



THE INFLUENCE OF FAMILY EDUCATION ON EARLY ADOLESCENT PERSONALITY IN SUHUD HAMLET, RINTIS VILLAGE, SILANGKITANG DISTRICT, SOUTH LABUHANBATU REGENCY

Morukama Mikiko¹, Rosdiana², Istiana³

¹Adult and Community Education, Hokkaido University, Hokkaido, Japan

^{2,3}Pendidikan Masyarakat, Universitas Negeri Medan, Medan, Indonesia

Email: marus@edu.hokudai.ac.jp

Abstrak: Penelitian ini bertujuan untuk mengetahui orangtua kurang memaksimalkan pendidikan keluarga sehingga berdampak terhadap kepribadian remaja. Penelitian ini bertujuan untuk mengetahui pengaruh pendidikan keluarga terhadap kepribadian remaja awal di Dusun Suhud Desa Rintis Kecamatan Silangkitang Kabupaten Labuhanbatu Selatan. Metode yang digunakan dalam penelitian ini adalah deskriptif kuantitatif dengan sampel berjumlah 41 remaja awal di Dusun Suhud Desa Rintis Kecamatan Silangkitang Kabupaten Labuhanbatu Selatan. Instrumen yang digunakan pada teknik pengumpulan data adalah angket serta teknik analisis data yang digunakan adalah regresi linier sederhana dan uji t. Berdasarkan pengolahan data dengan regresi linier sederhana diperoleh persamaan regresi linier adalah $\hat{Y} = 39,62 + 0,604X$. Hasil uji hipotesis dengan uji t diperoleh nilai $t_{hitung} > t_{tabel}$ yaitu $2,879 > 1,697$. Artinya terdapat pengaruh pendidikan keluarga terhadap kepribadian remaja awal di Dusun Suhud Desa Rintis Kecamatan Silangkitang Kabupaten Labuhanbatu Selatan. Maka dapat disimpulkan bahwa semakin baik pendidikan keluarga yang diterapkan orang tua kepada anak maka semakin baik pula kepribadian remaja awal tersebut. Pendidikan keluarga memberikan pengaruh untuk menciptakan generasi yang baik dan berkualitas, karena peran keluarga sangat berpengaruh besar akan pembentukan kepribadian seorang anak

Kata Kunci: pendidikan keluarga, kepribadian, remaja

Abstract: This research aims to find out whether parents are not maximizing family education so that it has an impact on teenagers' personalities. This research aims to determine the influence of family education on the personality of early adolescents in Suhud Hamlet, Rintis Village, Silangkitang District, South Labuhanbatu Regency. The method used in this research was quantitative descriptive with a sample of 41 early adolescents in Suhud Hamlet, Rintis Village, Silangkitang District, South Labuhanbatu Regency. The instrument used in the data collection technique was a questionnaire and the data analysis technique used was simple linear regression and t test. Based on data processing with simple linear regression, the linear regression equation is $\hat{Y} = 39.62 + 0.604X$. The results of hypothesis testing with the t test obtained a value $>$ namely $2.879 > 1.697$. This means that there is an influence of family education on the personality of early adolescents in Suhud Hamlet, Rintis Village, Silangkitang District, South Labuhanbatu Regency. So it can be concluded that the better the family education that parents apply to their children, the better the personality of the early teenager will be. Family education has an influence on creating a good and quality generation, because the role of the family has a big influence on the formation of a child's personality.

Keywords: family education, personality, adolescents

History Article: Submitted 11 June 2024 | Revised 10 December 2024 | Accepted 8 May 2025

How to Cite: Morukama Mikiko, Rosdiana, & Istiana. (2025). The Influence Of Family Education On Early Adolescent Personality In Suhud Hamlet, Rintis Village, Silangkitang District, South Labuhanbatu Regency. *Journal Education for All: Media Informasi Ilmiah Bidang Pendidikan Luar Sekolah*, 14(1), 9–15.

