

## **THE IMPACT OF THE FAMILY ENVIRONMENT OF TOAK DRINKS CONSUMERS ON THE BEHAVIOR OF ELEMENTARY SCHOOL STUDENTS**

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### **ABSTRACT**

*Family is the first environment that plays a role in shaping a child's character and behavior. However, in some conditions, the family environment can also be a source of negative influence, one of which is through the habit of consuming traditional alcoholic drinks such as toak. This study aims to understand the behavioral conditions of students from families who consume toak, the influence of the family environment on student behavior, and the factors that strengthen or weaken the impact of toak consumption in the family on student behavior. This study uses a qualitative approach with a descriptive research type. The research location was conducted in Sumurgung Village, Tuban Regency, with research subjects including the village head, teachers, families, and students. Data collection techniques were carried out through observation, interviews, and documentation. Data analysis was conducted through data reduction, data presentation, and drawing conclusions. Research results show that the habit of consuming palm wine in families can affect student behavior such as lack of discipline, unstable emotions, and decreased learning motivation. Therefore, the active role of families, schools, and the community is needed in creating an environment conducive to the development of positive student behavior.*

**Keywords:** *family, palm wine, student behavior, family environment*

### **A. Introduction**

Ideally, the family is the primary environment that provides role models, control, and character education to children. In ideal circumstances, parents serve as role models for good behavior, guide children in moral values, and create a home environment conducive to positive behavioral development. Good parenting and a healthy family

environment will help children grow up disciplined, responsible, and able to avoid deviant behavior (Baiti, 2020). In child development, parents are responsible for providing education about religion, moral values, and skills to their children so they can grow into successful individuals and contribute positively to society (Ruli, 2020).

Toak is a fermented beverage made from palm sap that contains

alcohol, potentially causing intoxication and negative behavior (Simbolon, F. 2023). Parents' habit of consuming toak can impact family interaction patterns, resulting in a lack of supervision, and a lack of positive role models for children (Hikmatullah, M., & Fachmi, A. 2020).

This phenomenon creates a gap between the ideal conditions of family education and the reality on the ground. Children who grow up in families with parents who consume tobacco tend to receive less guidance, are more susceptible to imitating inappropriate behavior, and are at risk of developing behavioral disorders such as lack of discipline, being difficult to manage, defying authority, and lacking focus in learning (Karlina, 2020). Therefore, parents must continue to pay attention to their children, always supervising and guiding them wherever and whenever, protecting them from deviant friends or those who stray from good behavior (Puspytasari, 2022).

Meanwhile, a negative family environment can significantly impact a child's development. Habit formation involves cultivating or practicing the skills to act, say, or do something.

Schoolchildren typically imitate their parents' behavior, therefore, one of the objectives of this paper is to determine the impact of families with alcohol consumption on student behavior (Humairo, 2024). Parenting styles that are tolerant and prioritize children's freedom without embracing parental responsibility often impact children's character development and become disorganized. When faced with restrictions in their environment, they easily encounter difficulties (Utami, 2021).

This research is urgent because the behavior of elementary school-aged children is the foundation for long-term character development. An unfavorable family environment has the potential to create behavioral problems that can disrupt a child's learning process and social development. Furthermore, the results of this study are expected to contribute to schools, parents, and the community regarding the importance of the family's role in shaping student behavior (N. Safitri & Safrudin, 2020). Therefore, the role of parents and the surrounding community in such deviant behavior must be avoided to prevent it from becoming a persistent

evil, as it is also known that children are assets for the future of a nation (Kristiono, 2023).

Toak drinks have psychoactive effects and contain ethanol, a compound that can suppress the immune system. Excessive alcohol consumption has been shown to disrupt the function of white blood cells, which are an important component of the immune system (Wahyuni, 2023). Alcoholic beverages are all types of drinks containing alcohol and addictive substances that are harmful to the body (Rangkuti et al., 2024). As previously explained, many diseases are caused by excessive toak consumption. Alcoholic beverages have been an inseparable part of the long journey of human civilization. This shows the significant influence of tuak consumption on health status (Errisya, 2024). Various factors, including diet, lifestyle, and consumption habits, can affect a person's immune system (Misra, S., & McKean, 2022).

