

# THE INFLUENCE OF FAMILY ROLE, TEACHER DISCIPLINE, AND SCHOOL ENVIRONMENT ON THE CHARACTER OF JUNIOR HIGH SCHOOL STUDENTS IN SMP NEGERI SATU ATAP NOEBAUN, OENINO SUBDISTRICT, SOUTH CENTRAL TIMOR REGENCY

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**Abstract:** Character education aims to foster students' holistic development, enabling them to find happiness in their personal lives, families, and communities. This educational approach is influenced significantly by the family's role, as the family serves as the primary and foremost educational institution in a person's life, even from birth and during prenatal development. Additionally, teachers play a crucial role in shaping students' character at school, as they are the main implementers of educational programs and have a decisive impact on student character. Another influential factor in character development is the school environment, which provides a structured space for various educational programs to help students develop their moral-spiritual, intellectual, emotional, social, and skill aspects optimally. The study's objective is to explore the impact of family roles, teacher discipline, and the school environment on student character. The research utilizes an explanatory research design, and the data analysis falls under the category of quantitative research. The statistical calculations reveal that the family's role has a positive and significant effect on student character, confirming the first hypothesis. Similarly, the teacher's discipline also positively and significantly affects student character, corroborating the second hypothesis. The school environment is another influential factor, showing a positive and significant effect on student character, thus accepting the third hypothesis. Furthermore, the study finds that the combined influence of family roles, teacher discipline, and the school environment on student character is significant. The calculated R-Square value of 0.401 indicates that the model with the endogenous variable of student character possesses moderate predictive power. In conclusion, the role of the family, teacher discipline, and the school environment are all crucial in shaping students' character. A positive environment fosters positive contributions to student character development, emphasizing the importance of creating supportive and nurturing surroundings for students' holistic growth.

**Keywords:** Family, Teacher, School, Character

## INTRODUCTION

Education is inseparable from everyday life because what is learned in the world of education is according to the real life experienced by students. Education is also as character education Wibowo *in* Lestari (2017) states that: Character is a system of instilling character values to school residents which includes components of knowledge, awareness or willingness and actions to implement these values.

Character Education is also influenced by the role of the family where the family is the first and main educational institution because humans experience the educational process from birth even since the womb is the first time it is a family. In the family, parents are responsible for the education of the child. The most important task of parents is to provide experience to children in various areas of life such as providing education, protecting, motivating, and as a place of outpouring of heart for children.

In addition, teachers are the people who are most responsible for the character of children at school, because teachers are the main actors in implementing educational programs in schools where teachers are seen as determinants of achieving the quality of student learning achievement. Discipline does not only apply to students, but discipline also applies to teachers, each teacher must obey the rules that have been made by the school and be responsible for their duties. Teacher discipline is very

influential on student character because if the teacher lacks discipline in teaching, students will also lack discipline in learning. Students will follow what the teacher does. A teacher should enforce discipline and be responsible for the tasks given to him so that students can also be disciplined in learning at school and from the discipline of the student is able to bring out good character from the student himself.

Another factor that also influences student character is student social care. Social care is very important because with social care such as caring for others, helping each other, greeting each other, respecting others, and respecting differences because without the character value of social care, solidarity will not work well.

In addition, what has a big influence on character building is the school environment. The school environment is a unit of space in formal educational institutions that systematically carry out guidance, teaching, or training programs in order to help students to be able to develop their potential optimally, both regarding moral-spiritual, intellectual, emotional, social, and skill aspects. In the school environment, students are subjects and objects that require guidance from others to direct their potential and guidance towards maturity with character.

Based on the reality and conditions that exist in SMP Negeri Satu Atap Noebun, Oenino District, South

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Central Timor Regency, that many teachers who have not enforced discipline such as teachers often arrive late to school, teachers are less responsible for the tasks assigned to them, many teachers have not enforced discipline, lack of teacher attention to students, many teachers are not punctual in teaching and less assertive in carrying out learning resulting in students be disrespectful to the teacher. Students also often go in and out at the change of class hours, often late, do not obey the rules, skip classes, and do not do school homework, basically the treatment of students can also be motivated by the family environment, namely lack of parental attention and the biggest and most important influence is teacher discipline in school besides that there is also a lack of student concern for teachers and their fellow friends.

