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Beyond the Classroom: A Comprehensive Analysis of Teacher Personality Competence, Parenting Styles, and Their Joint Influence on the Character Formation in Junior High School Education

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Abstract

The formation of students' character is crucial in today's educational landscape for advancing the nation's character. Several factors affecting the formation of students' character include the personality competence of teachers and parental upbringing patterns. This research aims to determine the effect of a teacher's personality competence and parenting styles on the formation of students' character. This study was quantitative research conducted using a survey method. This research population used students from two junior high schools in Sungai Loban District, Tanah Bumbu Regency. The sampling technique used nonprobability sampling with type purposive random sampling. The sample used in this research consisted of 150 students. The sampling technique used was random sampling. Data analysis techniques included descriptive data analysis, data prerequisite testing, and multiple linear regression analysis. The research results indicate a positive and significant effect between teachers' personality competence and parenting styles on forming students' character, resulting in 38.4%. It suggests that the better the teacher's personality competence and the parenting styles implemented by parents, the better the students' character formation.

Keywords: parenting patterns, student character formation, teacher personality competence

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1. Introduction

The nation's character is an essential part of the quality of its human resources because the nation's quality determines the progress of a country. Character is a crucial and fundamental factor in the national identity (Kemendikbud, 2017). Since the establishment of the Unitary State of the Republic of Indonesia until today, educational aspirations have been nuanced by moral values, ethics, and virtues and have become an inseparable part of national education. It demonstrates that character is a crucial pillar in the life of the nation and the state (Suwardani & Wahyudi, 2020).

Regarding character formation, Indonesian society requires an increasing number of increasing human resources to support development programs. The relationship between quality human resources and education necessitates the presence of quality education to help realize the nation's aspirations for having high-quality resources. It is supported by the views of Minas & Charles (2020) as an effort towards character formation aligned with the nation's culture, not only conducted through a series of school

activities but also through habits in daily life. A person of excellence is not only academically but also in character and behavior (Tyas et al., 2020).

Character is not formed by itself but needs to be created and instilled through education to improve students' character and become a dignified nation. Therefore, character education in schools is very important in equipping the nation's next generation with the basic abilities to meet the needs of life (Asrial et al., 2022). Character education teaches students to think critically and intelligently to overcome various types of new problems and improve their interpersonal skills while maintaining national identity to generate the formation of an Indonesian society with character (Natalia et al., 2021).

The issue in Indonesia today is facing a crisis of character, a shared concern. This character crisis is characterized by criminal actions such as violence, abuse, sexual harassment, motorcycle gangs, and robbery, which can disturb society (Zubaedi, 2012). This demands schools fulfill their role and responsibility in promoting and developing positive values to shape and build students' character. Therefore, character education must be implemented to the fullest extent to mitigate various moral crises (Bahri, 2015).

The degradation of morality, commonly referred to as the decline in adolescent morality, is one of the issues that needs to be addressed in education. Jatmiko (2021) reveals that juvenile delinquency is a form of social deviation. Asbari et al. (2019) state that the social situation in Indonesia, even in the education sector, is still concerning. Student brawls, bullying cases, threats, free association, and the use of illegal drugs are on the rise. This is supported by data on child complaint cases from 2023 accessed through the official KPAI website, which includes several cases of student misconduct,

with roles as perpetrators including bullying, assault, gang violence, and psychological violence such as threats, intimidation, and even sexual violence.

The various moral deviations exhibited by adolescents are not solely the responsibility of schools as educational institutions; there is a need for involvement in the family environment to emphasize values and morals by optimizing character education for students. According to Wahyuni (2021), education is a shared responsibility among schools, families, communities, and the government. If one institution, especially the family, neglects this responsibility, character education will not be successfully implemented (Syarbini, 2014). Therefore, there must be harmony in instilling character values in schools and the family environment.

The role of teachers is extremely important as educators in shaping students' character and helping them develop good behavior. In schools, teachers play a central role in educating students, sometimes even taking on the role of parents. Teachers are at the forefront of determining students' success, especially in character education. Teachers, as educators, have the primary task of teaching knowledge, including moral values and personality (Ajmain & Marzuki, 2019; Baety, 2021). Teachers guide students to have a resilient personality to navigate life's diversity. As a role model, a teacher should reflect attitudes and personality traits that students can look up to (Salsabilah et al., 2021; Sunarti, 2016).

