Analysis of Teachers' Professionalism and Parental Patern on the Students' Character Building

Qiqi Yuliati Zaqiah[1] and Aan Hasanah[2]

[1]Universitas Pendidikan Indonesia, Bandung, Indonesia
[2]UIN Sunan Gunung Djati, Bandung, Indonesia
qqzaqiah67@gmail.com

Keywords: Teacher professionalism, parental pattern, student character.

Abstract: The excellent human resources become the need of a global era. To fulfill these needs, it is necessary to prepare as early as possible the young generation which had integrity through nation and character building. Building the character of the student needs to have an important role by strengthening character building at school, and family to jointly create a conducive environment, so that the habits of good, noble, praised and civilized is needed to build character continuously. This study aims to analyze the influence of teacher professionalism, and parental pattern for the character formation of elementary school students in Bandung. The research method used was the descriptive method with a quantitative approach. The population was teachers and elementary students who are accredited A in Bandung. The result of analysis and data processing can be concluded that there is a contribution of Teacher Professionalism (X1) to Student Character (Y) is 25, 2% with value equal to 0,402. The contribution of parenting pattern (X2) to the Student Character (Y) is 38.7% with a value of 0.544. The effect of these two variables on the Student Character is 0.639 or 63.9%. It means that 36.1% can be affected by other factors than teacher professionalism and parenting pattern.

1 INTRODUCTION

Education as a system that plays a role and function in realizing behavioral change and character building or human-resource characteristics, is a part that must be at the forefront in assuming the responsibility of improving the quality and productivity of human resources. As a continuous process, in the context of lifelong education, education will reach the entire life cycle of human beings from early-childhood education, primary education, secondary education to higher education that can be realized on formal, informal and informal channels. (Depdiknas, 2003)

To create a well-educated and knowledgeable society, having skills in technology is a requirement of a quality education. Quality education is an effort to prepare highly competitive human resources. Improvement of quality for each level of education should be pursued continuously. This quality improvement is directed at increasing inputs and graduates, processes, teachers, facilities and infrastructure, and others.

The academic process as an important component has a significant effect upon the quality of an education. The current educational process only prioritizes the mastery of scientific aspects and intelligence of children. Children are considered to have succeeded if they have reached the adequate score in final examination or reach the minimum completeness criteria. The character building and cultural values within the students increasingly marginalized.

The fragility of character and culture into the life throughout the nation can bring back the civilization of the nation. Therefore, it needs to instill the values of student behavior through character education in schools, because basically the school should emphasize the change of intellectual aspect, social, personality and productive educational outcomes (Azis Wahab, 2008:115)

The process of quality education and character building has been widely pursued by the government through education and cultural minister by incorporating character education on the curriculum of 2013 as a new curriculum.

The curriculum changes include four changes from eight basic national standards that are fundamental to changes in graduate competency standards, content standards, process standards, and assessment standards. In addition, significant changes

in the curriculum of 2013 are with the inclusion of spiritual competence and attitudes in first and second core competencies.

A curriculum change can be done in the educational institutions/schools if they are ready to systematically support and strive to implement the change. The systems include the factors of school management, personnel resources (professional teachers), curriculum, facilities and infrastructure, and finance (Wijaya, 1996:2)

A good school not only obtains graduates with high intelligent, but also develops students' characters that evident in attitude, character, and behavior. Education aims to form characters which manifest in the students' behavior and attitude. Character becomes an identity that comes from the experience of someone who always changes through the process of good education, from the maturity of character. The student's qualities are measured (Koesoema, 2009:15)

Information and technology cannot take over the role of teachers in the education process. Teachers do not only transfer of knowledge, but also build value and character. Not all teachers can build the character of their students, but only teachers who have competencies can build the foundation of noble values to their students.

Based on the law of teachers and lecturers No. 14 of 2005 mentioned that a teacher must have four competencies, namely professional competence, pedagogical competence, personal competence, and social competence. Of the four competencies, the most fundamental aspect to become a teacher is the aspect of personality (personality) because this personal aspect that became the embryo of the birth of self-commitment, dedication, caring, and a strong will to take part in the educational world.

Character education needs to be embedded and applied in school and family environments. Therefore, parenting patterns become an important factor that needs to be investigated in addition to teacher professionalism.

Another thing that happened is that there is no strong cooperation between school and parents at home, so that there is no continuity of character education at school and at home disconnection of this habit become es weak development of student character. All values that have been taught at school become biased when they are not implemented at home.