**RESEARCH METHOD**

The type of research used in this study is explanatory research. According to Sugiyono (2017), *explanatory* research is a research method that intends to explain the position of the variables studied and the influence between one variable and another. The main reason researchers use this type of explanatory research is to test the hypothesis proposed, so it is expected that this study can explain the relationship and influence between the independent and bound variables in the hypothesis.

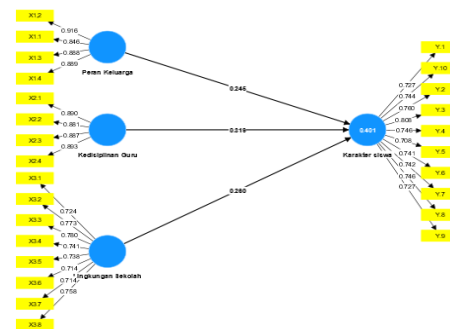
Judging from the type and analysis of data categorized in quantitative research (Sugiyono, 2012). This research is also classified as survey research and *ex Post Facto*. It is called survey research because this research was conducted on large and small populations, but the data studied are data from samples taken from the population, so that relative events, distribution, and relationships between sociological and psychological variables are found (Kerlinger, 1990).

This research is also called *ex Post Fakto* research, because this research was conducted to examine events that have occurred and then trace back to find out the factors that can cause the occurrence of events. Likewise, from the level of explanation of this research is classified as associative research, which is research that intends to explain the position of the variables studied and the relationship between one variable and another variable Kline, 2016 (*in* Sugiyono, 2012).

**RESULT AND DISCUSSION**

**RESULT**

**Hasil Pengujian Outer Model**



**Figure 1. Outer Model**

**Family Role Variable (X1)**

The family role variable (X1) was measured by 20 research statement items that were used as parameters to measure this variable. The items/indicators of family role variables (X) are Educator (X1.1), Protector (X1.2), motivator (X1.3), place, and outpouring of heart (X1.4). All research items/indicators are valid and reliable in measuring family role variables (X1). More clearly, the answers or perceptions of 59 respondents to family role variables are shown in table 1.

**Table 1. Family Role Variable Measurement Model (X1)**

Item, Indikator dan Variabel	Validitas Konvergen		Composite Reliability	
	Loading Faktor > 0,70	Loding Valid	AVE > 0,50	Alpha ≥ 0,70
X1.1	0,848	Valid	0,784	0,908
X1.2	0,916	Valid		
X1.3	0,888	Valid		
X1.4	0,889	Valid		

**Source:** SmartPLS Analysis Results processed in 2023

**Teacher Discipline Variables (X2)**

The variable of teacher discipline (X2) is measured by 20 items of research statements used as parameters to measure this variable. Items/indicators of teacher discipline variables (X2) are Responsible (X1.1), On Time (X1.2), Task Implementation (activities) (X1.3), and Follow-up Programs (X1.4). All research items/indicators are valid and reliable in measuring teacher discipline variables (X2). More clearly, the answers or perceptions of 59 respondents to

teacher discipline variables are shown in table 2.

**Table 2. Teacher Discipline Variable Measurement Model (X2)**

Item, Indikator dan Variabel	Validitas Konvergen		Composite Reliability	
	Loading Faktor > 0,70	Loding Valid	AVE > 0,50	Alpha ≥ 0,70
X2.1	0,890	Valid	0,788	0,911
X2.2	0,881	Valid		
X2.3	0,887	Valid		
X2.4	0,893	Valid		

**Source:** SmartPLS Analysis Results processed in 2023

**School Environment Variables (X3)**

The school environment variable (X3) is measured by 40 research statement items that are used as parameters to measure this variable. Items/indicators of school environment variables (X3) are teacher-student relationship (X3.1), student-student relationship (X3.2), school discipline (X3.3), school atmosphere (X3.4), discipline (X3.5), school facilities and infrastructure (X3.6), learning resources (X3.7), and learning media (X3.8). All research items/indicators are valid and reliable in measuring school environment variables (X3). More clearly, the answers or perceptions of 59 respondents to school environment variables are shown in table 3.