Dwintari (2017) revealed that teachers with solid personality competence greatly benefit from guidance in developing students' character. Children typically develop psychological trust in what their teacher teaches by behaving as someone whose advice can be listened to and whose

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actions can be emulated. This is consistent with the findings of Ramadona et al. (2020), which show that teachers' personality competence significantly affects a child's disciplined character by 66.9%. Other research findings indicate that teachers' personality competence significantly affects students' discipline character by 72.7% (Thoyyibah et al., 2022). Both of these studies are supported by Tohir's research, which reveals that teachers' personality competence affects students' character. In other words, the better a teacher's personality competence, the better a student's character tends to be.

Teacher personality competence refers to the ability of a teacher to be a role model for students. Through their personality competence, teachers can create a supportive classroom environment and involve students in the rules of learning activities so that students will feel responsible and act according to agreed rules (Prasetyarini et al., 2021). Teachers with positive personalities will be role models for their students. By seeing the personality displayed by the teacher, students will be more motivated to build the same character and attitude. Teachers must guide and educate students in the hope of producing students who are not only intelligent but also have noble character (Latuapo, 2023; Natadireja & Nurachadijat, 2023).

Moral degradation, commonly referred to as the decline in teenage morality, is one of the issues that needs to be addressed in education. The erosion of moral values in today's society also has a negative impact on the values and character of children. This situation is affected by several factors, including the environment, social interactions, and the global trends accessible to everyone. Therefore, moral guidance should start with parents by setting a good example through actions that encourage good behavior at home.

Family environment is equally important in nurturing the formation and development of a child's character. Urgent attention from informal education lies in family education. Education within the family serves as the primary foundation for a child's character development (Pratiwi, 2021). Generally, the primary source of a child's character education comes from the family. Responsible parents are tasked with providing character education (Rindawan et al., 2020; Suri, 2021).

Parenting is a combination of parents' attitudes in raising, educating, caring for, and guiding their children optimally (Ahmad et al., 2020; Ramadona et al., 2020). It aligns with the research of Badeni et al. (2019), which concluded that the role of parents is very important based on their concern for the development of a child's character. Parents provide a consistent and tangible model of behavior related to character development. The research findings of Kadir & Shamad (2023) indicate a significant relationship and effect of parenting styles on the formation of students' mortality by 62.1%.

Various moral deviations committed by adolescents are not solely the responsibility of schools as an educational platform, but there is a need for a role within the family environment to emphasize values and morals by optimizing students' character education. According to Wahyuni (2021), education is a shared responsibility among schools, families, communities, and the government. If one institution, especially the family, neglects this responsibility, character education will not be successfully implemented (Syarbini, 2014). Therefore, alignment is needed to instill character in schools and the family environment.

Based on preliminary studies conducted through interviews and documentation, the researchers have found that student rule violations related to character and morality persist, even though the school has issued warnings and sanctions. It indicates that the development of character values in school and family environments has not fully produced effective student outcomes. Therefore, the researchers believe this study is necessary to determine the effect of teacher's personality competence and parenting styles on the formation of students' character.

2. Method

This research employed a quantitative approach with a survey method. The choice of a quantitative approach was driven by the presentation of numerical data in this study, which was analyzed using statistical tests. Sugiyono (2021) defines a quantitative approach as a research method grounded in positivist philosophy, utilized to examine a population or sample, involving data collection through research instruments and statistical data analysis to test predetermined hypotheses. The survey aimed to identify how the formation of students' character is positively and significantly affected by the personality competence of teachers and parenting styles.

The population of this study were public junior high school students in Sungai Loban Sub-district, Tanah Bumbu Regency, with as many as 250 students. The sampling technique used was purposive random sampling. Purposive random sampling is a sample selection technique with certain considerations. The samples used in this study were ninth-grade students at SMPN 1 Sungai Loban and SMPN 2 Sungai Loban. It was based on di-

rections from the school because the condition of some students in grades VII and VIII was still not fluent in reading. At the same time, the data collection instrument used in this study was a questionnaire that had to be read by the respondents. The number of samples obtained in this study using the Yamane formula has an error rate of 5%, or 0.05. Thus, the number of samples for this study was 150 students.

Data was collected using a Likert scale questionnaire with four alternative choices, namely 4 = often, 3 = always, 2 = sometimes, and 1 = never. Data analysis was conducted using descriptive data tests to determine the respondents' perceptions of each variable and classical assumption tests, including normality, linearity, multicollinearity, and heteroscedasticity tests. As well as hypothesis testing using multiple linear regression including the regression equations, coefficient of determination tests (R tests), and simultaneous tests (F-tests), with the basis for decision-making being that if $F_{count} \leq F_{table}$, then H_0 is accepted, meaning that there is no significant influence between the independent variables on the dependent variable, and if $F_{count} \leq F_{table}$, then H_0 is rejected, which means that there is an influence between the independent variables together and significantly on the dependent variable.

