

## SLUM AREA FAMILY PERSONALITY EDUCATION OF LOCAL TRIBES AND TAMIL IN MEDAN CITY

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### ABSTRACT

This study aims to explain how personality education is carried out by slum families in the area of local and Tamil tribes in shaping the personality of children in the city of Medan. This research was conducted with a qualitative approach. Besides that, data analysis was also obtained and derived from the results of interviews obtained, observational data and documentation related to the social education of actors (parents) in shaping the personality of children in the city of Medan. The results of the study show that the importance of personality education carried out by parents to children in the slum area of local and Tamil tribes in Medan City can be manifested in the form of parental behavior such as affection, giving motivation, the ability to understand and listen and become a problem solver.

**Key Words:** Child Personality, Education, Slum Area Family.

### 1. INTRODUCTION

According to data released by the Central Bureau of Statistics of the Republic of Indonesia, the number of people living in slum areas in Indonesia is 21.25 million people or 18 percent of the total population of Indonesia (antaranews.com, 2006). This figure has doubled in the last five years, especially in Java (cnnindonesia.com, 2019). Even this figure is predicted to increase by 60% in 2030 and 70% in 2050 (Muta'ali & Nugroho, 2019). The increase in this figure is influenced by two factors, namely physical factors and social factors. Physical factors include the condition of building density, drainage conditions, waste water, clean water, road networks and solid waste. Social factors consist of education level, population movement, income, employment, and family responsibility issues (Fitri, 2021). The majority of the slum area people live in housing that has a very poor quality of life. Some of the problems faced by the slum area community include inadequate living standards, poor health and poor sanitation (Mishra & Irshad, 2022). This can be seen from the absence of proper basic services and facilities for slum settlements such as the distance of services and facilities from settlements, clean water supply and poor service conditions (Tanni et al., 2015). It can also be proven that most of the water sources in this area are polluted and do not have good quality drinking water for the WHO (World Health Organization) organization which can endanger the health of the population living in the slum area which is at risk of contracting diseases that can be transmitted through water (Kimani-Murage & Ngindu, 2007). Dense and poorly built slum areas that have low quality building materials can cause buildings to burn easily and are prone to natural disaster risks that cause many fatalities (Unger & Riley, 2007).

Dense and poorly built slum areas that have low quality building materials can cause buildings to burn easily and are prone to natural disaster risks that cause many fatalities (Izutsu et al., 2006; Latif et al., 2016). In various countries, socio-economic and housing problems are slum areas that are the government's target to be resolved with the aim of increasing a prosperous society which is carried out in stages based on patterns and structures that have been identified (Mnntp, 2013). This is done so that people who live in the slum area can feel a higher life satisfaction which correlates with the socio-economic status of the people in the slum area (Coulibaly & Managi, 2022).

Not only socio-economic problems, other problems that arise one of which is related to health issues. The most common health problems found in slums include respiratory problems, digestive disorders, malnutrition, skin and venereal diseases (Elsey et al., 2016). People living in the slum area generally suffer from coughs, colds and asthma. In addition, high levels of malnutrition are caused by unsanitary living conditions and poor sanitation, as well as the bad habit of consuming drugs in society (Kulasekhar & Dasaratharamaih, 2020; Mberu et al., 2016). Sufferers of malnutrition in the slum area community have resulted in the emergence of several diseases such as stunting and diarrhea caused by a lack of absorption of nutrients obtained from food (Corburn & Hildebrand, 2015).

The poverty and fiscal constraints of slums have significantly affected education levels. In addition, the unpleasant school atmosphere, inadequate understanding, absence of children in learning, undeveloped mindsets, causes high dropout rates (Tiwari, 2021). This problem of fiscal limitations is also the main factor causing the non-registration of every child living in this area apart from other inhibiting aspects such as looking after younger siblings, the unavailability of schools within walking distance and doing household chores (Razia, 2021).

Parental monitoring in education is very important for female parents who have sons and vice versa (Abuya et al., 2018). Parents realize that their children need to get a better education, even though this sometimes becomes a challenge for parents. These challenges include lack of awareness and opportunity, complicated enrollment procedures, bullying at schools (Naeem et al., 2021). Another challenge is the quality of schools as their main reason in choosing schools for their children (Oketch et al., 2010). Every parent who has a low level of education and skills providing education for children is an absolute requirement for children to have skills and independence (Goti & Dalawai, 2019).

