

## The Relationship between Moral Education in the Family and Adolescent Personality

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### ABSTRACT

**Purpose of the study:** This research aims to determine whether there is a relationship between moral education in the family and adolescent personality.

**Methodology:** This study uses questionnaire methods, documentation and data analysis methods. The subjects of the study were 40 respondents, using population and sample techniques (purposive random sampling). Data collection used a questionnaire instrument to collect x and y data. The collected research data were analyzed using descriptive statistical analysis techniques. Testing the research hypothesis used correlation analysis.

**Main Findings:** The results of the study showed that at the 5% level = 0.313. So that the comparison obtained based on the table of values obtained is:  $0.219 < 0.313$  at a significant level of 5%. From the analysis of the data, the working hypothesis ( $H_a$ ) which states that there is a significant relationship between moral education in the family and adolescent personality is rejected. At the 1% level = 0.405, the comparison obtained based on the table of values obtained is:  $0.219 < 0.405$ , then the null hypothesis ( $H_o$ ) which states that there is no positive relationship between moral education in the family and adolescent personality so that  $H_o$  is accepted.

**Novelty/Originality of this study:** This study integrates moral education in the family as one of the determining factors in the formation of adolescent personality. Although many studies discuss moral education and adolescent development separately, this study offers a more comprehensive approach, considering how the family environment plays a direct role in shaping adolescent moral values and behavior.

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## 1. INTRODUCTION

Education is a lifelong process that is continuously needed by humans in treading life in the world in order to achieve true happiness. In achieving true happiness, education, especially Islamic education, has a main goal that is a milestone, namely forming morals and character that are able to produce people with morals, clean souls, strong wills, great ideals, and have high and noble morals [1]-[3]. Moral and ethical education is the soul of Islamic education [4], [5]. Achieving perfect morals is the true goal of education.

The educational process in Islam refers to these four potentials and this becomes the functional goal of Islamic education so that the final goal of education is achieved, namely a believer, a believer, and a believer, a

believer with noble morals. Furthermore, Ibn Sina stated in the comparative book of Islamic education by Ali Al-Jumbulati that Islamic education pays great attention to the moral aspect which is the focus of attention of all educational philosophical thinkers, namely educating children by fostering the ability to have true religion [6], [7]. Therefore, religious education becomes the main foundation for achieving the goal of moral education. Moral education is everything and human life depends on morals (there is no life without morals) [8].

Faith and morals are two very significant segments for Muslims, especially in the development of the souls of children and adolescents who are identical to human children who always want freedom, and are a phase where they experience the process of searching for self-identity, in order to strengthen their commitment to living life in a social order [9]. So at this time, children and teenagers have very good potential if directed to positive things. However, in this modern era, namely the increasingly rapid development of science and technology, especially the development of information and communication, children and especially teenagers experience very concerning basic problems, namely moral decadence and the loss of social values [10]. So what happens is very contrary to what is desired, namely that they are trapped in the formalism of life without understanding the essence of life itself which leads to the collapse of the morals or ethics of children and especially teenagers. From the flow of communication and information without limits, it is no longer possible to avoid the negative impacts that arise [11].

For example, adolescent behavior includes: many teenagers imitate the way they dress at school, which is lacking in discipline, clothes are rarely tucked in, all of this is done because students often watch films or soap operas about students who no longer pay attention to Eastern ethics, are impolite/do not respect people who are older than them [12]. In fact, there are still many more problems that cause juvenile delinquency, including brawls between students, all of which occur due to the influence of drinking alcohol. Currently, if we look at a party or art performance, we will definitely see riots between young people, all of whom are sometimes still in school [13], [14].

The condition of the nation's children like this indicates that morality and belief are very important in efforts to prepare the next generation of believers [15]. In this context, teenagers are individuals who have souls that are full of turmoil from the social environment which is characterized by rapid social change, which results in confusion of norms and in the process of self-identification or searching for their identity [16]. Of the several negative impacts caused by the influence of the globalization era, the guidance and education that is most effective in achieving educational goals is guidance carried out in the family [17]. In this case, the family is the parents who are the ones who lay the foundation and main elements for further education and parents are the main and first educators for children [18]. It is also something that should not be forgotten that in educating children, an educator should understand the development of his students which includes physical, motoric, intelligence, sensory, linguistic and emotional development and most urgently, spiritual development [19].