The empirical phenomenon in society has been a shift in social behavior that occurred due to multi sectoral crisis. Many cases happened such as drug use among students, free sex behavior, brawl between students, motorcycle gangs. All that happens because of the fragility of character education, and because of the breakdown of values taught by teachers in schools with the value that parents teach at home.

Basically, all parents will try to give the best for their children, but it often happens. Children feel ambiguous to what their parents teach. The way of teaching is what we call parenting or parenting patterns.

Parenting can be understood in a way of parenting treatment applied to children. Moreover, parenting is a pattern of child's care that prevails in the family. That is how the family to form a descendant character in accordance with norms and positive values and in accordance with the life of the wider community. Patterns in the community are generally from very permissive to the very authoritarian. Many experts say child rearing parenting is an essential and fundamental part, preparing children to become a good society.

Each family has different parenting patterns and has influence in building the character or children's morality. It also affects the success of transferring and instilling religious values, goodness and norms in society. The more family takes care of parenting. The better result will be, and the families who underestimate the parenting patterns. It will affect their children with negative things.

The term of modern family in this era is a family that both parents pursue a career at the world of work. They are busy with their works so that very limited time to interact with their children. This kind of problem usually affects urban people who are hectic with careers. Often they are more permissive, less disciplined in educating children at home. Parenting pattern that is different from the cultivation of values that school teaches can affect character education. Based on the above description, the researcher is interested to conduct a research on "The Effect of Teacher Professionalism and Parenting Patterns on Student Character Development." This research will be conducted in some accredited Primary schools in Bandung.

Then the problem can be formulated as follows:

1. How big is the effect of teacher's professionalism towards the character development of primary school students?
2. How big is the effect of parenting patterns for the character development of primary school students?
3. How big is the effect of teacher's professionalism and parenting patterns for the character development of primary school students?

2 THEORITICAL FRAMEWORK

Profession can be interpreted as a special area of expertise to handle certain jobs that need it. (W J S Poerwadaminta, 2003: 911). Gilley and Eggland define the profession as a field of human effort based on knowledge, where the expertise and experience of the culprit are required by society. This definition includes the following aspects: certain science, Application capability / proficiency, and Related to the public interest (Gilley, et al, 1989: 201).

Teacher as a profession is someone who has an adequate teacher's training background. He/she has taken a specific teacher education before carrying out the teaching works. He/she has an ability that somebody does not have. While Galbreath mentions that the teaching profession is a person who works on the call of conscience. In carrying out the duties of community service, it should be based on encouragement or call of conscience. So that the teacher will feel happy in carrying out the heavy task in educating students.

According to Kohn, a parenting pattern is a parent's ways in interacting with their children. Parents' ways include how parents provide rules, rewards and punishments, how parents show their authority, and how parents pay attention and responses to their children.

On the other hand, Tarmudji states that the pattern of parenting is the interaction between parents and children during carrying out the parenting. Parenting means parents educate, guide, set up discipline and protect children to achieve maturity with the norms that exist within the community.

Types of parenting patterns; (a) a permissive parenting that parents tend to give full freedom to children without any limitations and rules from parents; (b) authoritarian parenting that tends to give strict rules, the freedom to act on behalf of self is limited; (c) democratic parenting, the parent who acts as a more experienced comrade and participates in the interaction (Gerungan, 1996: 132-133).

The adoption of this parenting pattern contributes towards the development of social behavior of children. Parenting patterns provided by parents to children are varied. This is strongly influenced by two factors, namely internal and external factors. Internal factors include the background in the family with the parents, the age as the parents and the child, the education and insight of the parents, the gender of the child's parents, the child's character, and the concept of the parent's role within the family. While external factors include the prevailing tradition in the environment, socio-economic in the environment, and all things that come from outside the family environment that can affect the pattern of care about his family.

Parenting patterns also affect the building of children's character. The authoritarian parenting pattern tends to shape the child into being timid, lacking confidence. Likewise, a permissive parenting pattern can baffle children to be less disciplined and do not know the rules. (Berkowitz, & Bier, 2004).

Character as stated by Lickona (1991: 51) that, "Character so conceived has three interrelated parts: moral knowing, moral feeling, and moral behavior, habits of the mind, habits of the heart, and habits of action ".

