

PROSIDING
THE 1ST ANNUAL CONFERENCE AL-BIDAYAH (ACA)
JURNAL PENDIDIKAN DASAR

“INNOVATION OF PRIMARY EDUCATION FOR ALL”

EDITOR:
Fitri Yuliaty
Endang Sulistiyowati

Yogyakarta, 29 September 2019



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KATA PENGANTAR



Bismillaahirrahmaanirrahiim.

Assalamu'alaikum Wr. Wb.

Dengan memanjatkan puji syukur kepada Allah SWT yang telah melimpahkan rahmat dan kasih sayang-Nya untuk kita semua, pada kesempatan yang berbahagia ini perkenankan kami selaku Panitia Annual Conference Al-Bidayah (ACA) tahun 2019 memberikan apresiasi yang sebesar-besarnya kepada seluruh Dosen, Pengamat Pendidikan, Praktisi Pendidikan, Guru, Lembaga Swadaya Masyarakat, mahasiswa S1, S2, dan S3 yang telah berpartisipasi dalam kegiatan ini. Panitia merasa sangat berbahagia dapat menyambut kehadiran para akademisi dan praktisi pendidikan dasar

dari seluruh Indonesia yang memiliki kemauan besar untuk bersama-sama memperbaiki mutu pendidikan dasar di Indonesia melalui pemikiran dan gagasan inovatif yang dituangkan dalam tema besar yang kami angkat pada konferensi tahun ini, yaitu "Innovation of Primary Education for All". Shalawat serta salam tidak lupa senantiasa kita haturkan untuk Nabi Muhammad SAW.

Kegiatan ACA 2019 merupakan salah satu program tahunan dari Al-Bidayah: Jurnal Pendidikan Dasar Islam. Tahun ini Panitia ACA mengangkat tema besar "Innovation of Primary Education for All" dengan tiga sub tema yaitu: (1) Pendidikan Inklusi pada Pendidikan Dasar Islam, (2) Pendidikan Dasar yang Menumbuhkan HOTS (*Higher Order Thinking Skills*), dan (3) Inovasi Pendidikan Dasar Berbasis Budaya Lokal Indonesia. Dasar pertimbangan kami mengangkat tema dan sub tema tersebut adalah karena kegelisahan Tim Pengelola Al-Bidayah dan bahkan mungkin para akademisi sekaligus para praktisi pendidikan dasar di Indonesia yang melihat perkembangan mutu pendidikan dasar di Indonesia selama tiga dekade terakhir tidak mengalami perubahan yang berarti. Sebagai salah satu indikatornya yaitu capaian peserta didik Indonesia dalam survei TIMSS dan PISA, sejak tahun 1999 hingga 2018 selalu saja berada pada peringkat bawah. Capaian peserta didik Indonesia masih berada di bawah peringkat Singapura, Malaysia, bahkan Vietnam. Belum lagi jika dilihat dari *Human Development Index*, Indonesia juga masih tertinggal dari negara-negara tetangga tersebut. Beberapa persoalan utamanya yaitu karena kemampuan HOTS peserta didik masih rendah, mutu pendidikan belum merata untuk semua kalangan dari berbagai kebutuhan, dan potensi keunggulan budaya lokal sebagai sarana pendidikan dasar unggul dan kompetitif di era global belum banyak digunakan.

Menurut kami, kondisi tersebut semestinya tidak terjadi. Dasar pemikiran kami, potensi sumber daya manusia Indonesia sebetulnya sangat melimpah, melampaui jumlah penduduk Singapura, Malaysia, atau Vietnam, bahkan jika penduduk dari ketiga negara tersebut

