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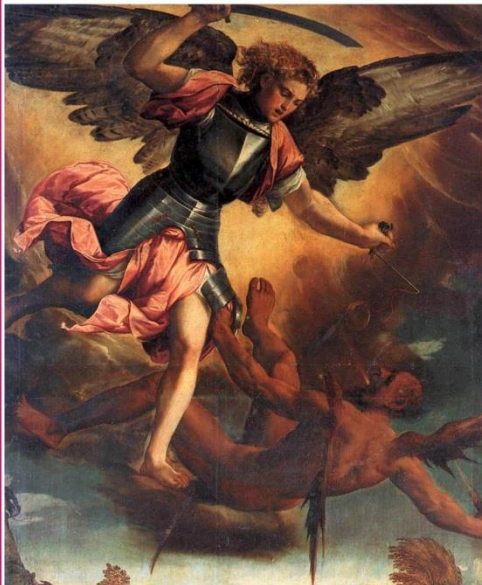
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The Effect of Family Harmony and Peers Social Interaction on Emotional Maturity

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Abstract

The aim of the study is to investigate the effect of family harmony and peers social interaction on emotional maturity via quantitative, descriptive and correlation research methods. As a result of research from SEM Amos 4.01 analysis, there were significant direct effects of family harmony toward emotion maturity toward students' attitude. In conclusion, there is a direct and indirect relationship between the harmony of the family, peer social interaction, emotional maturity, attitude and self-concept in relation to the practice of teaching Tri Kaya Parisudha.

Keywords: Family Harmony, Peer Social Interaction.

El efecto de la armonía familiar y la interacción social entre compañeros en la madurez emocional

Resumen

El objetivo del estudio es investigar el efecto de la armonía familiar y la interacción social entre compañeros en la madurez emocional a través de métodos de investigación cuantitativos, descriptivos y de correlación. Como resultado de la investigación del análisis SEM Amos 4.01, hubo efectos directos significativos de la armonía familiar hacia la madurez emocional hacia la actitud de los estudiantes. En conclusión, existe una relación directa e indirecta entre la armonía de la familia, la interacción social entre iguales, la madurez emocional, la actitud y el autoconcepto en relación con la práctica de enseñar Tri Kaya Parisudha.

Palabras clave: armonía familiar, interacción social entre iguales.

1. INTRODUCTION

The background for this study is the existence of several cases of irregularities and behavioral patterns as well as patterns of words, which is caused by a certain mindset among students teen school/vocational school. These three things later summarized by the term in Hinduism called practice moral values Tri Kaya Parisudha. But before the practice that plays a role is the attitude of teenagers. If

irregularities are identified for some of these cases, both theoretical and based on the preliminary research is caused by many factors, both originating in adolescents and adolescents outside. Which is based on self-adolescent and adolescent self from the outside very much? But a prominent influence on attitudes in relation to the practice of moral values Tri Kaya Parisudha is emotional maturity and self-concept (internal factor teenage Hindu) on the other hand there is a harmony of family and peer social interaction (Hindu teenager external factors).

While the purpose of the research is to know the magnitude of the effects that have been formulated in the formulation of the problem. To achieve these objectives will be analyzed descriptively and inferentially, which is based on the following assumptions: the sample sizes are eligible, the normal spreading of data, there is linearity relationship, and there is no multicollinearity. The benefits can be either theoretical research for the development of the science of Hindu Religious Education, Psychology, Guidance and Counseling. This study also practically useful for Hindu Religious Education Teachers, Principals, Students Teens, Parents Students, related institutions as policymakers.

In conducting the research, there was some assumption which was used, such as (1) True or not, good or not, whether or not qualified practice moral values Tri Kaya Parisudha by teenagers SMA / SMK is determined by a lot of factors involved, mutual influence, either simultaneously or individually and it is not a congenital factor. (2) The attitude is the tendency of a certain behavior of the object and can be developed in a positive direction both by himself and others. (3) In

answering the questionnaire the students in healthy adolescents alone answered in writing and supervised by researchers. (4) Students are conditioned to respond to youth according to his situation, it is, honest, and responsible. There is no right or wrong answers, no effect on academic achievement.