Character education is a system of inculcating character values to school children who include the components of knowledge, awareness or willingness, and actions to implement those values. Character education can be interpreted as the deliberate use of all dimensions of school life to optimum character development foster. In character education at schools, all components (education stakeholders) should be involved, including the components of the education itself, including curriculum content, learning and assessment processes, handling or management of subjects, school management, and the implementation of activities or co-curricular activities, utilization of infrastructure, financing, and work ethics of all school's society. In addition, character education is interpreted as a behavior of school's society, which carrying out the education with good character and behavior. (Hasanah, 2013:45).

Character education in the article 'How to Do Character Education' (Elkind and Sweet, 2004) is interpreted as follows: "character education is the deliberate effort to help people understand, care about, and act upon core ethical values. When we think about the kind of character, we want for our children, clearly we want them to be able to judge what is correct care deeply about what is right, and then do what they believe to be right even in the face of pressure from without and temptation from within.

I further explained that character education was everything that teachers do, which can influence the character of learners. Teachers help to build the character of learners. This includes the models of how the teacher behaves, how the teacher talks or conveys the material, how the teacher's tolerance, and other related matters.

3 RESEARCH METHODS

The research method used in this research is a descriptive method with the quantitative approach. The purpose of this research method, to obtain a description of a study object under study. The dependent variables of this study are Teacher Professionalism (X1), Pattern Foster (X2). The independent variable is the development of student character (Y).

Data collection is a procedure to obtain data to solve problems by using certain techniques, so that the expected data can be collected. The type of data obtained under the form of primary data and secondary data. While the data source comes from students, teachers and head of elementary school (SD) accredited A under the Education Department of Bandung in the area of east Bandung, west Bandung and north Bandung.

Data collection technique is a technique used to collect data relating to the problem of preparation. Based on its nature, data collection techniques are grouped into four groups, namely: (a) Direct observation techniques, (b) Indirect observation techniques, (c) Communication techniques.

Before the questionnaire was distributed to the respondents, the writer first conducted a questionnaire test. This trial is a requirement that must be met to find out the weaknesses or deficiencies that still exist in questions, statements, or on alternative answers.

The preliminary test was conducted on 4 accredited primary schools (SD) in Bandung City, which were randomly selected by prioritizing primary school (SD) which is easy to reach. In each school, five respondents were selected from primary school teachers accredited A with a total of 20 preliminary test samples. The test results from the research instrument were tested for validity and reliability. The data from this study were analyzed with several stages: Normality Test, Linearity Test, Hypothesis Testing.

4 RESULT AND DISCUSSION

4.1 Result

4.1.1 Teacher Professionalism

Teacher Professionalism Variable (X1) is an exogenous variable consisting of six dimensions, namely: (1) Professional in Educating, (2) Professional in Teaching, (3) Professional in Guiding, (4) Professional in Training, (5) Professional in Assess, and (6) Professionals in Evaluating, each indicator measurable.

Table 1: Average, Percentage, and Category Achievements for Teacher Professional Variables (X_1).

Dimension	Average	%	Category
Professional in educating	4.595	91.9	Very High
Professional in teaching	4.455	89.1	Very High
Professional in guiding	4.359	87.2	Very High
Professional in training	3.966	79.3	High
Professional in assessing	3.826	76.5	High
Professional in evaluating	4.000	80.0	High
Teacher Profesionalism (X1)	4.255	85.1	High

Overall there are 25 item statements for this variable. Recapitulation of average achievement, percentage and category of responses 44 teachers from four schools, viewed from each dimension, are presented in Table 4.2. Viewed from the ideal score range, the average score achievement for each dimension of this variable can be presented in the following figure 4.4.

Based on the data from the table 4.1. and the figure 4.4 can be seen that overall this Professional Teachers (X1) variables get the average score achievement of 4.255 (from the range of intervals 1,000 - 5, 000) and the percentage of achievement of 85.1%. Referring to the average performance score criterion, this variable belongs to very high category. In other words, teachers generally have a very high professionalism, seen from the professionalism of teachers in educating, teaching, guiding, training, assessing, and evaluating.

The results show that the Professional dimension in Educate and Professional dimensions in Teaching are the most prominent dimensions in teacher professionalism variables, while the professional dimension in assessing and evaluating are relatively fewer prominent as dimensions in this variable.

4.1.2 Parental Pattern

Parenting Variables (X2) are exogenous variables consisting of three dimensions, namely: (1) Permissive Nurse Pattern, (2) Democratic Pattern, and (3) Authoritarian Patterns. Each indicator can be measured. Overall there are 25 item statements for this variable. Recapitulation of average achievement, percentage and category of responses 44 Teachers and 88 students from four schools, viewed from each dimension, are presented in the table as follows.

