



**THE INFLUENCE OF PARENTING, TEACHER'S PERSONALITY,
PEER CONFORMITY AND ISLAMIC SCHOOL CULTURE
ON THE STUDENT'S EXTRAVERSION PERSONALITY
AT SMP IT NURUL ILMI MEDAN, INDONESIA**

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Abstract:

This study aims to describe the factors forming the extraversion personality of students at Nurul Ilmi Middle School Medan. The research sample consisted of 60 students taken with Simple Random Sampling techniques from all classes. This research is a quantitative descriptive research that is to find out the value of variables independently with correlation techniques. The instruments used in this study were the scale of big five personality, the scale of parenting, the scale of the teacher's personality, the scale of peer conformity and the scale of school culture. The results of the study using multiple linear regression analysis showed that democratic parenting provided the most effective contribution in shaping the extraversion of students compared to other variables. While the teacher personality variables and permissive parenting contributes negatively to the formation of students' extraversion personalities. Thus, it can be concluded that increasing democratic parenting, peer conformity, and school culture can shape the personality of students' extraversion is increasing.

Keywords: extraversion personality, parents' parenting, teachers' personality, peer conformity, Islamic school culture

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1. Introduction

Personality is the overall attitude, expression, temperament and behavior displayed by individuals when interacting with other individuals or the reactions displayed by individuals in interacting with their environment. These attitudes and behaviors will be seen when the individual is faced with a situation. Everyone will tend to behave consistently in the face of a situation. Even though it changes, the individual will display a dominant behavior which will then become his personal characteristic. Allport (1966) argues that personality is a dynamic organization (arrangement) of the psychophysical system in individuals that determines their unique adaptation to the environment. Every individual has his own personality and will not have the same personality and therefore every individual will behave according to his own way and desires. Cattell (1950) also holds the same opinion that each individual has different characteristics and these differences will usually be shown in behavior. Personality makes it possible to predict what someone will do in certain situations. He views that personality is a structure of traits that are complex, differentiated and largely dependent on one of the dynamic traits (Schultz, 2005). Costa and McCrae (1997) also use traits or characteristics in determining personality that are relatively settled in individuals. With the properties they have, individuals will respond when they interact with the environment. Personality will describe the form of a person's expression when dealing with others and how to react and express themselves will be influenced by the personality they have (Schultz, 2005).

Students who spend most of their time in school will meet with the teacher more often, and their friends at school. Learning tasks that must be undertaken require him to always interact with other people besides his family at home. His attitude and behavior will be seen when he is dealing with other people. The response shown will show the shape of his personality. Someone who has a high extraversion personality will display a cheerful and friendly attitude when meeting with his teacher and friends. He is easy to greet and open in expressing himself. Costa & McCrae said that children are characterized by their affectionate, cheerful, happy to talk, happy to gather, happy relationship with others and fun (Feist, 2010). Meeting and talking with others is fun and he tends to maintain relationships with others. Conversely, individuals with low extraversion personalities are usually introverted, reserved, lonely, passive and lack the courage to express their emotions strongly (Feist, 2010). When faced with the environment, individuals with low extraversion personalities usually tend to be difficult to start a conversation first, tend to be passive and not like crowds.

The differences in attitudes and behavior displayed by individuals do not form by themselves. Family environment where individuals are raised in the home environment under the care of parents will affect the formation of the child's personality. Parenting patterns will affect children in many ways. Baumbrind (1996) says that parenting applied by parents will be able to help to develop independence, self-regulation, self-efficacy if parents can support and be in line with the needs and demands of their children (Mayuri,

Divya, Kiran, 2017). The family is the most important factor in shaping the child's personality. Parents are the target of unintentional observation and imitation by children. Personality is formed due to direct reflection of the quality of the family. Bandura (1989) said that the learning process is done by observing the behavior of others who are around us. The results of the imitation tend to have similarities and even resemble the behavior of people who are imitated. In this concept of learning, parents play an important role as a model for their children because parents are the closest figures to their children, and they will imitate the behavior that has been learned. Parents who emphasize educative aspects in guiding children such as providing explanations, understanding and reasoning to children by opening two-way communication will make children accustomed to getting feedback and learning to accept the existence of others (Hurlock, 2015).

