

Research Article

Analyze the Influence of Socio-Economic Conditions of Parents on the Personality of Christian Teachers in Tambaksari District, Surabaya

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Educators are the most influential agents of change in students. As educators, teachers must have the main competencies, namely professional competence, pedagogical competence, personal competence, and social competence. Through personality competence, students have the most influential role, because it includes the relationality between students and teachers. To find out and analyze the influence of the socio-economic conditions of parents and parents' background together on the personality of Christian teachers in Tambaksari District, Surabaya. While the hypothesis in this study is: (1) H1 = socio-economic conditions of parents have a positive and significant effect on the personality of Christian teachers in Tambaksari District, Surabaya. Results (2) H2 = the background of the teacher's parents has a positive and significant effect on the personality of the Christian teacher in Tambaksari District, Surabaya. (3) H3 = Socio-economic conditions and the background of the teacher's parents have a positive and significant impact on the personality of the Christian teacher in Tambaksari District, Surabaya. This study uses quantitative research which is useful for examining certain populations or samples where data collection uses research instruments, data analysis is statistical in nature with the aim of testing the hypotheses that have been set. Based on the results of a series of analyzes carried out, it can be seen (1) The socio-economic condition of the teacher's parents has a significant influence and has a positive direction towards the teacher's personality because the statistical T value is 3.603 which means greater than 1.96 so that the H1 hypothesis can be accepted. While the background of the teacher's parents has a significant influence and has a positive direction

towards the teacher's personality because the T statistic value is 7.132 which means greater than 1.96 so that the H2 hypothesis is accepted. Socio-economic conditions and the background of the teacher's parents have a significant influence and have a positive relationship direction together with the teacher's personality so that H3 can be accepted with a model feasibility scale of 0.559 which is classified as "Moderate" or "Medium."

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I. Introduction

Education is a process of learning knowledge, skills and habits of a group of people which are passed down from one generation to the next. Efforts are made by someone systematically in creating a teaching and learning atmosphere for students so that they can develop their potential and become a superior generation. A superior generation can be created by improving the quality of education that can be achieved because of the presence of teachers¹. Teachers are agents of change who can improve the quality of Human Resources so as to determine the fate of the nation in the future

The Law of the Republic of Indonesia No. 14 of 2005 concerning teachers and lecturers emphasizes that teachers must have academic qualifications, competencies, educator certificates, be physically and mentally healthy, and have the ability to realize national education goals. Competence is a set of knowledge, skills and behaviors that must be possessed and mastered by teachers in the professional tasks they carry out².

There are main competencies that must be possessed by teachers, namely professional competence, pedagogical competence, personal competence, and social competence³.

Professional competence is the teacher's ability to plan and carry out the learning process to direct student learning activities to achieve learning goals⁴. Pedagogic competence plays a role in teacher professionalism because they have the ability to manage learning with appropriate methods, media and learning resources. The abilities of teachers to manage themselves so that they become individuals who are able to be role models and have noble behavior for the students they mentor are called personality

competencies⁵. While the teacher's ability to communicate and interact with students, fellow teachers, parents or guardians of students and the community effectively and efficiently is included in the teacher's social competence⁶.

Of the four competencies above, the teacher's personality competency is the competency that has the most influence on teacher quality⁷. However, this does not mean that the other three teacher competencies are not important. Teachers who master personality competencies will find it easier to guide students and carry out their duties as professional educators⁸. In the Gospel of Matthew chapters 5-7 about the Sermon on the Mount, in general the Lord Jesus, who is also a great teacher, also teaches about ethics. Teachers who master personality competencies can form educators who have quality character.