Table 2: Average Score, Percentage, and Category Achievements for Parents Pattern Variables (X₂).

Dimension	Average	%	Category
Permissive pattern	3.997	79.9	Very High
Democratic pattern	3.746	74.9	High
Authoritarion pattern	3.395	67.9	High
Parental pattern (X2)	3.714	74.3	High

Based on the data from the table and the figure can be seen that the overall Parenting Pattern (X2) is getting the average score achievement of 3.714 (from the range of intervals 1,000 - 5, 000) and the percentage of achievements of 74.3%. Referring to the average achievement score criterion, this variable belongs to the high category. In other words, in general parenting pattern can be grouped under three types, namely permissive parenting, democratic, and authoritarian.

The results show that permissive pattern dimension is the most prominent dimension in the Parenting pattern variable, followed by the Democratic Self-Defense Pattern dimension. The dimensions of Authoritarian Parenting Patterns are relatively fewer prominent as dimensions in this Parenting pattern variable.

4.1.3 Student Character

Student Character Variable (Y) is an endogenous variable consisting of six dimensions: Trustworthy, Honesty, Truthfulness, Caring, (5) Fairness, and (6) Good Citizens, whose indicators can be measured. Overall there are 25 item statements for this variable. Recapitulation of average achievement, percentage and category of responses 44 teachers from four schools, viewed from each dimension, are presented in the table as follows.

Table 3: Average Score, Percentage, and Category Achievements for Student Character Variable (Y).

Dimension	Average	%	Category
Trustworthy	4.369	87.4	Very high
Honesty	4.000	80.0	High
Truthfulness	3.824	76.5	High
Caring	3.938	78.8	High
Fairness	4.063	81.3	High
Good Citizen	4.100	82.0	High
Students Character (Y)	4.051	81.0	High

Based on the data from the table and the figure can be seen that the overall variable Character Student (X2) is getting the average score achievement of 4,051 (from the range of intervals 1,000 - 5, 000) and the percentage of achievement of 81.0%. Referring to the average achievement score criterion, this variable belongs to the high category. In other words, students have a high character in terms of trustworthy, honesty, truthfulness, caring, fairness, and good citizen.

The results show that trustworthy dimension is the most prominent dimension in Student Character variable, followed by successive dimension of Good Citizen, Honesty, and Fairness dimension. The Caring and Truthfulness dimensions are relatively fewer prominent as dimensions in this Student Character variable.

4.1.4 Hypothesis Testing

Sequence The hypothesis testing, first test data requirements. In this case, some statistical assumptions need to be met, namely normality, multicollinearity, and heteroscedastis. The following statistics are presented for each calculation. Normality test in this case was calculated using Kolmogorov-Smirnov test. The

result of normality data on each variable is presented as follows.

Table 4: Normality Test Results for All Variables.

	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
X1	0.103	44	0.200	0.942	44	0.028
X2	0.133	44	0.059	0.948	44	0.045
Y	0.117	44	0.152	0.948	44	0.046
* Notes: > 0,05 = significant ☐ normal distribution						

To see the presence of multicollinearity or not, a VIF value is used. When the VIF value to each variable is more than 10, it indicates that the model has multicollinearity. The results of multicollinearity test calculations are presented as follows.

Table 5: Multicollinearity Test Results.

	Collinearity Statistics	
Model	Tolerance	VIF
X1	0.826	1.211
X2	0.826	1.211
Dependent Variable: Y		

The result of multicollinearity test shows that VIF value <10 so it can be concluded that there is no multicollinearity in this model or this model has no problem with multicollinearity. In other words, this data qualifies the assumptions for regression analysis and path analysis.

Based on the normality test and multicollinearity test, it was found that the data were normally distributed and had no problems with multicollinearity (linear). Thus, the statistical assumption requirements are met and can be continued by hypothesis testing using path analysis.

4.1.5 Testing Requirements Hypothesis

Hypothesis testing in this study using path analysis, (path analysis) so it can be seen the influence of each variable against other variables. Testing the hypothesis is done, in three stages, namely (1) the effect of X1 to Y, which is seen from the value of And the percentage of its contribution, (2) the effect of X2 to Y, which is also seen from the value of and the percentage of its contribution, and (3) the effect of X1 and X2 to Y seen from the magnitude of R2 or R-Square. The results of hypothesis testing can be summarized as follows.

Table 6: Summary of Hypothesis Testing.