digabungkan jumlah SDM Indonesia masih lebih besar. Ini alasan *pertamanya*. Alasan *kedua*, Indonesia memiliki kekayaan suku, banga, dan budaya yang sangat potensial untuk dijadikan sarana pembangunan pendidikan dasar Indonesia berbasis budaya lokal. Para leluhur dan nenek moyang bangsa Indonesia memiliki sejarah panjang sebagai bangsa pejuang, ulet, tangguh, dan unggul serta memiliki peradaban tinggi, seperti ditunjukkan oleh kebesaran Majapahit dan Sriwijaya. Pengalaman tersebut sesungguhnya menunjukkan bahwa terdapat potensi besar dalam budaya lokal di Indonesia untuk pembangunan pendidikan dasar kita saat ini. Namun, sayangnya potensi budaya lokal Indonesia yang telah terbukti ratusan tahun memiliki keunggulan tersebut tidak banyak digali dan menginspirasi dunia pendidikan dasar di tanah air, bahkan mayoritas pengembangan pendidikan dasar di Indonesia berkiblat pada perkembangan ilmu pengetahuan di dunia barat semata. Dampaknya ketika kita lebih banyak berkiblat ke dunia barat, praktis pengembangan mutu pendidikan terkesan dipaksakan harus mengikuti suatu model tertentu yang terkadang justru membutuhkan lebih banyak biaya dan lebih banyak waktu untuk penyesuaian. Alhasil, selama puluhan tahun terakhir pendidikan dasar di Indonesia kurang berkembang secara optimal. Mutu pendidikan dasar di Indonesia tidak merata, bahkan terkesan hanya terkonsentrasi di daerah perkotaan. Melalui konferensi ini harapan kami, akademisi dan praktisi pendidikan dasar di seluruh Indonesia dapat berkontribusi untuk menyumbangkan gagasan dan pemikirannya agar pendidikan dasar terutama pada jenjang Sekolah Dasar dan Madrasah Ibtidaiyah di Indonesia lebih unggul dan kompetitif. Penekanan perubahan untuk perbaikan mutu pendidikan dasar di Indonesia dapat diarahkan untuk semakin memperkuat pendidikan inklusi di sekolah dasar/ madrasah ibtidaiyah, pembelajaran yang lebih menekankan HOTS, dan pemanfaatan budaya lokal Indonesia sebagai sarana peningkatan mutu pembelajaran yang unggul dan kompetitif dengan biaya yang efisien.

Kami sampaikan pula bahwa peserta ACA 2019 berjumlah 85 orang yang merupakan hasil seleksi ketat dari total 114 pendaftar yang masuk ke panitia. Total artikel terseleksi dan diterbitkan Panitia sebanyak 85 buah yang terbagi menjadi dua bagian: 30 artikel terpilih diterbitkan di jurnal *Al-Bidayah*, dan 55 artikel lainnya diterbitkan dalam bentuk prosiding ber-ISBN. Seluruh artikel yang dipresentasikan dalam ACA 2019 bisa diunduh secara daring (*online*).

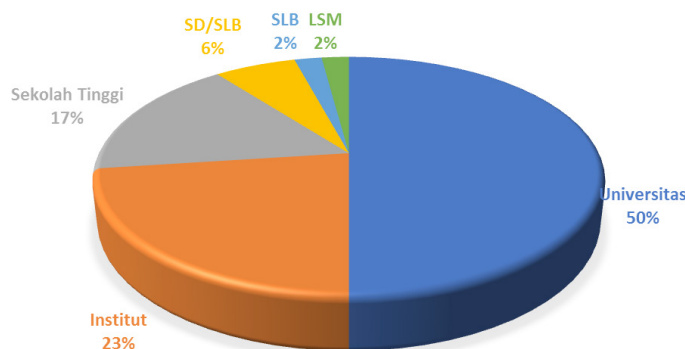
Peserta ACA 2019 berasal dari 49 institusi dari seluruh Indonesia. Profil peserta ACA 2019 berdasarkan asal institusi yaitu:

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9. Universitas Negeri Semarang

10. UIN Antasari Banjarmasin
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13. Universitas Wahid Hasyim
14. Universitas Nasional Jakarta Selatan
15. Universitas Muhammadiyah Purworejo
16. Universitas Muhammadiyah Bengkulu
17. Universitas Islam Malang
18. Universitas Ibn Khaldun Bogor
19. Universitas Ibn Khaldun
20. Universitas Garut
21. Universitas Bina Sarana Informatika
22. Universitas Bhayangkara Jakarta Raya
23. Universitas Alma Ata
24. UM Magelang
25. Institut Agama Islam Negeri Surakarta
26. Institut Agama Islam Negeri Sultan Amai Gorontalo
27. Institut Agama Islam Negeri Salatiga
28. Institut Agama Islam Negeri Ponorogo
29. IAIN Pontianak
30. IAIN Ponorogo
31. IAIN Kudus
32. Institut Pesantren Mathali'ul Falah Pati
33. Institut Ilmu Al-Quran An-Nur Yogyakarta
34. Institut Agama Islam Ibrahimy Genteng Banyuwangi
35. IAIM Sinjai
36. Sekolah Tinggi Agama Islam Negeri Sorong, Papua Barat
37. STPI Bina Insan Mulia Yogyakarta
38. STMIK Nusa Mandiri Yogyakarta
39. STKIP Majenang
40. STAINU Purworejo
41. STAI Sunan Pandanaran Yogyakarta
42. STAI Masjid Syuhada Yogyakarta
43. STAI Al-Anwar Sarang Rembang
44. Sekolah Tinggi Agama Islam Yogyakarta

