

Smile Reflection: Social Development of Peers in Indonesia

Ady Ferdian Noor^{a*}, Sonedi^b, Siti Irene Astuti Dwiningrum^c, Haryanto^d,
Muhammad Nur Wangid^e, Erika Sari^f, ^{a,c,d,e}Yogyakarta State University,
Indonesia, ^bMuhammadiyah University of Palangkaraya, Indonesia,
^fUniversitas Nahdatul Ulama Sumatera Barat, Indonesia, Email:
^{a*}ady.ferdian@umpalangkaraya.ac.id

Organized education has direction and purpose. The implementation of good education to teach and educate individuals must be imbued with five noble values of the Indonesian nation's life outlook. Individuals, as social beings, always learn and interact with peers. The objective of this research is to analyze the social development of their peers outside of school and family settings to determine an individual's social development. The research method is a meta-analysis of the literature in various journals and books from existing research. The results of that study the behaviour of individuals affect peer relationships both positively and negatively on social development.

Key words: *Social Development, Peers.*

Introduction

Education held has a direction and purpose. The nation-state, or educational institution, has a goal based on its values and philosophy. Indonesian philosophy is based on five noble values that are upheld, namely Pancasila. Pancasila is the basis of the state and the view of life of the Indonesian people. Implementation of education must animate the five noble values that are implemented through the points in each of the five noble values that have been set (Martin, 2019). The implementation of education is legally formalized through formal law No. 20/2003. Specifically, national education is based on the Pancasila and the 1945 Constitution of the Republic of Indonesia, which is rooted in religious values, the national culture of Indonesia, and is responsive to the demands of changing times. Educators of a nation must be based on the noble values or philosophy. The view of life must animate the behaviour of learning and educating individuals according to educational goals so as to avoid negative impacts (Suharjo, 2006).

The process of individual development must include biological processes: physical changes in a person's body, cognitive process: changes in individual thinking and intelligence, and socio-emotional processes: changes in individual relationships with others in emotions, in personalities and in the role of social contexts in development (Zhou & Brown, 2015). Individuals, as social creatures, always interact with their environment including with the community and their peers. The association of individuals outside the school and family also determines the progression of social development. If individuals spend more time on non-educational activities with members of the community or their peers, it will reduce and hinder the progress of learning activities. Conversely, if more individuals use their time for activities that are academic in the community, the progress of individual learning will determine the smile of joy (Suharjo, 2006).

Nationally, the character of citizens' disobedience to religious norms, social norms (decency and politeness), and legal norms occur in almost all lines of life. Facts that support this statement can be found almost every day in the mass media, both in print and on the television. The pathology that arises reflects the lack of character of the nation's individuals, many of whom are pious and good at home, but are naughty at school, involved in brawls, drug use, and other forms of criminal acts, such as bus robberies and so on (Azra, 2006). Nationally, the number of juvenile delinquents (skipping school, wandering in malls, tourist attractions, bus stops, drinking, blackmailing, bullying, "ngutil" (stealing in malls or grocery stores), rape, commercial sex workers, traffic violations, drug use, becoming street children, and so on) during the last three years from 1998-2001 has had an increase of about 9% from 166,669 people to 181,561 people. Of this number, 85,331 people (around 47%) of them were forced to be detained or undergo rehabilitation at a rehabilitation centre due to acts against the law. According to the observation, the number of increases continues to increase every year around 3.5% (Tadjri, 2009).

The data that has been produced shows that the existence of the expected character of education for Indonesian people seems to have experienced degradation at an alarming rate. This is far from the corridor of the values of the Pancasila and the 1945 Constitution of the Republic of Indonesia which is rooted on national religious and cultural values. Such conditions trigger and spur the birth of character education. In addition to socio-political factors and education policies, the growth of character education based on local cultural values in Indonesia. The failure of modern educational patterns is that they do not bring peace and improvement to human civilization. The hegemony of Western civilization is dominated by a scientific world view (scientific world view). In addition to having a positive impact (in the fields of science and technology), it also has a negative impact on humans (Sarbaini, et al., 2012; Supardi et al., 2018). The racial and social composition of groups having a role to play as school friends in production is the education of blacks and whites of various types of peer groups from both elementary and junior high schools and the effect of

peer group composition on student achievement varies according to student race (Winkler, 1975).

Various changes in development aim to enable people to adjust to the environment in which they live. This means that learning will enter the stages of individual development at the time of school, outside of school, and in society. This can be achieved through self-realization or self-actualization. However, these goals are not fixed or absolute. The goal can be considered as a pressure to carry out something that is believed to be true to be applied in life. Self-realization plays an important role in mental health, so people who manage to adjust well both personally and socially must have the opportunity to express their interests and desires by satisfying themselves. However, at the same time they must adjust to the rules that apply. Lack of opportunities will lead to disappointment and negative attitudes in general towards others and life in general (Hurlock, 1980).

Peripheral groups and group members with different self-perceptions of popularity rules are more likely to change groups, but they have more similar self-perceptions of popularity in their new groups. Children's self-perception must be balanced with mental health so that they change peers not only in accordance with the influence of friends but their own abilities (Jones & Estell, 2010).

Mental health is an integral part of health, which is defined as "a state of well-being in which a person is aware of his own abilities, can cope with the pressures of normal life, can work productively and is able to contribute to his community" (WHO 2014). Thus, mental health is more than the absence of abnormalities or mental disabilities but is also fundamental to a good quality of life (WHO 2012). Mental illness is a growing global public health problem. The burden of mental disorders and drug use increased by 37.6% between 1990 and 2010. In 2010, mental disorders and substance abuse accounted for 7.4% of life years adjusted for disability (DALY) worldwide, not least due to by depression and anxiety disorders (Whiteford et al. 2013).

