



The Influence of Socialization of Norms and Values on Character Formation in Children in Tandung Village

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ABSTRACT

This study aims to investigate: (1) the influence of norm socialization on the character development of children in Tandung Village; (2) the influence of values on the character development of children in Tandung Village; and (3) the combined influence of norm and value socialization on the character development of children in Tandung Village. This is a quantitative study employing a survey method. The population consists of 569 individuals, with a sample of 85 respondents determined using the Proportionate Stratified Random Sampling technique. Data were collected through questionnaires and documentation. Data validity was tested using correlation analysis, and reliability was assessed through Cronbach's Alpha test. Data were analyzed using descriptive and inferential statistical tests with IBM SPSS version 25.

INTRODUCTION

Character building in children is a crucial aspect of developing human resources with integrity

Children need to be equipped with an understanding of norms and values as a moral foundation that guides their behavior. In Tandung Village, the socialization of norms and values is carried out by various social agents such as the family, school, and the surrounding community. However, the dynamics of the times, especially the influence of digital media, have created challenges in instilling these values.

The family environment is the first and foremost factor in shaping a child's character. The family is the first setting where children learn about values, norms, and ethics. Hadian et al. (2022, p. 242) state that "parenting styles such as authoritative, authoritarian, or permissive have a significant impact on children's moral and emotional development." In addition to the family, the educational environment also plays an important role.

Emotional and mental health are also crucial aspects of character development. Children who experience emotional pressure or mental health disorders often display problematic behavior. Rismayanthi (2011, p. 14) asserts that "healthy emotional development helps children achieve self-confidence and a strong identity." Efforts are needed to understand how these factors influence children's character in the region. Arifah (2023, p. 6345) explains that "this process refers to how children are introduced to and understand the rules and habits that apply in society." Social norms encompass various aspects of life, such as ethics, morals, culture, and laws that shape individual behavior to align with their social environment. Thus, the socialization of norms plays a key role in forming individuals who contribute positively to society.

Norm socialization is carried out through various channels: family, school, peers, and mass media. The family is the primary and most fundamental agent in instilling norms in children. Parents play an important role in modeling and guiding children in understanding and applying social values. Schools, as formal institutions, also contribute by teaching norms through character education, discipline, and interactions with teachers and peers. Moreover, the social environment and media also have a major influence on how children internalize norms in their daily lives.

Given the importance of norm socialization in shaping children's character, this process should not be considered solely the responsibility of individuals or families. Rather, it is a collective responsibility involving various elements of society. Consistent and integrated efforts to instill good norms will produce a generation that is not only intellectually intelligent but also possesses strong character, noble morals, and the ability to contribute positively to the advancement of the nation and society as a whole.

Therefore, the socialization of norms and values to children is a continuous process that requires active participation from various parties. Through collaboration between families, schools, communities, and the media, children can be equipped with a strong understanding of norms and values, enabling them to grow into moral, integrity-driven individuals who can positively contribute to society.

Preliminary Observation by the Researcher

The initial observation was conducted in Tandung Village with the aim of understanding how social norms and values are applied in the community's daily life, particularly among children. Tandung Village is known for its strong local culture, where the roles of family, school, and community are prominent in the socialization process. During the observation, it was evident that children in this village spend a lot of time with their families and the surrounding community. Parents often provide guidance on desirable behaviors such as respecting elders, helping one another, and preserving local traditions. Furthermore, schools are also key institutions where children learn values such as discipline, responsibility, and cooperation. However, challenges exist, particularly with the growing influence of digital media, which may affect children's understanding of traditional norms. Some children appear to be more exposed to external information that does not always align with local values. From this preliminary observation, it is clear that the socialization of norms and values plays an important role in children's character formation. Nevertheless, external influences through media need to be further examined in this study.

RESEARCH METHOD

The approach used in this research is a quantitative approach. The type of research used is a survey method. The author chose the survey research type to find out how the socialization of norms and values influences the character development of children in Tandung Village. This study includes both a population and a sample. The population in this study consists of all parents in Tandung Village, Polewali Mandar Regency, totaling 569 individuals. The sample used includes 62 parents from Tandung Village.

DISCUSSION

The Influence of Norm Socialization on Children's Character in Tandung Village

The reliability test results for variable X1 (Norm Socialization) show a coefficient of $r = 0.962$, for variable X2 (Values) $r = 0.947$, and for variable Y (Character Formation) $r = 0.964$. According to Table 3.3 on the interpretation of correlation coefficients, the r values for variables X1, X2, and Y fall within the range of 0.80–1.000, indicating a very strong relationship among the three variables.