3. Result and Discussion
a. Descriptive Data Analysis

Data presentation and descriptive analysis provide an overview of the data collection results on the variables of teacher's personality competence, parenting styles, and student character formation. The results of the descriptive data analysis for this research can be presented in the following table.

Table 1. Results of Descriptive Analysis of Teacher Personality Competency Variables and Parenting Styles

Variable	Min	Max	Mean	Std. Deviation	Score Range	F	Percentage	Category
Teacher's Personality Competence	54	108	85.42	11.022	X<72	23	15%	Low
					$72 \leq X < 90$	66	44%	Moderate
					$X \geq 90$	61	41%	High
Parenting Styles	41	108	68.75	11.302	X < 64	54	36%	Low
					$64 \leq X < 86$	85	57%	Moderate
					$X \geq 86$	11	7%	High
Student Character Formation	61	112	88.40	10.184	X < 78	24	16%	Low
					$78 \leq X < 96$	86	57%	Moderate
					$X \geq 96$	40	27%	High

Based on the descriptive analysis results above, it can be observed that the mean values for each variable are more significant than the standard deviations, indicating that data deviations are low and the values are evenly distributed. Respondents' assessments of teachers' personality competence are categorized as moderate, with 44% of respondents totaling 66

The prerequisite analysis is conducted to determine whether the data obtained meets the requirements for analysis using correlation and regression. The prerequisite analysis in this research includes tests for normality, linearity, multicollinearity, and heteroscedasticity. The results of the prerequisite analysis for this research can be seen in the following table:

students. Assessments of parenting styles by respondents are also categorized as moderate, with 57% of respondents totaling 85 students. Similarly, respondents' assessments of student character formation are categorized as moderate, with 57% of respondents totaling 86 students.

1) Classic Assumption Testing
a) Normality Test

The normality test was conducted to assess the normality of the data distribution. Each dataset for the variables of teacher personality competence, parental parenting style, and student character formation underwent normality testing to ascertain whether the data distribution was normal. The results of the normality test are displayed in the following table:

Table 2. Results of the Normality Test

Variable	Asymp. Sig. 2-tailed	sig.	Interpretation	Description
Teacher's Personality Competence	0.384	0.05	0.384>0.05	Normal
Parenting Styles	0.733	0.05	0.733>0.05	Normal
Student Character Formation	0.636	0.05	0.363>0.05	Normal

Based on the table of normality test results above, it is evident that all variables have sig. values > 0.05, namely, teacher's personality competence with a value of 0.384 > 0.05, parenting styles with a value of 0.733 > 0.05, and student character formation with

a value of 0.363 > 0.05. It indicates that all data in each variable is normally distributed.

b) Linearity Test

The linearity test generally aims to determine whether two variables have a significant linear relationship. Ideally, there should be a linear relationship between variables X and Y. Some references state that the linearity test is a prerequisite before conducting a linear regression test. The results of the linearity test are presented in the following table:

Table 3. Results of the Linearity Test

Variable	Asymp. Sig. 2-tailed	sig.	Interpretation	Description
Teacher's Personality Competence * Student Character Formation	0.254	0.05	0.254>0.05	Linear
Parenting Styles * Student Character Formation	0.282	0.05	0.282>0.05	Linear

Based on the table of linearity test results above, it is evident that the sig. values are > 0.05. Therefore, it can be concluded that there is a linear relationship between a teacher's personality competence and student character formation and between parenting styles and student character formation.

c) Multicollinearity Test

The multicollinearity test aims to identify linear relationships among independent variables in a regression model. The requirement is to ensure that multicollinearity does not occur in the regression model. The results of the multicollinearity test are presented in the following table:

Table 4. Multicollinearity Test Results

Variable	Tolerance	VIF	Description
Teacher's Personality Competence	0.376	2.662	No multicollinearity
Parenting Styles	0.889	1.124	

Based on the table of multicollinearity test results above, it is evident that each independent variable has a Tolerance value > 0.1, which is the teacher's personality competence with a value of $0.376 > 0.1$, and parenting styles with a value of $0.889 > 0.1$. The VIF values are < 10.00, namely, the teacher's personality competence with a value of $2.662 < 10.00$, and parenting styles with a value of $1.124 < 10.00$. Therefore, it can be concluded that there is no multicollinearity present in the data for teacher's personality competence and parenting styles.

d) Heteroscedasticity Test

The heteroscedasticity test is conducted to determine whether there is a violation of the classical assumption of heteroskedasticity, indicating unequal variance of residuals across all observations in the regression model. The results of the heteroscedasticity test are presented in the following table:

Table 5. Results of the Heteroscedasticity Test

Variable	Sig. Value	sig.	Interpretation	Description
Teacher's Personality Competence	0.251	0.05	0.251 > 0.05	No
Parenting Styles	0.162	0.05	0.162 > 0.05	Heteroscedasticity

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Based on the table of heteroscedasticity test results above, it is evident that each independent variable has a sig. Value> 0.05, namely, teacher's personality competence with a value of 0.251 > 0.05, and parenting styles with a value of 0.162 > 0.05.

