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THE DEVELOPMENT OF TUNALARAS CHILDREN REFERRED FROM PATTERN OF AS PARENT

Mavianti

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The child's early character is formed through the family. Family is the first and main education environment for children. Education in the family is very important and is the main pillar of development of a child's character. The family as the smallest unit of social unit is the most important educational environment and is responsible for educating its children. The education provided by parents should provide the basis for children's education on the process of socialization and the lives of children in the community. Good parenting parenting will bring good effects to the child's character development as well as should be. The success of character formation in this child one of them influenced by parenting pattern of parenting in educating children. Parents play an important role in shaping an intimate, long-lasting interaction system characterized by personal loyalty, compassion and loving relationships. Parents as a model are not just examples of exemplary behaviors and attitudes, because the parenting relationship is highly sustainable for the development of the child's character. The importance of character education in children tunalaras given by parents based on local wisdom can grow children to be intellectually, spiritually, and emotionally more intelligent and character

Keywords: *Character development, children tunalaras and parenting*

PRELIMINARY

Every child born into the world is a gift from God that is priceless. Children are a source of happiness and yearning for two married people. Each child is born carrying characteristics and potential of each. Rasulullah SAW said "no one is born in a state of fitrah, then both parents who make it Jewish, Christian or Major" (Muttafaq 'Alaih, n.d.). The same thing is also shared by Jhon Locke who embraces the flow of empiricism states that every human child born like a white paper (tabularasa), the environment will give streaks on it (Sardiman, 2003: 97-98).

Every parent would want her child to be a person of good personality, parents as the first child's character formation in early childhood life and must be a good example for her children. As a parent is certainly responsible for the education and care of children in the family, whether in small and big things that have been done and done by anyone including parents. The responsibility of parents in the education of children in the family is as first and foremost educator for children in the family. For children, parents are models that must be imitated and emulated as models to be imitated. As a parent model should provide a good example for children in the family. Attitudes and behavior of parents should reflect noble character.

Behaviorists also agree with the tabular theory. According to the view of the behaviorism of human nature there is no hereditary. All aspects of the individual can be shaped and conditioned, that is, according to the habits prevailing in a child's environment. Based on these statements emphasize that the importance of the environment for the character formation of children. The environment includes the role of parents, education and experience that serves as a force that brings the child into a whole person.

Family environment is the first education, because in this family environment is the first child received education and guidance. Each family member has their own roles, duties and

responsibilities, and they influence through the process of familiarizing the education within the family. Children's lives are mostly more family-friendly than school environments. Problems are difficult for parents sometimes can not control themselves or behave less well in front of their children.

In addition to the family environment, the social environment of society can also help in developing the character of the child. At the time the child interacts with a new friend age or older age of the child will interact with the surrounding. Thus the child will learn to control his emotions and mental will also be tested. Even the child's character will also be automatically formed.

THE DEFENSE OF CHARACTER DEVELOPMENT

Character is character, character, morality, or personality formed from the result of internalization of various virtues which are believed and used as base for the worldview, thinking, attitude and acting. According to Prof. Suyanto Ph.D character is a way of thinking and behaving that characterizes each individual to live and work together, both within the scope of family, community, nation and state. Wiyani mentions that character is the quality or strength of mental or morals, morality or character of the individual who is a special personality, who becomes the driving and driving, and distinguish it from other individuals. (Wiyani, 2013 : 25)

Character can be interpreted how to apply or carve the value of goodness in the form of action or behavior, so that people who are dishonest, cruel, greedy, and behave bad people are said to be ugly character. Conversely, people whose behavior is in accordance with moral rules are called people of noble character.

Character in language comes from Greek, *charassein* which means carve (Munir, 2010 : 3). Character is the character, character, morality, or personality formed by the internalization of virtues that are believed and used as the basis for the worldview, thinking, attitude, and action (Kemendiknas, 2010 : 9). The definition of character according to Depdiknas Language Center is congenital, heart, soul, personality, character, behavior, personality, nature, temperament, temperament, character. The characters according to the Great Dictionary of Indonesian Language are the characteristics of psychology, morals, or character that distinguishes a person from the other.

Character according to Big Indonesian Dictionary is psychological trait; *akhlaq* or character that distinguishes one from another; nature; character. Griek points out that character can be defined as a guide rather than any fixed human nature so that it becomes a special sign to distinguish one person from another (Zubaedi, 2011 : 9).

Lickona in a book written by Elmubarok emphasizes the importance of three components of good character (componen of good karakter) that is moral knowing (moral knowledge), moral feeling (moral feeling), moral action (moral action). It is necessary that students understand, feel, and execute at once the values that exist in the community well (Elmubarok, 2009 : 110). In addition, education also means a process that helps to grow, mature, *mengarakan*, develop various potentials that exist in human beings in order to develop well and beneficial to himself as well as the surrounding environment (Khan, 2010 : 1).

