

The Effect of Parents' Education Level on Children's Personality in Kanandede Village, Limbong District, North Luwu Regency

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Abstract

This research is a study that discusses the influence of parents' education level on children's personality in Kanandede village, Kec. Limbong Kab. North Luwu, the level of education of parents also determines the success of their children in school. Because through education owned by parents, so parents are able to foster and educate their children at home. Even parents can direct their children based on the talents and interests of the child concerned. Thus, the level of parental education referred to in this presentation is the level of formal education that has been passed by parents from elementary school to university level. From this level, there will be differences in the level of the parents concerned. So the embodiment of the level of religious behavior is kaffah or comprehensively determined by the overall experience based on personal. The importance of parental education individually because it determines whether parents are able to foster and educate the personality of their children, so that later children can become obedient and obedient and polite to their parents. Individuals and groups sometimes have symptoms that are more troubling, namely the occurrence of several social diseases in society that are carried out by children fairly and motivations that tend to bear fruit from the failure of parents in educating their children, which has now penetrated into children who are still underage. , these violations indicate how low the religious behavior of children is so that various religious violations are trampled on, as a result, they have an impact on the social environment with the emergence of separatist actions, deprivation of the rights of others, and others. This condition of behavior is a very worrying degradation and requires a rehabilitation that requires the involvement of all parties, both parents, government, community, as well as government institutions, educational institutions and non-government institutions. This is intended to provide prevention or countermeasures so that negative behavior can be minimized so that they become Islamic, civilized and cultured children and have noble behavior.

Keywords: *Education Level, Child Personality*

Introduction

Parents, especially mothers, are the place where children are educated in the first life. It is recognized that the family leaves a deep mark on the character, thoughts, attitudes, and personality of the child. Childhood is a decisive period in the formation of human personality, because during this period the role of parents is all-encompassing.

The commandment (command) to educate the family or children in the verse is more focused on the (aspects of responsibility) parents. Therefore, parents are required to be able to educate

their children well, namely educating them with moral or personality education. For the purpose of educating children, it shows the urgency of education for the parents themselves. Because educating children is an act that proceeds, then education (knowledge) absolutely must be owned by parents. The higher the level of education of parents, the easier it is for them to educate their children.

In today's era of globalization, the world feels increasingly narrow due to increasingly rapid technological advances. However, the advancements offered by these technological advances are not only positive, but also have negative impacts, both directly and indirectly felt by the community.

The rampant crime, whether in the form of acts of theft, abuse of illegal drugs, alcohol, and so on which is dominated by the younger generation, the occurrence of wars between groups of teenagers, brawls between students, all of which are indicators of the decline of morality or personality for our children or teenagers. The occurrence of various immoral acts in the form of rape and so on is a sign of the disorganized personality of today's children or adolescents.

These cases do not only occur in metropolitan cities, but have reached remote areas throughout the archipelago. However, the prevalence is still higher in big cities. The occurrence of various criminal acts or other criminal acts is nothing but a child's lack of personality.

This happens because they are less likely to get personality education from their parents. Or it may also be due to the low level of parental education so that the ability to properly educate their children based on Islamic personality cannot be realized. "The influence of the child's personality" is intended as a cause or effect of the morals, ethics, or behavior of parents on the child's personality as a mirror of the soul that is implemented into the daily life of the child, especially from the social aspect of the child.

A. Education Level of Parents and Children

The level of education of parents is as written in the Indonesian language dictionary, among others is Poerwadarminta, stating that the level is the level of dignity (position, advancement and so on) such as rank, degree and class. Meanwhile, in the Big Indonesian Dictionary, it is stated that the level is a layered arrangement or can also be interpreted as level. So, the word "level" coupled with the word "education" means to indicate the "level of education" or "last level of education" that a person has taken.

The level of parental education referred to is the last level or level of education that the parents of children have taken in Kanandede village, sub-district. Limbong district. North Luwu. The level of parental education also determines the success or formation of the personality or character of their children because it is a provision for the education of children in the household.

The level of education of parents also determines the success of their children in school. Because through the education of these parents, so parents are able to nurture and educate their children at home. Even parents can direct their children based on the talents and interests of the child concerned.

