



## DO GENETIC PERSONALITIES AND AUTHORITATIVE PARENTING STYLES INFLUENCE CHILDREN'S CHARACTER? A CORRELATIONAL STUDY AT ELEMENTARY SCHOOLS IN INDONESIA

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### ABSTRACT

This study aimed to determine the effects of genetic personalities and parenting styles, especially the type of authoritative parenting style on children's character development. This study utilized a correlational method with a quantitative research approach. The data were collected by distributing questionnaires online to the population selected by using a simple random sampling technique. The population of this study was parents of elementary school students for as many as 150 people. The data in this study were analyzed by SEM (Structural Equation Model) with Smart PLS version 3.0 software. The results showed that the genetic personality and the authoritative parenting style had a positive and significant effect on children's character development.

**Keywords:** parenting style, children's character development

## APAKAH KEPERIBADIAN GENETIK DAN GAYA PENGASUHAN OTORISASI MEMPENGARUHI KARAKTER ANAK? STUDI KORELASI DI SEKOLAH DASAR INDONESIA

### ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh kepribadian genetik, pengaruh pola asuh, khususnya tipe pola asuh otoritatif terhadap perkembangan karakter anak. Jenis penelitian ini adalah metode korelasional dengan pendekatan penelitian kuantitatif. Teknik pengumpulan data dengan menyebarkan kuesioner kepada populasi secara online menggunakan teknik simple random sampling. Populasi penelitian ini adalah orang tua siswa SD sebanyak 150 orang. Analisis data dalam penelitian ini menggunakan SEM (Structural Equation Model) dengan software Smart PLS versi 3.0. Hasil penelitian menunjukkan bahwa kepribadian genetik dan pola asuh authoritative berpengaruh positif dan signifikan terhadap perkembangan karakter anak.

**Kata Kunci:** pola asuh, perkembangan karakter anak

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### INTRODUCTION

In the era of education 4.0 and society 5.0 era, Indonesia faces major challenges, namely decentralization and the era of total globalization. The key to success in facing these challenges is to prepare the quality of human resources that are perfect, reliable, and cultured (Puspitawati, 2012). It means that those who can save the condition of the nation are human resources with character.

Bung Karno as one of the founding fathers of the nation emphasized: "This nation must be built by prioritizing character building because this character will make Indonesia a great, advanced and victorious, and dignified nation (Samani, 2011). colored the curriculum in Indonesia since the old order, using the term character education with an emphasis on the relationship between

humans, between students and teachers, between students and parents, and between students. Until now, the implementation of character education is still the main mainstream. At the peak of the commemoration of National Education Day on May 2, 2010, Mr. Susilo Bambang Yudhoyono as President of the Republic of Indonesia launched the National Movement for National Character Development. (Samani, 2011). Puspitawati & Sarma (2012) stated that to solve the problem of the quality of human resources in this country, especially related to the quality of children, a holistic approach that combines the family and education systems is needed. The condition of the family is very much a picture of the situation of society and even the world of education in Indonesia is still concerning. Cases of a brawl between students and other forms of juvenile delinquency, bullying, promiscuity, and drug use are increasing. Corruption cases are increasingly prevalent. Discipline culture, clean and healthy living, and respect for the environment are still far from standard.

Setiawan (2018) reports that the Indonesian Child Protection Commission (KPAI) noted that many Indonesian children were used as drug couriers during 2017. Children are vulnerable because Indonesia is an easy target for drug trafficking. The commissioner of the Central Indonesian Child Protection Commission (KPAI), Putu Elvina, said that there were many cases of children facing the law, including drugs. He said the number was quite good, namely during 2017 around 22 cases of children who became drug couriers. Then in the same year, there were about 46 children who became victims of drug abuse. Meanwhile, Afifah (2019) stated that the Chairperson of KPAI Susanto said, in 2018, cases of children dealing with the law ranked first, namely 1,434 cases, then followed by cases related to family and child care for 857 cases. Puspitawati & Sarma (2012) stated that to solve the problem of the quality of human resources in this country, especially related to the quality of children, a holistic approach that combines the family and education systems is needed. The condition of the family is very dependent on the surrounding environment, and vice versa, that the family also affects the surrounding environment. Soedarsono

in Samani (2011) explains that the synergy between home (family), school, and community in terms of character education has not been materialized properly so that it has not had a multidimensional impact.