The basis for building a social relationship is the establishment of communication. Similarly, Baumbrind (1978) said that parents who provide guidance to children and develop effective communication will help children in learning to form effective relationships with others. Hurlock (2015) divides parenting into three types namely authoritarian parenting in which parenting is carried out with strict rules, often forcing children to behave and follow the rules as desired by parents and children do not have the freedom to act on the child's own desires. Democratic parenting is characterized by the recognition of parents of children's abilities, giving children the opportunity to choose and express opinions and teach children not to depend on parents. Permissive parenting is characterized by the way parents educate children with a free attitude, the child is given the widest possible leeway to do whatever is desired and gives full confidence in the child and is considered an adult person. How parenting patterns of children will be able to shape the child's extraversion personality.

In carrying out their role as students, students always interact directly with the teacher at school. It is undeniable that in addition to undergoing the task of teaching, educating, guiding, directing, training, assessing, teaching, evaluating and evaluating, the teacher also has the duty to form effective students. Bloom explained that teachers must be able to form three domains of students namely cognitive, affective and psychomotor (Anderson, 2001). Therefore, it is important for teachers to have good attitudes and personalities so that with a good personal appearance the tasks they carry out will be received positively by their students. Like parents who become models for their children, students' attention to teachers is also quite large. Students will see whether the teacher can be a role model as an appropriate figure to emulate.

Sometimes the teacher's personality has a greater influence on students than his knowledge, especially for students who are in their childhood and adolescence. This is because at that age, students are still in a period of growth and development of their personality. The teacher's friendly attitude, not easily offended state, having empathy and attention towards students will form positive student behavior towards the teacher. Students will be open to the teacher and the learning process will run well. Tournaki, N.

& Podell, D. (2005) said that teachers who have positive personalities will be able to turn aggressive students into friendly students and will help students determine their future and shape classroom performance more positively.

Junior high school students aged 12-16 according to Hurlock (2015) include the age of the early teenage period where the age is relatively unstable, and teenagers are trying to find their true identity. During this period adolescents begin to form relationships with peers. Teenagers are more often with groups of peers to interact and spend time together with their groups. Santrock (2015) explains that peers are children or adolescents who have a relatively similar age or maturity level. This similarity is a factor of closeness between them and conformity will be formed so that what is usually done by the group tends to be followed by other group members. Teenagers will find it difficult to adjust in their groups if their personalities are different from other group members. In order to be accepted by the group, group members will usually follow the same rules, procedures, habits and pleasures. They adjust to each other in accordance with existing habits so that the behavior generated is also relatively the same as other group members.

David O'Sears (1985) says that conformity affects individuals to behave in the same manner because other people also do the same behavior. Teenagers will be able to get close to other teenagers when they have thoughts, attitudes, emotions and behaviors that tend to be the same and the relationship can indirectly affect the development of their personality. Individuals who have a high extraversion personality will tend to look for friends who fit their character. He will feel comfortable hanging out with friends who are of his type. Extroverted individuals will find it easier to lead a group life. They are more assertive in decision making and tend to be more active than their classmates. Individuals with extraversion personalities also have a tendency to be friendly (Liftiah et al., 2016). The characters in the group will be used as a guide to react to everything and become a guide in interacting and behaving (Kurniawan & Sudrajat, 2018). Peers will easily accept individuals who are good at socializing and building interpersonal relationships. This acceptance will make individuals become people who are easier to get along with and the communication that is established will tend to increase the personality of extraversion in children.

School culture also has an influence on all student behavior, especially feelings, thoughts and motivation. School culture is the values, beliefs, habits and norms that are made which are then accepted and practiced by all school members including students. Schools that have a good culture such as being affectionate, applying the principle of togetherness and respecting others will form positive character and student behavior in building relationships with others. According to Deal and Peterson (2009), school culture is a set of values that underlies the behavior, traditions, daily habits and symbols practiced by principals, teachers, administrative officers, students and the community around the school. The existence of values, attitudes, beliefs and rules summarized in school culture will change student behavior and will even form habits as a part of their

personality. When the school rules say that students must not behave individually and must cooperate with each other and form teams, students will try to mingle and involve themselves in carrying out activities together with their peers. The rules or habits made by the school can influence and shape the personality of students' extraversion.

2. Research Methodology

This research used a quantitative approach with multiple linear regression analysis. The population in this study were students of SMP IT Nurul Ilmi Medan. The sample consisted of 60 people consisting of 33 male students and 27 female students. Sampling was conducted randomly by taking into account the strata that are in the population and taking representatives from each grade level in SMP IT Nurul Ilmi.