The study entitled "The Influence of Teacher Personality Competence on Learning Motivation of MTsN 2 Bone Students in Bone Regency" found that there was an influence of teacher personality competence on the learning motivation of MTsN 2 Bone students. With the problem that in the field there are still many teachers who have not met the established personality competency standards, namely many teachers who have insufficient knowledge and skills in managing students, namely the many cases of teachers giving punishment to students excessively even to the point of physically injuring them⁹. The teacher's personality is still unstable, namely by tarnishing his own students so that the teacher cannot be an example for students and society. In addition, teachers still have low abilities when they are part of the community, namely teachers who are less able to write scientific papers as a means of communication with the community. The teacher's low mastery of teaching material is also a problem that needs to be solved, namely, the teacher finds it difficult to relate teaching material to everyday life and even seems to just deliver material without knowing for sure whether the material is understood by students or not. There are also teachers who still display unfavorable personalities in front of their students such as not being friendly, not creative, often angry, late for class, and indifferent to the problems faced by students.

Violence by teachers is the best way to educate children with discipline, especially when student behavior deviates¹⁰. As many as 87.6% of students experience violence in various forms at school. 29.9% was carried out by teachers and even 50% of teachers considered bullying that occurred at school to be normal. Unwittingly, teachers show annoyance at students who make mistakes, including acts of violence.

Personal competence possessed by teachers is influenced by two factors, namely internal factors and external factors¹¹. Internal factors are factors that can come from within the teacher's own self, both physiological and psychological. Physiology gives the meaning that a teacher who is healthy in body and senses will create a person who is passionate about doing something. While psychology places more emphasis on the intelligence, talent, motivation, and emotions of teachers. Specifically, external factors that influence teacher personality are family environment factors (family socio-economic, parental background, and parental attention) and the spirit of service. Hereditary factors or their parents will always decorate the teacher's personality, although not completely the same. Great parents will give birth to great children. There is a saying that the fruit doesn't fall far from the tree, which means that a child's behavior or character will not be much different from the behavior or character of his parents. While external factors are influences that come from outside the teacher either environmental or social. The environment is everything that exists outside of humans, both living and dead, whether received directly or indirectly. In this case, the teacher's place of residence, educational background, local cultural customs and even habits are carried out in a family.

Acts of violence committed by teachers can be influenced by the teacher's background and socio-economic status¹². If a child is born and raised in a family that tolerates violence, then the child will learn that violence is normal in a relationship so that the child will imitate acts of violence that can even regenerate in the child's cycle which is inherited from parents and carried to become a teacher in the future. Parents' background has indicators, namely: parents' educational level, parents' personality, and marital status or absence of one of the parents¹³. While the indicator of the socio-economic status of parents is whether or not parents can afford to pay for their children's education.

The results of Devita's research reveal that there is a relationship between socioeconomic status on the psychology and emotions of adolescents where parents with high socioeconomic levels can control and limit their children's behavior more than mothers who have low socioeconomic levels¹⁴. Parents who have low socioeconomic status have economic problems or feel unable to overcome their financial problems, so they tend to experience stress or family conflict which ultimately affects children's emotions. Low-income parents are more concerned with obedience, are authoritarian, are less warm and lack affection for their children.

Highly educated parents such as those who attended college are still at risk for their children's emotional and mental disturbance. This happens because parents who are highly educated are more concerned with their work due to demands for an increase in the level of education as a condition for their career

development due to shifting lifestyles and the demands of the times so that they often run out of time to be with their children¹⁵.

This is not in line with Alfonita's research which states that parents with low education provide character-building only modestly without scientific theoretical considerations to their children without even paying attention to the cognitive and affective aspects of the message conveyed¹⁶. Whereas parents who have a high level of education, in fostering children's character are more theoretical, empirical, and rational which are full of meaning and motivation. Full attention to all the needs of their children to the facilities needed by children is provided to support the successful development of their children to the fullest.

The results of research from Sonia and Apsari state that children's personality is a reaction to the personality shown by their parents¹⁷. The parents' personality will shape their personality from the beginning of the development process until they reach the maturity stage (copying behavior).