This research uses multiple linear regression analysis to determine the combined effect of teacher's personality competence and parenting styles on the student character formation variable. Multiple linear regression analysis in this

Therefore, it can be concluded that no heteroscedasticity is present in the data for teacher's personality competence and parenting styles.

e) Hypothesis Testing

study is conducted with regression equations, coefficient of determination test (R-squared), and simultaneous test (F-test). The results of the multiple linear regression analysis can be seen in the following table:

Table 6. Results of Multiple Linear Regression Analysis of Teacher's Personality Competence and Parenting Styles Variables on Student Character Formation

Variable	Coeff. Regression	Constant	R^2	F	Sig.	Interpretation
Teacher's Personality Competence	0.440	33.292	0.384	45.884	0.000	H_o rejected H_a accepted
Parenting Styles	0.329					

Based on the table of multiple regression results above, it is evident that the coefficient for teachers' personality competence is 0.440, and for parenting styles, it is 0.329, with a constant value of 33.292. Based on this information, the multiple regression equation can be determined as follows:

$$Y= a+b_1X_1+b_2X_2$$
$$Y= 33.292+0.440+0.329$$

The equation indicates that the constant value is 33.292, meaning that when the teacher's personality competence and parenting styles remain at 0, the student's character formation is 33.292. The coefficient for the teacher's personality competence is 0.440, which implies that for each unit increase in the teacher's personality competence, the student's character formation increases by 0.440, assuming the value of the parenting styles

variable remains constant. The coefficient for parenting styles is 0.329, which means that for each unit increase in parenting styles, the student's character formation increases by 0.329, assuming the value of the teacher's personality competence variable remains constant.

The coefficient of determination (R^2) value of 0.384 indicates that a teacher's personality competence and parenting styles when considered together, contribute to or affect student character formation by 38.4%. The remaining 61.6% is affected by other factors.

The significance value in the F-test is 0.000, which is less than 0.05. The F-value is greater than the critical F-value at a significance level of 5% with df1: 1 and df2: n-k-l (150-2-1) = 146, yielding a critical F-value of 2.76. Based on the significance value being less than 0.05 and the F-value being more significant than the critical F-value, it can be concluded that H_0 is

rejected, and H_1 is accepted, meaning there is a positive and significant effect of teacher's personality competence and parenting styles on student character formation.

Based on the multiple linear regression hypothesis test results, it is evident that H_0 is rejected, and H_1 is accepted. It indicates that a teacher's personality competence and parenting styles, when considered together, significantly affect student character formation.

Teachers are external factors that can affect the formation of students' character. Teachers are professional educators responsible for producing generations with good character, culture, and morals. Efforts to shape students' character are greatly facilitated if teachers have the necessary personality competence (Huber et al., 2020; Rusdiana & Heryati, 2015). This perspective aligns with research conducted by Lukman et al. (2021), stating that an influential teacher personality can provide students with understanding and character improvement. Thus, it can be said that teachers are role models for students and play a significant role in forming students' character (Wingard et al., 2020).

Teacher personality plays a crucial role in students' behavior and not only affects student character formation (Badamas & Lasbat, 2021). This viewpoint aligns with research conducted by Sudirman (2019), which states that teachers play a role in advancing character education. The teacher's duty is not only to transfer knowledge to students but also to develop character values. Teacher personality competence is highly important in student character education, as it helps students interact in a multicultural environment and enhances students' tolerance.

Putri & Aslam (2022) revealed that a significant contribution to the success of education, especially in the learning process, is the teacher's mastery of personality skills. Furthermore, this skill also has a significant effect on student character formation. This aligns with the findings from the research conducted by Hasibuan & Sihombing (2022), indicating that teacher personality competence significantly affects student character by 73.9%. Other research results show a relationship between teacher personality competence and student character by 30% (Widyastuti et al., 2020).