The success of education in the family cannot be separated from the role of parents. Interactions in the early years with parents have a permanent and long-term effect on the developmental maturity and success of children's education, especially in terms of character. So parenting is something that needs to be studied and developed continuously. Oktafiany's (2013) research result states that there is a correlation between parenting patterns and children's emotional intelligence. According to Misbach (2010) states that apart from being influenced by parenting patterns, the character that appears in children is also influenced by genetic factors. This is confirmed by the opinion according to Poniman (2012) that phenotypes are influenced by genetics and the environment. Some genetics are hereditary (inherited and some are non-hereditary (given). Genetic personality is a non-hereditary nature / genetic trait and is a genetic structure that is a blueprint for a person's strengths and weaknesses.

Based on the description above, it is important to research to examine more deeply the relationship between children's character development and parenting styles, and genetic personality. The study of these factors is also expected to provide enrichment regarding character education in the family. In addition, there are still gaps in previous studies that discuss the relationship of parenting styles and genetic personality as a whole to children's character development.

Based on the literature review carried out, several research results related to this research, Shinta Pratiwi with the title: Moral Intelligence of Chinese Ethnic Preschool Children in terms of Parenting Style. This research was conducted in 2015 with a quantitative approach. The results showed that the moral intelligence of children who received authoritative parenting styles was higher than authoritarian, permissive, and uninvolved (neglectful) parenting styles (Pratiwi, 2015)., Jolita Jonyniene and Roy M. Kern's research entitled: Psychological Lifestyle and Parenting

Style in Lithuanian Parents (Individual Psychology Lifestyles and Parenting Style in Lithuanian Parents of 6-12 years old). This research was conducted in 2012 and shows that authoritative parenting is carried out by parents who have an optimistic attitude, focus on solutions, have low-stress levels, are responsible and cooperative (Jonyniene & Kern, 2012). Research Rose M.E. Huver et.al. with the title Personality and Parenting Style in Parents of Adolescents. This research was conducted in 2010 on families in the Netherlands. The results showed that parenting affects adolescent personality development (Huver, et al., 2010).

Johari Talib et al's research entitled: Effects of Parenting Style on Children Development. This research was conducted in 2011 on 200 families with a quantitative approach. The results showed that the authoritative style has a positive effect on children's attitudes and motivation to learn (Talib et al., 2011). Nur Dian Oktafiany et al's research entitled: The Relationship of Parenting to the Emotional Intelligence of Diponegoro 1 Jakarta Junior High School Students (Correlation of Parenting Method to the Student's Emotional Quotients of Diponegoro 1 Jakarta Junior High School). This research was conducted in 2013 with respondents from SMP Diponegoro 1 Jakarta. The approach used is quantitative. The results showed that there was a positive correlation between parenting and children's emotional intelligence, and the best parenting pattern was democratic (Oktaviany et al, 2013). Kingsley Nyarko's research with the title: The Relationship of Authoritative Parenting and Adolescent Academic Motivation (Authoritative Parenting Style on Adolescents Academic Achievement). This research was conducted in 2011 with a quantitative approach. The components used to measure the authoritative parenting style variable include parental acceptance/support for children, parental supervision/control of children, and parental psychological aspects. The results showed that there was a positive and significant relationship between authoritative parenting and children's learning motivation (Nyarko, 2011).