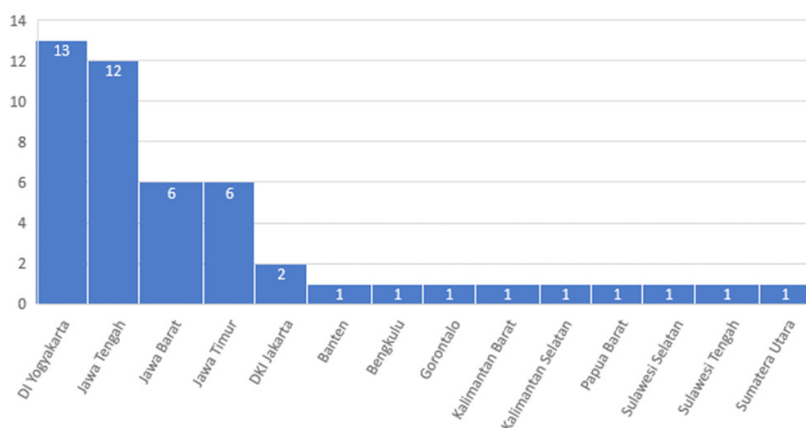
- 45.SDN Pondok Petir 01, Kota Depok, Jawa Barat
- 46.SDIT Ukhuwah Islamiyah
- 47.SD Negeri Tirtoadi
- 48.SLB Bhakti Kencana Berbah
- 49.Wisesa Consulting

Profil peserta ACA 2019 berdasarkan jenis institusinya dapat dilihat pada Gambar 1. Mayoritas peserta ACA 2019, 50% berasal dari Universitas, 23% dari Institut, 17% dari Sekolah Tinggi, sisanya dari SD/SLB/LSM.



Gambar 1.
Profil Peserta ACA 2019 Menurut Jenis Institusi.

Profil peserta ACA 2019 berdasarkan asal daerah institusi dapat dilihat pada Gambar 2. Institusi yang paling banyak hadir berasal dari DI Yogyakarta, diikuti di urutan kedua dan seterusnya yaitu: Jawa Tengah, Jawa Barat, Jawa Timur, DKI Jakarta, Banten, Bengkulu, Gorontalo, Kalimantan Barat, Kalimantan Selatan, Papua Barat, Sulawesi Selatan, Sulawesi Tengah, dan Sumatera Utara.



Gambar 2.
Profil Peserta ACA 2019 Menurut Asal Daerah Institusi.

Panitia mengucapkan terima kasih sebesar-besarnya kepada semua pihak yang telah membantu terlaksananya kegiatan ACA 2019, terutama yaitu: (1) Rektor UIN Sunan Kalijaga Yogyakarta, Prof. Drs. Yudian Wahyudi, MA., MA., Ph.D., yang telah memberi ruang kepada kami