The extraversion personality scale in this study refers to the big five personality scale from Costa and McCrae (1989) which consists of 8 items. The parenting scale developed by researchers based on the theory of Hurlock (2015) consisting of 42 items. Types of parenting are authoritarian parenting, democratic parenting and permissive parenting. The teacher personality scale was developed by researchers based on the special qualities that must be possessed by the teacher according to Al-Ghazali namely love, sincerity, honesty, sympathetic, role model, having principles, wisdom, integrity and fairness (Iqbal, 2015). This scale consists of 49 items. Peer conformity scale developed by researchers based on the theory of David O'Sears (2009) which consists of 24 items. The aspects are compactness, agreement and obedience. The school culture scale was developed by researchers based on the theory of Deal & Peterson (2009) consisting of 40 items. The aspects are behavior, tradition, daily habits, symbols of Islamic culture.

3. Results

3.1 Descriptive statistics

Table 1: Descriptive statistics of research variables based on sex

Variables	Whole			Male		Female	
	M/n	SD	Range	M/n	SD	M/n	SD
Total	60			33		27	
Age	13,43	0,62	12 – 15	13,4	0,56	13,48	0,7
Extraversion Personality	2,8	0,53	1 – 5	2,75	0,56	2,85	0,49
Authoritarian Parenting	15,78	4,02	8 – 40	15,21	3,97	16,48	4,05
Democratic Parenting	36,25	4,71	11 – 55	36,55	4,54	35,89	4,97
Permissive Parenting	11,15	2,89	7 – 35	10,82	2,6	11,56	3,2
Teacher's Personality	113,48	12,24	35 – 185	115,88	10,87	110,56	13,36
Peer Conformity	26,8	5,12	12 – 60	37,18*	4,61	34,96*	5,52
School Culture	96,54	10,41	29 – 145	97,12	9,48	95,81	11,59

Note: * = p < 0.05; 1-tailed; independent-sample t-test

The subjects of this study were 60 students who were male (33 students) or female (27 female students). The age range ranges from 12 to 15 years with an overall average of 13.43 years but the age difference is not much different between male students ($M = 13.48$ years) and female students ($M = 13.40$). In the extraversion personality variable, female students have more than average scores ($M = 2.8$), which is 2.85. That is, female students have more extraversion personality than male students. In addition, male students had lower scores for authoritarian parenting ($M = 15.21$) and permissive ($M = 16.48$) compared to female students whose mean scores were above the overall average ($M_{\text{Whole}} = 11.15$; $M_{\text{authoritarian}} = 16.48$; $M_{\text{permissive}} = 11.56$).

In terms of teacher personality, male students feel more that their teacher has a good personality ($M = 115.88$) compared to the overall average ($M = 113.48$) and the average female students ($M = 110.56$). The same thing also appeared on the school culture variable, male students felt the school culture was better ($M = 97.12$) than the overall average (96.54) and female students ($M = 95.81$). However, the seven variables did not differ significantly. In contrast to peer conformity, male students were significantly higher ($M = 37.18$; $p < 0.05$) than female students ($M = 34.96$).

3.2 Analysis of Extraversion Forming Personality

Analysis using multiple linear regression was conducted to answer the research hypothesis, namely there is a significant effect of authoritarian parenting, democratic parenting, permissive parenting, teacher personality, peer conformity and school culture on the child's extraversion personality simultaneously. Before conducting the analysis, the collected data is processed to be tested for the classical assumptions of multiple linear regression. The results show that the assumption of residual normality, linearity of the predictor relationship with criteria, multicollinearity, and homoscedasticity are met.

The results of the analysis show a F value (6, 53) of 5.010 ($p < 0.01$) where the significance is below 0.05, meaning that the proposed model is significant (Field, 2009) or in other words all the predictor variables have a significant role on simultaneous extraversion personality. In addition, the total contribution made by the six predictor variables to the criterion variable was 36.2%. That is, 63.8% of the variation of the child's extraversion personality. Meanwhile, the effect of each separately is shown in Table 2.