THE DEFENSE OF CHILDREN TUNALARAS

Children *tunalaras* are individuals who experience barriers in controlling emotions and social control. The definition of child *tunalaras* or emotionally handicapped or behavioral disorder is more directed by Eli M Bower's definition of a child with emotional or behavioral impairment, when indicating the presence of one or more of the following five components: inability to learn

is not due to intellectual, sensory or health factors ; unable to make good connections with friends and teachers; behave or feel out of place; in general they are always in a state of unhappiness or depression; and tend to the physical symptom, such as pain or fear related to the person or problem at school (Delphie, 2006 : 17).

Tunalaras children are generally said to be children who suffer from emotional disturbances and behavioral aberrations so that they do not adapt well to the family, school, and community environment (Efendi, 2009 : 142). Tunalaras children are children who have different behaviors, do not have a mature attitude, violate social norms with a large enough frequency, no tolerance to others / groups, and easily influenced by the atmosphere, causing difficulties for himself myself and others. Children who experience obstacles in their social or emotional development so as to be confirmed through the behavior of legal norms, social, religion prevailing in their environment with high frequency. As a result of his actions can harm yourself and the surrounding environment. So they need special education services to develop their potential as optimal as possible and can live in the midst of society well.

Sutjihati explained that children tunalaras are children who have disturbances or emotional barriers and behavioral disabilities, so less able to adapt well to the family environment, school and community. Children tunalaras sometimes his behavior does not reflect maturity and like to withdraw from the environment, thus harming himself and others and sometimes even detrimental in terms of education (Somantri, 2007 : 139). Tunalaras children are also often called children because the behavior of children tunasaras tunasaras show opposition to social norms of tangible society such as stealing, disturbing and hurting others.

In addition to the above definition tunalaras is also defined as a term for individuals who experience barriers in controlling emotions and social control (Smart, 2012 : 53).

Based on some of the above opinion, it can be explained that children tunalaras are children who experience emotional disturbances and behavioral aberrations and less able to adjust to the environment, both within the family, school, and community. Tunalaras children also have a habit of violating the norms and values of decency and manners that apply in everyday life, including politeness in speaking and socializing with other people.

CHILDREN TO BE TUNALARAS

Every child enters a new developmental phase, the individual is faced with various challenges or emotional crises. Children usually can overcome the emotional crisis at this time if in itself grow new capabilities derived from the process of maturity that accompanies the development. If the ego can overcome this then the development of the mature ego will occur so that the individual can adjust to the environment. Conversely, if the individual does not successfully solve this emotional crisis it will cause emotional and behavioral disorders. And usually this emotional conflict usually occurs in childhood and puberty.

The prominent feature of this critical period is the opposing attitude and headache. This tendency is because the child who is finding his or her identity is finding his "I'm". The child becomes dissatisfied with the environmental authority resulting in excessive emotional upheaval, such as anger, resistance, rebellion and headache.

The causes of children being tunalaras in broad outline can be grouped into three groups (Ibrahim, 2005 : 48), including:

a. Psychological Factors

Children's inability to solve problems will create frustration. The resulting frustration will lead to psychological conflict. For children who have good personality stability, this psychological conflict can be solved well. But for a child who has a neurotic personality, the

conflict can not be resolved properly. As a result, there is a deviant behavior as a defense mechanism.

Behavioral disorders caused by disturbance of psychological factors. The disturbance of psychological factors is usually manifested in distorted behavior, such as: abnormal fixation, aggressive, regressive, resignation, and concept of discrepancy.

b. Psychosocial Factors

Behavioral disorders are not only caused by the frustration, but also the influence of other factors, such as childhood experiences that are not or less favorable child development.

Unpleasant experiences at an early age can cause children to become depressed and unconsciously affect behavioral aberrations. Children's experience at home for example the quality of the relationship between father, mother and siblings have a great influence on the behavior of children. Interactional and transactional relationships cause mutual influence between children with parents, so that if a child is detected a behavioral disorder problems can be addressed to his or her parents. What is unfortunate is when children also vent to the environment wherever children are. Of course the impact will be worse.

c. Physiological Factors

Disorders of behavior caused by disruption of the process of the body's organs, so it is not or less functioning properly, such as disturbed or the presence of abnormalities in the brain, hyper thyroid and motor neurological disorders.

The causes of allegorization according to Sutjihati (Somantri, 2007: 143-147), include:

- a. Condition or Physical Condition
- b. Developmental Issues
- c. Family environment
- d. School environment
- e. Community Environment

Patients with abnormalities Tunalaras children have the following characteristics, namely:

- a. Dare to break the rules
- b. Emotional.
- c. Likes to take aggressive action (Smart, 2012 : 55).