**Table 3. School Environment Variable Measurement Model (X3)**

Item, Indikator	Validitas Konvergen	Composite Reliability
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dan Variabel	Loading Faktor > 0,70	AVE > 0,50	Alpha ≥ 0,70
	Loding	Valid	Reliabel
X3.1	0,724	Valid	
X3.2	0,773	Valid	
X3.3	0,780	Valid	
X3.4	0,741	Valid	
X3.5	0,738	Valid	0,552 0,887
X3.6	0,714	Valid	
X3.7	0,714	Valid	
X3.8	0,758	Valid	

**Source:** SmartPLS Analysis Results processed in 2023

**Student Character Variables (Y)**

The student character variable (Y) is measured by 50 research statement items which are used as parameters to measure this variable. Items/indicators of student character variables (Y) are religious (Y1), honest (Y2), tolerance (Y3), discipline (Y4), hard work (Y5), creative (Y6), independent (Y7), fond of reading (Y8), social care (Y9), responsibility (Y10). All research items/indicators are valid and reliable in measuring student character variables (Y). More clearly, the answers or perceptions of 59 respondents to student character variables are shown in table 4.

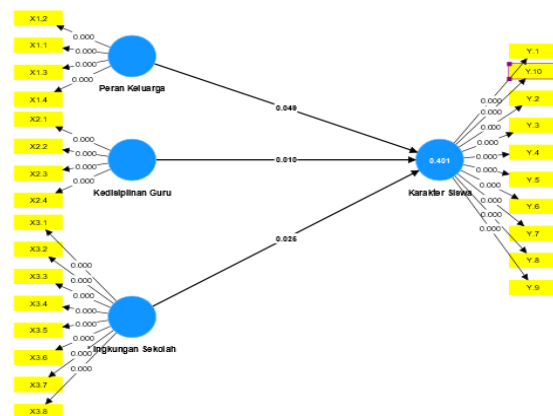
**Table 4. Student Character Variable Measurement Model (Y)**

Item, Indikator dan Variabel	Validitas Konvergen		Composite Reliability	
	Loading Faktor > 0,70	AVE	Alpha ≥ 0,70	
	Loding	Valid	AVE	Reliabel
Y <sub>1</sub>	0,727	Valid		
Y <sub>2</sub>	0,760	Valid		
Y <sub>3</sub>	0,808	Valid	0,555	0,911
Y <sub>4</sub>	0,764	Valid		
Y <sub>5</sub>	0,708	Valid		

Y <sub>6</sub>	0,741	Valid
Y <sub>7</sub>	0,742	Valid
Y <sub>8</sub>	0,746	Valid
Y <sub>9</sub>	0,727	Valid
Y <sub>10</sub>	0,744	Valid

**Source:** SmartPLS Analysis Results processed in 2023

**Inner Model Test Results**



**Figure 2. Inner Model**

Inner model evaluation is a test of structural models carried out by looking at the test results of the fit model, R-Square, *R-Square adjusted* and *F-Square* values in the PLS Algorithm report. Meanwhile, to assess significance can be seen through the results of the Bootstrapping report in the form of *Path Coefficients*.

**Model Fit**

**Table 5. Model Fit**

	Saturate d Model	Estimate d Model
SRMR	0.094	0.094
d_ ULS	3.076	3.076
d_ G	1.584	1.584
Chi-square	407.817	407.817
NFI	0.661	0.661

The interpretation is based on table 5 where the SRMR value of 0.094

< 0.10 can be concluded that the model is considered suitable or fulfilled, while the NFI value of 0.661 is close to 1 so that it can be concluded that the model is considered in accordance with the model built.

**R Square Value**

**Table 6. R-Square and R-Square Adjusted values**

Variable	R-Square	R-Square adjusted
Student Character	0,401	0,368

Based on table 6, it can be explained that the R-square value of 0.401 indicates that the variables of family role (X1), teacher discipline (X2), school environment (X3), and student character (Y) give a value of 0.401. It can be interpreted that the dependent latent variable can be explained by the independent latent variable of 40.1% while 59.9% is explained by other variables outside the study. From this number, it can be categorized that the dependent variable can be described by an independent variable with a moderate scale.