The T-test results show that $t\text{-count}$ (3.792) > $t\text{-table}$ (1.989), and the significance value for the norm socialization variable (X1) is $0.000 < 0.05$. This indicates that the norm socialization variable (X1) has a significant influence on the character formation variable (Y), which means H1 is accepted and H0 is rejected.

The regression coefficient for the norm socialization variable (X1) is 0.118 and is positive, indicating that a 1% increase in norm socialization leads to a 0.118 increase in character formation. This positive regression coefficient implies that the relationship between variable X1 and variable Y is positive.

Based on the above findings, norm socialization (X1) has a significant effect on character formation (Y) in Tandung Village. Therefore, the higher the level of norm socialization in the community, the stronger the character formation in children.

The first research question of this study concerns how norm socialization influences the character formation of children in Tandung Village. Norm socialization is the process through which children learn the social rules that govern their behavior in daily life. These norms include aspects such as ethics, politeness, responsibility, and adherence to rules within both the family and the wider community.

This study found that norm socialization in Tandung Village has a significant influence on children's character development. This finding aligns with Mead's theory, which explains that individuals learn about social roles and norms through continuous social interaction. Hence, the better the norm socialization implemented within the family and social environment, the stronger the character formed in children.

The Influence of Values on Children's Character Formation in Tandung Village

The reliability test results for variable X1 (Norm Socialization) is $r = 0.962$, for variable X2 (Values) is $r = 0.947$, and for variable Y (Character Formation) is $r = 0.964$. These results show that the r values fall within the range of 0.80–1.000, indicating a very strong relationship among the variables.

From the T-test, it is shown that $t\text{-count}$ (11.418) > $t\text{-table}$ (1.989), and the significance value of the values variable (X2) is $0.000 < 0.05$. This means that the values variable (X2) has a significant effect on the character formation variable (Y), indicating that H2 is accepted and H0 is rejected.

The regression coefficient for the values variable (X2) is 0.848 and is positive, meaning that a 1% increase in values leads to a 0.848 increase in character formation.

Based on the above, values (X2) have a positive and significant effect on character formation (Y) in Tandung Village. Therefore, the higher the level of value socialization, the greater the development of children's character.

The second research question in this study is how the values taught in the social environment influence the character formation of children in Tandung Village. Social values are principles or standards regarded as important in a community, such as honesty, hard work, mutual cooperation, and respect for others. These values are not merely social rules but also serve as moral guidelines that shape an individual's personality.

The findings show that social values taught through the socialization process have a strong influence on children's character development in Tandung Village. This is consistent with Mead's view that social values are learned and internalized through symbolic interaction, enabling individuals to understand and adapt to social expectations within society.

The Influence of Norm and Value Socialization on Children's Character Formation in Tandung Village

Based on the ANOVA F-test table, the significance value is $0.000 < 0.05$, and the *F-count* value is $67.753 > F\text{-table}$ value of 3.11. Thus, it can be concluded that norm socialization (X1) and values (X2) have an influence on character formation (Y), meaning H3 is accepted.

From the "Model Summary" table, the R Square value is 0.623, which means that norm socialization (X1) and values (X2) together influence character formation (Y) by 62.3%, while the remaining 37.7% is influenced by other factors not included in this study.

The findings show that when norm and value socialization are carried out simultaneously, children develop stronger character compared to when they are only taught one aspect. Norms provide a behavioral structure that must be followed, while values provide moral motivation to comply with those norms. For instance, a child taught the norm of honesty without understanding the underlying value may only act honestly when supervised. However, if the child understands that honesty is an important value for building trust and integrity, they are more likely to behave honestly even without supervision. Therefore, the simultaneous socialization of norms and values ensures deeper and more enduring character formation in children.

CONCLUSION

Based on the results of the study, several conclusions can be drawn. Through norm socialization, children learn to understand the rules and values that apply in society, such as discipline, honesty, and respect for others. This process begins at an early age through interactions with the family, school, peers, and media, which serve as the main agents of socialization. When norms and values are instilled properly, children develop strong moral awareness and are able to distinguish between appropriate and inappropriate behavior. Moreover, effective socialization can also enhance empathy and social solidarity in children, enabling them to grow into individuals who care about others and their surrounding environment. Conversely, if the process of norm and value socialization does not function well, children are at risk of experiencing a moral crisis, such as a lack of awareness of social ethics and an increase in antisocial behavior.

Therefore, collaboration between families, schools, and communities is essential to ensure that the norms and values taught can optimally shape children's character, enabling them to grow into a generation that is not only intellectually intelligent but also possesses strong integrity and ethics in social life.

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