2. THEORETICAL REVIEW AND RESEARCH HYPOTHESES

Based on the obtained theoretical study aspects and indicators of each variable studied are summarized, as follows:

From the opinions of the experts, the attitudes can be formed from (1) stimulus, (2) stimulus raises response (the response could be positive, such as happy, supportive, salute, and so agrees or negative, such as: not happy, do not support, disagreed, less salute, and so on). (3) There is an attitude object that can be individuals, groups, aspirations, symbols, slogans, and so forth. Individuals or groups can be either the physical and psychological aspects of behavior through the display which can be good, courteous, breaking, distortion, and so on. All of that is the object of the attitude. The dimensions of attitudes can be: cognitive, effective, and cognitive. Cognition is perceptual responses and verbal statements about beliefs. Affection is the response of the sympathetic nervous and oral statements about the effects. Desire is the act of looking and oral statements. In this study, the dimensions used and measured attitude is his opinion Rosenberg and Hovland, adapted from Fishbein and Ajzen covering dimensions:

cognitive, affective, and cognitive to practice moral values Tri Kaya Parisudha for Class XI students of SMA/ SMK State at Buleleng Regency (Kerlinger, 2002; Mangkuprawira, 2008; Martínez-Alcalá et al., 2018).

3. METHODOLOGY

Research designed were Expose facto, quantitative, descriptive and correlation. This research was included, population study namely: all students of class XI SMA and SMK at Buleleng Regency who totaled 5136 people and the sample totaled 420 people, taken by multi-stage random sampling technique. Data Collection Method were questionnaires as the primary method, interview and observation as a complementary method. The Procedure of Study, consisting of 7 steps, namely: (1) formulate a theory-based model, (2) construct a path diagram, (3) formulate equations, (4) determine the data input and estimation methods, (5) identification of the model, (6) test the suitability of the model, and (7) interpretation and modification of the model. Technical Data Analysis: descriptive quantitative data analysis techniques and inferential data analysis technique with SEM Amos 4:01 (Yang et al., 2019; Soo et al., 2019).

4. FINDINGS

The level of family harmony students classified as good, the data were normally distributed, median and theoretical mean = 99 actual = 121.96. Indicators bracing dominant family harmony is: to establish good communication between family members who (mean 27.61), the ability to handle a family crisis dg positive way (mean 24.23), and taking time to be together (mean 22.88). While weakening indicators are: high religious orientation (13.35) and a shared commitment to building a happy family (mean 17.55). Peer Social Interaction Variable: generally good picture, the data were normally distributed, with a theoretical median = 108 and the actual mean = 110.57. Dominant indicator bracing is competition (mean 33, 61) and the indicator is weakening cooperation (mean 18.82). Variable Emotional Maturity: an overview of adolescent emotional maturity is good; the data were normally distributed.

With a median teoretic = 123, and actual mean = 138.57. Reinforce the dominant indicator of emotional maturity adolescents is consistent with principles, promises, and the desire to help others who have difficulty and the ability to reduce the negative instinct to be creative and constructive. While indicators are weakening the ability to control the emotions that lead to anxiety and the ability to find inner peace and a more satisfied members received. Self-concept variables: an overview of you know about the results of the descriptive analysis of the variables of self-concept is Very Good. The three indicators

which include: ideal self, self-esteem, and self-image is very balanced/proportional to the actual average 112.06, well above the median theoretical value = 102. Variable Attitude towards teaching practice values Tri Kaya Parisudha: general description: well, the data were normally distributed, as median teoretical = 117 is far below the average actual = 139, 92 (Indriastuti, 2019).

All of the result of unidimensionality constructs evaluation has accordance to criteria goodness of fit, for 5 variables, such as: family harmony, peer group social interaction, emotion maturity, self-concept, and attitude to the application of Tri Kaya Parisudha teaching values of SMA/SMK teenager students at Bulling Regency (Krishna, 2008). Based on the goodness of fit evaluation, the result of the first structural model is better than the result of the previous structural model, and the result of second structural model (ending model) is the best of both model. The last model that could be the most suitable and become the ending model for interpretation and hypothesis testing (Sakha, 2004).

Path direction	Loading	C.R	p-value	Description
X11 <-- X1	0.516	9.394	0.000	Significant
X12 <-- X1	0.542	9.831	0.000	Significant
X13 <-- X1	0.816	-	Fixed	Significant
X14 <-- X1	0.945	18.437	0.000	Significant
X15 <-- X1	0.515	11.142	0.000	Significant
X16 <-- X1	0.541	11.798	0.000	Significant

Table 1: Measurement Model Result. Hypothesis Test Results

Measurement Model Family Harmony

Description:

X11: Having a high religious orientation:

X12: Take the time to get together:

X13: Establish good communication between family members:

X14: Mutual respect between family members:

X15: Ability to handle a family crisis in a positive way

X16: There is a shared commitment to build a happy family:

(Can be seen in the appendix: 22. CR = regression weight,

Loading = standardized regression weight estimation).