Research by Nooraini Othman and Salasiah Khairollah with the title: The

Relationship between Islamic Personality and Parenting Style (Exploring the Relationship between Islamic Personality and Parenting Style). This research was conducted in 2013 using a quantitative approach. The results showed that there was a positive and significant relationship between authoritative parenting style and Islamic personality which included worship, trust, and knowledge (Othman & Khairollah, 2013). Utomo Dailinar's research with the title: Intention of Children's Prosocial Behavior in terms of Parenting Style. The study was conducted in 2014 and the results showed that there was a positive correlation between parenting styles and children's prosocial behavior (Utomo, 2014). Bushra Faraz Hasnain and Parul Adlakha's research with the title: The Relationship of Children's Self-Esteem and Happiness with Mother Parenting) Self Esteem and Happiness of Children and Mothers of Different Parental Authority. This research was conducted in 2013. The results showed that parenting style affects self-esteem and children's happiness. Through a one-way ANOVA analysis and the Turkey Test, it is known that children with authoritative parenting patterns have higher self-esteem and happiness than children with authoritarian and permissive parenting patterns (Hasnain & Adlakha, 2013). The purpose of this study was to determine the effect of parenting style and genetic personality on the character development of children in elementary schools, The detailed research objectives are formulated as follows:

1. Analyzing the effect of genetic personality (X1) on the character development of children in elementary school (Y).
2. Analyzing the effect of the authoritative parenting style (X2) on the character development of children in elementary school (Y).

## REASERCH METHOD

The method used in this research is a correlational research approach. Data was collected by distributing questionnaires to parents of elementary school students. The instrument used to measure parenting style is a modification of the Parenting Style Questionnaire (PSQ) Robinson et al. (1995) and Roman et al. (2015). Meanwhile, to

measure children's character development using adaptations from Poniman et al. (2014). The questionnaire is designed closed except for questions/statements regarding the identity of the respondent in the form of a semi-open questionnaire. Each closed question/statement item

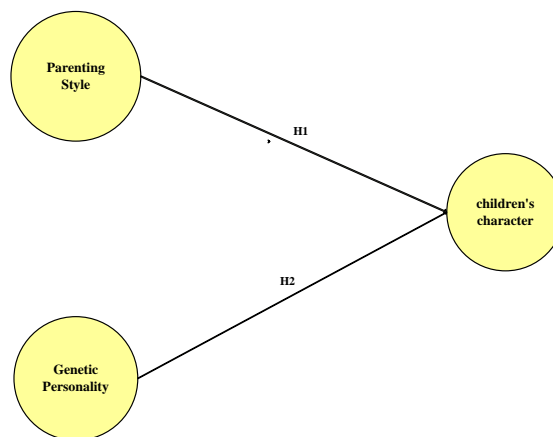
is given five answer options, namely: strongly agree (SS) score 5, agree (S) score 4, disagree (KS) score 3, disagree (TS) score 2, and strongly disagree (STS) ) score 1. The respondents of this study were the parents of elementary school students as many as 150 people.

**Table 1. Respondents Profile**

Criteria		Total
Parents' Age	< 40 Years	90
	≥ 40 Years	60
Parents' Education	Bachelor	110
	Diploma	40
The genetic personality of Students	Thinking	32
	Sensing	28
	Feeling	35
	Intuiting	25
	Instinct	30

The questionnaire returned and valid as many as 150 samples. The questionnaire (questionnaire) is arranged based on a Likert scale. The method for analyzing data is to use the SmartPLS version 3.0 software. Ghozali (2014)

explains that PLS is a soft modeling method of analysis because it does not assume that the data must be measured at a certain scale, which means that the number of samples can be small (under 100 samples).



**Fig 1. Research Model**

Based on the research model that has been designed, the hypotheses proposed in this study are:

H1: Genetic personality has a positive and significant effect on the character development of children in elementary school.