Although it is undeniable that there are also children born from uneducated families (low education) but their children become successful children in school, excel in social, economic, political and religious life. However, the most prominent are children whose parents have a fairly

adequate level of education. This is because highly educated parents can foster and educate their children in the household based on the ability and development of the child.

The level of parental education referred to in this presentation is the level of formal education that parents have gone through starting from the elementary school level, junior high school, public high school, and university level. From this level of formal education, the level of difference between parents with elementary school education is different from parents with junior high school education, and so on. So, the higher the level and level of education that parents have received, the more capable they will be of fostering, educating and directing their children, both in terms of children's learning, social and personality aspects.

B. The Importance of Education for Parents

The human individual is born without any education, "but he has been equipped with a nature that allows him to be educated in order to master knowledge and civilization." This shows that education is not only a subject that is taught to students, but also education is a system of character that can lead a person to morals (character) that can be imitated by others, including children, to their parents. It can be said that education is what determines a person's future a lot. And that education also determines whether parents are able to foster and educate the personality of their children, so that later children can become obedient and obedient and polite to their parents.

Education is a process of development, formation, guidance and practical training for humans. Therefore, education for people is absolutely necessary as "the foundation to build and provide a personality basis for the growth and development of their children". Therefore, education for parents is very important in the context of education and personality development of children. As it is known that children's education is basically the responsibility of parents. According to Zakiah Daradjat, that parents are the main and first educators for their children, because they are the ones who receive education from them.

This assertion indicates the urgency of education, especially Islamic education for parents in the context of educating and fostering children. The main goal of Islamic education is the formation of character or personality that is able to produce moral people. The information above indicates that parents play an important and very influential role in the education of their children. Since a child is born, it is his mother who is always by his side. Therefore, he imitates his mother's temperament and usually a child loves his mother more, if the mother carries out her duties well. Mother is the person who first becomes known to the child, whom he first trusts. The mother can understand everything that is contained in her child's heart, also if the child has started to get a little older, accompanied by love, the mother can take her child's heart forever. This illustrates how important education is for every parent, in order to educate and nurture the personality of their children. The higher the level of education of parents, the higher the intensity of coaching their children.

C. The Influence of Parental Education on the Formation of Children's Personality

Happy are children who are born and raised by pious, loving and wise parents. Because the growth of the child's personality occurs through all the experiences it has received since in the womb. Parents who are pious, kind and loving from the start, before she became pregnant she had asked Allah to give her a pious child, who was useful for religion, nation and state. Therefore,

the formation of faith should begin in the womb, in line with the growth and formation of the child's personality.

The way parents educate and nurture their child's personality is greatly influenced by the level of parental education. The level of education of parents is a very decisive factor in efforts to form a child's personality. Therefore, parents who have a higher level of education are usually different in behavior or personality from parents with a lower level of education.

Based on the arguments above, it indicates the urgency or importance of establishing and fostering religious behavior or morality for children. It is meant to lift people in the right direction. The appointment of humanity is intended as human development, which means conserving or socializing the totality of the importance of personality development, especially for children. Because the morality of the nation and state in the next 20 or 30 years, the answer will depend on how the style and form of the formation and development of children's morality or religious behavior is today.

Nowadays there are social problems committed by some children, acts of violence in the form of fights or brawls between students, alcohol, drugs and other addictive substances are very disturbing to the community. There is a strong assumption that in big cities ranging from the state capital to small towns which are the capitals of provinces, districts and even sub-districts, quarrels often occur and even fights occur between students, either individually or in groups. A more troubling symptom is the occurrence of abuse and murder by children with a variety of arguments and motivations.

Drug abuse by young people, which has now penetrated into children has occurred throughout the archipelago, the prohibition of drinking alcohol and gambling and other prohibitions that have been sentenced by Islam to be shunned and abandoned have an intrinsic positive purpose for human life. pious, moral and Islamic behavior or morals. Although it is acknowledged that in reality it is too difficult to determine the dominant factor that can encourage children to do this.

