b. Description of Community Environmental Variables

Community environmental data were obtained using a questionnaire consisting of several questions with a scale of strongly agree, agree, disagree, disagree, and strongly disagree. The community environment is the situation and conditions in the community, namely student activities in the community, social friends, the use of social media and forms of community life so as to allow children to grow and develop in a balanced way. The frequency of the community environment is the highest/most found in the range of values of 68.02-72.32 as many as 16 (27.59%) students and the lowest/lowest are found in the internal 80.95-85.25 and 85.26-89.56 together there are 1 (1.72%) students.

Table 2. Categorization of Community Environment

Category	Amount	Percentage
Well	12	20,69%
Pretty good	44	75,86%
Low	2	3,45%
Total	**58**	**100%**

Source: Results of Research Data Processing in 2021

Based on the table above, it shows that from all respondents there is a distribution of categories for the good category of 12 students with a percentage value (20.69%). In the good enough category there are 44 students with a percentage value (75.86%). Meanwhile, the poor category is only 2 students with a percentage value (3.45%).

c. Description of Student Discipline Variables

Student discipline data was obtained using a questionnaire consisting of several questions with a scale of strongly agree, agree, disagree, disagree, and strongly disagree. Student discipline is a general description and condition of students in schools, including the activeness of students in school, obeying school rules, and orderly school schedules. The frequency of student discipline is highest/most in the range of values 72.32-78.47 as many as 19 (32.76%) students and the lowest/lowest are in the range of values of 47.68-53.83 and 84.64-90, 79 for 1 student with a percentage (1.72%).

Table 3. Categorization of Discipline

Category	Amount	Percentage
Well	17	29,31%
Pretty good	37	63,79%
Low	4	6,90%
Total	**58**	**100%**

Source: Results of Research Data Processing in 2021

Based on the table above, it shows that from all respondents there is a distribution of categories for the good category of 17 students with a percentage value (29.31%). In the good enough category there are 37 students with a percentage value (63.79%). While the poor category only 4 students with a percentage value (6.90%).

2. Data Analysis Prerequisite Test

a. Normality Test

The use of the normality test aims to determine whether the data contained in each variable is normally or not normally distributed. At this stage the normality test uses the Kolmogorov-Smirnov

method. Determine the data is normally distributed or not only seen from the Asymp value. Sig (2-tailed). The condition of the data is normally distributed if the value of sig. (2-tailed) obtained, must be greater than the 5% alpha level or Sig. (2-tailed) > 0.05. The data is normally distributed where the significant value is 0.200. Overall the data is normally distributed because the significance value is greater than the 0.05 level of significance. So it can be concluded that the two variables are normal.

b. Homogeneity Test

Homogeneity test is defined to show that two or more groups of sample data come from populations that have the same variation.

Table 4. Family Harmony towards Discipline

Variable	N	Average	Standard Deviation	Significance
Family harmony	58	76,1926	8,2822	0,610
Student Discipline	58	70,7152	7,8185	

Source: Results of Research Data Processing in 2021

From the data table above, it is known that the significant value of family harmony is 0.610 > 0.05, which means that the value of family harmony and the value of student discipline have the same data variance.

Table 5. Community Environment towards Discipline

Variable	N	Average	Standard Deviation	Significance
Community Environment	58	70,8862	5,9292	0,066
Student Discipline	58	70,7152	7,8185	

Source: Results of Research Data Processing in 2021

The research data presented can be seen that the significant value of the community environment is 0.066 > 0.05, which means that the value of the community environment and the value of student discipline have the same data variance.

c. Linearity Test

The basis for decision making in the linearity test can be done in two ways, the first is by looking at the significance value and the f_{count} value, which is carried out on the independent and dependent variables that exist in the study, with the criteria that if the significance value of the linearity test is greater than the value of the significant level which in this study is set at 0.05 then the data is linear, whereas if the significance value of the linearity test is less than the value of the significance level which in this research is set at 0.05, then the data is non-linear.

Table 6. Significant Linearity Test between Variables on Student Discipline

	Family harmony	Community Environment
Significance	0,228	0,068
Condition	0,228 > 0,05	0,068 > 0,05
Decision	Accept Ho	Accept Ho
Conclusion	Linear	Linear

Source: Results of Research Data Processing in 2021

Based on the results of data processing in the table above, the value of significant is 0.228 > 0.05, which means that Ho is accepted and Ha is rejected, so it can be concluded that the variables of family

harmony and student discipline have a linear relationship. Furthermore, the community environmental data variable shows a significant value of 0.068 > 0.05 which means Ho is accepted and Ha is rejected, it is concluded that the community environment variable and student discipline have a linear relationship.

d. Multicollinearity Test

Multicollinearity test is intended to determine whether there is a deviation from the classical assumption, namely a significant correlation (correlation) between independent variables. If there is a fairly high (significant) relationship, it means that there are the same aspects measured in the independent variables. This is not feasible to use to determine the contribution of independent variables to the dependent variable jointly.