Depression alone accounts for 4.3% of the global burden of the disease and is one of the biggest causes of disability in the world, especially for women (WHO, 2013). A review of the global burden of mental disorders (Kessler et al. 2007), based on data from a WHO mental health survey in 28 countries around the world concluded that mental disorders are common in the general population throughout the world. These disorders often debut at an early age, and are often associated with significant adverse costs to society. As many mental disorders begin in childhood and adolescence (Kessler et al. 2007), early detection and intervention are needed. Given the magnitude of mental or widespread health problems, improving population health is only possible if countries make prevention of mental health disorders a public health priority (Whiteford et al. 2013).

Determinants of health and mental illness include individual, social and social factors, and their interactions with each other (Sturgeon, 2007). Thus, mental health needs to be understood from a biological, psychological, and sociocultural perspective (Kendler 2008). To prevent mental illness and promote mental health, there is a need to simultaneously target multiple layered factors (WHO, 2012). As a result, a broad public health perspective is needed to promote mental health and prevent mental illness (WHO, 2005). Public mental health promotion focuses on the social determinants of health to seek positive mental health for all Jané et al., 2005).

In Indonesia, the condition of mental health is still said to be alarming and is one of the most serious problems. Suhaimi (2015) states that, according to the Basic Health Research (Riskesmas) data in 2007, the prevalence of mental emotional disorders in Indonesia in population aged 15 years and over was 11.6% (Putri, et al, 2012), and in 2013 showed that Nationally there are 0.17% (400 thousand inhabitants) of Indonesia's population who experience severe mental disorders (Kemenkes RI, 2016). Globally, out of the total people who experience mental disorders, one third of them live in developing countries and as many as 8 out of 10 people with mental disorders do not get treatment (Ministry of Health, 2014). According to the results of the Household Health Survey (SKRT) conducted by the Ministry of Health's Research and Development Agency in 1995, it showed that mental disorders in adolescents and adults were experienced by 140 per 1,000 household members and mental disorders in school-aged children were 104 per 1000 household members (Saputra et al., 2018).

The mental and psychological condition of elementary school students who have not been able to filter information is the most worrying thing to be the entrance of the negative impacts caused. If the negative effects are continuously received, then it is likely to have an impact on the character they have. There is a tendency for students to follow the recommendations conveyed in the media they follow, even if it is negative and self-destructive. Therefore, intensification of character values should be done every time, both in the family environment through reprimands on student behaviour that is considered not in accordance with norms, as well as the formal education environment, namely schools by increasing efforts in order to instil character values in students / students (Rabiah, 2013).

Social and Biological Interaction Process Relations with Peers

Peer interaction is an important concept to consider in further empirical studies, especially regarding its assessment and also its relationship to student involvement in school. Analysis of interactions between these two variables can be considered as other school functions (teacher and parent support) and personal variables (gender, self-efficacy) (Veiga et al., 2014; Kindermann & Gest, 2018). Peer learning considers peers as a substitute for the teacher, in

the linear model of knowledge transmission, from teacher to peer helper for students. There is an assumption that peers must be among the "best students" (that is, those who like professional teachers most). However, differences in the level of ability and interest in such situations can prove to be less stimulating for helpers, who are unlikely to get cognitively from interactions (Topping, 2005; Piaget, 1932). Entity theory about peer relationships is associated with a greater tendency to support social goals that are performance oriented and to negatively evaluate themselves in the face of peer rejection. In addition, entity theory is more likely than additional theory to show symptoms of depression and aggression when victimized. These findings contribute to theories of motivation and social-cognitive personality and have practical implications for children exposed to peers and related difficulties (Rudolph, 2010).

However, to understand clearly and act according to the multi-layered and interacting social and biological processes that determine mental health, theory is essential. Krieger (2001) suggests an understanding of the causal path between various factors and health and disease, and thus can guide the planning and design of public mental health interventions. Nonetheless, the use of theory in epidemiological and public health research and interventions is still very rare. Furthermore, Krieger (2014) argues that apart from new interest in the social determinants of health, the dominant theories in epidemiology and public health so far are mainly biomedical or lifestyle oriented, implying a focus on individual level exposure, behaviour, and intervention. There is clearly a need for theories that embrace complicated and diverse pathways in mental health to be useful for guiding public mental health policies and practices (Kraemer & McKinney, 1979; Schmäzle et al., 2017; Eriksson et al., 2018).

Peer acceptance can occur with different numbers of people and in different relationships, such as unfriendly friendships, loose groups of friends, or certain groups of peers. Peer groups, in particular, play an important role in children's function rather than friendship, certain peer groups offer greater opportunities to share and gain the beliefs and behaviour of others who are closely affiliated (Jones & Estell, 2010; Hussain et al., 2013; Rubin et al., 2015).

Adaptations and discrepancies in childhood and adolescence come from a variety of sources including genetic and biological underpinnings and social influences other than parents. For example, children and adolescents spend a lot of time, both inside and outside the home environment, relating to and interacting with many others from potential influences. Other important people include their siblings, teachers or caregivers outside the home, and peers (Rubin et al., 2015). The impact of brain cell structure caused by specific neurological functions of executive function (planning, social cognition and social information processing) and the level of normal intelligence must impact social interactions with network

development, especially the search for peer groups and the surrounding environment affects genes. However, these genes must have traits specifically so that it can respond to information provided by the environment (Alalehto, 2018). The big influence and direction of peers depend on certain behaviours (specific traits), gender, and behavioural traits. The effect of peers on individuals is more dominant on certain behaviours greater than the effects of peers on individuals without certain behaviours. Men report greater femininity when they are with women compared to when they are with men. Both women and men report greater masculinity a moment when they are with men than when they are with women. Our findings provide empirical support for gender social constructivist models (Li & Guo, 2016; Mehta & Dementieva, 2017).