Another major problem is that few parents know about education rights and policies initiated by the government or private sector (Sharma, 2022) This is compounded by the average monthly income and education level of slum dwellers, which is very low and more than half of their total income is spent on consumption of food, health and sanitation (Ghosh & Bhardwaj, 2020). Thus it can be concluded that the main problem with the education of children in slum settlements is closely related to the problem of poverty (Dutta, 2020; Razia, 2021). Even though it has been proven that basic education is the key to development for developing countries (Goswamee & Roychoudhury, 2017).

Similar to other regions in Indonesia, in the midst of the splendor of Medan City as a metropolitan city there are still many dense and disorderly slum settlements in one of the slum areas located in the center of Medan City which was formerly known by the public as "Kampung Kubur". This slum is located near the government center of Medan City, precisely along the Babura River, Medan City. This area has a total of 186 houses with an area of +2 hectares inhabited by a population of 1093 people as a residential area built in the middle of an urban area inhabited by

people to fulfill their daily needs. After the Covid-19 pandemic that hit Medan City, especially the people of Kampung Sejahtera, it did not only have an impact on public health, but also affected other aspects of social life, such as the worsening economic conditions of the people. The emergence of difficult economic activities due to the large number of parents (laying off) because companies are unable to pay salaries which are a family's economic source so that in the end people turn to get jobs in the informal sector. The majority of people in this area can be seen as street vendors, parking workers, online motorcycle taxi drivers, unskilled laborers and casual laborers.

In addition to the economic problems faced by parents in general, another problem that arises is that there are still many parents who have low education and have limited knowledge, especially religion, in providing education to their children. Thus, this study will provide a new perspective on how parents with low levels of education and income in slum areas place more emphasis on norm-based education that is repeated continuously.

## **2.RESEARCH METHOD**

The research approach in this study is a qualitative approach which aims to explain personality education carried out by local and Tamil tribal slum families in the city of Medan. This research was conducted in the slum area of Kampung Sejahtera, Medan City, North Sumatra Province. The researcher reasons for choosing this location because the location of this slum area is dense and irregular, located in the center of Medan City which is the center of attention for the community. In addition, this location for researchers is an area very close to the government center of Medan City as a metropolitan city and the third largest city in Indonesia based on total population density. Based on its cultural characteristics, this area has been inhabited by local tribes and dominated by the Tamil ethnicity since 1873 during the program to open residential land by the Deli Tobacco Plantation. The view of the researchers states that the crime rate that occurred in this area, judging from its history, is quite high, this has resulted in many deviant behaviors that can be seen, such as drug trafficking, gambling, the behavior of the people of this region is experiencing degradation. The lack of learning resources is an obstacle faced by parents in providing personality education which is a highlight of the problems of the people of North Sumatra Province, especially in the people of Medan City. The data collection technique in this study was field interviews with parents of both local and Tamil ethnic groups who lived permanently and had lived for a long time in the slum area, to be precise in Kampung Sejahtera, Medan City. In addition, the documentation carried out by researchers included research activities including photo documentation of research informants, activities of children and the community in the Prosperous Village area and recordings of interviews conducted by researchers with several informants in the field.

## **3.RESULT AND DISCUSSION**

The family is basically an eternal social group that is confirmed in a marriage relationship that influences heredity and environment as a dimension of the child's personality. Personality is basically a consistent individual's character traits that give him an identity as a special individual. If in everyday language we assume that a person has a personality, it means that this person has a character trait that is shown outwardly, is consistent and consistent in the behavior he does as a characteristic that marks that person. Parents who live in the slum area want their children to reach the higher education level (Oketch et al., 2012). Personality education for slum area children in

local tribal and Tamil families requires habituation and exemplary behavior by parents because the child's personality will be formed from imitation of the actions taken by his parents.

Family and personality development cannot be separated, because the family is part of the three centers of education in nature. In everyday life, parents are obliged to provide personality development to their biological children, because the family is the smallest social unit of the social system whose job is to convey teachings through communication and parental behavior. Personality development in children can be seen from the way of thinking and behavior in carrying out daily activities (Ainiyah, 2013) The method used by the family to shape the child's personality is to create the frequency of communication that parents do. Appropriate and polite communication by parents affects the character of children. This is because the stimulation given by parents in communication has an emotional and behavioral impact on children.

Personality education for children in slum families in the Medan City area must be actualized in the form of "habituation" to always try to do good and have a sense of shame in carrying out various actions that are against the value system and norms prevailing in their environment. Apart from that, having the habit of being honest, being ashamed of cheating, being diligent, and being ashamed of being rude and lazy are also needed, which is what parents in general always dream of. Changes in personality attitudes and children's behavior from bad to good are not formed instantly.

