

THE INFLUENCE OF PARENTING, CHARACTER EDUCATION, PEER SOCIAL INTERACTION, AND LIFE SKILLS ON THE INDEPENDENCE OF MODERN COTTAGE STUDENTS

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Abstract

The rapid development of science and technology (IPTEK) today makes almost everything more efficient and easier to obtain. The sophistication of technology and information makes almost anything obtainable or complete by simply pressing the "button" of information technology products alone. However, such progress can have an impact on increasing children's laziness to study and/or work. For parents, advances in technology and information also make them worry about their children's relationships. To find out and analyze the picture of student independence, parental care, character education, peer social interaction, and life skills carried out by modern cottages. The type of research used is explanatory research, which is research that seeks to explain the causal relationship that occurs between research variables and test hypotheses that have been formulated. This research obtained the results that the independence of students in general is classified as "good", the average score reaches 3,636. The care of the parents of students is generally classified as "good", the average score reaches 3,502. Character education carried out by Islamic boarding schools is generally considered "good" students, the average score reaches 3,193. Peer social interactions are generally rated as "good", with an average score of 3,074. Life Skills in modern boarding schools are generally considered "good" students, the average score reaches 3,195.

Keywords: Character Education, Social Interactions, Life Skill

INTRODUCTION

The rapid development of science and technology (IPTEK) today makes almost everything more efficient and easier to obtain. The sophistication of technology and information makes almost anything obtainable or complete by simply pressing the "button" of information technology products alone. However, such progress can have an impact on increasing children's laziness to study and/or work. For parents, advances in technology and information also make them worry about their children's associations. Therefore, some parents are looking for ways to prevent their children from falling into promiscuity that will damage the morals and morals of their children by putting their children in boarding schools, so that in the future their children will have good morals.

Pesantren is a traditional Islamic educational institution to learn, understand, explore, live, and practice Islamic teachings by emphasizing the importance of religious morals as a guide for daily behavior (Muthohar. 2007:12). There are several elements of pesantren that distinguish it from other institutions, namely: cottage: a place for students to stay; students: learners;

mosques: worship facilities and centers of islamic boarding school activities; kyai: a figure or designation of a person who has advantages in terms of religion, and the charisma he has; yellow book: as a central reference in Islamic studies (Dhofier, 1982 in Ma'ruf, 2019: 363).

In terms of the resilience of the existence of pesantren, according to Dawam Rahardjo (Syamsuri and Borhan, 2016: 203) there are several indications that make pesantren always survive from the beginning of Islam to the present, namely: (1) The dormitory system, making the supervision and attention of a teacher to students or students directly; (2) Familiarity of the relationship between the student and the master teacher; (3) Pesantren has been able to educate people who can enter all jobs; (4) The simple way of life of a kiyai; (5) Pesantren is the cheapest education system in contributions.

According to Muhammad Basyuni, former minister of Religious Affairs of the Republic of Indonesia, pesantren was able to survive until now due to several factors, namely; first, pesantren are born, grow and develop from and for the community. Second, the community's sense of ownership and responsibility towards pesantren is very strong. Third, the independent nature of pesantren is very high. Fourth, the family network of pesantren and also its alumni has been well established since the pesantren was founded. Fifth, if the community believes that pesantren is a place to guard Islamic morals, ethics and culture that does not fade with the times. Sixth, pesantren values that are still maintained today such as sincerity, sincerity, devotion, responsibility and willingness to sacrifice. Seventh, there is a push for funds rather than a sustainable society. (Shamsuri and Borhan, 2016:209).

There are several reasons parents encourage their children, Supriatna (2018:1) found that parents' motivations for including their children in islamic boarding schools include (1) because parents want their children to have good morals; (2) the feeling of inability of parents to educate children at home, (3) parents consider the cost at islamic boarding schools not so expensive; (4) parents choose islamic boarding school educational institutions in which there is a school education; (5), so that children are equipped with religious knowledge that can be practiced by themselves and others; (6) so that children grow up to be intelligent children (7) parents' belief in pesantren as the most correct guide of the Islamic religion.