H2: Parenting style has a positive and significant effect on the character development of children in elementary schools

## RESULTS AND DISCUSSION

The testing phase of the measurement model includes Convergent Validity, Discriminant Validity, and Composite Reliability testing. The results of the PLS analysis can be used to test the research hypothesis if all indicators in the PLS model have met the requirements of convergent validity, discriminant validity, and composite reliability. A convergent validity test is done by looking at the loading factor value of each

indicator against the construct. For confirmatory research, the loading factor limit used is 0.7, while for exploratory research the loading factor limit used is 0.6 and for development research, the loading factor limit used is 0.5 (Ghozali, 2014). Because this research is a confirmatory study, the loading factor limit used is 0.7. Based on the results of the analysis, several indicators have a loading factor below 0.7 so that they are declared invalid and must be dropped from the model, all

indicators have a loading factor value above 0.7 so that the model has met the convergent validity requirements. Apart from looking at the loading factor value of each indicator, convergent validity is also assessed from the AVE value of each construct, the PLS model is declared to have met the convergent validity of the AVE value of each construct is  $> 0.5$  (Ghozali, 2014). The complete AVE value of each construct can be seen in Table 2 below:

**Tabel 2. Items Loadings, Cronbach's Alpha, Composite Reliability, and Average Variance Extracted (AVE)**

Variables	Items	Loadings	Cronbach's Alpha	Composite Reliability	AVE
<i>Genetic Personality</i>	X11	0.628	0.711	0.891	0.523
	X12	0.701			
	X13	0.708			
<i>Authoritative Parenting Style</i>	X21	0.734	0.850	0.860	0.570
	X22	0.700			
	X23	0.752			
<i>Children Character</i>	y1	0.781	0.833	0.837	0.553
	y2	0.741			
	y3	0.721			

Based on the results of the PLS analysis in the table above, the AVE value of all constructs, both dimensions, and variables, has exceeded 0.5 which indicates that all indicators in each construct have met the required convergent validity criteria. Discriminant validity is done to ensure that each concept of each latent variable is different from other variables. The model has

good discriminant validity if the AVE squared value of each exogenous construct (the value on the diagonal) exceeds the correlation between this construct and other constructs (values below the diagonal) (Ghozali, 2014). The results of discriminant validity testing were obtained as follows:

**Tabel 3. Discriminant Validity**

VARIABLES	X1	X2	Y
X1	<b>0.721</b>		
X2	0.367	<b>0.792</b>	
Y	0.734	0.595	<b>0.723</b>

The results of the discriminant validity test in the table above show that all constructs have a square root value of AVE above the correlation value with other latent constructs so that it can be concluded that the model has met the discriminant validity. The reliability of the constructs can be assessed from the Cronbach's Alpha value and the Composite Reliability value

of each construct. The recommended composite reliability and Cronbach's alpha values are more than 0.7. However, in development research, because the loading factor limit used is low (0.5), the low composite reliability and Cronbach's alpha values can still be accepted as long as the convergent validity requirements and discriminant validity have been met (Ghozali,

2014). The reliability test results in the table above show that all constructs have composite reliability and Cronbach's alpha values > 0.7. In conclusion, all constructs have met the required reliability. The inner model test includes the direct effect significance test and the

measurement of the influence of exogenous variables on endogenous variables. With the bootstrapping technique, the R Square value and the significance test value were obtained and as shown in the table below:

**Table 4. Nilai R Square**

	R Square	R Square Adjusted
Children Character	0.634	0.683

Based on table 4 above, the R Square value is 0.643 which means that the variables of children's character development can be explained by 63.4% of the genetic personality and

authoritative parenting style variables, while the remaining 36.7% is explained by other variables not discussed in this study.

**Table 5. Hypotheses Testing**

Hypotheses	Relationship	Beta	SE	T Statistics	V-Values	Decision
H1	X1-> Y	0.326	0.049	6.685	0.000	Supported
H2	X2-> Y	0.620	0.054	11.525	0.000	Supported

### The influence of genetic personality on children's character development

The research findings show that genetic personality has a positive and significant effect on the character development of children at Aya Sophia Islamic School. This is evidenced by the p-value of 0.000 which is smaller than 0.05. The T statistic value is 6.658 which is greater than 1.96. The original sample value is 0.326 which is positive. So, the conclusion is that the H1 hypothesis is accepted.