untuk beraktivitas ilmiah di kampus tercinta UIN Sunan Kalijaga Yogyakarta; (2) Ketua LPPM UIN Sunan Kalijaga Yogyakarta, Prof. Dr. Phil. Al Makin, MA., yang telah memberikan dukungan dana stimulan melalui mekanisme dana hibah kelembagaan kepada Al-Bidayah: Jurnal Pendidikan Dasar Islam. Tanpa dukungan LPPM UIN Sunan Kalijaga Yogyakarta terasa tidak mudah bagi kami untuk bisa mewujudkan ACA 2019 ini; (3) Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sunan Kalijaga Yogyakarta, Dr. Ahmad Arifi, M.Ag., atas izin dan bantuan administrasi penyelenggaraan ACA 2019 sehingga kami bisa mengundang banyak peserta dari berbagai institusi di seluruh Indonesia; (4) Ketua Program Studi Pendidikan Guru Madrasah Ibtidaiyah jenjang Sarjana pada FITK UIN Sunan Kalijaga Yogyakarta, Dr. Aninditya Sri Nugraheni, M.Pd., yang telah memberi dukungan moral, material, SDM, termasuk bantuan dana untuk terselenggaranya ACA 2019; dan (5) Dosen tetap Prodi PGMI S1 FITK UIN Sunan Kalijaga Yogyakarta yang telah membantu tenaga dan pikiran dari persiapan hingga terlaksananya acara ini, terkhusus Fitri Yuliyawati, M.Pd.Si.; Dra. Endang Sulistyowati, M. Pd.I.; Dra. Luluk Maulu'ah, M.Si., M.Pd.; Izzatin Kamala, M.Pd.; Dr. Moh. Agung Rokhimawan, M.Pd.; Dr. Nur Hidayat, M.Ag.; Dra. Asnafiyah, M.Pd.; Sigit Prasetyo, M.Pd.Si.; dan Dr. Sedyo Santosa, M.Pd; (6) Dr. Rama Kertamukti, M.Sn., Mba Ama, dan Saptoni, MA., selaku pembimbing Al-Bidayah: Jurnal Pendidikan Dasar Islam, dari kalian bertiga kami bisa tumbuh dan berkembang sampai seperti ini; (7) Mas Muhammad Shaleh Assingky beserta TIM FKMPM FITK UIN Sunan Kalijaga Yogyakarta dan Mba Siwi Aminah Pangestu, selaku tim teknis yang mencukupkan dan melengkapi semua kebutuhan tenaga sehingga ACA 2019 ini dapat berlangsung. Semoga Allah SWT memberikan balasan yang berlipat untuk semua pihak yang telah membantu terlaksananya ACA 2019.

Panitia juga menyadari bahwa selama proses ACA 2019 jika dimungkinkan masih ada kekurangan yang tidak kami sadari, saran dan masukan dari berbagai pihak sangat kami nantikan. Terima kasih. Sampai jumpa pada ACA 2020.

Wassalamu'alaikum Wr. Wb.

Yogyakarta, 23 September 2019

Ketua Panitia ACA 2019

Chief in Editor Al-Bidayah



Dr. Andi Prastowo, S.Pd.I., M.Pd.I.

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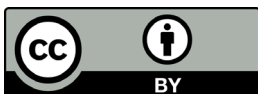
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ABSTRACT

The role of the teacher in character formation is crucial. Habituation and exemplary allow children to pay attention, understand, imitate and become habits that attach strongly to students. The role of the teacher as the second parents in the school is necessary as a figure that is dignified and imitated. Parenting style coloring the development of students, influencing the formation of character and identity of the child, the child's character depends on the application of the foster pattern since childhood. It means that the way parents treat their children will affect the character that will be formed later and identity that grows in the future. Character formation requires the patience and perseverance of the educators who are supported by a balance between parents' education at home and education in school, related to this, the formation of student character becomes very important. This study was conducted to determine the effect of the role of teachers and parenting style on the formation of student character with an associative quantitative approach and carried out in MIN 2 Sleman. Data collection techniques using questionnaire techniques, the feasibility testing data proved valid ($r > 0.3$) and reliable ($\alpha > 0.7$). The analysis technique used is multiple linear regression, The results of data analysis obtained multiple linear regression equations: $Y = 14.047 + 0.497X_1 + 0.910X_2$, The role of the teacher (x_1) significant effect ($t = 2.954, p < 0.05$) towards the formation of student character; Parenting style has a significant effect ($t = 3.952, p < 0.05$) towards the formation of student character; Both independent simultaneously have a significant effect ($F = 19.245, p < 0.05$) towards the formation of student character, with determination 55.9%. The role of the teacher and parenting style proved to have a significant effect on student character formation of Madrasah Ibtidaiyah Negeri 2 Sleman Yogyakarta. Its contribution can be statistically explained as much as 58.87%, where parenting style make a higher contribution ($\beta = 0.910$) compared to the teacher's role ($\beta = 0.497$).