Violations that are often committed by the younger generation or children as above, indicate how low the religious behavior of children is so that various religious prohibitions are trampled on. As a result, it has an impact on the social environment with the emergence of separatist actions, deprivation of the rights of others, theft, robbery and even murder. The condition of children's behavior like this is a very concerning degradation and requires a rehabilitation that requires the involvement of all parties, both parents, government, community, as well as institutions, government, educational institutions and non-government institutions. This is intended to provide prevention or countermeasures so that bad behavior possessed by children can be corrected so that they become Islamic, civilized and cultured children and have noble behavior.

All of these cases or incidents are a reflection of behavioral damage that begins with the handling and guidance of parents in the household. Therefore, parents must be able to be role models for their children at home, because children will imitate what they see and act like what they have witnessed. From here, parents are required to have an Islamic personality and give it to their children in an Islamic way as well. However, the personality development provided by parents is strongly influenced by the level of education of the parents themselves.

Parents whose education is only elementary school (SD) graduates, the way to educate their children is very different from parents whose education is junior high or high school, especially

for undergraduates. Parents in fostering and educating their children at home are very diverse, there are those who just let their children grow naturally and some are fostering it hard and some are wise, meaning that they nurture and educate their children based on their child's mental development and growth. The difference for this coaching is of course based on the difference in the level of education of their respective parents.

D. Factors Affecting Children's Personality

Some children who are skilled in child behavior clearly need to know and understand the nature and basis of children's actions. What is the background that encourages children to behave or behave so that it causes harm to themselves and their families and surrounding communities.

Every child naturally brings their own variations and rhythms of development, every parent needs to know so that he or she does not wonder, even get confused or react negatively to others in dealing with their child's development. From the moment life begins at the time of pollination of the human ovum, the individual continues to change regularly and progressively as a result of influences that come from the environment. This change is usually considered by Whitherington as growth.

Growth in psychological terms is more commonly referred to as development. So, personality development is the growth of a person's behavior or behavior due to the influence obtained both in the household, school and community environment. So, a person's personality will be influenced by several factors, both environmental factors or known as external and internal factors or within the individual known as external and internal factors or within the individual concerned.

Talking about personality means focusing on the general and specific personality traits (which distinguish one person from another). So, talking about development is of course more about the factors that influence the process of personal development.

This assumption shows that it is the overall personality that develops even though some components can be more prominent in their development at certain times than other components. Personality development is a qualitative and social change in behavior or character, either caused by physical or physical growth. So broadly speaking, the factors of children's personality development are influenced by internal and external factors or factors that play a role in the process of child personality development generally come from within the individual (internal or endogenous) and environmental factors (external).

According to Mrs. Y. Singgih D. Gunarsa and Singgih D. Gunarsa, that the factors that affect a person's personality (children) are:

1. Factors within the individual itself include endogenous factors consisting of heredity components (heredity) and combination factors.
2. Factors originating from outside the individual included in environmental factors are exogenous factors: consisting of various environmental components: family environment, social environment, geographic environment and existing facilities in the environment such as food and learning opportunities / incentives.

In the process of growth and development of the child's personality, in reality, it is unavoidable that there are several factors that influence it. Both in the process of growth

(biology) and the process of developing the soul or character (psychic) of a child. Development means changes in behavioral variations. As a person ages (up to certain age limits that cannot be determined with certainty because of their individual nature) the variety of activities, feelings, needs, social relationships and so on continues to increase.

According to Abu Ahmadi, the factors that influence children in the process of personality development include:

1. Hereditary factors, namely heredity or inheritance from birth from both parents, grandmothers and so on, which are usually passed down through chromosomes.
2. Environmental factors, namely everything that is in the child's living environment (residence/household) or environment (associating) or everything that is outside the child's self can affect the development of the child's personality.

The quote above shows that broadly speaking, the factors that influence the process of child personality development are internal or internal factors and external factors, including learning outcomes or the results of interactions between children and adults. The process of child personality development periodically can be divided into five phases as follows:

- 1) Phase I (0.0 – 1.0) is the phase of development of subjective attitude towards objective.
- 2) Phase II (1,04,0) is the expansion of relationships with surrounding objects, or knowing the world subjectively.
- 3) Phase III (4,0-8.0) is a period of entering into society objectively, having a relationship with the social environment and starting to become aware of work, tasks and achievements.
- 4) Phase IV (8.0-13.0) the emergence of interest in the world of objects to its peak, he begins to separate himself from other people and his surroundings.
- 5) Phase V (13.0-19.0) is a period of self-discovery and maturity, namely the synthesis of subjective and objective attitudes.