Social learning theory states that behavioural interactions are learned through peer associations, and biosocial perspectives in interactions, which use various biological and social factors to explain actions. Given the increasing evidence that biological and environmental factors contribute to behavioural interactions, it is increasingly difficult for any theory to ignore the influence of biology or sociology simultaneously (Fox, 2017).

Learning Peers Based on Indonesia's Local Authority

Diversity has the potential to disrupt group functions or, conversely, become a source of creativity and collective insight (Fernandes & Polzer, 2015). Diversity can disrupt human sociality. Human sociality can be understood as an organism. Almost all aspects of life can be understood phenomenologically as part of living systems. The right perspective to consider life and interpret social reality is very important in determining the direction and orientation for humanity. Local wisdom can be seen as a social and communicative system that produces a kind of self-organization (autopoiesis) in a diversity (Pesurnay, 2018).

Education is one important element in life. This is because through education a person can develop knowledge, insight, values and character even as an effort to inherit culture. Therefore we need cooperation from all lines of education in an effort to achieve learning goals that not only supply knowledge, but also character and love for diversity (Andayani, 2013). The findings show the value of pedagogical theory as a conceptual and analytical lens used to interrogate what peer education is (and may be) and to better explain the effectiveness of an uneven approach (Southgate & Aggleton, 2017).

Human development refers to changing over time, and time is usually marked as chronological age. Age is not a cause of development - it's just a frame of reference. More specifically, development consists of interactions between various levels of function, from genetic, physiological, and neurological to behavioural, social, and environmental. Human development is a permanent exchange between these levels. The more mature the person is,

the greater the person's influence and control over the organization of this interaction. The science of human development links the driving forces of development with what is called a proximal process: stimulating, regular long-term face-to-face interactions with people, objects, or symbols, which promote the realization of genetic potential for effective biological, psychological and social development. For example, the influence of parents can shape their children through parenting behaviour, become role models, and encourage certain behaviours and activities for their children (Zhou & Brown, 2017: 60).

The social development of late childhood peer relationships is an emotionally positive relationship and knowledge before they increase in pre-adolescence. Emotional relationships because they can differentiate and assess their behaviour and their friend's identity. Whereas knowledge relations, namely, their ability to remember close peers revealed that peers have a direct influence on adolescent risk behaviours (Tomé et al., 2012). Relationships with parents do not show the expected mediating effects, with the exception of the following elements: the relationship between types of friends and risky behaviour and communication with parents and lower involvement in violent behaviour and welfare improvement. Negative influences from peer groups are more related to involvement in risk behaviours, while positive influences are more related to protective behaviour (Sun & Yu, 2016).

Children's behaviour influences peer relationships both positively and negatively. Students with more behavioural difficulties or lack of academic motivation in the fall are less engaged in behaviour in the spring. Extending previous research, classrooms with more distributed and interconnected social ties - social networking equality - have students who are more engaged in behaviour in the spring, especially in classrooms with a higher level of organizational observation (i.e., behaviour management, time, and effective attention). In addition, social network equity weakens the negative relationship between students' behavioural difficulties and behavioural involvement. This indicates that students with behavioural difficulties are less detached in classrooms with more equitable and interrelated social ties. The findings illuminate the need to consider the context of peers in the classroom in future research and interventions that focus on the involvement of student behaviour in urban elementary schools (Cappella et al., 2013; Kurniawan & Sudrajat, 2018).

Students who have good social ties in peer groups will be able to engage well and pleasantly in their social development. Jones & Estell (2010) suggest that peer acceptance can occur with different numbers of people and in different relationships, such as unfriendly friendships, ordinary groups of friends, or certain groups of peers. Peer groups, in particular, play an important role in children's functioning. Acceptance of peers as a group is greater than unfriendly friendships, certain peer groups offer greater opportunities to share and gain the beliefs and behaviour of others who are closely affiliated.

Peer acceptance greatly influences the behaviour of children in groups or friends. Ritzer & Smart (2001) suggested that child stiffness in peer groups related to specific social systems or discursive arrangements has benefits even though it is resistant to some form of social construction. However, friendship stiffness is still able to compile agentic basics as reproduction of institutions and knowledge.

Children have the ability to relate to social systems. Suharjo (2006: 31) argues that human resources are the main thing in the delivery of education in elementary schools. Good quality of the implementation of primary schools is determined by human resources. In addition to quality human resources, the level of involvement, cooperation, and teamwork of all parties related to education in primary schools plays a very important role in the success of educational programs. Bern, R. M. (2013: 250) argues:

Peer groups are significant to human development because they satisfy certain basic needs: the need to belong to a group and interact socially, and the need to develop a sense of self (a personal identity). Belonging to a peer group enables one to have social interactions with others and have experiences independent of parents or other adults. By interacting socially with others, we derive an opinion of ourselves.

Peer groups are important for human development because they meet certain basic needs: the need to be part of a group and interact socially, and the need to develop a sense of self (personal identity). Peer groups allow a person to be an important part of social interaction with others and have independent experience from parents or other adults. By interacting socially with other people, we get opinions about ourselves. Cairns, Leung, Buchanan, & Cairns (1995) suggest that peer groups provide a social foundation to shape the attitudes and actions of group members, but peer groups are far from static entities. Some child peer groups maintain identical membership over a 3-week period (2% of the peer group), but most groups retain at least half of their members (90% of the peer group) (Jones & Estell, 2010).

Good human development may require initial interaction and enculturation in elementary school. These developments can include local wisdom or local knowledge learned through the Indonesian language curriculum. Balinese local wisdom, which embraces Hindu philosophy, has a rich potential for the development of themes and sub-themes of human development and growth. Central themes and sub-themes refined from Hindu philosophy are coherently bound to a meaningful system of moral entities (Rasna & Tantra, 2017). In Singapore, the development of thinking patterns in bicultural pre-schoolers will follow the dominant cultural patterns (Qu & Shen, 2013).