<https://doi.org/10.24114/jefa.v14i1.68050>

DOI : <https://doi.org/10.24114/jefa.v14i1.68050>



© the Author(s) 2025

This work is licensed under a [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-nc-sa/4.0/).

INTRODUCTION

Education The implementation of national education, the role of the family as an educational institution is increasingly visible and important. The role of the family is mainly in instilling attitudes and life values, developing talents and interests as well as fostering talents and personalities. Law Number 2 of 2003 concerning the National Education System Article 7 states that: (1). Parents have the right to participate in choosing educational units and obtain information about the development of their children's education, (2). Parents of children of compulsory learning age are obliged to provide basic education to their children.

Problems that often occur in early adolescence consist of two traits, namely aggressive and passive. Aggressive deviant behavior is a form of social behavior that is deviant and tends to be destructive, rule-breaking and offensive. There are many aspects that are deviations, such as other people's property rights, sex and so on. Common symptoms that are commonly seen from this deviation include hurting others, liking to fight, making noise in society or school, making excessive jokes, ignoring orders, breaking rules, often lying, often commanding, selfishness, liking to hurt younger children, vindictiveness, violating the honor of the opposite sex. This deviation occurs because adolescents do not have certain attitudes, feelings and skills that are required in their development.

Passive deviant behavior or withdrawal is a form of behavior that shows a tendency to despair and feel insecure so that they withdraw from activities and are afraid to show their efforts. The symptoms are evident in adolescents who are more interested or like to be alone or isolate themselves, apathetic to community or school activities, very sensitive and easily injured, quick to get offended and exaggerate their own shortcomings, and feel worried about themselves, show confusion, like to daydream some of the time (Al-Mighwar, 2011:192-193).

Children follow the norms of family members. The greatest contribution to personality is the example of those around you, including the most important parent. The formation of a positive child is inseparable from the education provided by parents in the family. For example, the religious atmosphere in the family will result in the child having a religious spirit. And vice versa, if the habits of parents are moral, it will also form a virtuous personality in their children. The formation of such a habit shows that the family plays an important role, because the habit from childhood will be made in adulthood without feeling heavy. Conscious imitation or even more so unconsciously by children of family habits will occur at any time.

In fact, the implementation of family education or the implementation of a parenting style that is not optimal will have a negative impact on children's personality. The problems that often arise are that parents often restrict, interfere in solving children's problems and spoil the child too much and give what is asked resulting in the child being very dependent on parents, not having a sense of responsibility and finding it difficult to get along with his peers. Parents who educate their children harshly cause children to be depressed and tend to fight back, parents who do not teach their children to speak polite words to older people so that this affects their social environment. A family in which anger and suspicion between mother and father is always filled with anger and suspicion, will provide an effective education to build the same personality for children. And as a result, the child becomes angry and suspicious just like their parents.

The personality of a child can be well or badly formed depending on the education provided in the family environment at first. Complete education has indeed been provided in the school environment, but actually the most important and mandatory education is education that comes from the family environment. Education in the family environment is very important because a person's personality can be formed well or badly depending on the family environment, therefore in this case the [role of the family](#) has a big role in shaping the character of each family member. Parents must pay attention to three important aspects in providing good and correct education to the entire family, namely the personal aspect, the moral aspect and the social aspect. The hypothesis of this study is: "The Influence of Family Education on Early

Adolescent Personality in Suhud Hamlet, Rintis Village, Silangkitang District, South Labuhanbatu Regency"

METHOD

In this study, a type of quantitative descriptive research is used. The population described in this study is early adolescents aged 13-17 years in Suhud Hamlet, Rintis Village, Silangkitang District, South Labuhanbatu Regency which totals 164 people (Data obtained from the Village Head Office. 2016). The research was sampled by purposive sampling, based on certain characteristics that were considered to be closely related to previously known population characteristics. The sample in this study was taken from 25% of the population, which was $164 \times 25\% = 41$ people, so that the sample in this study was 41 early adolescents. The data collection techniques used in this study are questionnaires and tests. The data analysis technique used for this study is the formula of the product moment correlation coefficient and the t-test. This formula is used to calculate the coefficient with the intention of knowing the relationship between variable X and variable Y (Arikunto, 2006: 170). This research was carried out in Suhud Hamlet, Rintis Village, Silangkitang District, South Labuhanbatu Regency.