Hypothesis Model	B(eta) and Contribution(%)	T	Rejected/ Accepted	F	R2
X1 ☐ Y	0.402 (25.2%)	3.8908*	Accepted	36.336*	0.639
X2 ☐ Y	0,544 (38.7%)	5.2684*	Accepted		

Note: * = Significant

The table shows that the value of β from X_1 to Y is 0.402 and X_2 to Y of 0.544. The overall effect (X_1 and X_2 to Y) is 0.639 or 63.9%, so the contribution of influence of each exogenous variable to endogenous variable is 25.2% and 38.7% (calculated from multiplication of value β and value ρ_{yx}), is $(\beta yx_1)(\rho yx_1) = (0.402)(0,629) = 0.252$ or 25.2% and $(\beta yx_2)(\rho yx_2) = (0.544)(0,71) = 0.387$ or 38.7%, thus

simultaneously being 63.9%. The path equation can be formulated as follows.

$$Y = 0.402 \ X_1 + 0.544 \ X_2,$$

With $R_2 = 0.639$ and $\varepsilon = 0.361$

The significance test of each exogenous variable to the endogenous variables shows that the t-count value (3.8909 and 5.2684) is greater than t-table (2.0195) which means that hypothesis 1 and

hypothesis 2 are accepted. The overall significance test (path model) shows that value

F-count of 36.336 is greater than F-table of 4.957 indicating that hypothesis 3 is acceptable. The calculation shows that Teacher Professionalism and

Parent Care Pattern positively and significantly influence to the Student Character.

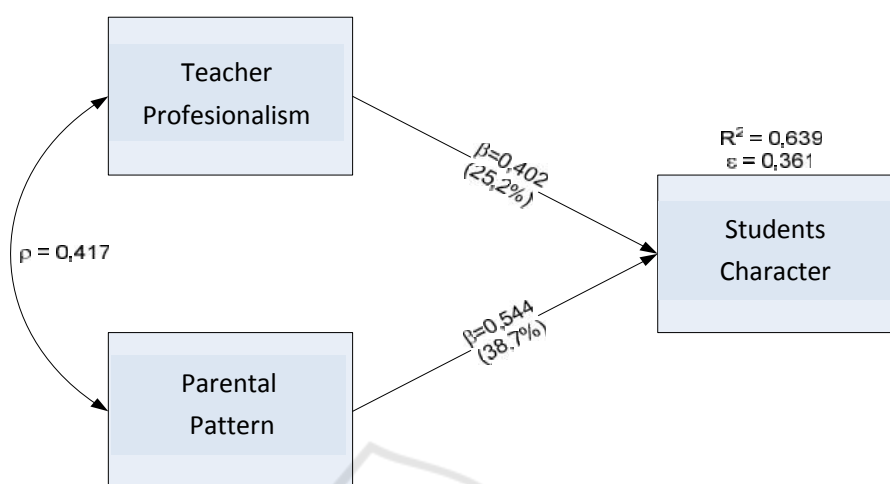In full, the path diagram for testing this hypothesis can be presented as follows.

Figure 1: Complete Path Diagram.

4.2 Discussion

Based on the results of research analysis and discussion, it can be presented conclusions as follows.

4.2.1 Effect of Teacher Professionalism on Student Character

Based on the results of data analysis obtained objective information that the proposed model indicates fit (fit) with the data. Based on the result of t-test on the empirical path coefficient, the first hypothesis can be accepted because based on the sub-structure line coefficient test 1, the coefficient of X1 to Y line is statistically significant (0.402). This means that the professionalism of the teacher positively and significantly affects the character of the students. The contribution of Teacher Professionalism (X1) variable to Student Character (Y) variable is 25.2% with β value of 0.402.

Teachers who have professionalism in performing educational and teaching duties can directly or indirectly influence the character of the students, in this case the characters concerned pertain to trustworthy, honesty, truthfulness, caring, fairness, and good citizen. With high teacher professionalism, students can be more and more good and tough characters. This is in line with Galbreath's opinion, J. that a professional teacher who works on the call of conscience, in performing his duties of service will

feel happy in educating and making the students have a personal and a good character.

Some things that need to be observed are that the professionalism of teachers in assessing and evaluating is still relatively lower compared to the professionalism of teachers in educating, teaching, guiding, and training. Teacher professionalism in educating, teaching, guiding, and training needs to be maintained in order to shape the student's character as expected.