Pesantren was founded with the aim of creating and developing a Muslim personality, namely a personality who has faith and piety in God, has a noble character, is useful and serves the community, is able to stand alone or independent, is free and firm in personality, spreads religion and upholds Islam and the glory of the people, and loves knowledge in order to develop the Indonesian personality. (Muthohar. 2007:19). Based on the formulation of educational goals in the Islamic boarding school, independence is one of the goals to be achieved. In pesantren life, an independent attitude is also evident from the activities of students in organizing and being responsible for their own needs. (Muthohar. 2007:23). Therefore, students who live in Islamic boarding schools will be educated and trained independently in meeting all their needs. Latipah's findings (2019: 193) emphasize this, where independence can be seen from the difference between the first start of entering the Islamic boarding school and after a long stay in the Islamic boarding school. The attitude of independence of students is

shown by always carrying out their picket obligations, students can be disciplined and punctual, and are not dependent on others.

Islamic boarding schools are part of the National Education system which has a focus not only on general science but also religious science. Pesantren teaches students that in carrying out activities, it must start from their own consciousness, selflessly, and free from the pressure of other parties even if they are parents, kyai or even ustadz / ustadzah. This can be seen clearly from several regulations and sanctions in Islamic boarding schools that are deliberately held to support the creation of obedience and independence of students in carrying out their daily lives, although still all of this goes back to the personality of each student and the emotional intelligence they have (Krisnatuti, Herawati & Dini, 2011: 148).

One of the Islamic boarding schools that is quite well known in an effort to bathe its students is the modern cottage Gontor Ponorogo. It is called a modern cottage because it meets the criteria that according to Zamiek (Ma'ruf, 2019: 363) is a boarding school that is open to the public, has undergone a very significant transformation in both the education system and its institutional elements. Already using modern and classical systems. The level of education starts from elementary to tertiary level. Modern pesantren according to Hamruni (2016: 413-414) in addition to opening up to the public also make changes that are relevant to the demands of the times. Pesantren is expected to be able to intelligently parse current problems with contemporary approaches.

The modern Pesantren Gontor is located in the village of Gontor Ponorogo, East Java with a khalafiyah (modern) system. This Islamic boarding school is the largest modern Islamic boarding school in Indonesia which has 13 Gontor Putra branches and 7 Gontor Putri branches throughout Indonesia, with a density of 23,000 students and has 32 types of economic businesses that are active to date (Syamsuri and Borhan, 2016: 205).

The emphasis on self-reliance education in Gontor's modern cottage is reflected in the five souls as the foundation of his education, namely the spirit of sincerity, the spirit of simplicity, the soul of self-reliance, the soul of Islamic ukhuwah, and the soul of freedom. (Pondok Modern Darussalam Gontor, 2019). It is the independent spirit and the free spirit that is the basis for the education of independence in the modern ponpes of Gontor Ponorogo.

Self-reliance education in Ponpes Gontor Ponorogo began with the Pondok economic movement since 1970 when a rice milling business was opened. In its development, business units are increasing, which are then combined in one container, namely the La Tansa Islamic Boarding School Cooperative. Officially, the Pondok Pesantren Cooperative (Kopontren) was opened and registered with the Cooperative Department, with No. 8371/BH/II/1996 in July 1996 (Faqih, et al., 2012: 23). The existence of Kopontren is one of the proofs of the practice of the spirit of independence contained in the Five Souls of Modern Cottage. That is, in financing, the cottage is not at the mercy of the other party. Therefore, Pondok established businesses managed by teachers and students. The results are to support the education and teaching process. (WARDUN Editorial Team, 2009: 23).

The main educational teaching in the Gontor Islamic boarding school is Ali'tibar 'Ala Annafsi, in other words, learning to be sufficient or helping oneself and not hanging on others. Pondok Modern Darussalam Gontor carries out its business unit activities using the Self Berdrufing System, namely with a philosophical approach: the cottage is a common property, and not private property rights. Every time there is a new student or student, it means that there is one member who is also responsible for the sustainability of the cottage. The payment given is a contribution (cottage/school affair). With the dues applied to each student, the dues will be used for the benefit of the cottage. (Khutbatul Arsy Introductory Week Committee, 2013:11).

All Kopontren businesses are managed by teachers and students. The teachers and students who manage the business unit are not paid. However, by co-managing a business unit, they can learn many things. Because, for cottages, business units are also educational facilities, namely responsibility education and entrepreneurship and independence education. (WARDUN Editorial Team 2014; 54).