COGNITIVE DEVELOPMENT OF TUNALARAS CHILDREN

The development of children's intelligence tunalaras not different from children in general, some have low intelligence, the average (medium), and some have high intelligence. Low achievement in school caused them to lose interest and concentration of learning due to emotional distress problems they experience (Somantri, 2006: 149).

Failure in schooling often leads to the assumption that they have low intelligence. Indeed, the assumption is not completely mistaken because among children who tunalaras also there are experiencing mental retardation. Weakness in the development of this intelligence is precisely the cause of behavior disorders. The problem facing children with low intelligence at school is the inability to match their peers, whereas basically a child does not want to be different from his or her group especially with regard to learning achievement. Basically children do not want to be different from the group especially related to learning achievement. However, because of his anxiety is different from the group causing difficulties in children by way of completion that often does not fit with a reasonable way of settlement.

The inability of children to compete with their friends in learning can lead to frustration and self-confidence in children so that children seek negative compensation, such as: skipping, running home, fighting, in class, and so forth. Another consequence of this weakness of

intelligence against behavioral disorders is the inability of the child to account for the cause of an action, easily influenced and easily also mired into negative behavior.

Besides children with low intelligence, does not mean that children who have high intelligence have no problems. High-intensity children often have problems adjusting themselves to their peers. The misalignment between intellectual development and social ability causes the child to have difficulty adjusting to an older group of children (but equal in mental ability).

Smart children with emotional ego barriers often have a negative perception of the school. He considered school too easy and the teacher explained too slowly. Another problem facing this child in relation to others is the attitude of not wanting to lose. They always want to succeed and do not want to participate in the game with the possibility of defeated by others. This is evident from the attitude of the child who always wants to be superior to his friends so that if one day he suffered a defeat, then he tends to always feel easily disappointed.

PASSION OF ASUH PARENTS

Etymologically, the word parenting comes from the word "foster" which means leader, counselor, so caregivers mean people who do the task of guiding, leading or managing. The parenting is child-rearing. Parenting is to nurture and educate children, such as taking care of his food, drinking even until his education from the early period until adulthood. Thus it can be understood that the child care in question is the leadership and guidance done on the child related to his life (Hasan, 2009 : 21).

According Rosyadi that the pattern of parenting is the way parents to take care of their children to help and guide the child to live independently (Rosyadi, 2013 : 25). Yacub states, "Parenting patterns are people who have matured and mentally matured, who have physical and non-physical maturity, emotional / feeling and ratio / thinking and social and mental independence and role in accordance with their respective functions as parents in managing and nurturing learners / immature persons in their families or living in the home "(Yacub, 2005 : 12). Ideal parents are those who have sufficient knowledge and skills in managing various aspects of the life and education of their families, including in aspects of good religious life.

Based on the description, it can be concluded that parenting parenting is a process of interaction between parents and children, which includes activities such as nurturing, educating, guiding and discipline children in achieving the maturity process either directly or indirectly. So that children reach the maturity of development in accordance with the stages of his age.

IMPORTANCE OF DEVELOPING CHILDREN CHILDREN TUNALARAS

Character education and development of children in tunalaras should begin early (since detection of children in the tunalaras category), this is very necessary because at this time the Indonesian nation is experiencing a character crisis in the children of the nation, especially in the Village Tanjung Selamat Dusun I. Various problems that struck in the Village lately because of the character of teenagers today is less moral value reflects as a child of the nation, because of the lack of character education from an early age by parents.

Character education is considered very important to be started since early childhood because character education is an educational process aimed at developing values, attitudes, and behaviors that exude noble character or noble character primarily based on good religion by their parents. Because the philosophy of planting is now reaping tomorrow is a process that must be done in order to form the character of the child. At the age of childhood or is often referred to by the psychologist as the golden age (golden age) proved to determine the ability of children in developing their potential in the age so that experienced a mature development in accordance with age of development.

So it is fitting for education and character development starting from the family, which is the first and foremost environment for the growth of child character. After the family, in education, this character must be a compulsory teaching since elementary school. In the villages themselves character education in the form of activities that are called magrib magrib every day, which the participants are small children to mature so as to inculcate a good religious foundation in children in the village. Not only learning activities, in the Village environment also developed a cultural value to the children to participate in developing and preserving the heritage of the ancestors.

CONCLUSION

Character education and development in children tunalaras given by parents based on local wisdom can grow children to be smart, both intellectually, spiritually, and emotionally. And more importantly the child will be a character person. Parents are responsible for the education and parenting of children tunalaras in the family, whether in small and big things that have been done and done by anyone including parents. Parents as a model not only as examples of exemplary behavior and attitudes, because the parenting relationship is very sustainable for the development of children's character at the next age

Character development is considered very important to be started since early childhood because character education is an educational process aimed at developing values, attitudes, and behaviors that exude noble character or noble character primarily based on good religion by their parents

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