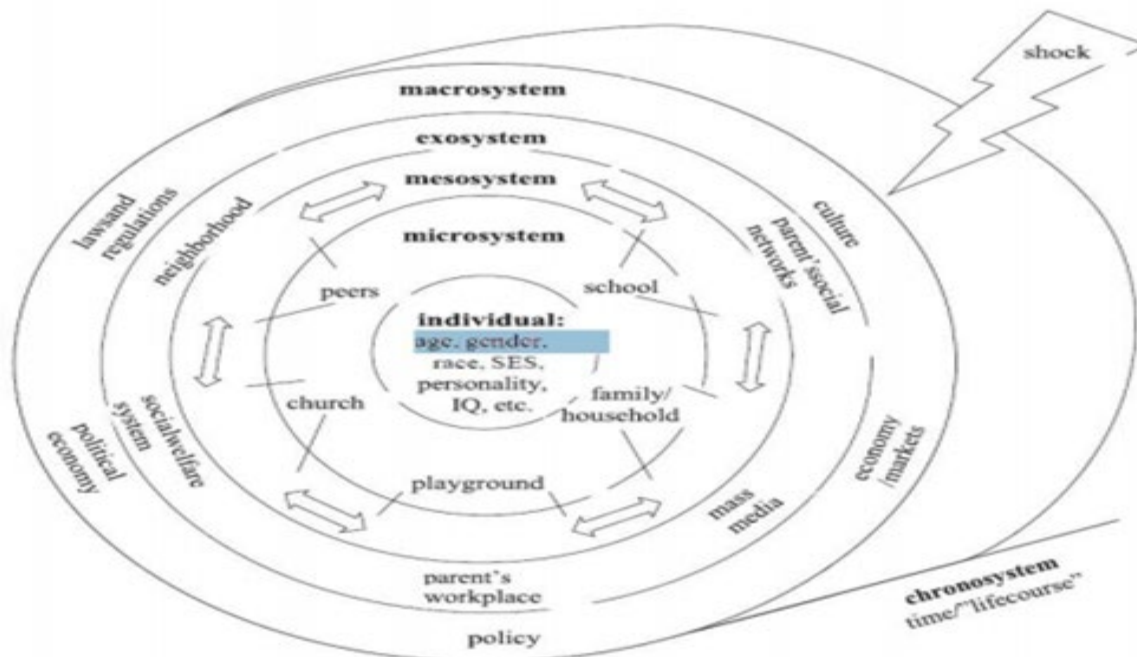
Javanese culture that promotes harmony and social harmony certainly has cultural values that support the realization of this, one of which is *tepa sarira*. As an integrated learning system in

schools, tepa sarira culture-based character education models are proven to be able to improve attitudes and behavioural tolerance in elementary school age children (Andayani, 2013). These influences cause many severe environmental and social problems, including loss of traditional knowledge and wisdom. Globalization has arrived and negative impacts are felt. Many of these communities are studying their problems, finding solutions, and becoming strong again. They begin by collectively studying their problems, restoring the remaining traditional wisdom and knowledge, and integrating new knowledge. Issues are resolved and further development is appropriate. These communities represent wealth, and have positive environmental and social impacts (Mungmachon, 2012). In West Sumatera, Respect for women. This character is very strong in the matrilineal tradition. Women for the community is considered very noble and get a respectable place in the kinship system from the level of the nuclear family, extended family until the rate. A tribute to the position and role of women in society turned out to provide a balancing power in the decision making process in a customary meeting (Effendi, 2015).

Social Development of Indonesian Peers 'Relations

The Bronfenbrenner bioecological model (Figure 1.) is very appropriate to describe several dimensions of the process of human development as individuals. This is because it captures the complexity of human development as a systemic network of interrelated system processes including individuals, microsystems, mesosystems, ecosystems, and macrosystems (Bern, 2013; Zhou & Brown, 2017). The microsystem consists of the school environment, home environment, play environment, house of worship environment, and peer group environment. The social development of peer relationships through the microsystem system as part of which will shape the individual.

Gambar 1. Model bioecologist Bronfenbrenner



Sumber: Zhou & Brown (2017)

Peer groups can change and improve social relationships for better learning. Learning activities that will better achieve goals in the development of one's students include aspects of knowledge of the theory, attitudes in accordance with the characters, and skills that are appropriate to the times (Baihaqie, 2011). Individuals carrying out the stages of social relations activities require energy and enthusiasm and a strong mental to be able to add experience and achieve the goals set according to the vision and mission (Noor, 2016). Of course, the more experience a person has in learning or having extensive knowledge, the more complex the questions will be asked. Someone who has more learning experience will give more complex questions. The learning experience is reflected by a person's level of knowledge or understanding of a material. Therefore, the higher the stage of one's understanding the more complex the questions that will arise (Prilanita & Sukirno, 2017).

Teenagers are in the most vulnerable stages of human development. The phenomenon of negative mental development in various ages and other fields such as corruption, drugs, murder, robbery, theft, prostitution, violence, gambling, and sexual harassment. Negative mental developments in society are known as implementation products that only produce changes in cognitive products at low levels (knowing and understanding) and have not yet reached high levels of cognitive products (analyzing, synthetic, and evaluating) (Junaidi, 2017; Puspitasari et al., 2019). This is because adolescence is the stage of searching for identity. Teenagers are in a transitional stage from childhood to adulthood. In adolescence, an individual is no longer dependent on their parents. Teenagers have started to deal with their

social environment, especially their peers. Thus adolescents in the search for their identity are also influenced by their social environment. The presence of a teenager's parents in forming his identity. This is because the presence of parents can help teens form a positive teenage identity. However, sometimes parents cannot be present in teenage life if one of them is a parent who must work abroad for a long time. Thus the identity of adolescents is more filled by their peers (Suharto et al., 2018; Adamopoulou & Rich, 2018).