**F-Square**

**Table 7. F-Square value**

Variabel	Peran Keluarga	Kedisiplinan guru	Lingkungan sekolah
Karakter Siswa	0,080	0,136	0,085

Based on table 7 it can be explained that the *f-square value*

above which is *effect size* with criteria is as follows:

1. The value of *f-square X1* is obtained 0.080, so the ability of X1 to explain the dependent variable Y is classified as *small effect* (low)
2. The value of *f-square X2* is obtained 0.136, so the ability of X2 to explain the dependent variable Y is classified as *small effect* (low).
3. The *f-square value X3* is obtained 0.085, so X3's ability to explain the dependent variable Y is classified as *a small effect*.

**Hypothesis Testing**

- a. Testing Hypothesis 1: The Effect of Family Roles on Student Character.

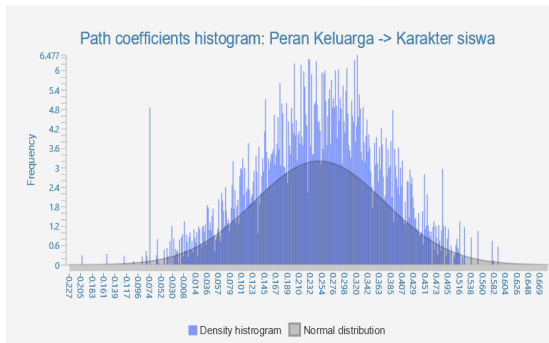
**Table 8. Bootstrapping the Influence of Family Roles on Student Character**

Hubungan	Sampel Asli (O)	Sampel Mean (M)	Standar Deviasi (STDEV)	T statistic ( O/STDEV)
X <sub>1</sub> → Y	0,245	0,249	0,125	1,968

The first hypothesis that examines the relationship between family roles and student character shows an original sample value of 0.245 and t-statistic 1.968 measurement results show that t-statistics > t-table (significance level 5% = 1.96), then the first hypothesis in this study is accepted. From the results of these data, it can be interpreted that the sample data of the independent latent variable (family role) succeeded in

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proving the relationship with the dependent latent variable (student character), or in other words X1 has a significant influence on Y with a positive relationship direction. More details can be presented in the form of a histogram, such as figure 3.



**Figure 3. Histogram of the Influence of Family Roles on Student Character**

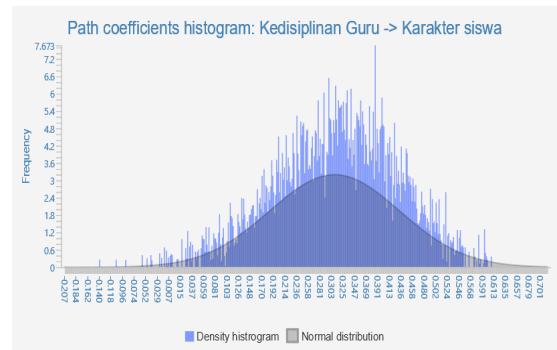
b. Testing Hypothesis 2: The Effect of Teacher Discipline on Student Character

**Table 9. Bootstrapping the Influence of Teacher Discipline**

Hubungan	Sampel Asli (O)	Sampel Mean (M)	Standar Deviasi (STDEV)	T statistic ( O/STDEV)
X <sub>2</sub> → Y	0,319	0,308	0,125	2,561

The second hypothesis, which examines the relationship between teacher discipline and student character, shows an *original sample value* of 0.319 and a t-statistic of 2.561. The measurement results show that t-statistics > t-table (significance level 5% = 1.96), then the second hypothesis in this study is accepted. From the results of these data, it can be interpreted that

the sample data of the independent latent variable of teacher discipline succeeded in proving the relationship with the dependent latent variable of student character or in other words X2 has a significant influence on Y with the direction of a positive relationship. More details can be presented in the form of a histogram, as figure 4.



**Figure 4. Histogram of the Influence of Teacher Discipline on Student Character**

c. Testing Hypothesis 3: The Influence of the School Environment on Student Character

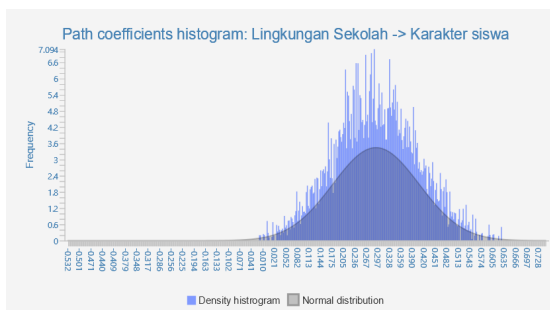
**Table 10. Bootstrapping the Influence of the School Environment on Student Character**