While the results of Ramadhani and Krisnani's research stated that there was a relationship between parental divorce and the child's personality¹⁸. Children will experience negative impacts such as suffering emotionally because they lose a sense of security, become shy, and become inferior to other peers. There are even children who feel dissatisfied with their parents, start to fight or rebel, commit crimes, are full of conflict, frustration, and feel lost and even have difficulty adjusting to their surroundings.

This is also in line with the results of Hasanah's research which states that divorce has an influence on child psychology, namely children receive less attention, protection from a sense of security, and affection from their father and mother¹⁹. But things like this don't only happen to families where their parents are divorced but can happen in the absence of one of the parents due to death. Departing from the problems above, the researcher is interested in researching the Influence of Socio-Economic Conditions and Parental Background on the Personality Competence of Christian Teachers

II. Methodology

This study uses quantitative research. The quantitative research method is a type of research whose specifications are systematic, planned, and clearly structured from the start to the creation of the research design. Quantitative research method is a research method based on the philosophy of positivism to examine certain populations or samples where data collection uses research instruments, data analysis is quantitative or statistical with the aim of testing predetermined hypotheses²⁰. This study

uses saturated sampling which is a sampling technique in which all members of the population are used as samples²¹. This is done considering the relatively small population and researchers want to make generalizations with very small errors. Another term for a saturated sample is a census, where all members of the population are sampled. So, the number of samples in this study was 50 teachers.

III. Result and Discussion

A. Research variable

The research variables can be seen in the table below:

Latent Variable		Indicator
exogenous variable	Socio-economic condition of teacher's parents (X1)	X1.1 Occupation of parents X1.2 Parents' income level
	Teacher's parents' background (X2)	X2.1 Educational background of parents X2.2 Personality of parents X2.3 Parents' marital status
endogenous variable	Teacher personality (Y)	Y.1 The teacher's personality is steady and stable Y.2 Mature personality Y.3 Wise personality Y.4 Noble character & can become good example Y.5 Authoritative personality

Table 1. Research Variables and Indicators

B. Data collection technique

In conducting this research, the authors used data collection techniques in the form of:

1. Questionnaires distributed via MS Office Form 365 which contains a list of questions to teachers in fourteen elementary schools in Tambaksari District consisting of latent variables of the socio-economic condition of the teacher's parents, the background of the teacher's parents, and the teacher's personality competencies to obtain the required data. This was chosen considering that the Covid-19 pandemic has not yet ended and aims to help break the chain of transmission.
2. Literature review.

Literature study is done by studying books, articles, and other literature that supports this research.

C. Research Instruments

The instrument used to collect data is a questionnaire. Each question which is an indicator of research variables is measured using a five-point Likert Scale²².

Dimensions	Indicator	AmountItems	No. Question
Parents' job	Variety of parental work.	2	7, 8
Parents income level	<ol style="list-style-type: none"> Parents' ability to buy a house The ability of parents to send their children to school. 	8	5,6,9,10,11,12, 13,14
Parents educational background	The level of education received by parents.	4	1,2,3,4
Parents personality	<ol style="list-style-type: none"> Parents can be role models in speaking. Parents are able to communicate effectively Parents set an example in dress. Parents set an example in solving problems 	10	15,16,17,18,19,20,21,22,23,24
Parents' marital status	What is the marital status of the parents	1	52
Stable and steady teacher personality	<ol style="list-style-type: none"> Act according to legal norms. Act according to social norms. Proud as a teacher. Have consistency in acting according to norms. 	7	25,26,27,47,48,49,50
Mature teacher personality	<ol style="list-style-type: none"> Displays independence in acting as an educator. Have a work ethic as a teacher. 	3	28,29,30
Wise teacher personality	<ol style="list-style-type: none"> Showing actions that are based on the benefits of students, schools, and society. 	6	31,32,33,34,35,51

Dimensions	Indicator	AmountItems	No. Question
	2. Showing Openness in thinking and acting.		
Noble teacher morals	1. Act according to religious norms (faith, piety, honest, sincere, helpful). 2. Having behavior that students emulate.	4	36,37,38,39
Authoritative teacher	1. Have a positive influence behavior on students. 2. Have a respected behavior.	7	40,41,42,43,44,45,46

Table 3.3. Dimensions and Indicators of Research Instruments

D. Data Analysis Techniques

The data analysis technique in this study uses Partial Least Square (PLS). PLS is an equation model of Structural Equation Modeling (SEM) with an approach based on variance or component-based structural equation modeling.