Alcoholic beverages cause a shift in societal values, shifting from being considered unhealthy by law and religion to being considered normal and acceptable (Aprellia et al.,

2024). Excessive consumption of alcohol can also cause disorders in other organs, such as the liver (Smith, A. B., & Johnson, 2021). Alcoholic beverages are any beverage containing alcohol and addictive substances that are harmful to the body. Long-term alcohol use can cause various health problems (Rangkuti et al., 2024).

The main contributing factors to alcohol abuse are environmental conditions, where environmental influences can change rapidly, social norms and sanctions are increasingly lax, and various foreign subcultures and cultures are in conflict. All of these factors influence the emergence of criminal behavior (N. A. M. Safitri et al., 2025). Each becomes popular when it fulfills a particular need or aligns with historical trends, in some cases, then influencing the course of history in unexpected ways (Fatihah & Riyanto, 2025).

## **B. Research Method**

This research uses a qualitative approach with a case study to understand in-depth the impact of families with alcohol consumption on student behavior. The qualitative approach was chosen because this

study aims to explore the meanings, experiences, and perspectives of informants regarding social conditions occurring within the family and school environment. The research was conducted in Sumurgung Village, Tuban Regency, East Java, focusing on students at SDN Bongkol 2 Tuban.

The data sources in this study consisted of primary and secondary data. Primary data were obtained directly through interviews with informants including village heads, teachers, students' families, and students. Meanwhile, secondary data were obtained from documents, archives, and various records relevant to the research focus. Data collection techniques used included observation, in-depth interviews, and documentation to obtain comprehensive information regarding the phenomena studied.

Data analysis was conducted using the Miles and Huberman model, which includes three stages: data reduction, data presentation, and conclusion drawing (Miles & Huberman, 1994). Data reduction involved selecting and focusing data relevant to the research objectives. The data were then presented in narrative form to facilitate

understanding of the patterns of relationships among the data. The final stage was drawing conclusions, which were conducted step by step based on the research findings. Data validity was tested through source triangulation, technical triangulation, increased diligence, and member checking to ensure the credibility and accuracy of the research data.

### **C. Results and Discussion**

Based on the research conducted, the researcher obtained data regarding the impact of families with alcohol consumption on the behavior of third-grade students at SDN Bongkol 2 Tuban. The data from this study were obtained through several data collection techniques, including interviews, observation, and documentation. This section will present some of the data based on the research.

#### **1. Behavioral Conditions of Students Coming from Families Who Consume Alcoholic Beverages**

The research results showed that students from families with a habit of drinking alcohol experienced several behavioral changes both at home and at school. Interviews with

families revealed that children tended to exhibit less discipline, such as not listening to parental advice and being more rebellious. Furthermore, when family members consumed alcohol at home, children displayed withdrawal and chose to leave the house to play with friends due to discomfort.

These findings were reinforced by interviews with teachers, who stated that students from families with alcohol consumption tended to exhibit mischievous behavior and sometimes disrupted classmates. Furthermore, there were behavioral differences compared to other students, particularly in terms of emotional control and social interactions. Teachers also observed that these students often felt embarrassed due to being the target of peer ridicule due to their parents' alcohol consumption.

From the student's perspective, it was discovered that they often felt sad due to being teased by their friends at school. Students also expressed dislike of their parents' alcohol consumption, particularly due to the unpleasant odor and the resulting uncomfortable atmosphere at home. These conditions indicate that the

family environment influences students' emotional well-being.

These findings align with social learning theory, which states that children's behavior is heavily influenced by their immediate environment, particularly their family. Children tend to imitate or respond to behavior they frequently observe in everyday life. Furthermore, according to psychosocial development theory, elementary school-aged children are at a stage where they desperately need social acceptance. When children experience teasing or social pressure, feelings of inferiority can emerge, affecting their behavior and self-confidence.