Independence is an aspect that develops in each individual, whose forms are very diverse, depending on the developmental process and the learning process that each individual experiences. According to Driyarkara (Sunarty 2016: 153) that independence is an internal strength of the individual obtained through the process of individuation. Therefore, independence contains the notion of having a passion / passion to be better and confident, managing thoughts to study problems and making decisions to act, discipline and responsibility and not to depend on others. An independent person, characterized by friendly and intimate behavior, his behavior is characterized by the ability to make his own decisions about his activities, in everyday life without asking others for help (James, 2002), being able to bear responsibility, and having stable emotions (Darajad, 1982).

There are three integrative human growths, namely dependence, independence and interdependence. (Covey in Paul, 2007). Self-reliance is an attitude and behavior that is not easily dependent on others in completing tasks (Kasmadi 2013). Independence is the basic ability for individuals to think and act freely. (Jamaris, 2010).

Independence is one of the ideals of national education. It is stated in Law No. 20 of 2003 concerning the National Education System that the purpose of national education is to increase the potential of students to become human beings who have faith and piety in God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. Therefore, the emphasis on learning for students to be able to suffice or help themselves and not to rely on others in Ponpes Gontor as has been stated is in line with the spirit of the national education system in an effort to bathe students or students.

Various businesses carried out by the Gontor Ponorogo Modern Islamic Boarding School Cooperative, La Tansa Cooperative, which can support the independence education of students consist of: Rice Milling, Darussalam Printing, KUK Palen, KUK Iron Shop, Latansa Bookstore, UKK Minimarket, Bakso Latansa, KUK Fotocopy, Wartel Gambia, Apotik La Tansa, Ponorogo, Ice Factory, Al-Azhar Canteen, Wisma Darussalam, Wartel Sudan,

Darussalam Computer Center, Photocopy of Asia, East La Tansa, Cut Chicken, La Tansa DC Mantingan, Bakery Factory, La Tansa Drinking Water, Sports Equipment Store, Convection, Wartel Al-Azhar, Chicken Noodles, La Tansa Tea, BMT La Tansa, BMT Siman, and Ice Cream. (WARDUN Editorial Team, 2012: 23). Thus it is quite natural that Ponpes Modern Gontor is completely independent, not relying on outside help. The students are also educated independently by being included in managing these various businesses. Thus, even though the students of Gontor cottage are not prepared to become Civil Servants or Private Employees, or a certain profession, there have not been any Gontor alumni who have become unemployed, in other words, they are able to be independent.

There are many factors that affect the independence of students, including parenting patterns, character education, peer social interaction, and life skills education. Parenting patterns reflect the importance of the informal sector's role of Out-of-School Education (PLS) in shaping children's independence. Parental care is very important because most of the child's time is spent with the family, so the role of the family in character building including the character of independence is very large. Parents as educators and caregivers are required to be able to be wise in dealing with all the diverse behaviors and emotions of children.

Haryono, Anggraini, and Muntomimah (2018) found that parental parenting has a significant effect on children's independence. Bokko' (2014) found that parenting is related to the level of independence of preschool-aged children. Sunarty (2016) found that: (1) the types of parental care used to increase the independence of their respective children: positive, democratic, authoritarian, permissive, negative or unhealthy, and negligent parenting; (2) positive and democratic parenting can increase a child's independence, and 3) there is a positive and significant relationship between parental care and child independence. Based on the thoughts and some findings of the study, it is clear that parental parenting patterns have a positive effect on children's independence. Did it happen to the students of the modern cottage Gontor Ponorogo? That's what this study is for.

Another factor that also affects the independence of students is the character education carried out by the cottage. Character education is a system of instillation of character values to learners which includes components of knowledge, awareness or willpower, and actions to carry out these values. According to Burke (1980:18) character education is solely part of good learning and is a fundamental part of good education. Character education is defined as education that develops a noble character (good character) for students by practicing and teaching moral values and civilized decision-making in relationships with fellow human beings and with their God. Lickona (2004:45) defines character education as an effort designed intentionally to improve the character of learners. Character education is interpreted as a system of instillation of character values to students which includes components of knowledge, awareness, willingness and action to carry out these values towards God Almighty, oneself, others, environment, and nationality, so as to become kamil people. Instillation of values to students will be effective if the entire school / madrasah community participates, it means that teachers / ustadz, principals / madrasahs and non-educational staff in schools / madrasahs actively participate in character education. (Samani & Hariyanto. 2012:42-46).