The purpose of PLS-SEM is to develop a theory or build a theory (predictive orientation)²³. PLS is used to explain whether there is a relationship between latent variables (predictions). PLS is a powerful analysis method because it does not assume data flows with a certain scale of measurement, the number of samples is small.

This study has a complex model and a limited number of samples, so the data analysis uses SmartPLS software. SmartPLS uses the bootstrapping or random multiplication method. Therefore, the assumption of normality will not be a problem. In addition, by doing bootstrapping, SmartPLS does not require a minimum number of samples, so it can be applied to research with small numbers.

PLS-SEM analysis consists of two measurement models (outer model) and a structural model (structural model) or inner model.

1. Descriptive statistical test.

Descriptive statistics are statistics that function to describe or give an overview of the object under study through sample or population data as it is, without conducting analysis and making general conclusions²⁴.

2. Test the measurement model or outer model.

The measurement model or outer model shows how each indicator block relates to its latent variables. Evaluation of the measurement model through confirmatory factor analysis is to use the MTMM (MultiTrait-MultiMethod) approach by testing convergent and discriminant validity. While the reliability test was carried out in two ways, namely with Cronbach's Alpha and Composite Reliability²⁵.

1. *Convergent Validity.*

Convergent validity from the measurement model with reflexive indicators it can be seen from the correlation between item scores or indicators with the construct scores. Individual reflective measure is said to be high if it correlates more than 0.70 with the construct you want to measure. However, in the scale development stage research, loading 0.50 to 0.60 is still acceptable²⁶.

2. *Discriminant Validity.*

Discriminant Validity the indicator can be seen in the cross-loading between the indicator and the construct. If the correlation between constructs and indicators is higher than the correlation between indicators and other constructs, this indicates that latent constructs predict indicators in their block better than indicators in other blocks. Another method for assessing discriminant validity is to compare the square root of the average variance extracted (AVE) for each construct with the correlation between the construct and the other constructs and the model. The model is said to have good discriminant validity if the AVE root for each construct is greater than the correlation between the construct and the other constructs²⁷. The model is said to be good if the AVE of each construct is greater than 0.50.

3. *reliability.*

In addition to testing validity, model measurements are also carried out to test the reliability of a construct. Reliability tests were conducted to prove accuracy, consistency, and precision in measuring constructs. In PLS-SEM using the SmartPLS 3.2 program, measuring the reliability of a construct with reflexive indicators can be done in two ways, namely with Cronbach's Alpha

and Composite Reliability. The construct is declared reliable if the Composite Reliability or Cronbach's Alpha values are above 0.70²⁸.

2. Test the model or inner model.

The model or inner model shows the relationship or the power of estimation between latent or construct variables based on substantive theory.

1. *R-Square*.

In assessing the model, first assess the R-Square for each endogenous latent variable as the predictive power of the model. Testing of models is done by looking at the R-Square value which is a goodness-of-fit model test. Changes in the R-Square value can be used to explain the effect of certain exogenous latent variables on endogenous latent variables whether they have a substantive effect. R-Square values 0.75, 0.50, and 0.25 it can be concluded that the model is strong, moderate, and weak²⁹.

2. *F-Square*.

The F-Square test was conducted to determine the goodness of the model. The F-Square values of 0.02, 0.15, and 0.35 can be interpreted as whether the latent variable predictor has a weak, medium, or large effect on the endogenous latent variable³⁰.

3. *Estimate for path coefficients*.

