

Peer Relations Contribution

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Abstract

Education is an effort to help the souls of students both physically and spiritually, from their natural nature towards a better humane civilization. Likewise, peer groups are social environments where members interact, where members have the same age, besides that members also have the same school, hobbies, interests, social status, economy, and so on. The purpose of this research is to find out how a teacher builds interaction and social competence towards children with their peers. Because nowadays, there are frequent conflicts between children and their peers, such as bullying, both inside and outside the classroom. So that with this research, it will make it easier for teachers to regulate the classroom climate and social climate when the learning process takes place with children and their peers.

Keywords: Education, Teacher's Role towards Students, and Peer Relationships.



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INTRODUCTION

Wuju and Putra (2020: 12) argue that technological advances and scientific developments in the current era are very clear from the development of education which is increasingly advancing human resources who are ready to compete. Education has a very dominating influence on development in every human being which is inseparable from a process and the hard work of a teacher and students to jointly build and shape students' personalities who are ready to compete globally. For this reason, the teacher plays an important role in learning strategies by applying varied, innovative and fun learning methods, so that everything can run smoothly and well there must be good communication between the teacher and students.

Yestiani & Zahwa (2020:42) state that in teaching and learning activities, the teacher has a very important role in making the knowledge taught acceptable to existing students. The role of the teacher in the learning process is as an informant/communicator, organizer, conductor, motivator, director and mentor, originator of ideas, area disseminator, facilitator, evaluator, and educator. In the process of teaching and learning the role of the teacher cannot be ruled out, because learning is the interaction between teachers and students which results in changes in behavior. At school, the teacher is one of the main determining factors in improving the quality of education.

Brown (2004) defines teacher and student relationships as relationships built by teachers and students on the basis of trust and respect. A teacher who has a positive relationship with his students is able to make his students feel competent, competent, creative, make students get higher achievements because they have good communication with their teachers, create positive behavior and increase student motivation involvement, reduce student anxiety when they interact with teachers, and encourage students to interact more often and take risks to use the language. (Amaliah and Sudana 2021:243).

As social beings, humans cannot fulfill their own needs or cannot live alone, for the survival of every human being will definitely need other humans to meet all their needs, at all age levels, people are definitely influenced by social groups with whom the person has a

permanent relationship and is also the place where a person identifies himself. When children enter school, the school community begins to influence children's socialization, especially teachers, and the influence of peers is usually stronger than the influence of teachers and parents (Yusuf Kurniawan and Ajat Sudrajat, 2018: 154).

Jean Piaget and Harry Stack Sullivan emphasized that it is through peer relations that children and adolescents learn about symmetrical reciprocal relationships. Children learn the principles of honesty and justice through incidents of conflict with peers. They also actively study the interests and perspectives of their peers in order to smooth their self-integration into ongoing peer activities. Peers in the Big Indonesian Dictionary are defined as friends, friends or people who work together or do something. Meanwhile, according to Santrock (2007) peers are children or adolescents who have almost the same age and level of maturity. So it can be concluded from some of the definitions above that peers are an individual relationship with children or adolescents with the same age level involving relatively large familiarity in the group (Mirta Sari, 2019: pp. 4-5).

In Islam, friendship is also encouraged as explained in the letter al-Hujurat verse 13, which means: "O people, indeed We created you from a male and a female and made you peoples and tribes so that you know each other. . Indeed, the most honorable among you in the sight of Allah is the most pious among you. Indeed, Allah is All-Knowing, All-Knowing." The word know in the letter above is not just knowing the names, but knowing each other's characteristics, personalities. Because every nation, every tribe has a different character.

RESEARCH METHODS

This research uses a type of qualitative research in the form of library research. Literature study is related to theoretical studies based on data in the form of notes, books, papers or articles, journals and other scientific literature references. The scientific literature which is the subject of study in this research is in the form of books, journals and scientific articles related to the chosen topic. The data collection technique in this study was carried out by conducting online reference searches through several database sources. Writing uses a database source, namely Google Scholar. The articles used are articles related to the theme to be discussed. Meanwhile, data analysis in this study used content analysis method.

RESEARCH RESULTS AND DISCUSSION

Social Competence With Friends

Social competence in peer relations has two interdependent components, namely social interaction skills and friendship. Friendship is basically a relationship of affection. Affective relationship is a relationship that includes feelings or what is called love in a child-adult relationship (Bukowski, Hoza, & Boivin, 1994; Furman & Buhrmeister, 1985; 1996).

Humans are basically friendly creatures who need collaboration with others to meet their daily needs (Andangjati et al., 2021; Negara et al., 2019). One aspect of development in kindergarten is social children (child social). The social development of early childhood makes it a child's characteristic of how children socialize with the environment, especially with their peers (Maola & Lestari, 2021; Musyarofah, 2018). The environment will have a good or bad impact on aspects of child development, especially children's social development which can be seen through children interacting with peers.