Another factor that can affect student character formation is parental parenting styles. This is because the family is the first environment for a child. The family significantly affects a child's development and character formation. One of the contributing factors to the formation and development of a child's character is parental parenting styles. This is supported by the opinions of Suarmini et al. (2016), Subagia (2021), Suri (2021), Wartiningsih & Wahyono (2019), who state that the family is the primary and essential learning environment that children acquire, especially in character education, and serves as a strong foundation for shaping and developing a child's character.

A crucial aspect of character development in children is through parenting styles. Every action taken by parents to shape a child's behavior, including rules, examples, affection, motivation, and discipline. Parental behavior serves as a vital example in a child's growth, as children tend to copy the behaviors of their closest environment, their family (Saputra & Yani, 2020; Sari, 2020).

Parenting styles represent the patterns of interaction between parents and children, which are also a part of a child's character

education. Therefore, a child's character development highly depends on the parenting style used (Ayun, 2017; Sari, 2020). It can be said that parenting style is the interaction method parents use to aid in a child's development, especially in shaping their traits, attitudes, and character, as a child's behavior often mirrors that of their parents.

Parenting styles are crucial in shaping a child's character (Banstola et al., 2020). Children who receive positive parenting will exhibit good behavior. Similarly, when a child is exposed to strict and uncomfortable parenting may develop negative character traits (Farley et al., 2021; Weisskirch, 2018). This viewpoint is supported by the findings of Asbari et al. (2020), which state that parental parenting styles significantly affect a student's character development. Other research findings reveal that the contribution of parental parenting styles to student discipline character is 75% (Ramadona et al., 2020). Therefore, it can be concluded that the better the parenting style employed by parents, the more influential the character development process in students.

A student's good or bad character is not solely formed by themselves. In other words, external factors affect the development of one's character. The educational processes carried out by the family, school, and community are important social and environmental factors in shaping an individual's character (Huey et al., 2020; Nasution, 2020; Verhoeven et al., 2019). This aligns with the role of education in shaping students' personalities based on the values and norms present in society (Adigun, 2020; Situmorang & Salim, 2021).

The collaboration between two social institutions (schools and families) with their respective strengths plays a crucial role in shaping individuals with strong morals and

strengthening the nation's character (Aruan et al., 2021). The social environment, the school environment, and the community affect the formation of students' character. Students with strong character are more likely to contribute positively to society. Moreover, a strong character serves as a solid foundation for the future of a nation (Sugiarti et al., 2022). Additionally, the family's contribution to education involves activities that connect parents at home with educational institutions, providing direct or indirect support for their children's education (Juwariyah et al., 2019).

The personality competencies of teachers and parents' parenting styles are external factors that can affect students' character formation. This perspective is supported by research findings that suggest that both the school environment and family environment significantly affect the development of students' character, as they serve as a means for nurturing the values and characteristics that students will use as a reference in their actions (Jaya, 2021). Stakeholders, including parents, teachers, and school staff, must work together to ensure students show good behavior and character (Singh, 2019).

The practical implications of this research provide an overview of teacher personality competence and parenting patterns that contribute greatly to influencing student character building (Thambu et al., 2021). Therefore, to improve student character, teachers must improve teacher personality competence. Teacher personality competence provides an impetus to shape and improve student character so that students have a noble personality and help improve the nation's character. In addition, the formation of children's character tends to be caused by the form of parenting, so parents need to pay

attention to the conditions and circumstances of the child at all times to provide parenting according to the child's needs. Through good parenting, good character will be formed in children. Furthermore, the results of this study can be used by educational institutions to pay more attention to the competencies teachers must master in implementing character education in students and involving the participation of parents and the community in instilling character values in children.

4. Conclusion

Based on the findings and discussions presented, it is evident that the competence of teachers' personalities and parenting styles significantly and positively affects the formation of students' characters. Thus, it can be concluded that the better the teachers' mastery of personality competence and the parenting styles implemented by parents, the better the character formed within the students.

Based on the findings of this study, the researchers suggest that schools can provide direction and guidance to teachers in carrying out their duties. Principals and teachers provide examples of good behavior to students through habits or routine activities that are implemented. Teachers must improve their personality competence to be role models for students. Efforts that can be made to improve the personality of teachers must act in line with the religious norms adopted, implement social values that apply at school and in the community, instill moral values in students so that students have a heroic personality, carry out their duties and responsibilities as educators, and conduct self-evaluation. Parents are expected to deepen their knowledge of parenting science to determine parenting patterns that align with the child's personality.

This study is only limited to the variables of teacher personality competence and parenting patterns in influencing student character building. In addition, the results of this study are only fixated on quantitative data, so the contribution of the two predictor variables has not been maximized. So future researchers are expected to explore more deeply, using more diverse research methods, to find out other aspects that might affect student character formation.

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