In Melbourne, Australia, highly educated mothers assess social relationships to be more influential than less educated mothers (Cameron et al., 2019). Parents maintain relationships with children from infancy / pre-adolescence to preadolescence to better understand the effects peer group social relations. At present, the more mothers who work outside the home, the more children are treated according to group conditions. As a result, children experience social interactions with peers earlier and longer periods of time than previous generations. School-age children and adolescents who are not supervised by adults after school are more likely to turn to their peers for support (Bern, 2013). Peers have a variety of important roles for students, namely providing support to students, teaching various social skills, and being an agent of socialization for students as well as being a model or example of behaviour for other students. Peers have a role in shaping a variety of student characters, namely religious, tolerance, discipline, hard work, curiosity, friendship, environmental care, social care, defiance, materialism, hedonism, and aggressiveness (Suntoro & Nuralisa, 2017; Kurniawan & Sudrajat, 2018; Oktavia et al., 2018).

Peer relationships have a strong role in teenage life. Peer relationships lead to a relationship of mutual trust between peers. This relationship can lead to a behaviour where adolescents trust their peers more than their parents (Sarmin, 2017). Parents of students perform higher religious functions than parents of students. Teenage boys get a higher threat than teenage girls. Private school students interact with peers higher than public school students. Teenage boys have a higher level of religiosity than teenage girls. Vocational high school students and private schools have higher religiosity than high school students and public school students. Adolescence, religious functioning, and adolescent interaction with peers have a positive effect on adolescent religiosity. Teenage sex, age, and mother's education do not influence adolescent religiosity (Siroj et al., 2019). In Australia, the example of parents who often worship in houses of worship affects the presence of teenagers to come to worship places often. Influence of working parents shapes shrine policy. Another positive attitude is that adolescents learn more about and understand why they have to worship with their parents often and who do not feel that their parents make them go to church. Young visitors to the house of worship respond better to parents encouragement than parents pressure. Although the influence of peers in the church does not contribute much to the frequency of attendance, it contributes to forming positive attitudes toward houses of worship (Francis et al., 2018). In Indonesia, Muhammadiyah can develop multicultural education. Multicultural education



adopts the concept of early adaptation (hybridization) of multicultural education indicators integrated with religion (Noor et al., 2019).

Spirituality is very important in difficult times, which shows the level of principles and values given in Ecuadorian families, with spirituality acting as a protective factor, where women have a higher level of spirituality than men. Entertainment (screen-based entertainment and sports entertainment) has a moderate effect on the relationship between peer influence and drug use among students. Family relationships also moderate the relationship between peer influence and drug use, which serves as a protective factor against drug use (Scott et al., 2015).

Conclusion

Peer groups can change and improve the quality of social relationships so that it is better in learning. The social development of peer relationships at the end of childhood will largely determine the subsequent social development in pre-adolescence. Therefore, it is necessary for government involvement in making social development a happy smile of children. Social development has positive and negative impacts. The policy that must be made by the government is a policy that is able to make security and comfort for the development of social relations both in schools and the community to create peer relationships in accordance with Pancasila and the 1945 Constitution of the Republic of Indonesia. Integration of social learning theories and biosocial perspectives into more accurate and modern behavioural interaction models will create an equilibrium of peer social relations.

REFERENCES

- Adamopoulou, E., & Kaya, E. (2018). Young adults living with their parents and the influence of peers. *Oxford Bulletin of Economics and Statistics*, 80(3), 689-713. <https://doi.org/10.1111/obes.12198>
- Alalehto, T. (2018). The Origin of White Collar Criminality?: Exploring a Gene x Environment Interaction Hypothesis. *International Journal of Criminology and Sociology*, 7, 196-205. DOI: [10.6000/1929-4409.2018.07.14](https://doi.org/10.6000/1929-4409.2018.07.14)
- Andayani, T. R. (2013). Peningkatan Toleransi melalui Budaya Tepa Salira (Pengembangan Model Pendidikan Karakter Berbasis Kearifan Lokal). Prosiding Seminar Nasional Parenting. 397-406. <http://hdl.handle.net/11617/3957>
- Baihaqie, A.N. (2011). Peranan *peer group* terhadap aktivitas belajar siswa kelas 5 dalam pelajaran PKn di SDN 5 Praya. *Artikel Pendidikan*, hlm. 37-43. http://www.lpsdimataram.com/index.php?option=com_content&view=article&id=96:peranan-peer-group-terhadap-aktivitas-belajar-siswa-kelas-5-&catid=36:2011&Itemid=46
- Barr, S. C., & Neville, H. A. (2014). Racial Socialization, Color-Blind Racial Ideology, and Mental Health Among Black College Students: An Examination of an Ecological Model. *Journal of Black Psychology*, 40(2), 138-165. <https://doi.org/10.1177/0095798412475084>
- Bern, R. M. (2013). *Child, Family, School, Community: Socialization and Support* (9th ed.). USA: Wadsworth
- Cameron, A.J., Charlton, E., Walsh, A., Hesketh, K., & Campbell, K. (2019). The influence of the maternal peer group (partner, friends, mothers' group, family) on mothers' attitudes to obesity-related behaviours of their children. *BMC Pediatr*, 19(357). 1-8. doi:10.1186/s12887-019-1726-x
- Colding, J., & S. Barthel. (2019). Exploring the social-ecological systems discourse 20 years later. *Ecology and Society* 24(1):2. <https://doi.org/10.5751/ES-10598-240102>
- Cappella, E., Kim, H. Y., Neal, J. W., & Jackson, D. R. (2013). Classroom peer relationships and behavioral engagement in elementary school: the role of social network equity. *American journal of community psychology*, 52(3-4), 367-379. <https://doi.org/10.1007/s10464-013-9603-5>
- Darmadi, H. (2014). *Metode Penelitian Pendidikan dan Sosial: Teori Konsep Dasar dan Implementasi*. Bandung: Alfabeta