	Path direction		Loading	C.R	p-value	Description
x21	<--	X2	0.572	6.201	0.000	Significant
x22	<--	X2	0.639	6.508	0.000	Significant
x23	<--	X2	0.659	-	Fixed	Significant
x24	<--	X2	0.621	9.006	0.000	Significant

Table 2: Hypothesis Test Results Measuring Social Interaction
Model Peers Sources: Primary data processed (2018)

Description:

X21 = Cooperation

X22 = Competition

X23 = Accommodation (Adjustment)

X24 = Conflict

Fixed = perfect estimation, 1.00

	Path direction		Loading	C.R	p-value	Description
Y11	<--	Y 1	0.594	-	Fixed	Significant

Y12	<--	Y 1	0.572	9.270	0.000	Significant
Y13	<--	Y 1	0.534	8.816	0.000	Significant
Y14	<--	Y 1	0.829	11.800	0.000	Significant
Y15	<--	Y 1	0.858	11.687	0.000	Significant
Y16	<--	Y 1	0.692	10.744	0.000	Significant
Y17	<--	Y 1	0.600	9.602	0.000	Significant

Table 3: Test Hypothesis Results Measuring Emotional Maturity

Model Sources: Primary data processed

Description:

Y11: The ability to adapt to reality

Y12: The ability to adapt to change

Y13: The ability to control the emotions that lead to anxiety

Y14: The ability to find inner peace, and more satisfied to give than receive

Y15: Consistent with the principles, promises, and a desire to help others who are having difficulty

Y16: The ability to reduce the negative instincts to be creative and constructive energy

Y17: The ability to love others

Path direction		Loading	C.R	p-value	Description	
Y2.1	<--	Y2	0.653	-	Fixed	Significant
Y2.2	<--	Y2	0.617	8.636	0.000	Significant
Y2.3	<--	Y2	0.618	8.644	0.000	Significant

**Table 4: Hypothesis Test Results Measurement Model concept
itself Sources: Primary data processed**

Description:

Y21 = Ideal self, Y22 = Self-esteem, Y23 = self-image

Path direction		Loading	C.R	p-value	Description
Y3.1	<-- Y3	0.535	-	Fixed	Significant
Y3.2	<-- Y3	0.518	8.699	0.000	Significant
Y3.3	<-- Y3	0.534	8.887	0.000	Significant

**Table 5: Hypothesis Test Results Measurement Model Constructs
attitude towards the practice of values - the moral values Tri Kaya
Parisudha**

Sources: Primary data processed (2018)

Description:

Y31= Manacika, Y32 = Wacika, Y33 = Kayika

Hypothesis testing in structural models associated with the test results of the regression coefficients on each path is generated which is described in the following.

Relationship					
of	To	Koef. Baku	CR	p- value	information
block 1					
family	emotional maturity (Y ₁)	0.120	2.288*	0.02	Significant
harmony (X ₁)					
Peer social	emotional maturity (Y ₁)	0.332	4.502*	0.00	Significant
interaction (X ₂)					
block 2					
family	The concept of self (Y ₂)	0.427	7.060*	0.00	Significant
harmony (X ₁)					
Peer social	The concept of self (Y ₂)	0.278	3.662*	0.00	Significant

interaction			*	0	
(X ₂)					
emotional maturity (Y ₁)	The concept of self (Y ₂)	0.213	3.363*	0.00	Significant
			*	1	
block 3					
family harmony (X ₁)	Attitudes towards the practice of values - the moral values Tri Kaya Parisudha (Y ₃)	0.119	2.030*	0.04	Significant
				4	
Peer social interaction (X ₂)	Attitudes towards the practice of values - the moral values Tri Kaya Parisudha (Y ₃)	0.167	2.157	0.03	Significant
				1	
emotional maturity (Y)	Attitudes towards the practice of values - the moral values Tri Kaya Parisudha (Y ₃)	0.144	2.242*	0.02	Significant
				5	
The concept of self- (Y ₂)	Attitudes towards the practice of values - the moral values Tri Kaya Parisudha (Y ₃)	0.556	4.671*	0.00	Significant
			*	0	

Table 6: Regression Coefficient Test Results Interpersonal Variables in Late Models

Description:

ns = not significant (p-value > 0.05); * = p-value < 0.05; ** = p-value < 0.01, CR = Critical Ratio (critical value)

Standardized regression coefficient = standard weight estimate

CR = regression weight (Attachment: 22)

P-value = output hypothesis testing results among the variables (Attachment: 23).