Hubungan	Sampel Asli (O)	Sampel Mean (M)	Standar Deviasi (STDEV)	T statistic ( O/STDEV)
X <sub>3</sub> → Y	0,260	0,292	0,116	2,248

The third hypothesis that examines the relationship between the school environment and student character shows an *original sample value* of 0.260 and a t-statistic of 2.248. The measurement results show that t-statistic > t-table (significance level 5%



= 1.96), then the third hypothesis in this study is accepted. From the results of these data, it can be interpreted that the sample data of the independent latent variable of the school environment succeeded in proving the relationship with the dependent latent variable of student character, or in other words X3 has a significant influence on Y with a positive relationship direction. More details can be presented in the form of a histogram, such as figure 5.



**Figure 5. Histogram of the influence of the family environment on student character**

d. Testing Hypothesis 4: The Simultaneous Influence of Family Roles, Teacher Discipline, and School Environment on Student Character.

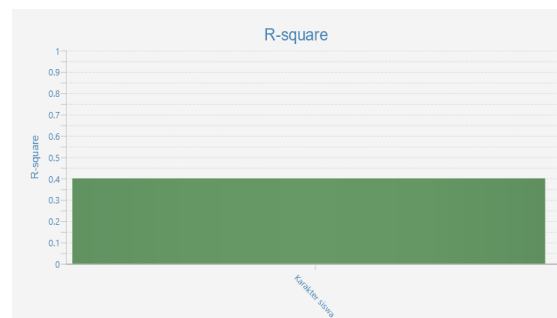
**Table 11. Output R-Square**

Variabel	R-Square	R-Square adjusted
Karakter Siswa	0,401	0,368

Based on table 11, to see the magnitude of influence simultaneously can be seen from the value of *R-Square*. The results of the *R-Square calculation in the table above show that*; the R-Square value of the student character

variable is 0.401. This shows that models with endogenous variables of student character have predictive power in the moderate category.

The R-Square value of the joint or simultaneous influence of family roles (X1), teacher discipline (X2), and school environment (X3) on student character (Y) is 0.401 which can be interpreted that the student character variable is 40.1% while 59.9% is explained by other variables outside the study. More details can be presented in the form of a histogram, such as figure 6.



**Figure 6. Histogram of the Simultaneous Influence of Family Roles, Teacher Discipline, and School Environment on Student Character.**

**DISCUSSION**

**Hypothesis Testing 1**

Based on the statistical calculations and data analysis, it can be concluded that the family role variable has a positive and significant effect on the character of the students who were sampled in the research. The data processing results showed a t-statistic of 1.968, which is greater than the t-table value of 1.96. Therefore, the first hypothesis in this study is accepted, and it can be concluded that the family role



influences student character. These findings support previous studies by Rahayu (2018), Ramadhani (2020), Rintakasiwi (2012), and Galeh (2012), which also found a positive and significant influence of family role on student character.

The research shows that the family plays a crucial role in the development of a student's character. Parents provide education, protection, motivation, and a place for the child to confide in. For instance, parents remind their children to perform regular religious practices according to their beliefs, emphasize the impact of anarchic behavior, and advise them not to contradict or challenge older individuals. Suyanto (2010) defines character as the way of thinking and behaving that distinguishes each individual in their life and collaboration within the family, community, nation, and state.

Having a strong foundation in character is vital, and it starts with the family providing the first education to the child before they are introduced to the outside world. The family's influence is significant in the growth of a child's character, as living under the same roof fosters a closer relationship. To achieve better character development, the family must remind the child that they still need others and encourage socializing with peers in the community to become better individuals.

## **Hypothesis Testing 2**

Based on the statistical calculations and data analysis, it can be concluded that the teacher's discipline variable has a positive and significant effect on the character of the students who were sampled in the research. The data processing results showed a t-statistic of 2.561, which is greater than the t-table value of 1.96. Therefore, the second hypothesis in this study is accepted, and it can be concluded that teacher discipline greatly influences student character. These findings are consistent with previous studies by Syarifah (2017) and Tambak (2019), which also found a positive and significant influence of teacher discipline on student character.