- Deputte, B. L. (2000). Primate socialization revisited: Theoretical and practical issues in social ontogeny. In *Advances in the Study of Behavior* (Vol. 29, pp. 99-157). Academic Press. [https://doi.org/10.1016/S0065-3454\(08\)60104-7](https://doi.org/10.1016/S0065-3454(08)60104-7)
- Effendi, N. (2015). Kearifan Lokal Menuju Penguatan Karakter Sosial: suatu Tantangan dari Kemajemukan Budaya di Sumatera Barat. *Jurnal Antropologi: Isu-Isu Sosial Budaya*, 16(2), 107-115. <https://doi.org/10.25077/jantro.v16.n2.p107-115.2014>
- Eriksson, M., Ghazinour, M., & Hammarström, A. (2018). Different uses of Bronfenbrenner's ecological theory in public mental health research: what is their value for guiding public mental health policy and practice? *Social Theory & Health*. <https://doi.org/10.1057/s41285-018-0065-6>
- Fernandes, C. R., & Polzer, J. T. (2015). Diversity in groups. *Emerging Trends in the Social and Behavioral Sciences: An Interdisciplinary, Searchable, and Linkable Resource*, 1-14. https://www.hbs.edu/faculty/Publication%20Files/Diversity_in_Groups_EmergingTrends_57796940-b049-43dc-b58b-832eccbcaa80.pdf
- Fox, B. (2017). It's nature and nurture: Integrating biology and genetics into the social learning theory of criminal behavior. *Journal of Criminal Justice*, 49, 22-31. <https://doi.org/10.1016/j.jcrimjus.2017.01.003>
- Harrison, A. O., Wilson, M. N., Pine, C. J., Chan, S. Q., & Buriel, R. (1990). Family ecologies of ethnic minority children. *Child development*, 61(2), 347-362. <https://doi.org/10.1111/j.1467-8624.1990.tb02782.x>
- Hussain, S., Ali, R., Zaman, A., Ghaffar, A., Aamir S..M., & Minaz, M. (2013). *The Impact of Peer Groups on The Academic Achivements of Secondary School Students*. *Journal American Science*, 9(11s), 13-16. <http://www.jofamericanscience.org>.
- Hurlock, E.B. (1980). *Development Psychology: A Live-Span Approach* (5th ed). Alih Bahasa: Istiwidayati & Soedjarwo (2003): *Psikologi Perkembangan: Suatu Pendekatan Sepanjang Rentang Hidup*. Jakarta. Erlangga
- J Francis, L., Penny, G., & Powell, R. (2018). Assessing peer and parental influence on the religious attitudes and attendance of young churchgoers: Exploring the Australian National Church Life Survey. *Journal of Beliefs & Values*, 39(1), 57-72. <https://doi.org/10.1080/13617672.2016.1209923>



- Junaidi, K. (2017). Pemberdayaan Nilai-Nilai Institusi Dan Holistic Education: Kajian Kontribusi Pemimpin Pendidikan terhadap Gerakan Revolusi Mental. *Muaddib: Studi Kependidikan dan Keislaman*, 7(01), 1-12. DOI : <https://10.24269/muaddib.v7i01.548>
- Jones, M., & Estell, D. (2010). When Elementary Students Change Peer Groups: Intragroup Centrality, Intergroup Centrality, and Self-Perceptions of Popularity. *Merrill-Palmer Quarterly*, 56(2), 164-188. Retrieved from <http://www.jstor.org/stable/23098040>
- Kindermann, T. A., & Gest, S. D. (2018). The peer group: Linking conceptualizations, theories, and methods. In W. M. Bukowski, B. Laursen, & K. H. Rubin (Eds.), *Handbook of peer interactions, relationships, and groups* (p. 84–105). The Guilford Press. <https://psycnet.apa.org/record/2018-00748-005>
- Kurniawan, Y. & Sudrajat, A. (2018). Peran teman sebaya dalam pembentukan karakter siswa madrasah tsanawiyah. *SOCIA*, 15(2). 149-163. <https://journal.uny.ac.id/index.php/sosia/article/download/22674/pdf>.
- Kraemer, G. W., & McKinney, W. T. (1979). Interactions of pharmacological agents which alter biogenic amine metabolism and depression: An analysis of contributing factors within a primate model of depression. *Journal of Affective Disorders*, 1(1), 33-54. [https://doi.org/10.1016/0165-0327\(79\)90023-5](https://doi.org/10.1016/0165-0327(79)90023-5)
- Li, Y., & Guo, G. (2016). Peer Influence on Aggressive Behavior, Smoking, and Sexual Behavior: A Study of Randomly-assigned College Roommates. *Journal of Health and Social Behavior*, 57(3), 297–318. <https://doi.org/10.1177/0022146516661594>
- Jané-Llopis, E., Barry, M., Hosman, C., & Patel, V. (2005). Mental health promotion works: a review. *Promotion & Education*, 12(9). 9-25. https://www.researchgate.net/publication/7777655_Mental_health_promotion_works_A_review
- Martin, M. (2019). THE IMPLEMENTATION OF SCHOOL-BASED MANAGEMENT IN PUBLIC ELEMENTARY SCHOOLS. *Asian Journal of Assessment in Teaching and Learning*, 9(1), 44-56.
- Mawardah, M. & Adiyanti, MG. (2014). Regulasi Emosi dan Kelompok Teman Sebaya Pelaku *Cyberbullying*. *Jurnal Psikologi*, 41(1). 60-73.
- Mungmachon, M., R. (2012). Knowledge and Local Wisdom: Community Treasure. *International Journal of Humanities and Social Science* 2(13). 174-181. http://www.ijhssnet.com/journals/Vol_2_No_13_July_2012/18.pdf