4.2.2 Effect of Parenting Patterns to Student Character

Based on the results of data analysis obtained objective information that the proposed model indicates fit (fit) with the data. Based on the result of t-test on the empirical path coefficient, the second hypothesis is also acceptable because based on the coefficient test of the sub-structure 2, the coefficient of X2 to Y line is statistically significant (0.544). This means parenting patterns in a positive and significant effect on the character of students. The contribution of parenting pattern variable (X2) to Student Character (Y) variable is 38.7% with □ equal to 0.544.

Parenting patterns that are permissive, democratic, and authoritarian can directly or indirectly affect the character of the students that include trustworthy, honesty, truthfulness, caring, fairness, and becoming good citizen. With a certain

parenting pattern, the student can progressively have the expected character.

These findings also show that democratic parenting will have a positive impact on the formation and development of responsible, honest, true, caring, empathic and responsible student characters as good citizens. Instead this character is not found in authoritarian and permissive parenting. It can be concluded that democratic parenting patterns can shape and develop students' character well.

4.2.3 Effect of Teacher Professionalism and Parenting Patterns on Student Character

Based on the results of data analysis obtained objective information that the second model proposed shows fit (fit) with the data.

Based on the result of t-test on the empirical path coefficient, the second hypothesis and the sub-hypothesis are acceptable because by testing the overall path coefficient, the path coefficients X1 and X2 to Y are statistically significant (respectively of 0.402 and 0.544). This means the professionalism of teachers and parenting patterns in a positive and significant effect on the character of students. The effect of these two variables on student character variables is 0.639 or 63.9%. This means that 36.1% can be explained by factors other than teacher professionalism and parenting.

The result of the calculation shows that the contribution of parenting pattern (38.7%) to student character is bigger compared to teacher professionalism contribution (25.2%). This can be understood by referring to Wahy (2012:245-258) opinion that most of the time the child is spent in the family. The magnitude of opportunities and interactions in the family will greatly affect the development of children. If this great opportunity is filled with things that are meaningful and positive for the child's development, then the tendency of his influence to be positive as well.

The relationship between teacher professionalism and parenting patterns is 0.417 which shows a close relationship. This means that the harmonization and appropriateness between teacher professionalism in educating, teaching, training, and guiding students in synergistic school with proper parenting patterns at home can influence each other, and will effectively shape and develop students' good character.

5 CONCLUSION AND RECOMMENDATION

From the whole series of research activities above, there is a recomendation that need to be put forward as follows.

To build the character of students requires synergy all the components of education. While in this research studied is limited to teacher profession variable and parenting pattern. Therefore, for other researchers, research on character still requires more in-depth study, especially research on the area of character education curriculum and model for character evaluation to form student character effectively.

REFERENCES

A, Cece Wijaya, 1996. *Pendidikan Remidial Sarana Pengembangan Mutu Sumber Daya Manusia.* Bandung: Rosdakarya.

Depdiknas, 2003. *UU Sistem Pendidikan Nasional Nomor 20 Tahun 2003 Bab VI pasal 13 ayat 1,* Depdiknas, Jakarta.

Elkind, David H. & Sweet, Freddy, 2004. *How to Do Character Education.* Articles published on September/ Oktober 2004.

Gerungan W.A., 1996. *Psikologi Sosial,* PT. Eresco, Bandung.

Gilley, Jerry W. & Steven A. Eggland, 1989, *Principles of Human Resources Development*, Addison Wesley Pub. Company. Inc, New York.

Hasanah, Aan, 2013. *Pendidikan Karakter berperspektif Islam,* Insan Komunika, Jakarta.

Koesoema, Doni, 2009. *Pendidik Karakter pada Zaman Kebelinger.* Jakarta: PT Grasindo.

Kunandar, 2009, *Guru Profesional Implementasi Kurikulum Tingkat Satuan Pendidikan (KTSP) dan Sukses dalam Sertifikasi Guru*, Jakarta: Rajawali Pers.

Lickona, T., 1991. *Educating For Character; How Our Schools Can Teach Respect and Responsibility.*

NewYork: Bantam Books.

M.W.Berkowitz, & Bier, M. C., 2004. *Research-based character education. The Annals of the American Academy of Political and Social Science.*

Wahab, Abdul Aziz, 2008. *Metode dan Model-Model Mengajar Ilmu Pengetahuan Sosial (IPS).* Bandung: Alfabeta.

Wahy, Hasby, Jurnal Ilmiah Didaktika, Februari 2012, Vol. XII NO 2, 245-258.

W. J. S. Poerwadaminta, 2003, *Kamus Umum Bahasa Indonesia,* Balai Pustaka, Jakarta.