The next test is to look at the significance of the influence between variables by looking at the parameter coefficient values and the significance value of the T-statistic, namely the bootstrapping method³¹.

E. Statistical Hypothesis

Hypothesis testing is used to find out if a direct relationship occurs if one variable affects another without a third variable intervening in the relationship between the two variables. Indirect relationship is if there is a third variable that mediates the relationship between these two variables. Then on each dependent variable (endogenous variable) and arrows pointing to this variable and this serves to explain the amount of unexplained variance by that variable. The step to test the hypothesis is to press the Estimation button and select T-Value³². Testing the hypothesis in this study are:

1. The T-value (Critical Ratio) \geq 1.96 or p-value < 0.05 , then the hypothesis is accepted.
2. The T-value (Critical Ratio) \leq 1.96 or p-value > 0.05 , the hypothesis is rejected.

III. Discussion

The results of this study indicate that there is an influence between the socio-economic conditions of the teacher's parents and the background of the teacher's parents on the personality of the Christian teacher, which can be seen from the information below:

1. In the regression equation it is known that the social condition of the teacher's parents has a positive influence on the personality of the teacher so that it can be stated that if the value of the social condition of the teacher's parents increases or increases, the teacher's personality will also increase. Conversely, if the value of the social condition variable of the teacher's parents decreases or decreases, then the value of the teacher's personality variable will also decrease or decrease.

This is in line with the results of a study entitled "The Influence of Parents' Socio-Economic Status on the Personality of Students at MAN 2 Babarai, Hulu Sungai Tengah Regency"³³ shows that there is a significant influence between the social status of parents on the personality of class XII IPA 2 students at MAN 2 Barabai, Hulu Sungai Tengah Regency. Based on the results of this analysis, the results obtained from SPSS 16 processing were 0.413 which indicated that the strength of the relationship between the socio-economic status of parents and student personality had a moderate correlation predicate where parents who were at a low level in socio-economic status were 3 people, parents who 30 people are at a moderate level of socioeconomic status, and 6 parents are at a high level of economic status. So that overall, the level of socio-economic status of the students of class XII IPA 2 MAN 2 Barabai is in the moderate category. While the personality of students as a whole is at a moderate level, namely 39 people. So it can be concluded that the socio-economic status of parents and the personality of class XII IPA 2 MAN 2 Barabai students as a whole are at a moderate level. The interpretation is that the personality of class XII IPA 3 MAN 2 Barabai is still at a moderate level (balanced), meaning that the student's personality is neither too good nor bad. Sometimes students can show a good personality, and sometimes students can show a bad personality. meaning that the student's personality is not too good and also not bad. Sometimes students can show a good personality, and sometimes students can show a bad personality. meaning that the student's personality is not too good and also not bad. Sometimes students can show a good personality, and sometimes students can show a bad personality.

According to the book "Human Development"³⁴, many studies show that the socio-economic status of the family, namely parents, is based on the level of work of parents in the household and income

influences the child's development process indirectly. Low socioeconomic status is usually related to the environment in which the family lives and the quality of nutrition, health care, and schools available to children. Poverty, especially over the long term, adversely affects the physical, cognitive and psychosocial well-being of children and families. Children from poor families are more prone to have emotional and behavioral problems. Their cognitive development and school performance were also worse.

2. The regression equation on the teacher's parental background has a positive influence on the teacher's personality so that it can be stated that the higher the teacher's parental background variable, the higher the teacher's personality. Conversely, if the value of the parental background variable decreases or decreases, then the teacher's personality value will also decrease or decrease.

This is also in line with the results of a study entitled "Parent Parenting in Forming the Personality of Early Childhood in Group B Early Childhood Citra Lestari"³⁵ which states that good parenting from parents can make a child's personality good too. Parenting patterns that are accustomed to an open family atmosphere, mutual respect, mutual acceptance, and listening to the opinions of family members, children will grow into generations who have good personalities. Parents' background in parenting can shape the character and personality of children who will grow into children with good personalities.