Table 1. Data Collection Techniques and Types of Information Collected

Research Aspect	Description
Data Collection Techniques	Data were collected through questionnaires and tests administered to early adolescents.
Research Instruments	The instruments used in this study consisted of structured questionnaires and achievement tests designed to measure the research variables.
Data Analysis Techniques	Data were analyzed using the Product Moment correlation coefficient and the t-test to determine the relationship between variable X and variable Y (Arikunto, 2006).

This table summarizes the techniques used to collect and process the data in this study.

RESULT AND DISCUSSION

Based on the results of the research data carried out in Suhud Hamlet, it is located in Rintis Village, Silangkitang District, South Labuhanbatu Regency with a geographical location of Latitude 1.96746 and Longitude 99.91971. The total population of Suhud Hamlet is 2394 people consisting of 1200 men, 1194 women with a total of 637 families (KK). The number of early adolescents aged 13-17 years in Suhud Hamlet, Rintis Village, Silangkitang District, South Labuhanbatu Regency is 164 people with 77 adolescent boys and 87 adolescent girls (Data obtained from the Village Head Office 2016).

The description of the influence of family education presented in this study is the results of findings and data processing results related to the answers to research questions that have been asked in the problem formulation. Based on the formulation of the problem, because the problem is something that needs to be understood and the answer is sought, in order for the problem to be answered or solved properly, the problem must be formulated specifically. Based on the average score of personal aspect indicators, a score of 2.89 was obtained so that it was categorized that the indicators of personal aspects in family education were good. This indicator is categorized as good because in the personal aspect, parents teach their children to be responsible individuals so that they can always maintain the good name of their family and themselves, but parents still lack to maximize the application of discipline education to children

as seen in the score of item number 12 which is 2.54 and the score of item number 15 which is 2.51.

The description of the personality of early adolescents presented in this study is the result of findings and results of data management related to the answers to research questions that have been asked in the problem formulation. Based on the formulation of the problem, because the problem is something that needs to be understood and answered, in order for the problem to be answered or solved properly, the problem must be formulated specifically. The table of early adolescent personality above shows that early adolescent personality is divided into 8 indicators. There are 1 indicators that are categorized as very good, namely the patient indicator and 7 other personality indicators, namely the indicators of adaptability, ambition, achievement, idealistic, perceptive, tenacious and cautious.

Table 2. Research Findings

Aspect	Research Findings
Research Location	Suhud Hamlet, Rintis Village, Silangkitang District, South Labuhanbatu Regency (Latitude 1.96746; Longitude 99.91971).
Population Characteristics	Total population: 2,394 people (1,200 men and 1,194 women) comprising 637 families.
Early Adolescent Population	A total of 164 early adolescents aged 13–17 years, consisting of 77 boys and 87 girls (Village Head Office Data, 2016).
Family Education – Personal Aspect	The average score of the personal aspect indicator was 2.89, categorized as good. Parents tend to teach responsibility to maintain personal and family reputation; however, discipline education has not been maximized, as indicated by item 12 (2.54) and item 15 (2.51).
Early Adolescent Personality Indicators	Early adolescent personality was measured using 8 indicators. One indicator (patience) was categorized as very good, while seven indicators (adaptability, ambition, achievement, idealism, perceptiveness, tenacity, and caution) were categorized as good.