- Mehta, C. M., & Dementieva, Y. (2017). The contextual specificity of gender: Femininity and masculinity in college students' same-and other-gender peer contexts. *Sex Roles*, 76(9-10), 604-614. <https://doi.org/10.1007/s11199-016-0632-z>
- Nicotera, N., Williams, L. R., & Anthony, E. (2013). Ecology of Youth Collective Socialization, *Social Work Research* 37(3). 227–236. <https://doi.org/10.1093/swr/svt022>
- [Negro, J. R. & Yanci, J. \(2019\). Which instructional models influence more on perceived exertion, affective valence, physical activity level, and class time in physical education?. *Journal Educational Psychology*. <https://doi.org/10.1080/01443410.2019.1613516>](https://doi.org/10.1080/01443410.2019.1613516)
- Noor, A., F. (2016). Gerakan Revolusi Mental. *Pedagogik*, 11(1). 7-13. <http://jurnal.umpalangkaraya.ac.id/ejurnal/pedagogik/pdf/159>
- Noor, A. F., Khunaifi, A. R., Supardi, Sukirno, Dwiningrum, S. I. A., & Haryanto. (2019). Multicultural Education Praxis for Primary Schools: Perspective of Muhammadiyah Primary Schools Indonesia. *International Journal of Psychosocial Rehabilitation*, 23(4), 1039-1052. <https://10.37200/IJPR/V23I4/PR190432>
- Oktavia, S., Pitoewas, B., & Rohman, R. (2018). Pengaruh Teman Sebaya Terhadap Perkembangan Social Skill Peserta Didik Kelas XI SMA Global Madani. *Jurnal Kultur Demokrasi*, 5(13). <http://jurnal.fkip.unila.ac.id/index.php/JKD/article/view/17976/0>
- Pesurnay, A. J. (2018, July). Local Wisdom in a New Paradigm: Applying System Theory to the Study of Local Culture in Indonesia. In *IOP Conference Series: Earth and Environmental Science* (Vol. 175, No. 1, p. 012037). IOP Publishing. <https://10.1088/1755-1315/175/1/012037>
- Piaget, J. (1932). The moral judgment of the child. Glencoe, Illinois: The Free Press. https://www.burmalibrary.org/docs20/Piaget-moral_judgment_of_the_child-en-ocr-tu.pdf
- Piaget, J. (1951). *The Child's Conception of the World*. England: Routledge & Kegan Paul LTD.
- Puspitasari, R., Hastuti, D., & Herawati, T. (2019). Pengaruh Kecerdasan Spiritual Ibu Terhadap Karakter Anak Usia Sekolah Dasar Di Perdesaan. *Jurnal Ilmu Keluarga & Konsumen*, 9(2), 101-112. <https://pdfs.semanticscholar.org/2b7d/681c70daabfa6c3b9e81dd616d5d503ef038.pdf>
- Prapti, R. H. E., (2015). Kertas Kajian SRHR dan Agenda 2030. Rutgers: WPF Indonesia: Jakarta



- Prihanita & Sukirno. (2017). Peningkatan Keterampilan Bertanya Siswa Melalui Faktor Pembentuknya. *Cakrawala Pendidikan*, 36(2), 244-256. <https://doi.org/10.21831/cp.v36i2.11223>
- Qu, L., & Shen, P. (2013). Development of Theory of Mind in Preschoolers Who Grow up in Two Conflicting and Unbalanced Cultures. *Child Studies in Diverse Contexts*, 3(2), 123–137. <https://doi.org/10.5723/csdc.2013.3.2.123>
- Rabiah, S. (2013). Pengembangan Materi Ajar Bahasa Makassar Berbasis Nilai-Nilai Karakter dan Kearifan Lokal di Sekolah Dasar Kota Makassar. *Konferensi Internasional Budaya Daerah (KIBD) III yang diselenggarakan oleh Ikatan Dosen Budaya Daerah Indonesia (Ikadbudi)*, 1-18. <https://files.osf.io>
- Rasna, I., W. & Tantra, D. K. (2017). Reconstruction of Local Wisdom for Character Education through the Indonesia Language Learning: An Ethno-pedagogical Methodology. *Theory and Practice in Language Studies* 7(12). 1220-1235. <http://dx.doi.org/10.17507/tpls.0712.09>
- Rosa, E. M., & Tudge, J. (2013). Urie Bronfenbrenner's theory of human development: Its evolution from ecology to bioecology. *Journal of Family Theory & Review*, 5(4), 243-258. <https://doi.org/10.1111/jftr.12022>
- Ritzer, G. & Smart, B. (2001). *Handbook of Social Theory* (ed.). Alih Bahasa: Imam Muttaqien, Derta Sri Widowatie, dan Waluyati (2011): *Handbook Teori Sosial*. Bandung-Jakarta. Nusa Media-Diadit Media
- Rudolph, K. D. (2010). Implicit theories of peer relationships. *Social Development*, 19(1), 113-129. <https://doi.org/10.1111/j.1467-9507.2008.00534.x>
- Rubin, K.H., Coplan, R. Chen, X., Bowker, J.C., McDonald, K. & Haverly-Fitt, S. (2015). Peer relationships in childhood. In M. H. Bornstein & M.E. Lamb (Eds.), *Developmental Science: An Advanced Textbook*. (7th edition). 591-649. New York: Psychology Press.
- Saputra, F. A., Ranimpi, Y. Y., & Pilakoannu, R. T. (2018). Kesehatan Mental dan Koping Strategi di Kudangan, Kecamatan Delang, Kabupaten Lamandau Kalimantan Tengah: Suatu Studi Sosiodemograf. *Humanitas (Jurnal Psikologi)*, 2(1), 63-74. <https://doi.org/10.28932/humanitas.v2i1.1046>
- Sarbaini et al., 2012. *Pedoman Pendidikan Karakter WASAKA (Waja Sampai Kaputing)*. Banjarmasin: ULM