## **2. The Influence of the Family Environment of Toak Consumers on Students' Behavior and Learning Motivation**

Families with a habit of drinking toak also influence students' motivation to learn. Interviews with parents revealed that this habit can impact parent-child relationships. Children become more argumentative, easily angered, and difficult to direct when given advice.

Interviews with teachers revealed that students from families with toak consumers experienced tardiness, absence from school, and decreased enthusiasm for learning. These conditions indicate a decline in learning motivation, potentially impacting students' academic achievement. Although social relationships with friends are generally good, teasing is common, impacting students' learning comfort.

Furthermore, students revealed that they often have difficulty concentrating while studying. When feeling uncomfortable at home, they prefer going out to play with friends. This suggests that a less conducive family environment can encourage children to seek comfort outside the home, ultimately reducing study time.

Interviews with village heads also revealed that the habit of drinking toak within families can lead to domestic conflict, such as arguments between husband and wife. These situations are often witnessed by children, causing emotional distress. Children who frequently witness family conflict are at risk of experiencing insecurity, shame, and changes in social behavior.

These findings suggest that a less harmonious family environment can impact a child's emotional, social, and academic development. A family, which should be a safe haven for children, can instead become a source of psychological stress if negative habits, such as alcohol consumption, are present.

### **3. Factors that Strengthen and Weaken the Impact of Toak Consumption in the Family**

The research results indicate that several factors reinforce the persistence of toak consumption within families. One key factor is local culture and tradition, where toak is still considered a regional specialty consumed by the people of Tuban for generations. Some view toak as a traditional drink or herbal medicine that can warm the body. In addition to cultural factors, the social environment also reinforces this habit. A community accustomed to consuming toak makes this behavior considered normal. Social interactions with individuals who share similar habits can reinforce the normalization of this beverage consumption in everyday life.

Other contributing factors include economic conditions and a lack of understanding of the negative impacts of alcohol consumption. Traditional drinks like toak are relatively easy to obtain, allowing consumption to continue without strong controls. On the other hand, this study also identified several factors that can weaken this habit. One of these is individual awareness of the negative impacts of alcohol, both on health and family harmony. Furthermore, the role of parents in setting boundaries and educating their children can also prevent children from imitating this behavior.

Another factor that can reduce alcohol consumption is a family's economic situation, as when funds are scarce, consumption automatically decreases. Furthermore, social control from the community, school, and religious values also play a role in curbing this habit. Overall, the research results show that alcohol consumption within the family impacts students' behavior, emotional state, and motivation to learn. Therefore, the active role of families, schools, and communities is needed to create a conducive environment for child

development to minimize these negative impacts.

### **Discussion**

The research results show that the habit of consuming toak within the family environment has a significant impact on students' behavior, emotional state, and learning motivation. Students from families who consume toak tend to exhibit less discipline, are easily angered, and experience a decreased enthusiasm for learning. This condition indicates that the family environment plays a major role in shaping children's behavior.

This finding aligns with research by Amalia et al. (2023), which states that the family is the primary environment that shapes children's behavior through role models and daily interactions. Furthermore, other research has shown that a less conducive family environment can negatively impact students' behavioral and character development.

However, this study not only confirms the results of previous research but also demonstrates that the impact of toak-consuming families

extends beyond behavioral aspects to include emotional aspects such as shame, social pressure from peer teasing, and a tendency to withdraw from the community. This is a key difference from previous research, which generally only focuses on behavioral aspects or academic achievement.

Furthermore, when linked to social learning theory, children's behavior is formed through observation and imitation of their surroundings. In this case, parents' habit of consuming toak becomes a stimulus observed by children and potentially imitated. Meanwhile, from an ecological theory perspective, the family, as the closest environment (microsystem), has a direct influence on children's development, including social and academic aspects.

From a cultural perspective, this study also shows that toak consumption cannot be separated from local traditions. This aligns with research by Hafidz et al. (2023), which states that the culture of "nitik" (drinking toak) is still considered part of the community's social customs. However, this study provides a new perspective by demonstrating that this

culture has a direct impact on children's behavioral development, particularly during elementary school.