Briefly about the phase of child development, which is basically influenced by two internal and external factors. Through these internal and external factors, "a value is an object estate or an affair with is desired" is formed, namely the value system which is a spiritual object for a desired state. So the internal condition of a person's personality to be able to do good things and in accordance with the desired values is called personality or morals. Thus, the development of a child's personality has a very strong influence from within a child to do something he wants. While the influence that can later strengthen his desire is an external influence. So the factors that influence the development of the child's personality are internal factors and external factors.

In summary, the factors that can influence the development of the child's personality are the most dominant factors from within the child and factors from the child's environment. The child's internal factors include hereditary factors, namely heredity or the nature of the nature inherited from his parents and the mental factor of the child itself. Meanwhile, external (environmental) factors include factors resulting from interactions with the community and the environment as well as learning outcomes for the children themselves.

Method

This research is a descriptive type of research using a quota sampling technique design, namely a technique that is carried out by determining the number of heads of families (KK) in each hamlet that is sampled. The population in this study were all elderly people who lived in Kanandede village from 500 families or 1000 parents, which were spread into four (4) hamlet areas with a sample of 80 people or 10.5% of the total population. The instruments that the author uses in this study include questions in the form of questionnaires, interview guidelines, documentation notes, and observation notes. Furthermore, processing the results of this study used descriptive statistical analysis, namely using the chiquadrat statistical analysis technique formula.

Results and Discussion

A. Personality Level of Children in Kanandede Village, Kec. Limbong Kab. North Luwu

It cannot be denied that the existence of children in this life is very important, because they are the ones who have the potential to color the course of human history in general. If they are good, the condition of the Muslims will be good and the common good will be realized, because they will rise up and unite to fulfill their duties and obligations, both individually and collectively. No less important is the development of children's personalities in their daily lives, both within the family and in the community. But ironically, in today's era our children have been contaminated with less commendable behavior, resulting in a moral decline.

In the midst of destructive and complex conditions like today, scientists, scholars, intellectuals and scholars, community leaders, government and various social institutions and non-governmental organizations have tried their best to take concrete steps, in order to prevent and overcome moral decline. child. One of the institutions that always dominates and touches more on children's development is the family institution. Because it is this family that comes into contact with and deals directly with the children in the household every day. Families, especially both parents, should try at all times to foster religious behavior for children with various strategies or Islamic coaching methods.

Children's religious behavior is behavior that is always colored by religious values. This is supported by the statement of Bertha, A.Ma., who stated that for children's religious behavior it is necessary to get guidance, especially for children in Kanandede village. The first thing that must be done and applied by the family is the development of religious behavior, because religious behavior is the foundation. or the main basis in the formation of the whole human person. The main strategy carried out by the family is moral development by accommodating all religious activities, such as family recitations and community activities by directly involving children in the context of developing households and children in particular. Agustinus, argued that fostering religious behavior for children is very important and the best way to foster religious behavior is based on Islamic values, because moral values can be obeyed voluntarily, without any coercion, only from self-awareness, come from Islamic beliefs and are carried out within internal family by both parents.

Departing from the perspective of the informants above, it can be understood that the development of religious behavior towards children cannot be separated from religious values. Planting and fostering religious behavior for children basically must start from the family

environment, so that existing social institutions, including institutions, formal education, just need to continue the moral foundations that have been instilled by parents. So, the school becomes a continuation of the moral development of the parents of children, namely continuing to guide and direct children to Islamic morals as a follow-up to the morals they have received from their parents, which is a moral based on the Qur'an and the hadith of the Prophet Muhammad.

Talking about the level of personality of children in their daily lives, shows that the personality of children for all the rules that have been made and agreed upon in the household, community and school environment is always obeyed and embraced by children at all times. However, whether the child's personality is carried out sincerely or by force, will be seen based on the information of their parents.