Changes made through personality education must always be trained repeatedly and seriously through actions and communication carried out by parents from the area of local tribes and Tamils in a civilized and sustainable manner in order to achieve the goals desired by parents of local tribes and Tamils. in Medan City. The development of children's personality traits must also be linked based on religious norms with the recognition of the greatness of Allah as the God of all mankind. Children need to be taught from an early age that religion always recommends that all human beings must have a good personality attitude and have compassionate behavior towards fellow human beings. This is very important for parents to do as good educators by always showing exemplary consistency between the words and actions of parents. For example, when teaching children to do worship, parents must be able to be an example of what they say.

This effective way is called reinforcement as control activities that create opportunities for certain behaviors that are expected in the future (Hamim Rosyidi, 2015). As the main requirement of personality education carried out by parents to children is to show mutual concern for each other. Attitudes and efforts made by slum area families in shaping the personality of children in local tribal and Tamil families in Medan City by providing warmth and a sense of security for children are needed by children so that children have good personalities. If the child feels that he has found a failure in his activities, then the child must be sure that there are parents who will provide a way, moral support and solutions to the problems faced by the child.

Child personality education is reflected in the child's morals and character. Efforts to improve children's good personality are carried out by giving motivation to children to always learn and follow the provisions or rules based on norms and rules that have become a mutual agreement. The motivation of parents in providing personality education to children is the desire of parents in the slum family in the Prosperous Village area of Medan City. This motivation is given by parents in the form of encouragement so that children have the desire to learn in order to achieve the desired results. In terms of the motivational strategies given by parents in forming personality education for children, they must use the "habituation" and "exemplary" models (Aulia Laily Rizqina, 2020). Some things that must be done by parents in personality education by using

formal instructions by someone who is an expert in their field, able to develop healthy aesthetics, mental, morals in children, as well as providing the information needed by children and taking various approaches to children so that they arise. attitude of trusting and acting in certain ways (Sani, 2016).

Through socialization carried out by parents in personality education has a strong influence. Personality education is formed from encouragement and enthusiasm in children not only from the aspect of knowledge but morality and character. For example, when a child goes to school, the parents must teach the child how to dress, hairstyle, and the attitude that the child does while at school. The function of socialization of education carried out by the family is basically as a basis for instilling religious values, norms and rules for children. The family is part of the smallest social unit institution that has a strong educational function in shaping the child's personality.

Parents are expected to be able to try to become problem solvers providing the basic needs of children both psychologically and physically, be able to listen, solve, provide solutions to problems and obstacles faced by children and must be able to educate and care for children. This contribution is basically needed by parents to children as a form of parental responsibility in providing personality education for children.

The role of the family education function in the area of local tribes and Tamils in Medan City in shaping children's personality refers more to the control function, the control function carried out by parents here is that parents always know and supervise children's activities and behavior wherever they are. Apart from that, teaching actual and proper behavior is also part of the family's educational function. This is done by parents so that their children have attitudes that are in accordance with the system of values and norms. Many efforts and ways are done and taken by parents in order to achieve the expected goals. This requires self-preparation to have and change instincts to become parents through known educational patterns. The goal must be based on the agreement on the goals of family education in general, which is responsible so that children have as much perfection as possible because in a family where the actions are well-organized and prosperous, the child will receive basic training in developing personality through habitual behavior.

In the slum family area of local tribes and Tamils in Medan City who are familiar and have warm communication patterns, a child will gain an understanding of the rights and obligations as well as the expected responsibilities. Efforts made by parents as actors in carrying out the function of personality education in the family by giving regular and consistent attention, touch and mutual affection between parents and children. This is done as a basis for bonding interpersonal relationships in the formation of a child's personality. Children will feel close and comfortable if interpersonal relationships are carried out as expected.

#### **4.CONCLUSION**

The importance of personality education carried out by parents to children in slum families in the area of local tribes and Tamils in Medan City can be manifested in the form of parental behavior such as affection, providing motivation, the ability to understand and listen and become a problem solver. This is one of the keys in providing maximum personality education because parents basically have the instinct to nurture, raise and educate their children from the start. Besides that, exemplary in personality education is part of the way parents take in preparing the expected personality qualities from a child's mental and moral perspective. For parents, if a child loses his example then the child will feel like he has lost everything in life.

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