### **1. Information Regarding Students' Problem-Solving Abilities**

Based on the research results, the problem-solving abilities of students from families who consume alcohol show obstacles in the emotional, social, and cognitive aspects. Students tend to have difficulty managing their emotions and dealing with social pressure, which impacts their ability to solve problems rationally.

This finding is supported by research by Fauzah et al. (2024), which states that disharmonious family conditions can lead to emotional instability and difficulty in dealing with problems. Furthermore, other research has shown that the family environment has a significant influence on the development of children's social and thinking skills.

However, this study found something more specific: students tend to use avoidance strategies when dealing with problems, such as leaving the house or playing to avoid uncomfortable situations. This finding

is an important distinction because previous research has not detailed the problem-solving strategies used by students.

In relation to social learning theory, this condition occurs due to a lack of positive behavioral models within the family. Children lack examples of how to solve problems constructively. Meanwhile, from Bronfenbrenner's ecological perspective, an unfavorable family environment as a microsystem has a direct impact on the development of children's cognitive and emotional abilities. The novelties in this subchapter are:

- a. Identification of students' coping strategies (avoidance) when facing problems.
- b. Emphasis on the influence of social pressure (peer teasing) on problem-solving abilities.
- c. Analysis of the relationship between the family environment and students' practical thinking abilities.

Thus, students' problem-solving abilities are not only influenced by individual factors, but are also greatly determined by the family environment

and social experiences they experience.

## **2. Differences in Students' Problem-Solving Abilities**

The research results show differences in problem-solving abilities between students from tobacco-consuming families and those from more conducive families. These differences are evident in emotional management, self-confidence, and problem-solving styles.

Students from tobacco-consuming families tend to have less stable emotions and more frequently use avoidance strategies when facing problems. They tend to avoid conflict, feel inferior, and have difficulty finding appropriate solutions. In contrast, students from conducive families demonstrate better problem-solving abilities, such as the ability to manage emotions, communicate effectively, and find solutions directly.

These findings align with research by Ramadani et al. (2024), which states that families play a crucial role in shaping children's character and coping skills. Furthermore, research by Amalia et al. (2023) also confirms that children's behavior is shaped by

the role models set by parents. However, this study has an advantage over previous research because it directly compares two groups of students, providing a more concrete picture of differences in problem-solving abilities. Furthermore, this study also found that the role of schools can be a balancing factor. Teacher support and a positive school environment can help students develop social skills and problem-solving skills, even if they come from less supportive families. This aligns with research emphasizing the importance of collaboration between families and schools in supporting child development.

The novelties in this subchapter include:

- a. Direct comparison between two different family backgrounds.
- b. Emphasis on the emotional dimension as a primary factor in problem-solving.
- c. Identification of the role of schools as a protective factor.

Thus, the differences in problem-solving abilities in this study indicate that the family environment has a

strong influence, but can be offset by other environmental factors such as schools.

#### **D. Conclusion**

Based on the results of research on the impact of families with alcohol consumption on student behavior at SDN Bongkol 2 Tuban, it can be concluded that the family environment has a significant influence on students' behavioral development, emotional state, and learning motivation. Students from families with alcohol consumption habits tend to exhibit behavioral changes such as lack of discipline, irritability, and decreased enthusiasm for learning. Furthermore, students experience social pressure at school in the form of teasing from peers, which leads to feelings of shame, sadness, and decreased self-confidence.

A less conducive family environment also impacts students' ability to manage their emotions and solve problems. In some cases, students prefer to avoid uncomfortable situations rather than seek solutions directly. This indicates that family conditions are closely linked to students' social and emotional

development and problem-solving abilities.

Furthermore, this study found that alcohol consumption habits in the community are influenced by several factors, such as local culture and traditions, social environment, and economic conditions. However, there are also factors that can weaken this habit, such as increasing awareness of the negative impacts of alcohol, the role of parents in providing education to children, and social control from the community and educational institutions.

### **Suggestion**

Based on the research findings, several recommendations can be made. First, families are encouraged to create a more conducive home environment and reduce alcohol consumption within the family, allowing children to grow up in a safer and more supportive environment for their psychological development.

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