The Sequence Of Development In Friends Relationships

Friendship is a behavior that results from two or more people who support each other. Friendship can also be interpreted as a relationship between two or more people who have

elements such as a tendency to want what is best for one another, sympathy, empathy, honesty in attitude, and mutual understanding (Kawi, 2010). Jean Piaget and Harry Stack Sullivan, said that through interaction with peers, children and adolescents learn symmetrical mutualism relationships. Children explore the principle of justice through differences of opinion with peers and also learn to find out the interests and views of their peers with the intention of being able to slowly join the activities of their peers (Hendriati Agustiani, 2008: 9).

Children who have aggressive behavior besides being a nuisance to the family, teachers, are also shunned by their peers, both in the home environment, peers, and in the school environment. As a result of aggressive behavior, especially in the child himself, the child will be shunned and even eliminated from peer association. So that children will face many obstacles in social life, meaning that children lose one of the most valuable times (Ahmad Susanto, 2015: 111).

The positive and negative impacts of peers are described by Havinghurst as quoted by Slamet Santoso, as follows:

1. The positive influence of the peer group is as follows: First, if an individual has a peer group in his life, then the child will be better prepared to face the life ahead. Second, individuals can develop a sense of solidarity among peers. Third, if an individual is included in a peer group, each member of the group can select the culture of several of his friends. Fourth, each member can practice acquiring knowledge and practicing his talent skills. Fifth, encourage individuals to be independent. Sixth, channeling feelings and opinions for the betterment of the group.
2. The negative influence of peer groups as follows: First, it is difficult to accept individuals who have nothing in common. Second, it is closed to individuals who are not members of the group. Third, causing jealousy in members who have nothing in common with him. Fourth, the emergence of competition between group members. Fifth, the emergence of conflict between peer groups with one another.

Teacher Training In Developing Social Competence With Friends

Children use their attachment relationship with their teacher to regulate their relationship with their peers. In addition, to be able to directly influence peer relationships by monitoring children's relationships with peers and by coaching children about peer interactions and relationships (Mize, Ladd, & Price, 1986; Mize, Pettit, & Brown, 1995 ; Mize 1997). Teacher coaching towards peer relations does not appear, at first glance, to be directly related to learning. But as seen, intense peer interactions quickly interfere with learning (Ramadhani & Fauziah, 2020; Sukatin et al., 2020).

Practice Playing Together

Effective teacher strategies for training changes in peer interactions and developing greater social competence with peers (Siroes et al., 2019). Children who have not yet learned to play, teachers can help by providing structure for playing with peers (Galluzzo, Matheson, Mo Howes, 1988).

Practicing Playing Pura Pura

As we have discussed, pretend play is an important developmental step (Howes, Unger, & Matheson, 1992). Andangjati et al., 2021; Ramadhani & Fauziah, 2020 suggests that when children learn to play pretend with each other, their teaching gives them a structure to understand friendships. Children get the opportunity to work through the normal developmental sequence, first learning pretend play, and then using pretend as a way of friendship.

Socio-Emotional Climate in Classrooms and Its Influence on Child's Peer Relationships

The child-teacher relationship is built in the context of the classroom climate. The same is true for peer relationships. While teachers are important in setting the classroom climate, they are not the only participants. Children vary in their prosocial behavior and the problems they bring up in the classroom. Broader school policies can limit or expand a teacher's ability to regulate children's behavior (Pianta, 1998). Prosocial environments characterized by close child-to-adult relationships with pretend play scenarios and less hostile to disruptive behavior characterized by conflicting child-teacher relationships, disruptive children and little constructive peer play. Previous research studies limiting classroom exploration of children's behavior problem understanding, particularly aggression in school-age children suggests that the level of aggressive, disruptive individual child behavior is influenced by the level of group break-up aggression (Battistich, Solomon, Kim, & Watson, 1995).

Friend Culture, Socialization, and Learning in Schools

An important link between children is interaction and peer relations, peer groups as well as independence from the adult social world. For example, it is rare for children to engage with peers without an adult present. However, toddlers in classroom settings always develop joint play and meaning that are autonomous from the adult social world (Brenner & Mueller, 1982).

CONCLUSION

The contribution of peer relations is an interdependent component namely social interaction skills and friendship. Friendship is basically a relationship of affection. Important relationships between children are interaction and peer relations, peer groups as well as their independence from the adult social world. Because peers act as facilitators, meaning that peers play a role in providing new information that students do not yet know, which can lead to better behavior or vice versa, peers teach how to socialize and communicate, and pay attention. Peers act as a mediator meaning to take the time to listen to friends' stories, a place to complain and help solve problems experienced by friends and provide advice and peers are a place to exchange. Peers act as a motivator meaning peers play a role in providing support and enthusiasm and inviting learning together, which where providing support and encouragement to students is a very important thing in the formation and development of a child's personality especially since this support comes from peers. feelings and problems for students.

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