Table 2: The results of the effect of predictor variables on criteria in separate

Parameter	B	SE	B	Effective Contribution
Authoritarian Parenting	-0,003	0,017	-0,022	0,4%
Democratic Parenting	0,058	0,021	0,523 **	23,5%
Permissive Parenting	0,064	0,034	0,352	-9,9%
Teacher's Personality	-0,009	0,009	-0,212	-7,5%
Peer Conformity	0,031	0,014	0,299 *	13,5%
School Culture	0,019	0,009	0,369 *	16,2%

Test results of the effect of predictors on criteria separately show mixed results. Based on Table 1, democratic parenting ($\beta = 0.523$; $p < 0.01$), peer conformity ($\beta = 0.299$; $p < 0.05$), and school culture ($\beta = 0.369$; $p < 0.05$) have significant positive effect on extraversion personality. On the other hand, authoritarian parenting variables ($\beta = -0.022$; $p > 0.05$), permissive parenting ($\beta = 0.352$; $p > 0.05$), and teacher personality ($\beta = -0.212$; $p > 0.05$) not significant effect on the personality of the child extraversion.

In addition, of the total 36.2% effective contributions from all predictors, the democratic parenting variable was the predictor with the largest contribution of 23.5%. School culture (16.2%) and peer conformity (13.5%) were the biggest contributors after democratic parenting. In contrast, the teacher personality variable (-7.5%) and permissive parenting (-9.9%) made a negative contribution. Meaning, these two variables explain the variation of the child's personality extraversion in reverse. For example, the more the teacher has a qualified personality, the extraversion of the child's personality will be lower, however this variable change is not significant in decreasing the child's extraversion personality score.

4. Discussion

Individuals with high personality extraversion will show certain characteristics that are not possessed by other personality types. Eysenck and Eysenck (1969) mentioned that people who have high extraversion personality show the main characteristics that are able to socialize and have impulsive nature, like to joke, passionate, fast in thinking, optimistic and other traits that lead to people who value their relationship with other people. Of course, this personality can develop children's potential in socializing with others, as well as to prepare children for the next level of development, which is the level of adolescence, which at this stage of development children will more often socialize with others. In this study, it was found that democratic parenting, peer conformity and Islamic school culture had a significant positive effect on increasing children's extraversion personality scores.

Democratic parenting makes the most effective contribution among other variables. Meanwhile, democratic parenting has a significant positive effect which is also reinforced by research finding similar results, namely the increased application of democratic parenting can significantly shape the personality of extraversion (Aziz, Meerah, Halim, & Osman, 2006; Hakim, Jamiludin, & Marhan, 2020; Kilonzo, 2017). That is, the more parents apply democratic parenting, the more children will form to have extraversion personalities. In other words, the more parents apply educative parenting to their children, the child will understand what he is doing.

Hurlock (1972) states that democratic parenting that is applied by parents strongly emphasizes the educational aspects of guiding children which makes them often take action to provide understanding, explanation and reasoning to children so that children understand their reasons when behaving. With good education by parents, children can

socialize well and be accepted by other people so that they get positive feedback from their interaction partners, which makes the child have a tendency to socialize with others. In addition, Syaiful (2014) states that democratic parenting is the best type of parenting compared to other types where parenting is very concerned and respects the freedom of children. Even so, freedom is not absolute but freedom with understanding guidance from both parents to their children. Freedom with this educational guidance allows children to choose and try to interact with anyone who makes them happy so that they will interact repeatedly so that it becomes a tendency for them to communicate with others.

In addition to democratic parenting, Islamic school culture has a big positive influence as well. In line with democratic parenting, the higher the culture of Islamic schools in a school will increasingly form children having personalities characterized by easy socializing, optimism and passion. These results are almost similar to studies that show that school culture has a positive role in shaping children's character (Yulliyani, Gimin, & Erlinda, 2016).

Islamic school culture refers to the basic concept mentioned by Koentjaraningrat (2009), which is a collection of Islamic religious cultures in the form of customs or traditions, and behavior based on the Quran and Hadith and Islamic symbols. It is undeniable, the Quran and Hadith provide learning and a positive atmosphere where this will also build positive emotions of children. Costa & McCrae (1980) argue that one of the foundations in individual who has high extraversion personality is the presence of positive emotion. That is, individuals with this personality have positive emotions in their lives so that they can communicate easily, have high optimism and enthusiasm. With the positive conditions of Islamic school culture, children will be exposed to positive things that make them feel positive emotions as well so that these emotions will be felt and expressed in the form of hanging out with friends easily, looking cheerful and eager to learn in school.

Positive schools according to Hanson & Childs (1998) are schools where teachers and students can feel happy in the atmosphere of the school. With the Islamic school culture that builds a positive atmosphere, of course, makes teachers feel comfortable to educate their students and students also feel happy to be educated to become a better person, one of which is the personality of extraversion which is characterized primarily by being easy to get along with, cheerful and passionate in each of its activities.

