



THE RELATIONSHIP OF PARENT AND STUDENTS COMMUNICATION WITH CLASS IV STUDENTS CHARACTER SDN 091281 BATU IV SIANTAR

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Abstract

This type of research is descriptive correlational. The population of this research data is the entire class IV SD Negeri 091281 Batu IV Siantar as many as 2 classes in this study using random samples (random sampling) that is 20% of the total population of 40 students. The data collection tools in this research are questionnaire, documentation, and questionnaire consists of 20 items, and each has four options (a, b, c, d). Before the questionnaire was used, it was first tested to determine the validity and reliability of the questionnaire. The test results of the requirements analysis of the normality of parent-child communication with the Character of Class IV SD Negeri 091281 Batu IV. At the significant level, that is χ^2 count < χ^2 table (29,48 < 55,76) Characters of class IV SD Negeri 091281 Batu IV Siantar. That is χ^2 count < χ^2 table (43,87 < 55,76). Linearity test of parent and child communication with Civics learning outcomes for students IV SD Negeri 091281 Batu IV Siantar.

Keywords: *communication, character, parents, and child*

A. Introduction

Every parent certainly wants their child to have a good character, but as the child grows, it cannot be separated from the influence of the surrounding environment, which often gets things that can affect his character. For example, when a child makes friends with friends who are rather harsh and rude in their daily lives or hang out with the lives of naughty children, it will certainly affect the child's character. Usually, parents who educate children gently and lovingly will become educators in shaping the child's character and personality; parents must be responsible for the process of forming the child's character so that parents must always provide direction, monitor, supervise and guide the moral development of children through communication interactions between parents and children in the family. Communication is one of the most appropriate ways to shape children's character where the role of communication will affect the formation of children's character and attitudes in the family.

Doni Koesoma (2010:80) says that "understanding character is the same as personality, namely the characteristics, style or characteristics of a person which originate from formations received from the environment." Currently, the Indonesian government places great emphasis on character education as stated by E. Mulyana (2012:20) who defines that:

"Character education is a system of inculcating character values to students which includes awareness, understanding, concern and a high commitment to implementing values both towards God Almighty, oneself, fellow humans, the environment, as well as society and the nation and state. So that he becomes a perfect human being according to his nature".

Character education can also be interpreted as an effort to instill thinking intelligence, appreciation in the form of attitudes and experiences in behavior following the noble values that become their identity. Therefore, character education is not just transferring knowledge or training specific knowledge. Obtaining character education requires a process, examples, and habituation in the environment to create a disciplined and wise attitude in life in the future.

Thomas M. Scheihwadel (2015:208) argues that "Communication is intended to express and support self-identity, build social contact with people around and influence others to feel, think and behave the way we want." Communication will be successful if there is a mutual understanding, if both parties, the sender and the recipient of the information, can understand it. This does not mean that both parties have to agree on something. In these circumstances, it can be said that communication has worked well.

According to Bambang S. Arifin (2015: 209), the purpose of communication is to provide convenience in understanding the message conveyed between the communicator and the communicant so that the language used by the communicator is more precise and more complete can be understood well by the communicant.

According to Bahri Djamarah (2004:43), the types of communication can be grouped into several types, namely:

1. Verbal communication is a communication activity between individuals or groups that use language as a means of communication. The communication process can occur well if the communicant can correctly interpret the message conveyed by the communicator through the use of language in words or sentences.
2. Non-Verbal Communication. Mark L. Knapp mentions 5 kinds of non-

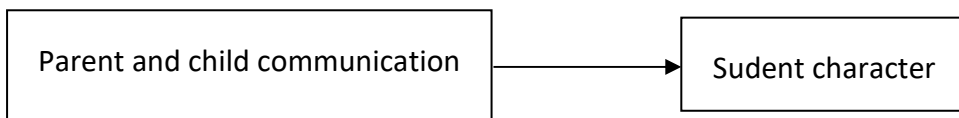
verbal communication functions, namely:

- a) Repetition: repeating ideas that have been presented verbally. For example, after I explained my refusal, I shook my head many times.
 - b) Substitution: replace verbal symbols. For example, without saying a word, you can show approval by nodding.
 - c) Contradiction: rejecting the verbal message or giving another meaning to the verbal message. For example, you praise your friend's achievements by pouting your lips, "Great, you are great."
 - d) Complement: complement and enrich the meaning of non-verbal messages. For example, your face shows a level of suffering that cannot be expressed in words.
 - e) Accentuation: emphasize the verbal message or underline it. For example, you express how annoyed you are by hitting the pulpit.
3. Individual Communication (Interpersonal) is communication that often occurs in the family. For example, communication occurs in an interpersonal interaction such as between husband and wife, father and son, between mother and child, and between child and child.
4. Group communication includes intimate relationships in the family, as seen from the frequency of meetings between parents and children at a time and opportunity. For example, parents are too busy with their own business, as if there is no time and opportunity to sit with their children, chatting and joking.