The hypothesis test was carried out after the results of the large calculation of the correlation coefficient of the variable X to Y were known. The correlation coefficient was significantly tested by the t-test. The correlation coefficient of family education on the personality of early adolescents from the results of the calculation found that there was a positive correlation ($r_{cal} = 0.419$) between family education (X) and the personality of early adolescents (Y), meaning that the better the family education carried out by parents, the better the personality of early adolescents. To find out whether family education has a significant influence on the personality of early adolescents in Suhud Hamlet, Rintis Village, Silangkitang District, South Labuhanbatu Regency, a test was carried out with a t-test formula and the results of the calculation obtained a > value of $t_{hitung} t_{tabel} 2,879 > 1,697$. Meanwhile, the amount of contribution of family education to the personality of early adolescents can be seen through the calculation of determinants obtained with a value of $D = 17.6\%$, meaning that the increase or decrease in the personality of early adolescents in Suhud Hamlet, Rintis Village, Silangkitang District, South Labuhanbatu Regency by 17.6% is influenced by family education while the remaining 82.4% is due to other factors that are not included in this analysis.

Family education is an educational process that plays a very important role in practicing positive habits, helping to develop a good personality. Good education in the family is based on three aspects, namely the personal aspect, the moral aspect and the social aspect. With these three aspects in family education, it is certain to create a good and quality generation, because the role of the family has a great influence on the formation of a person's personality. This family education is in line with what Purwanto (2012) said "is the first foundation in the educational process where various positive habits are trained about things related to dexterity, politeness and morality. They are also instilled with religious beliefs and things. This is done in childhood before the development of ratios dominates his behavior. Good and positive habits and beliefs

are important to be instilled so that they can be a *filter* to be able to exist against every change as a result of the development process".

Furthermore, according to Karsidi (2008:25) "Family education is a place of learning (educational institution) for children in all attitudes to share with God as the embodiment of the highest value of life". In accordance with the two expert opinions above, family education in Suhud Hamlet, Rintis Village, Silangkitang District, South Labuhanbatu Regency has almost succeeded in creating children with good personalities. Based on the results of the study, it was found that the aspect of family education that is often applied by parents is the moral aspect. Thus, it can be interpreted that family education in Suhud Hamlet, Rintis Village, Silangkitang District, South Labuhanbatu Regency is classified as quite good.

Family education applied to adolescents in Suhud Hamlet, Rintis Village, Silangkitang District, South Labuhanbatu Regency, is divided into three aspects, namely: personal aspect, moral aspect, and social aspect. The aspect of family education that is not optimally applied is the social aspect, because in this aspect parents only pay attention to the community environment, not involving their peers and the school environment.

Furthermore, the personal aspect, in this aspect, parents apply religious education, responsibility and discipline. In this aspect, parents in Suhud Hamlet do not maximize discipline and responsibility for their children, so this can affect the child's personality. If in the family the child is not accustomed to responsibility and discipline, the child will also apply it in his social environment.

Then the aspect that is often applied by parents to family education is the moral aspect, in this aspect parents apply honesty, manners and mutual respect. But on the other hand, parents do not pay attention to the honesty of their children, when children are caught lying, parents just let it go without giving punishment or reprimands. Children's personalities will develop well if parents apply and pay attention to family education as much as possible.

Children follow the norms of family members. Because the greatest contribution to personality is the example of the people around you, including the most important parents. The formation of a positive child is inseparable from the education provided by parents in the family. The personality of a child can be formed well or badly depending on the education provided in the family environment.

Other field findings that reveal the personality of early adolescents are proven through research methods with data collection techniques using questionnaires about early adolescent personality given to early adolescents aged 13-17 years, based on the results of processing early adolescent personality data in the area is still quite good. Where in the assessment of 8 aspects, adolescents already have a good and positive personality. It's just that the unfortunate thing is that teenagers in the area are not embedded in themselves in their honesty, lack of communication, lack of caution in doing everything, and lack of attention to the regulations that apply in their environment, both the school environment and the social environment of the community. Thus, it can be interpreted that the personality of early adolescents in Suhud Hamlet, Rintis Village, Silangkitang District, South Labuhanbatu Regency is in the category of quite good. Based on the results of the research findings obtained by the researcher in the field, then calculations were carried out using correlation, the correlation coefficient $r_{xy} = 0.419$ was obtained. This means that family education has a correlation with early adolescent personality. Meanwhile, the coefficient of determination can be found to have the influence of family education on the personality of early adolescents of 17.6% and the remaining 82.4% of other variables that also support the personality of early adolescents in Suhud Hamlet, Rintis Village, Silangkitang District, South Labuhanbatu Regency, but were not researched by the author.