No	Hypothesis	Test Results
1	There is a significant direct effect between family harmony (X1) to the emotional maturity (Y1) in the Class XI student teen SMA / SMK at Buleleng Regency	be accepted
2	There is a significant direct effect between family harmony (X1) of the self-concept (Y2) among adolescents Class XI student SMA / SMK at Buleleng Regency	be accepted
3	There is a significant direct effect between family harmony (X1) on attitudes in relation to the practice of teaching Tri Kaya Parisudha (Y3) among adolescents Class XI student SMA / SMK at Buleleng Regency	be accepted
4	There is a significant direct effect between peer social interaction (X2) of the self-concept (Y2) among adolescents Class XI student SMA / SMK at Buleleng Regency	be accepted
5	There is a significant direct effect between peer social interaction (X2) on the emotional maturity (Y1) in the Class XI student teen SMA / SMK at Buleleng Regency	be accepted
6	There is a significant direct effect between peer social interaction (X2) on attitudes in relation to the practice of teaching Tri Kaya Parisudha (Y3) among adolescents Class XI student SMA / SMK at Buleleng Regency	be accepted
7	There is a significant direct effect between emotional maturity (Y1) of the attitudes in relation to the practice of teaching Tri Kaya Parisudha (Y3) among adolescents Class XI student SMA / SMK at Buleleng Regency	be accepted
8	There is a significant direct effect between self-concept (Y2) on attitudes in relation to the practice of teaching Tri Kaya Parisudha (Y3) among adolescents Class XI student SMA / SMK at Buleleng Regency	be accepted
9	There is a significant direct effect between emotional maturity (Y1) of the self-concept (Y2) among adolescents Class XI student SMA / SMK at Buleleng Regency	be accepted
10	There is a significant indirect effect between family	be accepted

	harmony (X1) on attitudes in relation to the practice of teaching Tri Kaya Parisudha (Y3) through emotional maturity (Y1) in the Class XI student teen SMA / SMK at Buleleng Regency	
11	There is a significant indirect effect between family harmony (X1) on attitudes in relation to the practice of teaching Tri Kaya Parisudha (Y3) through the concept of self (Y2) among adolescents Class XI student SMA / SMK at Buleleng Regency	be accepted
12	There is a significant indirect effect between peer social interaction (X2) on attitudes in relation to the practice of teaching Tri Kaya Parisudha (Y3) through emotional maturity (Y1) in the Class XI student teen SMA / SMK at Buleleng Regency	be accepted
13	There is a significant indirect effect between peer social interaction (X2) on attitudes in relation to the practice of teaching Tri Kaya Parisudha (Y3) through the concept of self (Y2) among adolescents Class XI student SMA / SMK at Buleleng Regency	be accepted
14	There are influences together between family harmony (X1), peer social interaction (X2), emotional maturity (Y1) and self-concept (Y2) on attitudes in relation to the practice of teaching Tri Kaya Parisudha (Y3) among adolescent students Grade XI SMA / SMK at Buleleng Regency.	be accepted

Table 7: Summary of Hypothesis Testing Research

5. DISCUSSION

The five variables research has produced a picture or a good description, in terms of angles: the descriptive analysis, evaluation of SEM assumptions, unidimensionality construct and evaluate the feasibility of both models based on the goodness of fit model, measurement model, the structural model, and all hypothesis has received. This means that the theoretical framework underlying the

framework and research hypotheses were all accepted. Proved also that the harmony of family and peer social interactions can improve the attitude towards the practice of Tri Kaya Parisudha after the formation of emotional maturity and self-concept. The results could prove that there was an effect of exogenous constructs on the endogenous constructs, either directly or indirectly, jointly or individually, and contribution/influence of exogenous constructs in explaining the endogenous constructs. Many qualitative researchers highlight the problems these results against the background of the problem (Sivananda, 2009; Asadi Bidmeshki & Taheri, 2018; Ibragimovna, 2017).

In the background, there is a problem presented by the researcher, but the results achieved in this study all the alternative hypothesis is accepted. To answer this question, there are some things that should be understood as follows: (1) this study is purely quantitative (quantitative research) so that basic philosophy embracing both basic quantitative paradigm theory, research methods, data analysis, and conclusions that are different from the analysis of qualitative research. (2) Definition of a problem in the background of the problem, just as a base of departure (starting point) for further research. Whether a theory is deviated in practice or general or overall in the population through measurements on samples? The thing to remember too is quantitative research is to test the theory (theory testing). Is the theory, concepts, paradigms, and the like are contradictory or not in the practice of everyday life.

If the conflict is only a maximum of 5% of the population, is still in the category of good/ positive because 95% of the study subjects implement something theoretical. (3) Definition of a problem in the background of the problem only occurs in some places and some of the research subjects. This research is not focused on the case, but also to the majority of study subjects who did not experience a problem, because these studies reach a broad subject (population) from a study of a sample. This generalization process in quantitative research.

Therefore, it is not like qualitative research, which discovered the problem, examines the characteristics of this problem, discovers the meaning behind the phenomenon, and provides solutions. (4) Qualitative researchers should examine in depth the differences between the paradigm of qualitative research and quantitative research, both in terms of its characteristics, advantages and disadvantages of each, the basic theory, the process of research, and the conclusions that can be produced. (5) This study is quantitative, not quantitative, or not mix models, so it has its own characteristics, which is consistent and can be justified scientifically.

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