Character education is interpreted as education that develops character values in students so that they have values and character as their character, applying these values in their lives, as members of society, and citizens who are religious, nationalist, productive and creative. (Hasan, 2010:4).

Among the character values of learners including students developed is the character of independence. Independent character is one of the attitudes and behaviors that are not easily dependent on others in completing tasks (Kasmadi 2013). According to Jamaris (2010), the character of independence is a basic ability for individuals to think and act freely. Steinberg in Desmita (2010) classifies the character of independence into three aspects namely: (a) emotional independence; (b) behavioral independence; and (c) value independence. Thus it is quite logical to state that the better the character education received by students will be followed by the more independent, because in character education there is an independent character.

Santoso's findings (2014: 37) show that student independence can be developed through character education whose implementation begins with an in-depth study of the vision and mission of the madrasah which is then socialized to all madrasah residents. Furthermore, the process of cultivating independence and discipline is carried out through a process of habituation and example shown by all teachers and stakeholders of madrasah residents. The cultivation of this attitude of independence is carried out gradually and controlled continuously.

Another variable that also affects the independence of students is peer social interaction. The results of the study of Hasti and Nur Farhanah (2013) showed that there is a significant relationship between peer social interaction and adolescent behavioral independence. Ali and Asrori (2008:87) define interaction as a reciprocal relationship between two or more people and each individual involved in it plays an active role. In interaction, it is not just a relationship between the parties involved but influences each other. Whereas according to Santrock (2003: 219), peers are children or adolescents with the same age level or maturity level. This opinion is in line with the results of Kandel's research in Yusuf (2007: 60) which shows that the characteristics of adolescent friendship are influenced by similarities in age, gender, and race while in schools / madrasahs peer interaction is influenced by the similarity of educational expectations, learning values / achievements, absenteeism, and the work of home tasks. Peer interaction also influences the choice of dress, hobbies, associations and other social activities.

Another variable that is thought to affect the independence of students is life skills education. Noor's study (2015) with the theme "Life Skills Education in Islamic Boarding Schools in Increasing the Independence of Students" revealed that: (1) the life skills education system in Islamic boarding schools is carried out in an integrated manner, where there is a close relationship structure between all components and the relationship of mutual influences that exist between these components in increasing the independence of students; (2) The learning process is a form of learning using learning activities that are dialogical, participatory-andragogis, but the application is not so comprehensive, especially in the planning and assessment stages; (3) Learning outcomes show an improvement in aspects of knowledge, skills and attitudes towards independence achieved by students; 4) The independence achieved

by students is shown by the existence of independence in emotional aspects, behaviors, and values that are reflected in personality improvement such as having responsibility, discipline, not depending on others, accomplished spirit, tenacious and persistent, self-confidence and activities to teach others as well as increased participation in social activities and community development.

Based on the description above, the researcher proposed the idea that if parents provide care to children appropriately, according to the needs of the child, democratically, it will be able to increase the independence of the child, in addition to the better character education in the cottage environment, social interaction of peers, and life skills education will increase the independence of students. Therefore, this research is entitled "The Influence of Parental Care, Character Education, Peer Social Interaction, and life skills on the Independence of Modern Cottage Students".

RESEARCH METHODS

The type of research used is explanatory research, which is research that seeks to explain the causal relationship that occurs between research variables and test hypotheses that have been formulated. Winardi (2001:83) explains in explanatory research changes in certain variables cause a certain effect on the second variable. The first variable is called an independent variable and the second variable is called a dependent variable.

In this study, the researcher intends to describe the independence of students and the factors that influence them, parenting pattern techniques, character education, peer interaction and life skills. Because researchers in addition to describing each variable also look for the relationship between free variables and casuistically dependent variables, this study also contains explanatory meanings. The explanatory aspect in this study is because this study uses the principle of the relationship between variables where changes in certain variables as free variables cause a certain effect on other variables as dependent variables.