The research indicates that teachers' discipline and adherence to school rules play a crucial role in shaping students' behavior. It is essential for teachers to be disciplined themselves, as their behavior serves as an example for students to follow. Teacher discipline significantly affects student behavior; if teachers lack discipline, students are more likely to violate school rules.

## **Hypothesis Testing 3**

Based on the statistical calculations and data analysis, it can be concluded that the school environment variable has a positive and significant effect on the character of the students who were sampled in the research. The data processing results showed a t-statistic of 2.248, which is greater than

the t-table value of 1.96. Therefore, the third hypothesis in this study is accepted, and it can be concluded that the school environment significantly influences student character. These findings are consistent with previous studies by Hikmawati et al. (2022) and Indriatno Nur Galeh (2012), which also found a positive and significant influence of the school environment on student character.

The results of this study confirm that the school environment has a social impact on students' character development. The interactions between teachers and students, among students themselves, and with school staff are aspects that can influence the formation of students' character within the school environment. A positive school atmosphere contributes to better character development in students. Creating and implementing a positive school environment is essential and can be achieved by various supportive aspects. However, there may also be inhibiting factors that should not be overlooked, as they can hinder the implementation of good school environmental management.

The school needs to continue focusing on developing positive character traits in students. This can be achieved by paying attention to and enhancing aspects of student character that may be deemed lacking, such as independence, democratic character, and valuing the achievements of others.

The research has its limitations, and there are other factors such as internal (genetic) and community environmental factors that could be considered for further research on student character development..

#### **Discussion of Hypothesis Testing 4**

Based on statistical calculations and data analysis, it can be concluded that the variables of family roles, teacher discipline, and school environment simultaneously affect the character of students who are sampled in the study and then data analysis is carried out to obtain and be able to describe the actual situation or condition in accordance with the data obtained. So the discussion of the fourth hypothesis shows the results of data processing, it is known that to see the magnitude of the influence simultaneously can be seen from the *R-Square* value because in this study only one exogenous variable was used. The results of the *R-Square* calculation show that; the *R-Square* value of the student character variable is 0.401. This shows that models with endogenous variables of student character have predictive power in the moderate category. With this model, 40.1% of the variance in student character variables can be explained by family role variables, teacher discipline, and school environment.

#### **CONCLUSIONS**

Based on the subject matter and background and also referring to previous research and supported by

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data processing using the *Sofwere smartPLS application version 4.0*, general conclusions can be drawn, namely the role of family, teacher discipline, or school environment, both have an important role in the process of building student character. A positive environment will also contribute positively to the character of students. The specific conclusions related to the formulation of problems and hypotheses can be explained as follows: 1). The role of family, teacher discipline, school environment and character of students of SMP Negeri Satu Atap Noebaun have predictive power in the moderate category. This equally has an important role in the process of building student character. 2). The role of the family has a significant effect on the character of the students. This is evidenced by the value of *t-statistics greater than* the t-table which shows that the direction of the relationship between family roles and student character is positive. Social relationships between students as children and parents, and between children and children (fellow family members), play an important role in the formation of positive, religious, honest, tolerant, disciplined, hard working, creative, independent, fond of reading, social care, and responsibility. 3). Teacher discipline has a significant effect on student character. This is proven by the value of *t-statistics greater than* the t-table which shows that the direction of the relationship between teacher discipline and student

character is positive. 4). The school environment has a significant effect on the character of students. This is proven by the value of *t-statistics greater than* the t-table which shows that the direction of the relationship between the school environment and student character is positive. Social relationships between students and teachers, and students with other students, play an important role in building student character. Although in general the results of the study show that the school environment contributes less when compared to the role of family and teacher discipline, but still the school environment has the same responsibility as the formation of positive student character, namely religious, honest, tolerant, discipline, hard work, creative, independent, fond of reading, social care, and responsibility. 5). The role of the family, teacher discipline, and school environment affect jointly or simultaneously on the character of students. This shows that models with endogenous variables of student character have predictive power in the moderate category. This means that good cooperation and mutual support are needed between the role of the family, teacher discipline and the school environment in order to obtain better results in terms of forming positive student character, namely religious, honest, tolerant, discipline, hard work, creative, independent, fond of reading, social care, and responsibility.

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