Previous research conducted by Ningsih et al [20] regarding moral education for adolescents in the family. Previous studies tend to focus on how moral education is instilled in the family and the challenges faced in the process, such as socio-economic conditions and parents' limitations in providing moral education. However, these studies have not yet thoroughly examined the direct impact of moral education on adolescent personality. The current study closes this gap by exploring the direct relationship between moral education in the family and the formation of adolescent personality. This study provides a deeper understanding of how moral education influences aspects of personality such as a sense of responsibility, empathy, and independence, which have not been comprehensively reviewed in previous studies. This study provides novelty by exploring the direct relationship between moral education in the family and the formation of specific aspects of adolescent personality, such as responsibility, empathy, and independence. In addition, this study presents a deeper understanding of how norms and values taught in the family environment shape adolescent character in the current social and cultural context.

The urgency of this study is to understand how moral education in the family affects the development of adolescent personality in a concrete way. This study is important because it provides deeper insight into the role of the family in shaping adolescent character, which can help in designing more effective educational strategies and interventions to support positive adolescent personality growth. In addition, this understanding can help parents, educators, and policy makers in creating an environment that is more supportive of the formation of good and noble adolescent personalities. Based on the background above, considering how important children's moral education is, the purpose of this study is to determine whether there is a relationship between moral education in the family and adolescent personality.

## **2. RESEARCH METHOD**

### **2.1. Research Design**

This type of research is field research, the approach used is a quantitative descriptive approach method. This research is concentrated on explaining the realities that occur in the field and can communicate more than can be said with proportional language [21].

## 2.2. Data Collection Technique

In this study, the researcher acts as an instrument and data collector who acts as a participant observation. The researcher is open and shows that he is a researcher who is conducting research and expects a response from respondents. The method used is by using a questionnaire. The data collection technique that will be used in this study is a questionnaire [22], [23].

## 2.3. Data Analysis Technique

While the data analysis technique in this study is bivariate analysis. Bivariate analysis was chosen because in this study it will achieve a relationship between two variables, namely moral education in the family as an independent variable and adolescent personality as a dependent variable [24]. To determine the normality of the data, the Kolmogorov Smirnov test was carried out [25], [26].

## 2.4. Research Design

The research procedure includes (1) administrative activities including submitting operational permits, (2) selecting the number of people to become key informants and informants, (3) conducting field observations and informants so that data can be obtained directly, (4) borrowing documents needed for complete research data, (5) Presenting data with arrangements and sequences that allow and facilitate interpretation, and (6) Reducing data by creating weak or deviant data after data deficiencies begin to appear as a result of the reduction process. Next, it is planned to collect data.

## 3. RESULTS AND DISCUSSION

### 3.1. First Analysis

The results of the frequency distribution of answers to the moral education questionnaire in the family can be seen in the table below:

Table 1. Frequency Distribution of Answers to the Family Moral Education Questionnaire

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	81 – 88	17	42.5	42.5
	73 – 80	10	25.0	67.5
	65 – 72	13	32.5	100.0
Total	40	100.0	100.0	

From the percentage calculation, it can be concluded that the level of moral education in the family is 42.5% with 17 respondents in the high category, the level of moral education in the family is 10 respondents with a percentage of 25% in the medium category, the level of moral education in the family with a low category of 32.5% with 13 respondents. Thus, the level of moral education in the family is in the high category.

### 3.2. Second Analysis

The results of the frequency distribution of answers to the adolescent personality questionnaire can be seen in the table below:

Table 2. Frequency Distribution of Teen Personality Questionnaire Answers

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	78 – 84	19	47.5	47.5
	71 – 77	13	32.5	80.0
	64 – 70	8	20.0	100.0
Total	40	100.0	100.0	

From the percentage calculation, it can be concluded that the level of adolescent personality is 47.5% with 19 respondents in the high category, the level of adolescent personality is 13 respondents with a percentage of 32.5% in the medium category, the level of adolescent personality with a low category of 20% with a total of 8 respondents. Thus, the level of adolescent personality is in the high category.