According to Silas P., it seems that children's obedience to all the behavior they see in the household is divided into two if it is seen in their daily behavior. First, there are children who are obedient, obedient and sincerely obedient to their parents and their daily normative religion, namely they never violate just because they are afraid of being punished, but they obey because they know that this will make themselves firm and disciplined. Second, are children who are forced to obey their parents, so that their daily behavior is sometimes dominated by their passions, as a result they often violate religious norms, such as often getting drunk, some are involved in drugs, theft and so on.

Meri also stated the same thing, that it turns out that the implications of moral aqidah lessons really color the behavior of children. This means that children who really understand and understand the theoretical importance of noble behavior, they will actually actualize it in the form of real action. They will always be disciplined, obedient and obedient to all applicable regulations. They do this because it can lead them to become disciplined and obedient people in all things that are useful in their future. On the other hand, for those who theoretically do not really understand the meaning and benefits of parental reprimand, surely the actualization of their obedience and discipline is much lower than those who do.

Based on the results of the informants above, it can be understood that the personality of children in their daily lives, especially in Kanandede Village, Kec. Limbong Kab. North Luwu, is divided into two categories, namely those who are obedient and obedient to people's rules because they are sincere. While the second category is those who do not understand the urgency of being obedient and obedient to their parents, so that their behavior is sometimes not in accordance with what is desired by parents and the surrounding community.

To see how far the personality level of children in Kanandede Village, Kec. Limbong Kab. North Luwu, can be seen in the highs and lows of their behavior or habits in everyday life. It is more clear that the level of personality of children from one another is different from each other. Because of the differences in the upbringing and guidance they received from their respective parents. For more details, the results obtained by children based on their personalities, which are then actualized in the form of daily behavior in all aspects of their lives, can be seen in the following table.

Table 1 Children's personality level by age in Kanandede Village

No.	Age			Personality Level
	12-17	17-21	21-30	
1	√			85
2		√		78
3	√			77
4		√		98
5	√			98
6	√			74
7			√	77
8			√	98
9			√	99
10	√			88
11			√	86
12	√			85
13		√		78
14		√		79
15		√		84
16		√		83
17		√		80
18		√		91
19			√	92
20	√			84
21	√			95
22	√			98
23			√	99
24	√			100
25		√		97
26	√			85
27		√		74
28			√	71
29		√		76
30		√		79
31			√	87
32			√	85
33			√	95
34			√	75
35	√			99
36	√			94
37			√	70
38			√	89
39			√	85
40			√	98
41		√		84
42	√			99
43			√	78
44	√			75
45		√		78
46		√		98
47	√			97
48			√	78
49			√	79
50			√	74
51	√			95
52			√	82
53			√	71

54		√		82
55	√			93
56		√		95
57	√			75
58	√			84
59	√			86
60		√		75
62		√		86
63			√	78
64			√	98
65			√	78
66			√	97
67	√			79
68	√			98
69	√			89
70		√		74
71		√		75
72		√		76
73	√			74
74		√		85
75		√		88
76		√		99
77	√			78
78	√			98
79			√	74
80	√			99

From the household environment, school, or in the midst of social life, it can be seen in the table above. In the table there are five classes that fall into the category of "very obedient, obedient, hesitant, sometimes obedient, and disobedient". The number of class intervals is 7. The interval between the lower and upper values is often referred to as the class length. So the class length is the distance between the lower limit value and the upper limit for each class. The lower limits in table 7 are for each class of 65, 73, 81, 89, and 97. While the upper limits are shown on the values to the right of 72, 80, 88, 96, and 104.

So the personality of the child in their daily life consists of five value classes, namely very obedient, by 1.25% or 1 respondent who is in the interval 97 - 104. While "obedient" is 15.00% or 12 respondents with the interval between 89 - 96, those who are in doubt are 26.25% or 21 respondents with an interval between 81 - 88, "sometimes obey" are 41.25% or 33 respondents, and those who "do not obey" are 16.25 % or 13 respondents who are in the interval of 65 - 72. So it is illustrated that the level of implementation of children's morality is in the interval of 97 - 104, obedience is at the interval of 89 - 96. This shows that the level of personality of children in the rules that apply well in the home stairs, can be categorized as "high" with class intervals of 89 - 96 and intervals 97 - 104. The frequency analysis above indicates that children cannot always be said to always obey the applicable school rules.