The third finding in this study is that peer conformity also has a significant positive effect on a child's extraversion personality. Meaning, the more children have conformity with their peers; the extraversion of the child's personality will be increasingly formed. Conformity with peers is very closely related to the range of child development (Santrock, 2010) where at this stage the child will meet many people and make groups of peers who then form a small group called clicks.

Click according to Santrock (2010) is a small group formed by the close closeness between its members. This close closeness certainly makes children feel comfortable to

be dynamic with the members of the clique. The dynamics that keep repeating make children accustomed to easy to get along and communicate and because it makes children tend to have a high personality extraversion. Unlike the case of children who don't have clicks, they don't have the means to communicate and express their emotions. This will give rise to negative feelings that characterize neuroticism (Costa & McCrae, 1980).

On the other hand, the findings in this study are authoritarian and permissive parenting and the teacher's personality does not significantly influence the child's extraversion personality. This means that any increase in the application of authoritarian or permissive parenting or teacher personality is not always followed by the formation of extraversion personality.

Some studies suggest that authoritarian and permissive parenting are not related to several personality types including extraversion personality (Ghani, Roeswardi, & Aziz, 2014; Maddahi, Javidi, Samadzadeh, & Amini, 2012). In authoritarian parenting, Hurlock (1972) asserts, characterized by parents who always give orders to children without explanation; they do not give children the opportunity to give an explanation when making mistakes and do not give rewards when they do what they want.

The behavior of parents who apply authoritarian parenting does not affect the emotional maturity of children (El Hafiz & Almaududi, 2015) which in particular positive emotions are at the core of extraversion personality. With parenting that is too restraining without appreciation, the child cannot express or even recognize his emotions so that in dealing with others they will experience difficulties. In addition, Basir (2004) explains that parents' authoritarian attitudes make children subject to submission, not initiative because they are afraid of making mistakes, not confident, and have no responsibilities.

Parents who apply permissive parenting, according to Hurlock (1972), tend to treat children freely without any rules, without any penalties, assume the child will learn from his own mistakes and there is no reward for good behavior of the child because acceptance from the parent has been considered gift. The impact, children will have an aggressive character, disobedience, lack of independence, selfishness, lack of confidence (Joseph, 2007) and do as they wish and do not respect others (Basir, 2004). These characters are certainly very different from the characteristics of children who have extraversion personality, easy to get along and cheerful.

Another similar finding, namely the teacher's personality has no effect on the formation of the child's extraversion personality. Based on the learning point of view, Bandura (1989) explains the concept of modeling, learning through the process of observation, is influenced by three factors namely the characteristics of the model, the characteristics of the learner, and the consequences of behavior. First, the characteristics of the model are important because this will be assessed in advance by the child. Children will have a mind whether the teacher is worthy or not suitable to be imitated.

In addition, the second factor, the characteristics of learners or children who are no less important in modeling. Inadequate character of children which is far different from the competence or character of the model will make modeling not happen. Third,

the consequences of the behavior being imitated will be assessed by the learner. Children will judge whether a behavior is of high or low value to them to imitate.

In the context of the teacher's personality that must have compassion, sincerity, honesty, sympathetic, exemplary, have principles, wisdom, integrity and fairness does not reflect extraversion personality where this personality is characterized by being easy to get along with, talkative, cheerful, vibrant and optimistic. Therefore, the learning process through observation of children does not run optimally so that the teacher's personality does not significantly influence the formation of children's extraversion personality.

5. Conclusion

Based on the results of the study, it can be concluded that democratic parenting provides the greatest effective contribution to the formation of extraversion personality compared to other variables. This means that the more parents apply democratic parenting, the more extraversion of the child's personality is formed. Besides that, Islamic school culture also has a great influence besides democratic parenting. Islamic school culture based on the Qur'an and Sunnah provides learning and a positive atmosphere which can also build positive emotions for children. With the Islamic school's culture that builds a positive atmosphere, students also become happy to learn and easier to be educated particularly in regard to the personality of extraversion which is characterized by being easy to get along with, cheerful and passionate in every activity. Besides that, peer conformity also has a significant positive effect on a child's extraversion personality. Meaning, the more children have conformity with their peers, the extraversion of the child's personality will be increasingly formed.

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