The findings of this study corroborate Dryden and Vos' research in Musrofi (2011) which states that every child has the potential to have unique characters. This is following the opinion of Murakami (2013) which states that everyone is unique. No two sets of genes are alike, no two people are alike. The differences between people are manifested not only in their faces or appearance but also in their characteristics and abilities. Misbach (2010) reinforces the above opinion that in the context of nature, a person's character is influenced by a genetic structure which is a blueprint for one's strengths and weaknesses and becomes a "code" for each individual which is permanent. Poniman (2012)

states that phenotype is influenced by genotype and environmental factors. One of the defining genotypic factors is genetic personality, which is an inherited character associated with the dominance of the brain's work system. Based on the results of this study, the character development of children in schools, especially in educational institutions, should also pay attention to children's genetic personality factors. Identification of genetic personality can be done at the beginning of the school year and schools can collaborate with affordable psychology or human resource development agencies. The findings in this study are also in line with the results of neuroscience research which states that there is a very close relationship between a person's psychological condition and the work system of their brain structures. Meanwhile, the development of dermatoglyphics and dactyloscopy - research related to the structure of fingerprints - provides an overview of the relationship between biological structures, in this case, fingerprints, and the brain's work system so that the link between fingerprint patterns and interdisciplinary disciplines in various fields of science, including psychology and education, can be revealed. Dr. Mary Lai,

Ph.D., MME from Taiwan is one of the educators who use the benefits of fingerprints and dermatoglyphics research in parental counseling (Misbach, 2010).

The results of this study are also consistent with the opinion of Poniman (2012) that phenotypes are influenced by genotype and environmental factors. In this case, the character is a phenotype, parenting style is part of environmental factors, while genetic personality is part of genotype factors. Murakami (2012) states that each gene contains a large amount of information. Genetics greatly influences the behavior of a species, although on the other hand the environment is also believed to play an important role. Research on the linkage of genetics to character is still being carried out today. The results of this study corroborate several previous studies, one of which is research conducted by Ferguson (2010) entitled *The Contribution of Genetics to Antisocial Character and Behavior: A Meta-Analysis of an Evolutionary Perspective*. The results of the study stated that genetics influenced antisocial character and behavior by 56%. Another study was conducted by Miles and Carey (1997) which stated that genetic and environmental factors influence children's aggression behavior by 50% each. Environmental factors that have a strong influence are the family environment. Meanwhile, Carey and Dilalla (1994) state that genetic factors affect character by a percentage of between 30% and 60%.

There is an influence between education in the family and the character development of their children. The family is the foundation of the social cooperation unit by involving parents, fathers, and mothers to work together in educating their children (Coleman in Puspitawati, 2012). Huver et al. (2010) stated that parenting style affects adolescent personality. Puspitawati and Sarma (2012) in their research explain that there is a correlation between parenting and children's self-control abilities. In other words, it is stated that children's behavior is influenced by how their parents treat them. Abidin's research results (2011) also show that parenting styles based on high positive affection and acceptance, not being ignored, not being attacked, and not being rejected, have a positive effect on children's social

behavior. This means that parents who apply good parenting styles will make children's social behavior better. This is in line with the results of the research by Oktafiany et al. (2013) that there is a positive correlation between parenting and children's emotional intelligence. It was further explained that the best parenting style is democratic. Based on the explanation above, it is assumed that parenting style is related to the character development of children at elementary school.

In the context of nature, a person's character is influenced by a genetic structure which is a blueprint for one's strengths and weaknesses and becomes a "code" for each permanent individual (Misbach, 2010). Genetic personality is an innate character related to the dominance of the brain's work system. Genetic personality can be determined by biometric methods and the method used in this study is STIFIn fingerprint analysis. Poniman (2012) states that the phenotype is influenced by genotype and environmental factors. One of the defining genotypic factors is genetic personality. Based on the explanation above, it is assumed that genetic personality affects the character development of children in elementary school.