The purpose of data analysis is to simplify data into a form that is easier to read and interpret, in this process statistics are often used because one of the functions of statistics is to simplify data. In addition, statistics also compare the results obtained with results that occur by chance, thus allowing researchers to test whether the observed relationship really occurs due to the existence of a systematic relationship between the variables studied or by chance. After the data is obtained it is further analyzed by the appropriate method.

RESULT DISCUSSION

1) Simultaneous Test Results

The results of the F test (Simultaneous test) show that $F = 86.302$ and $p = 0.000 < 0.050$, which means that the chance of a wrong $< (0.050)$. Therefore, it can be concluded that parental parenting, character education, peer social interaction, and life skills together have a significant effect on the independence of students. This means that the higher the variable values of parental care (X1), character education (X2), peer social interaction (X3), and life skills (X4)

together lead to higher independence of students (Y), and vice versa. The coefficient of multiple determination, which is the effectiveness of the regression line (R^2) of .624, can be interpreted to mean that 62.4% of students' independence is determined by parental care, character education, social interaction, and life skills. The remaining 30.6% was the influence of other variables that were not studied.

2) Partial findings of dependent variables

a) Variable pola pengasuhan orang tua

Partial parenting has a significant effect on the independence of students with a counting error rate of $\leq \alpha 0.01$. The effective contribution of the parental care variable to the independence of students is 51.1%, meaning that 51.1% of student independence can be explained because parental care assuming other variables are considered constant. These findings are in line with the findings of Haryono, Anggraini, and Muntomimah (2018) who found that Parental Parenting has a significant effect on children's independence and emotional regulation ability.

Methods of developing student independence according to the findings of Sanusi (2012) include including: (1) Instilling the principle of independence in the learning process (recitation) and curriculum; (2) Equip a wide range of life skills for students; (3) Provide leadership knowledge and direct its application; (4) Provide provisions for entrepreneurship knowledge to improve the level of the economy and social environment; (5) Implement a way of life full of endeavor, be patient and do not rely on an instant way of life; (6) The role and example of kyai regarding the way of life and infrastructure owned by pesantren can encourage students to behave independently. For example, in fulfilling food needs, students carry out their own cooking process, find their own ingredients and process them themselves. In the fulfillment of the neatness of appearance, they wash and iron themselves, make their own beds, study and set their own study hours (sorogan method) and so on. It is these aspects that further reinforce the assumption that pesantren have for years directed a model of self-reliance-based character education.

The significance of parenting to the independence of students in the findings of this study is also in line with the findings of Sunarty & Dirawan (2015) in their study of the "Development Parenting Model to Increase the Independence of Children" which found that positive parenting and democratic parenting can increase children's independence, and finally, there is a positive and significant relationship between parenting models and child independence.

The significance of parental care for the independence of students in the findings of this study is also in line with the findings of Astuti and Sukardi, T. (2013) who found that there is an influence of personality, family environment, school environment, and peer interaction individually or together on students' independence for entrepreneurship. The effective contribution of personality variables, family environment, school environment, and peer interaction together to independence for entrepreneurship was 68.6% and the effective contribution of each variable was family environment 53.5%, personality 9.7%, peer interaction 3.9%, and school environment 1.6%. Baiti (2020) also found that parental foster care has a significant effect on children's bathing.

b) Character education variables

Partially character education has a significant effect on the independence of students at an error rate of $\leq \alpha$ 0.01. The effective contribution of the character education variable to the independence of students is 16%, meaning that 16% of the independence of students can be explained because character education assuming other variables are considered constant. Why does character education affect the independence of students? Zuhriy (2011) in his study on Pesantren Culture and Character Education at the Salaf Islamic Boarding School "found that the factors that support the success of character education that affect the independence of students at the Ihyaul Ulum Gilang Babat Islamic Boarding School and the Langitan Widang Tuban Islamic Boarding School have at least three main things, namely first exemplary kyai, then, the intensity of continuous interaction carried out both between students, students with administrators and caregivers with all students. Finally, there are rules and regulations in the form of student regulations that are used to protect cottage policies, policies based on the elaboration of the *kereso dalem* (will) of kyai and the vision and mission of Pesantren.

c) Variables of peer social interaction

Partially the variable of peer social interaction correlates significantly positively to the independence of students $t = .025$. This shows that the social interaction variable has a significant effect on the independence of students at an error rate of $\leq \alpha$ 0.05. The effective contribution of the social interaction variable to the independence of students is 17.5%, meaning that 17.5% of students' independence can be explained because the social interaction of students with peers assuming other variables are considered constant.