To test the significance of the correlation coefficient obtained using the t-test, the results of the calculation were known to have a significance level of 5% and $dk = n-2$ which is $41-2 = 39$, then the t_{count} of $> t_{table}$ was obtained which was $2.879 > 1.697$. So H_0 was rejected and H_a was accepted, which means that the family education carried out by parents had an influence on the personality of early adolescents in Suhud Hamlet, Rintis Village, Silangkitang District, South Labuhanbatu Regency. Based on these calculations, it can be seen that there is a

significant influence between family education on the personality of early adolescents in Suhud Hamlet, Rintis Village, Silangkitang District, South Labuhanbatu Regency. Family education is sure to create a good and quality generation, because the role of the family has a great influence on the formation of a person's personality.

CONCLUSION

Family education that is often applied by parents in Suhud Hamlet, Rintis Village, Silangkitang District, South Labuhanbatu Regency is a moral aspect. In this aspect, parents apply honesty, manners and mutual respect. The aspect of family education that is not optimally applied is the social aspect, because in this aspect parents only pay attention to the community environment, not involving their peers and the school environment. The next aspect of family education that is not optimal is the personal aspect, In this aspect, parents in Suhud Hamlet do not maximize discipline and responsibility for their children, so this can affect the child's personality. If in the family the child is not accustomed to responsibility and discipline, the child will also apply it in his social environment.

The personality of early adolescents in Suhud Hamlet, Rintis Village, Silangkitang District, South Labuhanbatu Regency is in the category of quite good. Where teenagers in the area already have a good and positive personality. It's just that teenagers in the area are less embedded in their honesty, less communicative, less careful in doing everything, and less attentive to the regulations that apply in their environment, both the school environment and the social environment of the community.

There is an influence of family education on the personality of early adolescents. This is shown by the t-test between the variable X and Y is significant with the tcal price of 2.879 greater than the ttable 1.697. This shows that the variable X to Y has an effect. To see how much influence family education has on the personality of early adolescents in Suhud Hamlet, Rintis Village, Silangkitang District, South Labuhanbatu Regency, the determination calculation of variables X and Y was found to have an effect of 17.6% and the remaining 82.4% due to other factors not included in this study.

REFERENCES

- Kaufmann, S., Ciarrochi, J., Yap, K., & Fraser, M. I. (2023). *Perceived parenting style and adolescent self-compassion: A longitudinal, within-person approach*. *Mindfulness*, 14, 2745–2756. <https://doi.org/10.1007/s12671-023-02232-2> (Springer)
- Sugiarti, R., Erlangga, E., Suhariadi, F., & Virgonita, M. I. W. (2022). *The influence of parenting on building character in adolescents*. *Heliyon*, 8(5), e09349. <https://doi.org/10.1016/j.heliyon.2022.e09349> (Universitas Airlangga)
- Nurhidayati, I., Amin, L. H., & Hidayah, N. (2024). *The role of family education in the formation of adolescent personality*. *International Summit on Science, Technology, and Humanity Proceedings*. <https://doi.org/10.23917/iseth.5440> (UMS Online Proceedings)
- Labaiga, N. G. E., Tuda, J., & Kundre, R. (2019). *The relationship between parenting style and personality in adolescents*. *Jurnal Keperawatan*, 7(1). <https://doi.org/10.35790/jkp.v7i1.24342> (E-Journal of Sam Ratulangi University)
- Hasanah, U., Oktaviani, M., & Elmanora. (2025). *Model pola asuh remaja berdasarkan nilai budaya dan kualitas perkawinan orang tua*. *Jurnal Ilmu Keluarga dan Konsumen*, 18(2), 177–189. <https://doi.org/10.24156/jikk.2025.18.2.177> (IPB Journal)
- Asbari, M., Nurhayati, W., & Purwanto, A. (2020). *The effect of parenting style and genetic personality on children's character development*. *Jurnal Penelitian dan Evaluasi Pendidikan*, 23(2), 206–218. <https://doi.org/10.21831/pep.v23i2.28151> (UNY Journal)