- Sarmin. (2017). Konselor Sebaya: Pemberdayaan Teman Sebaya Dalam Sekolah Guna Menanggulangi Pengaruh Negatif Lingkungan. *BRILLIANT: Jurnal Riset dan Konseptual*, 2(1). DOI: [10.28926/briliant.v2i1.30](https://doi.org/10.28926/briliant.v2i1.30)
- Schunk, D. H. (2012). *Learning Theories An Educational Perspective* (6th ed). Alih Bahasa: Eva Hamdiah dan Rahmat Fajar (2012): Teori-Teori Pembelajaran: Perspektif Pendidikan. Yogyakarta. PUSTAKA PELAJAR
- Schmälzle, R., O'Donnell, M. B., Garcia, J. O., Cascio, C. N., Bayer, J., Bassett, D. S., ... & Falk, E. B. (2017). Brain connectivity dynamics during social interaction reflect social network structure. *Proceedings of the National Academy of Sciences*, 114(20), 5153-5158. <https://doi.org/10.1073/pnas.1616130114>
- Scott, Magaly, Noh, Samuel, Brands, Bruna, Hamilton, Hayley, Gastaldo, Denise, Wright, Maria da Gloria Miotto, Cumsille, Francisco, & Khenti, Akwatu. (2015). Peer group, family relationships, spirituality and entertainment influences on drug consumption of students at one university in Manabi, Ecuador. *Texto & Contexto - Enfermagem*, 24(spe), 154-160. <https://dx.doi.org/10.1590/0104-07072015001180014>
- Siroj, E. Y., Sunarti, E., & Krisnatuti, D. (2019). Keberfungsian Agama di Keluarga, Ancaman, Interaksi Teman Sebaya, dan Religiusitas Remaja. *Jurnal Ilmu Keluarga & Konsumen*, 12(1), 13-25. DOI: <http://dx.doi.org/10.24156/jikk.2019.12.1.13>
- Setyosari, P. (2015). Metode Penelitian Pendidikan dan Pengembangan. Jakarta: Prenadamedia Group
- Setiawati, E., & Suparno, S. (2010). Interaksi Sosial dengan Teman Sebaya pada Anak Homeschooling dan Anak Sekolah Reguler (Study Deskriptif Komparatif). *Indigenous: Jurnal Ilmiah Psikologi*, 12(1). <https://doi.org/10.23917/indigenous.v12i1.1609>
- Suharjo. (2006). Mengenal Pendidikan Sekolah Dasar: Teori dan Praktek. Jakarta: Direktorat Ketenagaan, Dirjen Pendidikan Tinggi Kemdiknas
- Suharto, M. P., Mulyana, N., & Nurwati, N. (2018). Pengaruh Teman Sebaya Terhadap Perkembangan Psikososial Anak TKI di Kabupaten Indramayu. *Focus: Jurnal Pekerjaan Sosial*, 1(2), 135-147. DOI : <https://doi.org/10.24198/focus.v1i2.18278>
- Sun, S., & Yu, R. (2016). Social conformity persists at least one day in 6-year-old children. *Scientific reports*, 6, 39588. <https://doi.org/10.1038/srep39588>
- Suntoro, I., & Nurmalisa, Y. (2017). Pengaruh Pergaulan Teman Sebaya terhadap Sikap Materialistis Dan Sikap Hedonisme Remaja. *Jurnal Kultur Demokrasi*, 5(6). <http://jurnal.fkip.unila.ac.id/index.php/JKD/article/view/13891>



- Supardi, Noor, A. F., Khunaifi, A. R. (2018). The Character Empowerment through Pancasila – the State Ideology, and English Courses for Indonesian Students. *Innovation and Research in Education Sciences*, 5(3), 265-268. https://www.ijires.org/administrator/components/com_jresearch/files/publications/IJIRES_1255_FINAL.pdf
- Southgate, E., & Aggleton, P. (2017). Peer education: from enduring problematics to pedagogical potential. *Health Education Journal*, 76(1), 3-14. <https://doi/10.1177/0017896916641459>
- Tomé, G., Matos, M., Simões, C., Diniz, J. A., & Camacho, I. (2012). How can peer group influence the behavior of adolescents: explanatory model. *Global journal of health science*, 4(2), 26–35. <https://10.5539/gjhs.v4n2p26>
- Topping, K. J. (2005). Trends in Peer Learning, *Educational Psychology*, 25(6), 631-645, <https://10.1080/01443410500345172>
- Winkler, D. (1975). Educational Achievement and School Peer Group Composition. *The Journal of Human Resources*, 10(2), 189-204. <https://10.2307/144826>
- Whiteford, H. A., Degenhardt, L., Rehm, J., Baxter, A. J., Ferrari, A. J., Erskine, H. E., ... & Burstein, R. (2013). Global burden of disease attributable to mental and substance use disorders: findings from the Global Burden of Disease Study 2010. *The Lancet*, 382(9904), 1575-1586. [https://doi.org/10.1016/S0140-6736\(13\)61611-6](https://doi.org/10.1016/S0140-6736(13)61611-6)
- Veiga, F., Wentzel, K., Melo, M., Pereira, T., Faria, L., & Galvão, D. (2014). Students' engagement in school and peer relations: A literature review. 196-211. https://repositorio.ul.pt/bitstream/10451/18035/1/E-Book_ICIEAE_peer%20relations_rl.pdf
- Zhou, M. & Brown, D. (Eds). (2017). *Educational Learning Theories: 2nd Edition*. Education Open Textbooks. 1. <https://oer.galileo.usg.edu/education-textbooks/1>