These findings are in line with the findings of Nurfarhanah (2013) in her study on "The Relationship between Peer Social Interaction and Adolescent Behavioral Independence: A Correlational Study of SMPN 1 Padang Panjang. The results showed that there is a significant relationship between peer social interaction and adolescent behavioral independence, pearson correlation of 0.389 significance level from 0.000, relationship is sufficient.

The existence of peers indicates the reality of children being accepted or rejected by their peers. In this regard, Hasman (2006) stated that there are factors that cause a child to be accepted or rejected in interacting with his peers, the factors that cause a child to be accepted by his peers include: (1) Performance and deeds, including behaving well and being active in group activities; (2) The ability to think, among others, has positive initiatives or ideas and always attaches importance to the interests of the group; (3) Attitudes, traits, and feelings include being polite, caring towards others, being patient and not being egocentric; (4) Individuals, among others, are responsible and able to carry out their work well, obey group rules, and are able to adjust to sharing situations and social associations. Meanwhile, factors that can cause children to be rejected as peers include: (1) in terms of appearance (performance) and deeds, including frequent opposition, shyness, and joy of being alone; (2) Poor thinking ability, for example, laziness; (3) egocentric attitudes and traits, like to break the rules and like to master other children.

Acceptance or rejection in a peer group has an important meaning for a child or teenager, that is, it has a strong influence on the child's thoughts, attitudes, feelings and deeds. A child will feel valuable and meaningful and needed by his group if accepted into his peer group, and vice versa for a child who is rejected by his group will cause a sense of disappointment due to rejection and neglect.

d) Life skill variables

Partially the life skill variable is significantly positively correlated to the independence of students at the error rate $t \text{ count} = .000$. This shows that variable life skills have a significant positive effect on student independence at an error rate of $< \alpha 0.01$. The effectiveness of the life skill variable on the independence of students is 22.5%, meaning that 22.5% of students' independence can be explained because life skills assuming other variables are considered constant.

Why do life skills contribute to the independence of students? In the context of life skills education in Islamic boarding schools, Noor A.H. (2015) found that: (1) the education system in islamic boarding schools is carried out in an integrated manner, where there is a structure of close relationship between all components and the relationship of mutual influence that exists between these components in increasing the independence of students; (2) The learning process is a form of learning using learning activities that are dialogical, participatory-andragogis, but the application is not so comprehensive; especially in the planning and assessment stages; (3) Learning outcomes show an improvement in aspects of knowledge, skills and attitudes towards independence achieved by students; 4) The independence achieved by students is shown by the existence of independence in emotional aspects, behaviors, and values that are reflected in the improvement of personality such as having responsibility, discipline, not depending on others, spirit of achievement, tenacity and persistence, self-confidence and activities to teach others as well as increased participation in social activities and community development. The conclusion is that the education system and learning process in Islamic boarding schools are basically a life skills education model where students learn and are trained to solve and overcome various difficulties they face independently.

CONCLUSION

This research obtained the results that the independence of students in general is classified as "good", the average score reaches 3,636. The care of the parents of students is generally classified as "good", the average score reaches 3,502. Character education carried out by Islamic boarding schools is generally considered "good" students, the average score reaches 3,193. Peer social interactions are generally rated as "good", with an average score of 3,074. Life Skills in modern boarding schools are generally considered "good" students, the average score reaches 3,195.

Parental care, character education, peer social interaction, and life skills together have a significant effect on student independence. The results of the F test (Simultaneous test) show that $F = 86.302$ and $p = 0.000$. The coefficient of multiple determinations (R^2) of .624, means

that 62.4% of students' independence is determined by parental care, character education, social social interaction of peers, and life skills. The remaining 30.6% was the influence of other variables that were not studied.

Partial parental care has a significant effect on the independence of students, the effective contribution is 51.1%. Character education has a significant effect on the independence of students, the effective contribution is 16%. Peer social interaction had a significant effect on independence, effectively contributing 17.5%. Life skills have a significant positive effect on the independence of students, the effective contribution is 22.5%.

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