Keywords: teacher's role effect, parenting style, student character formation



PRELIMINARY

Background

The teacher is an important subject as a facilitator to support the success of achievements and the formation of the character of students. The teacher becomes a figure who will be a role model for students. Therefore, the role of the teacher is very influential in the success of the achievements and character formation of students. The role of the teacher is not entirely replaced by technology, but it becomes the main factor that must be considered in the success of students. The magnitude of the influence of the role of the teacher in the success of students, then the quality of the teacher must be considered. Educational institutions, especially schools, are strategic places to develop and shape the character of students. Character formation is not easy, requires effort, not a little energy, commitment, perseverance, tenacity, process, method, time, and most importantly is exemplary. Character education is the process of giving guidance to become fully human in the dimensions of heart, mind, body, and feeling and intention. Parents and educators are a mirror for children; both must be careful in behaving because children always judge all the behaviors, they show in front of them. Parents and educators must demand that children become someone they want, but it will be futile if parents and educators do not apply it to themselves because for a child the most important thing is a figure that they can imitate and become an example in their growth and development. But at this time children are beginning to lose many figures who should be good role models, for example, we often encounter parents often fight in front of children, parents do not care about children who watch television programs that should not be a portion of their age and sometimes parents often commit violence against children. The existence of adults around them should be able to be a figure that can be imitated by children, but parents and family members who are not able to be good examples form a negative character in children. Character education in schools is essential, although the basis of character education is in the family. If a child gets good character education from his family, children will have good character in the next stage and vice versa if the family receives an education that is not good then it will be wrong in the end.

Uswatun Hasanah Research¹ entitled: "Pola asuh Orang Tua dalam Pembentukan Karakter Siswa." Said that the primary and first character education for children is a family environment. Education in the family is essential and is the central pillar of the development of a child's character. Good parenting will have a good impact on children's development as well as it should. The success of character formation in children is one of them influenced by the type of parenting style in educating children. The various types of parenting styles consist of four kinds, among them are First, authoritative; Second, authoritarian; and Third, permissive; and the fourth, indifferent. Each of these parenting styles has an impact on children's development. The best parenting style in forming a child's character is the type of authoritative parenting. This is because in this authoritative type of parenting is characterized by parents who tend to regard equal rights and obligations of children compared to themselves because in practice this type of authoritative parenting, parents give freedom and guidance to children.

¹ Uswatun Hasanah, "10 langkah terapkan pola-asuh yang positif ", dalam <https://kumparan.com/@kumparanmom>, STAIN tanggal 6-8-2018, pukul.00.

Planting national character values is not only the responsibility of the family and the government but also all parties, both non-formal and formal education institutions, of course, that plays a role in the world of education including MIN 2 Sleman.

Problem Formulation

Based on the background above, the problem can be formulated as follows:

1. How does the role of the teacher influence the character of students of MIN 2 Sleman?
2. How does the parenting style affect the character of the students of MIN 2 Sleman?
3. What is the relationship between the role of the teacher and parenting style towards the formation of the character of MIN 2 Sleman students?

RESEARCH METHODS

The type of research used is associative quantitative research. This study aims to determine the effect of the relationship between two or more variables. The quantitative research method is one type of research whose specification is systematic, clearly planned and structured from the beginning to the design of the research.

According to Sugiyono, quantitative research methods can be interpreted as a research method based on the philosophy of positivism, used to examine specific populations or samples, sampling techniques are generally done randomly, data collection using research instruments, Data analysis is quantitative/ statistical to test the hypotheses that have been set. This method is called quantitative because the research data is in the form of numbers and analysis using statistics.²

RESEARCH PLACE

This research was conducted at MIN 2 Sleman, at Jalan Kaliurang Km. 9,3 Gandok, Ngaglik, Sleman Yogyakarta on August 14 to November 15, 2018.

RESEARCH POPULATION

The population is a region of generalization consisting of objects, subjects that have certain qualities and characteristics placed by researchers to be studied and then draw conclusions.³

Samples are taken, representative. The sample amounted to 30 students based on Sugiyono's opinion stating that the study carried out multivariate analysis (correlation or multiple regression) then the number of sample members is at least ten times the number of variables studied.⁴ In this study consisted of two independent variables namely the role of the teacher and parenting style (X1, X 2) and one dependent variable is character formation (Y).

² Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*, Cet. ke-26, (Bandung: Alfabeta, 2017), page 7.

³ Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R&D)*, (Bandung: CV. Alfabeta, 2014), page. 117.

⁴ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*, Cet. ke-19, (Bandung: CV. Alfabeta, 2014), page 131.