### 3.3. Third Analysis

The results of the normality test and the results of the analysis of the relationship between moral education in the family and adolescent personality can be seen in the table below:

Table 3. Normality Test Results

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Moral Education in the Family	.208	40	.000	.911	40	.004
Teenage Personality	.218	40	.000	.889	40	.001

a. Lilliefors Significance Correction

Based on the results of the normality test between variable x and variable y in the distribution is not normal because the Sig. value is  $< 0.05$ . Then the next step 101 calculates the correlation coefficient between variable x and variable y using the Spearman rho statistical test (nonparametric correlation), as follows:

Table 4. Correlation Results of Moral Education in the Family and Adolescent Personality

		Moral Education in the Family	Teenage Personality
<i>Spearman's rho</i>	Moral Education in the Family	Correlation	1.000
		Coefficient	.219
		Sig. (2-tailed)	.175
	Teenage Personality	N	40
		Correlation	.219
		Coefficient	1.000
	Sig. (2-tailed)	.175	
	N	40	

After  $r$  (correlation coefficient) of both variables  $x$  and  $y$  are known, then to find out whether the hypothesis can be accepted, the  $r_{xy}$  value of the calculation result must be consulted with the  $r$  value contained in the  $r$  table of Spearman's ranked correlation coefficient so that it can be seen that  $r_{count}$  with  $r_{table}$  is significant or not. According to the respondent data of 40 people, it can be seen in the table of critical values of the Spearman's ranked correlation coefficient ( $r_s$ ) is at the 5% level = 0.313. So that the comparison obtained based on the table of values obtained is:  $0.219 < 0.313$  at a significant level of 5% (because if  $r_{count}$  is equal to or smaller than  $r_{table}$  according to the respondent data of 40 people). From the analysis of the data, the working hypothesis ( $H_a$ ) which states "there is a significant relationship between moral education in the family and adolescent personality" is rejected. At the level of 1% = 0.405, the comparison obtained based on the table of values obtained is:  $0.219 < 0.405$ , so the null hypothesis ( $H_o$ ) which reads: "There is no positive relationship between moral education in the family and adolescent personality" so  $H_o$  is accepted.

Moral education in the family plays a fundamental role in shaping the personality of adolescents. The family is the first social unit that influences the mindset and behavior of children, with parents as the main agents in conveying moral values. In this context, moral education includes teaching about values such as honesty, responsibility, and empathy. Research shows that adolescents who receive consistent and in-depth moral education from their families tend to develop stable personalities, integrity, and a high sense of responsibility. Effective moral education in the family often involves open communication and good role models from parents, which contribute to the formation of positive character in adolescents.

Positive family interactions and emotional support provided by parents can strengthen the impact of moral education on adolescent personality [27], [28]. When parents are actively involved in their children's lives and demonstrate moral values in everyday actions, adolescents are more likely to internalize these values and apply them in their social situations [29], [30]. The process of self-identification experienced by adolescents often involves adjusting the values taught at home with the values that exist in their social environment [31]. Families that are able to create a stable and supportive environment will help adolescents navigate these shifts in social values, thereby strengthening the formation of a personality that is consistent with the moral education received.

The results of this study have important implications for the development of educational policies and family education practices. Understanding the relationship between moral education and adolescent personality can help in designing more effective educational programs, both at the family level and at educational institutions. Policies that support training for parents on how to teach morals and moral values effectively, as well as providing support to strengthen the role of families in character education, will contribute to better adolescent personality development. Thus, this study makes a significant contribution to efforts to build a young generation that is not only academically intelligent but also has strong character and good morals.

#### 4. CONCLUSION

Based on data analysis using the Spearman rho statistical test (nonparametric correlation), the results of the study were 0.219. By consulting the table value ( $r_{table}$ ) significance level of 5% = 0.313, the data obtained that

$H_a$  is smaller than  $r_{table}$  (significance level of 5%). Based on the results of the empirical study, the hypothesis stating: ( $H_a$ ) "there is a significant relationship between moral education in the family and adolescent personality" is rejected. While the null hypothesis ( $H_o$ ) which reads: "There is no positive relationship between moral education in the family and adolescent personality" so that  $H_o$  is accepted.

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