Shek (2000:16) has asserted that parent-child communication can affect overall family functioning and psychosocial well-being in children. (Clark and Shileds 1997) found evidence that good communication between parents and children is correlated with low involvement of children in delinquent behavior. Parents and adolescents can also use

communication as an indicator of trust and honesty by observing the emotional tone in interactions between family members.

Parents and children are one bond in the soul. In the separation of bodies, their souls are united in the bond of eternity. No one can scatter it. The bond is an emotional relationship between children and parents, which is reflected in behavior. Character is a person's character, morals, or personality formed from internalizing various virtues that are believed and used as the basis for perspective, thinking, acting, and acting. In other words, good communication between parents and children will affect the character of the child. The more often children communicate with parents, the child's character will be formed by itself following what is expected by parents. So it can be concluded that the child's character is well-formed if the child is close and open to parents in dealing with any problems and vice versa. From the description above, the conceptual framework diagram can be described as follows:



Based on the description above, it can be said that there is a communication relationship between parents and children with the character of students.

B. Method

1. Population and Research Sample

The population of this research is the total students of class IV-A, IV-B even semester of SD Negeri 091281 Batu IV Siantar totaling 40 people. To get the sample of this research, the method used in taking the sample is by Random Sampling, which is random. This type of research is correlational research, which involves collecting data to determine

whether there is a relationship and the degree of relationship between two or more variables.

2. Type of Research

Arikunto (2013: 4) says that "correlation or correlational research is research conducted by researchers to find out the relationship between two or more variables without making changes, additions, or manipulations to data that already exists." Correlational or correlational research is a study that aims to determine the relationship and level of relationship between two or more variables without any attempt to influence these variables so that there is no variable manipulation.

3. Research Design

In connection with this form of correlational research, the design of this study can be seen as follows: Parent and child communication (x), Student character (y).

C. Finding and Discussion

1. Result

a. Data on Changes in Understanding of Parent-Child Communication (X)

Based on the data obtained from the study results with the number of respondents 40 people, the highest score was 80, and the lowest score was 40, with the arithmetic mean (M) = 59.25 Standard Deviation (SD) = 10.6 distribution of data frequency changes. Parent-Child Communication (X) and student character (Y) can be seen in the table.

Tabel 1. Data frekuensi Komunikasi Orang Tua dan Anak (X)

No	Spam	Fre.Observasi	Fre. Relatif	catagory
1	>75	10	25%	Very god
2	68-74	15	37,5%	good

[738]

3	69-60	9	22,5%	Enough
4	59-50	6	15%	low
amount		40	100%	

Based on the table above, the variable X is obtained. The communication relationship between parents and children in grade SD Negeri 091281 Batu IV Siantar is categorized as Good (37.5%).

b. Student Character Change Data (Y)

Based on the data obtained from the study results, the number of respondents was 40 students, the highest score was 80, and the lowest score was 40, with an average of $M = 62.7$ and $SD = 11.88$. The distribution of student character frequency data (Y) can be seen in the table.

Tabel 2. Frequency Distribution of Student Character Score (Y)

No	Range	Frek. Absolut	Frek. Relatif	Catagory
1	>75	9	22,5%	Very good
2	68-74	13	32,5%	Good
3	61-67	10	25%	enough
4	54-60	8	20%	low
amount		40	100%	

Based on the table above, the variable Y character of the seventh-grade students of IV SD Negeri 091281 Batu IV Siantar is categorized as Good (32.5 %).

Tabel 3. Summary of Normality Test for Research Data Distribution

Research variable	Dk	X ² h	X ² t, $\alpha=0.05$	Kurva
Parent and child communication (x)	40	39,52	55,76	Nomal
Student character (y).	40	17,49	55,76	Normal

Based on the table above, the normality test of each variable is obtained $X^2_h < X^2_t$ at a significant level of 5%. Thus it can be concluded that the data distribution of the two research variables is usually distributed.

2. Discussion

To find out the significant relationship between Parent and Child Communication (X), with student character (Y), t-test was used, if $t_{count} > t_{table}$ at 5% significance, then there was a significant relationship between variable X and variable Y.

From the results of the t-test, it was obtained that the t count was 2.447, and the critical price t-table was at a significant level of 5% ($\alpha = 0.05$) with $N = 40$. Then it was obtained $t_{table} = 0.681$, so that $t_{count} > t_{table}$ ($2.447 > 0.681$). So the hypothesis in this study: There is a Significant Relationship between the relationship between Parent and Child Communication and the Character of Class IV SD Negeri 091281 Batu IV Siantar

D. Conclusion

Based on the results of data analysis research that has been obtained by being oriented to the problems and objectives in this study, the authors draw the following conclusions:

1. Parent-Child Communication with Student Characters tends to be in a Good category (32.5%).
2. The character of students in the Good category (37.5%).
3. There is a significant relationship between Parent-Child Communication and Student Character because the "t" obtained $t_{hitung} > t_{tabel}$ ($5,065 > 1,07$).

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