DATA COLLECTION TECHNIQUES AND INSTRUMENTS

Data collection techniques using questionnaires. Questionnaires can be closed or open questions/ statements. This method is used to collect data about the role of the teacher, parenting style and the formation of representative characters of the MIN 2 Sleman students, grade 4, 5 and 6 with the number 30 taken from the number of students in grade 4 to grade 6 which amounted to 291 students and for teachers, we took 30 out of 40 people. Research Instruments a tool used to measure natural or social phenomena observed. Specifically all of these phenomena are called research variables.⁵

a. Instrument Procurement

- 1) Percentage of Population Composition (students) Determine the variables to be examined, namely two independent variables namely the role of the teacher and parenting style (X1, X 2) and one dependent variable is character formation (Y).
- 2) Formulate conceptual definitions, the role of the teacher is to develop a personality, carry out administration, provide value and guidance, motivate, assess, provide assistance to children when needed.
- 3) Develop operational definitions. Teachers maximize their role, provide parenting according to student character.
- 4) Arrange the instrument grid
Arrange the items of the instrument.
The instrument items are based on the instrument grid in the form of a statement.

b. Scoring

The questionnaire in this study is presented in the form of a Likert scale with four alternative answers. Likert scale is used to measure attitudes, opinions, and perceptions of a person or group of people about social phenomena. In research, this social phenomenon has explicitly been determined by researchers, from now on referred to as the research variable. With a Likert scale, the variables to be measured are translated into variable indicators. Then the indicator is used as a starting point for compiling instrument items which can be in the form of statements or questions.⁶

Statements collected as research instruments use four alternative answers, so the respondent only gave a sign (v) to instrument the character formation of students and circling the numbers according to the alternative answer choices for the teacher's role instruments and parenting.

c. Validity and Reliability

1. Instrument Test

Before the questionnaire is used for data collection, first, an instrument test is conducted which is intended to obtain a valid and reliable measuring instrument. The instrument

⁵ Sugiono, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R&D)*, (Bandung: CV. Alfabeta, 2014), page 117.

⁶ Examples of instruments for teacher role variables, parenting, and character formation used can be seen in the attachment section.

trial was held at MIN 2 Yogyakarta. The researcher chose MIN 2 Sleman Yogyakarta by giving students in grades 4.5 and six who were not appointed as samples. The reason is the same as the class level because researchers have the assumption that the two have almost the same character and are the same as students in grade 4.5 and 6 MIN 2 Sleman, which are superior madrasahs in DIY.

2. Test the Validity of the Instrument

Validity is a measure that shows the level of efficacy and validity of an instrument.⁷ A valid instrument has low validity. Non-test instruments to measure attitudes adequately fulfill construct validity. Construct validity refers to the extent to which an instrument measures the concept of an instrument which is the basis for compiling an instrument. To test construct validity, expert opinion can be used (expert judgment).

According to Sugiyono, research in the framework of the final assignment of lectures both thesis, thesis, and a dissertation of experts is a supervisor. After expert construct testing is continued in the field, the trial sample is at least 30 people.⁸

After the data is obtained, then testing construct validity is done by factor analysis, which is by correlating between the item scores in a factor and corresponding factor scores with total scores. To determine whether or not the instrument item is valid, Sugiyono⁹ argues:

If the correlation of each element is positive and the amount is 0.3 up, then the factor is a stable construct. So, based on the factor analysis it can be concluded that the instrument has good construction validity.

Likewise, Cronbach stipulates that coefficients ranging from 0.30 to 0.50 can provide good contributions.¹⁰

The results of the product moment correlation test that has been corrected from the spurious overlap effect get coefficients between 0.365-0.625 on 19 questions/ statements in teacher role variables, 0.335-0.461 in 10 questions/ statements in parental type variables. The acquisition of coefficients > 0.3 signifies valid or able to perform a measuring function (Ary, 2010: 249). While the questions/statements in the variable formation of student characters obtained correlation coefficient of less than 0.3 on items 5 and 13 so declared null and void, but for other items get coefficients > 0.3 , so it is declared valid (see table below).

⁷ Suharsimi Arikunto, *Prosedur Suatu Pendekatan Praktek*, (Jakarta: Rineka Cipta, 2010), page 274.

⁸ Eko Putro Widoyoko, *Teknik Penyusunan Instrumen penelitian*, (Yogyakarta: Pustaka Pelajar, 2012), page 127-134.

⁹ Sugiyono, *Metode...*, page 178.

¹⁰ Saifudin Azwar, *Reliabilitas dan validitas*, (Yogyakarta: Pustaka Pelajar, 2000), page 158.