Table 7. Multicollinearity Test Results

	Beta Coefficient	Tolerance	VIF	Conclusion
Family harmony	0,287	0,828	1,207	There is no multicollinearity
Community Environment	0,417			There is no multicollinearity

Source: Results of Research Data Processing in 2021

Based on the presentation of the data above, the results for all independent variables have a tolerance value above 0.10 and a VIF value of (1.207) which means that it is far below the value of 10. So it can be concluded that in this model there is no problem of multicollinearity or strong influence between independent variables (family harmony and community environment).

e. Heteroscedasticity Test

The heteroscedasticity test aims to test whether in the regression model there is an inequality of variation from the residuals of one observation to another. If the residual variance from one observation to another observation remains, it is called Homoscedasticity and if it is different it is called Heterodastisity.

Table 8. Heteroscedasticity Test Results

Variabel	Significance	Conclusion
Family harmony	0,224	There is no heteroscedasticity
Community Environmental Harmony	0,342	There is no heteroscedasticity

Source: Results of Research Data Processing in 2021

Based on the table above, it is known that the significance value of family harmony is 0.224 > 0.05, which means that for the family harmony variable there is no heteroscedasticity. Likewise, the significance value of the community environment is 0.342 > 0.05 which means that the community environmental variable also does not occur heteroscedasticity.

Discussion

Based on the results of the data analysis presented above, the respondents answers to the family harmony variable were obtained with good categorization as many as 31 (53.45%) students, in good enough category as many as 25 (43.10%) students, and unfavorable categories as many as 2 (3.45%) students. This shows that the family harmony variable is in a good category which can be seen from family harmony, namely creating religious life in the family, having time in the family, mutual respect and understanding between families.

1. Influence of Perception of Family Harmony on Student Discipline

Family harmony is very important in influencing student discipline, this is because in the family there are situations and conditions in which there is a strong religious life, a warm atmosphere, mutual respect, mutual care that allows children to be created to grow and develop in a balanced way.

The results of observations and research data that have been obtained that students SMPN Satu Atap 3 Tulang Bawang Barat, family harmony in good numbers. This can be seen from the number of students who perceive that their families are harmonious and can affect student discipline. In accordance with this, the role of the family in student discipline needs to be maintained in order to form a disciplined student character.

Based on the results of the study, it can be concluded that the perception of students perceptions of family harmony has a good influence on student discipline. The results of calculations using a simple regression test (simple linear test) of students perceptions of family harmony indicate an influence with a significant value of 0.000 <0.05, which means Ho is rejected and Ha is accepted so that it can be said to have an effect on student discipline. While the constant value is 40.339 and the value of family harmony is 0.407.

2. The Influence of Community Environment on Student Discipline

The community environment is a place where people live together which has a major influence on the personal development of children (students), the community environment is also often referred to as the play environment. The results in this study indicate the influence of students perceptions of the community environment on student discipline. The calculation results obtained by simple regression calculation (simple linear test) of the community environment show that there is an influence with a significant value 0,000<0,05 which means Ho is rejected and Ha is accepted so that it can be said that there is an influence of students perceptions of the community environment on student discipline. While the constant value is 20.606, and the value of the community environment is 0.707.

Based on the description, it can be concluded that this study shows that the community environment has a good influence on student discipline. With these results, it is hoped that students can always apply a disciplined attitude to become good citizens (good citizenship) and can develop well. In addition to the community environment, schools are also a means of shaping students who can influence students to become disciplined.

3. In Addition to the Community Environment, Schools Are Also a Means of Shaping Students Who Can Influence Students to Become Disciplined

Based on the results of the multiple regression test, it shows that the significant value is obtained by obtaining the regression equation: $Y = 12,767 + 0,254X_1 + 0,550X_2$. With a significant value of family harmony $0,019 < 0,05$ which states that there is an effect of family harmony on student discipline, and the significant value of the community environment $0,001 < 0,05$ which states that there is an influence of the community environment on student discipline. While the constant value 12,767 which states that the value of the participant variable is 12,767. With the results of the coefficient value $X_1 = 0,254$ which states for every addition of 1 score of family harmony will increase 0,0254 student discipline score, which means that the coefficient is positive and students perceptions of family harmony affect student discipline. Furthermore, the coefficient value $X_2 = 0,550$ which states for every addition of 1 community environmental score will increase 0,550 student discipline scores, which means that the coefficient is positive and students perceptions of the community environment affect student discipline.

In this study, the effect of students perceptions of family harmony and community environment on student discipline shows a significant relationship. This can be seen from the continuity between the

two variables that affect student discipline. The family as one of the places that can influence student discipline at the earliest must have a positive/good influence so that students (children) can show a disciplined attitude. While the community environment which is also one of the places in forming student discipline must be able to give a positive/good influence on students through direct social interaction.

Conclusion

Based on the results of the research and discussion above, it can be concluded that:

1. The effect of family harmony in student discipline shows an increase in the coefficient value 0,407. Then the family harmony can be interpreted positively and has a positive influence on student discipline.

2. The effect of the harmony of the community environment in student discipline shows an increase in the coefficient value 0,707. So the harmony of the community environment can be interpreted positively and has an influence on student discipline.

3. The effect of family harmony and the community environment in student discipline shows an increase in scores in the multiple regression test with numbers X_1 0,254 and X_2 0,550 which means the coefficient is positive and has an influence on student discipline.

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