Research with the title "Description of Personality Disorders of Students of Class II A Kutoarjo Correctional Institutions"³⁶ concluded that in Class II A Kutoarjo Children's Correctional Institution students, the average clinical personality pattern showed negative tendencies, depression, and histrionics as a result of problems within the family rift, social insensitivity, and insecurity with peers. Negative personalities that arise are juvenile delinquency, being impulsive, using illegal drugs, and feeling depressed. Therefore, the family has an important role in shaping the child's personality. Child crime often occurs because of a lack of attention from a child from a family that also has a record of criminal behavior. The personality pattern shows that the problem of personality and behavior disorders in children in child prisons comes from family disharmony, namely children feel alienated from their families,

The results of the study "Family Education and Parenting in Forming Child Personality Development, Islamic Developmental Psychology Perspective"³⁷ states that the development of a child's personality is determined by one factor, namely the education provided by parents. The first education is the family because it is the first school a child encounters after birth. Some methods

that parents can use to educate their children are example, habits, attention, advice, and punishment that are appropriate to the child's developmental age and of course educational.

The book "Human Development"³⁸ stated that as more parents work outside the home, children receive more care from relatives, even from people who are not related to the family at all, such as housemaids or nannies, or also if the parents divorce so that the child may live with one of the parents or maybe move back and forth between the parents' homes, all of which will certainly affect a person's development.

3. The social conditions of the teacher's parents and the background of the teacher's parents together have a positive influence on the teacher's personality so that it can be stated that the higher the social condition of the teacher's parents and the background of the teacher's parents together, the higher the personality. teacher. Conversely, if the value of the social condition of the teacher's parents and the background of the parents together decrease or decrease, then the value of the teacher's personality will also decrease or decrease.

This is in line with the results of a study entitled "Parent Parenting in Forming the Personality of Early Childhood in Group B Early Childhood Citra Lestari"³⁹ which states that parents have a role in forming the child's personality, namely the parenting style of the parents, namely the attitudes and methods used by parents, namely fathers and mothers in fostering, educating, or caring for children as well as other factors that also affect parenting, including socioeconomic status. This means that the background and socio-economic status of parents have an influence on the child's personality.

The results of another study with the title "Personality in Adolescents at the Sejati Muhammadiyah Rappang Orphanage, Sidrap Regency"⁴⁰ states that the child's personality is influenced by the socioeconomic status of the parents and also the marital status of the parents. Parents who are divorced or incomplete have the potential for children to develop bad personalities. In families with parents who are not divorced, children have the potential to develop a better personality. It is also influenced by the socio-economic status of parents, the better the family economy, the better the child's personality.

IV. Conclusion

Based on the results of data analysis and discussion that has been described in the previous chapters, with reference to the formulated hypothesis, it can be concluded several things as follows:

1. Socioeconomic Conditions of Teacher Parents (X1) have a significant influence and have a positive direction towards Teacher Personality (Y1), because the statistical T value is 3.603 which means greater than 1.96
2. Teacher Parents Background (X2) has a significant influence and has a positive direction towards Teacher Personality (Y1), because the statistical T value is 7.132 which means greater than 1.96.
3. Socio-economic conditions (X1) and teacher's parental background (X2) have a significant influence and have a positive relationship direction together with Teacher Personality (Y1).

Contribution

Based on the results of this study, the theoretical and practical contribution can be stated as follows:

1. Theoretical Implications: socioeconomic status and parental background have an influence on the teacher's personality. Indeed, most research results state that there is an influence between socioeconomic status and parental background on the personality of their offspring, but teachers who have parents with less socioeconomic background and status do not necessarily have a bad personality because personality can still be changed as long as there is a will. walk with Jesus Christ as an example.
2. Practical implications: the results of this study are used as input for teachers and prospective teachers. Self-improvement in terms of personality so that they can be role models for their students.

Footnotes

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