Table 6.
Validity Test Results

No.	Variable	Item	Coefficient r	Information
1.	The role of teachers	1-19	0.365-0.625	Valid
2.	Parenting	1-10	0.335-0.461	Valid
3.	Student character formation	5	-0.240	Fall
		13	0.157	Fall
		1-24 (selain 5 & 13)	0.366-0.823	Valid

Source: Results of validity testing

3. Test Instrument Reliability

Reliability test is a tool to measure a questionnaire which is an indicator of a variable or constructs. Reliable research results, if there are similarities in data at different times. If in yesterday's object is red, and then now and tomorrow will remain red.¹¹

A reliable instrument is an instrument that is used several times to measure the same object, will produce the same data. More clearly the instrument is right and consistent to measure something that is measured. Reliability of evaluation instruments with Cronbach alpha test, the results of testing on the teacher's role scale get alpha coefficient of 0.864, on the level of parenting for 0.750, and the character formation scale of 0.872. Acquisition of ≥ 0.7 indicates reliable; it can be stated that all measurement scales have acceptable levels of reliability.

RESEARCH RESULTS

Descriptive analysis of the answers to the questionnaire the role of the teacher gets a very agreeable amount of 72.63%, and answers agree as much as 27.37%, no solutions to disagreement and strongly disagree found. The majority of agree and strongly agree to show a positive response to the role of the teacher.

Descriptive answers to the results obtained, the lowest score = 60, the highest = 76 and the average = 70.80: high categorized (see table 4.2). It shows the teacher's role in the class is going well. The tendency of individual responses shows: 93.33% are categorized high, and 6.67% are categorized quite high. Showing all students positively appreciate the role of the teacher. The results of the descriptive statistical tests show more than three scales on a scale of 1-4 on all aspects (see figure 2), indicating all aspects played by the teacher.

Descriptive analysis of the answers to parental parenting questionnaires was obtained, the number of strongly agreed as much as 44.67%, answers agreed as much as 47.67%, answers did not agree as much as 6.67% and strongly disagree as much as 1.00% The majority of people agree and strongly agree to show a positive response to parenting. Source: Results of primary data processing.

¹¹ *Ibid.*

The descriptive results of the answer scale get the lowest score = 23, the highest = 36 and the average = 33.60: high categorized (see table 4.5). Indicating parenting applied by parents can be accepted by students.

Individual student responses to parenting applied by parents showed: as many as 76.67% were categorized high, as many as 20.00% were categorized quite high, and as many as 3.33% were categorized quite low. Showing all students (except one person) positively appreciate parents' upbringing.

The measurement of parenting is done by weighing the type of parenting: democratic, permissive, authoritarian, interlocutory, and combination. The results of the descriptive statistical test show that all types are more than three in scale.

Judging from the tendency of the type of parenting applied, as many as 50.00% of students applied democratic parenting, 26.67% tended to be authoritarian, 13.33% tended to be combination fostered, 6.67% managed to be fostered, and 3.33% tended to be patterned permissive upbringing (see picture 5).

Descriptive analysis of answers to character formation questionnaires students get, strongly agree as much as 65.15%, agree as much as 32.58%, disagree as much as 2.27%, and found no answers strongly disagree. The majority of very agree and agree responses show that students respond positively to character building activities.

Descriptive analysis of the answers to the formation of students' characters gets, lowest = 69, highest = 88 and average = 79,833: categorized high. Indicating character building activities can be well received by students.

Students' responses to character formation activities show: as many as 90% are categorized high, and as many as 10% are categorized quite high. Showing all students positively appreciate the students' character-building activities.

Formation of student character includes: Honest, Disciplined, Confident, Tolerant, Responsible, and Polite. The results of the descriptive statistical test show that all components of honesty are more than three on a scale of 1 - 4, indicating that character building activities are carried out in all components of honesty.

Assumptions of normally distributed data were evaluated by the Kolmogorov Smirnov test. The test results obtained Kolmogorov Smirnov coefficient = 1.214 with probability (p) = 0.105 on the teacher role variable; Kolmogorov Smirnov Coefficient = 1.312 with p = 0.064 in the parenting variable; The Kolmogorov Smirnov coefficient = 0.980 with p = 0.292 on character formation variables. Acquisition of $p > 0.05$ indicates the data of each variable is normally distributed (David J. Sheskin, 2004:239). Thus, the plan for using multiple regression parametric statistics can be continued.

Independent data assumptions with linear patterns are dependent and evaluated by the F test. The test results get F-count = 2.005 with p = 0.096 on the teacher role variable, and F-count = 0.555 with p = 0.783 on the parenting variable of parents. Acquisition of $p > 0.05$ indicates independent data with a linear pattern dependent.