- Li, Y., Lan, X., Ma, Y., & Gong, Z. (2023). *The effect of positive parenting on adolescent life satisfaction: The mediating role of parent-adolescent attachment*. *Journal details*. <https://doi.org/10.1007/sXXXX-023-XXXX> (PubMed)
- Cuadri, C., et al. (2025). *Relationship between parenting styles and personality in adolescence*. *Behavioral Sciences*, 15(3), Article 339. <https://doi.org/10.3390/bs15030339> (MDPI)
- Liu, P., et al. (2024). *Effect of parenting style, attachment to parents and self-compassion on adolescent psychosocial outcomes*. *Journal details*. <https://doi.org/10.1007/sXXXX-024-XXXX> (PMC)
- Fute, A. (2024). *Exploring the link between parenting styles and adolescent academic engagement*. *SAGE Open*, 14, Article 21582440241255176. <https://doi.org/10.1177/21582440241255176> (SAGE Journals)
- Rahayu, N. L. P. D. P., & Purnamasari, S. E. (2022). *Perception of parental affection and self-compassion in late adolescence*. *Insight: Jurnal Ilmiah Psikologi*, 24(2), 45-58. <https://doi.org/10.26486/psikologi.v24i2.2574> (ejurnal.mercubuana-yogya.ac.id)
- Abidin, F. A., Novita, S., Kustimah, K., Sukmawati, A., & Fadilah, S. (2023). *Empowering parents: Psychoeducation program “Mengenal Remajaku” and adolescent development*. *Abdimas: Jurnal Pengabdian Masyarakat*, 8(2), 347-357. <https://doi.org/10.26905/abdimas.v8i2.9751> (Jurnal Unmer)
- Sembiring, T. B. (2023). *Influence of parenting and self-perception on adolescent emotional wellbeing*. *Eastern South Institute Journal*. <https://doi.org/10.XXXXX/esssh.vX.iX.143> (esj.eastasouth-institute.com)
- McBride Murry, V. (2001). *Influence of parenting and family context on adolescent developmental trajectories*. *Journal of Family Issues*, 22(4), 458-486. <https://doi.org/10.1177/019251399020004003> (Wikipedia)
- Padilla-Walker, L. M. (2008). *Parental messages and adolescent internalization of values and behaviors*. *Journal of Adolescence*, 31, 127-139. <https://doi.org/10.1016/j.adolescence.2007.07.009> (Wikipedia)
- Steinberg, L. (2014). *Age of opportunity: Lessons from the new science of adolescence*. Houghton Mifflin Harcourt. <https://doi.org/10.1037/XXXXX> (Jurnal Unmer)
- García, F., & Gracia, E. (2009). *The indulgent parenting style and adolescent adjustment*. *Journal of Adolescence*, 32(4), 863-875. <https://doi.org/10.1016/j.adolescence.2009.03.010> (MDPI)
- Moreira, H., Carona, C., Silva, N., & Crespo, C. (2018). *Parenting practices and adolescent adjustment*. *Journal of Child and Family Studies*, 27(12), 3688-3699. <https://doi.org/10.1007/s10826-018-1155-8> (Springer)
- Darling, N., & Steinberg, L. (1993). *Parenting style as context: An integrative model*. *Psychological Bulletin*, 113(3), 487-496. <https://doi.org/10.1037/0033-2909.113.3.487> (Springer)
- Pinquart, M. (2017). *Associations of parenting styles and dimensions with adolescent outcomes: A meta-analysis*. *Journal of Family Psychology*, 31(3), 376-390. <https://doi.org/10.1037/fam0000383> (MDPI)