### **The effect of authoritative parenting style on children's character development**

The research findings show that parenting style has a positive and significant effect on the character development of children in elementary schools. This is evidenced by the p-value of 0,000 which is smaller than 0.05. The T Statistic value is 11.524 which is greater than 1.96. The original sample value is 0.620 which is positive. So, the conclusion is that the H2 hypothesis is accepted.

The findings of this study are in line with Bronfenbrenner's Ecological Theory which states that child development is influenced by five environmental systems that range from interpersonal interactions to broader cultural influences. Bronfenbrenner calls these systems microsystems, mesosystems, ecosystems, macrosystems, and chronosystems. In early childhood, the most dominant influence is the micro-system in which children spend most of their time. Some contexts in this system include

family, peers, school, and neighbors (Santrock, 2008). However, it does not mean that other environmental systems do not contribute to children's development. Mesosystems which are inter-microsystem links such as experiences in family and school; ecosystem, namely stakeholder policies related to child development and macro-systems such as community culture also influence children's development. Sociohistorical conditions (chronosystems) cannot be denied, where 21st-century children are generation Z who cannot be separated from the influence of media and technology developments. Aziz (2012) states that the family plays a vital role in shaping and developing the character of each of its members, especially children.

The findings in this study are also in line with the results of research by Rose M.E. Huver et al. which shows that parenting style affects children's personality development (Huver, 2010). In addition, it is also in line with the results of research by Talib et al which states that parenting style affects children's attitudes (Talib, 2011), and the results of Efobi's research in 2014 which showed that parenting style has an impact on children's development (Efobi, 2014). so character development in schools, especially in early childhood education institutions, involves the role of parents. Parenting education programs in the form of training and workshops as an effort to harmonize family parenting and character-building processes in schools need to be a major concern. Based on the results of this study, the character development of children in schools, especially in early childhood education institutions, should pay attention to the factors of parenting style, genetic personality, of children. Educational programs on children's character development based on parenting styles and genetic personality should continue to be carried out for both teachers as educators in the school environment and parents as educators in the family environment.

The characters developed in elementary schools refer to the institution's vision, which is to focus on pious, intelligent, and independent characters. The three characters are also following the character education guidelines set by the Ministry of Education and Culture regarding 18

character values that need to be developed. Religious, honest, tolerant, environmental care, and love of peace are included in the character of pious. Meanwhile, curiosity, love to read, and appreciation achievement is included in intelligent character. Independent also includes discipline, hard work, environmental care, and responsibility. The equalization of perceptions between the school and parents (families) regarding the character being developed has been carried out intensively since the beginning of the new school year with the hope that there is harmony between the school environment and the family.

## CONCLUSIONS AND RECOMMENDATION

Based on the research results, it can be concluded that parenting style has a positive and significant influence on children's character development in elementary schools. This means that the more positive the parenting style, the better the child's character development process will be. Genetic personality has a positive and significant effect on the character development of children in elementary schools. This means that the better the genetic personality identification, the better the child's character development process will be. Based on the results of the research that has been done, there are some suggestions for schools so that the character development of children, especially early childhood, is influenced by the factors of parenting in the family and children's genetic personality. Therefore, schools need to seriously develop parenting education programs to educate parents so that they can implement proper parenting in families and support children's character development. For parents, the family is the first and foremost school for children. Therefore, parents should not only leave the process of developing children's character to the school alone. However, parents also become personal learners so that they can work together with the school to jointly provide their best role in the process of developing children's character. For teachers, teachers are educators in the school environment who contribute to children's character development. So the teacher is expected to understand the best parenting styles for children and the genetic personality of their students so that in the learning



process they can choose various strategies. Thus, it is hoped that the learning process will become a part of activities that inspire children to grow into a generation with character.

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