The influence of teacher role variables and parenting style simultaneously on character formation was evaluated using multiple regression statistical tools. The two independent joint influences are explained by the parameters of determination, while the influence of each independent or partial is explained by regression coefficient (β).

a. Independent Influence

Independent influence individually explains the contribution of one of the independent variables to the dependent when along with other variables. That is 1) The influence of teacher role variables on the formation of student character at the same time along with parenting variables 2) Effect of parenting on the formation of student character at the same time along with teacher role variables. Based on the table above, the regression equation to explain the effect of each independent variable is:

$$Y = 14.047 + 0.497X_1 + 0.910X_2,$$

This equation explains:

1) Constants

The constant explains the size of character formation if the factors that influence it are eliminated or considered zero. Positive constants interpret that student character formation still exists even though the teacher's role and parenting variables are not carried out.

2) The influence of the teacher's role

The regression coefficient of 0.497 explains an increase in one unit of teacher role can increase the formation of student character by 0.497 on *ceteris paribus* (variable parenting style are considered permanent). Positive values explain the impact of the role of teachers in the same direction, increasing the role of teachers can improve character formation, and vice versa the decrease has an impact on decreasing character formation.

The significance of influence the role of the teacher partially evaluated through the t-test, in table 4.11 is shown t count the teacher's role = 2.954 with $p < 0.05$, indicating significant.

3) Effect of Parenting

The regression coefficient of 0.910 explains an increase in one parenting unit can increase character formation by 0.910 by *ceteris paribus*. For each increase in one unit of parenting style can increase character formation by 0.910 units. Positive values explain the effect of parenting style are unidirectional, the increase can increase character formation, and vice versa. The decline has an impact on decreasing character formation.

The significance of the influence individually is evaluated through the t-test; it shows the parenting count of parents = 3.952 with $p < 0.05$, indicating significant.

b. Simultaneous Influence

Determination coefficient (R^2) shows the contribution of all independent variables together to dependent. The acquisition of 0.588 explained that the role of the teacher and

parenting style contributed 58.87% towards character formation. Other variables not examined added 41.13%. The significance of determination is evaluated through the F test, the result of $F_{count} = 19,245$ with $p > 0,05$ signifies significant.

Hypothesis testing

The results of multiple regression tests get the regression coefficient $\beta = 0.497$ with $p < 0.05$ on the teacher role variable. The acquisition of $p < 0.05$ indicates significant, as well as empirical facts supporting the first hypothesis which confirms the teacher's role has a significant effect on the formation of student character.

The results of multiple regression tests get the regression coefficient $\beta = 0.910$ with $p < 0.05$ in the parenting variable of parents. Acquisition of $p < 0.05$ indicates significant, as well as empirical facts supporting the second hypothesis which confirms parenting have a substantial effect on student character formation.

The results of multiple regression tests get a determination coefficient of 0.588 with $p < 0.05$. The acquisition of $p < 0.05$ signifies significant, as well as empirical facts supporting the hypothesis which confirms the role of the teacher and parenting style influence simultaneously on the formation of student character.

DISCUSSIONS

The role of the teacher and parenting style proved to have a significant effect on the formation of the character of the students of Sleman 2 Yogyakarta Islamic Elementary School. Its contribution can be statistically explained by 58.87%, where parenting gives a higher contribution ($\beta = 0.910$) than the teacher's role ($\beta = 0.497$).

The findings of this significant influence are a reinforcement of the results of previous studies about the role of teachers and parenting to shape the character of children (students). Most teachers believe that they can contribute to the character education program efficiently, but also believes that the program at school is not enough, it is necessary to work together with other stakeholders (Demireli, 2016).

CONCLUSION

The regression test results described in the previous chapter show the significant effect of independent variables on dependent simultaneously and individually. Based on these findings concluded;

1. The role of the teacher gives a significant positive influence on the formation of the character of MIN 2 Sleman Yogyakarta students. ($\beta = 0.497$, $p < 0.05$). Students of MIN 2 Sleman Yogyakarta.
2. Parenting style has a significant positive influence on the formation of the character of MIN 2 Sleman Yogyakarta students. ($\beta = 0.910$, $p = < 0.05$).
3. The role of teachers and parenting style together have a significant influence on the formation of the character of MIN 2 Sleman Yogyakarta students ($R^2 = 0.588$, $F_{hit} = 19.245$, $p < 0,05$).

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