B. The relationship between parents' education level and children's personality level in Kanandede Village, Limbong District, North Luwu Regencywu

1. Descriptive Statistical Analysis for Two Categories/Classes

In this description, the researcher describes a general description of the education level of people as a research variable, followed by testing the research hypothesis. A study of 80

respondents who had been conducted with parents in Kanandede Village, resulted in data on the level of children's personality in their daily lives. Data collection has been carried out to determine the level of the child's personality towards all children's daily activities. The proposed hypothesis is:

Ho = There is a significant influence between parental education on the child's personality level in Kanandede Village, Kec. Limbong Kab. North Luwu.

H1 = There is no significant influence between parental education on the child's personality level in Kanandede Village, Kec. Limbong Kab. North Luwu.

The use of Chi squared to test descriptive hypotheses consisting of two categories or classes, which are arranged in the following table:

Table 2. Collection of Hypothesis Proofing Frequency

Alternative for Grade 1, 2, and 3	The frequency that Obtained	The frequency that Expected
Right	70	40
Wrong	10	40
whole	80	80

The number of expected frequencies based on table 2 above is the same; ie 50% = 50% of the entire sample. To be able to calculate the relationship between the education level of parents and the child's personality level in Kanandede Village, Kec. Limbong Kab. North Luwu, will use (X²) with the helper formula Chi squared from 80 samples.

The auxiliary tables in question are as follows:

Table 3. Counting Helper Table (X²) from 80 samples

Alternative Options selection	Fo	fh	fo - fh	(fo - fh) ²	$\frac{(fo - fh)^2}{fh}$
Right	70	40	30	900	22,50
wrong	10	40	-30	900	22,50
whole	80	80	0	1.800	45,00

From table 3 above, it is found that the expected frequency (fh) for the group that chooses true-false is the same as the percentage of 50% = 50%. So, 50% x 80 = 40.00.

As for the price (X²) or Chi squared through calculations on. table 2 above, the rightmost path is shown at 45.00. The results of this calculation have not been able to provide a final decision to determine whether the proposed hypothesis is accepted or not. To be able to make a decision about being accepted, the proposed hypothesis needs to be compared with a Chi square table with degrees of freedom (dk) and a certain level of error. In this case, the provision applies that, if the Chi square count is smaller than the table, then. Ho is accepted, and vice versa, if Ho is greater than or equal to the table price, then. Ho is rejected.

The degrees of freedom for Chi squared do not depend on the number of individuals in the sample, but depend on the freedom in filling in the columns at, the expected frequency (fh) after being arranged in the following table:

Table 4. Degrees of Freedom (dk) Category I

a	M
B	N
(a + b)	(m + n)

In this case f_o must equal f_h . So $(a + b) = (m + n)$. Thus it is found freedom to set the expected frequency $(f_h) = (m + n)$. So there is only one freedom, namely the freedom to set m or n . So for this model the degrees of freedom $(dk) = 1$.

Based on $dk = 1$ and the set error rate is 5%, then the value of Chi squared table = 5.591 (see appendix Chi squared values). Meanwhile, the calculated Chi squared value is greater than the table ($45.00 > 5.591$). Based on the applicable provisions that if the value of Chi squared count is greater than Chi squared table, then H_0 is rejected and H_1 is accepted. This shows that there is a significant relationship between the education level of parents and the child's personality level, which is seen at the level of implementation of their personality in everyday life.

Departing from the results of the interpretation of the Chi squared calculation described above, it can be concluded that the opportunities possessed by children in Kanandede Village, Kec. Limbong Kab. North Luwu in acting and acting as part of the personality tends to be different. This is due to differences in the level of education of their parents, besides their level of understanding, they are also different because of differences in their understanding in understanding the implementation of old behavior that applies in the household environment in general they obey all the rules that have been set by their parents. they.

Departing from the descriptive statistical analysis of two and four categories/classes above, it can be concluded that there is a significant relationship between the education level of parents and the child's personality level in Kanandede Village, Kec. Limbong Kab. North Luwu. To draw a conclusion that describes a close (significant) relationship between the education level of parents and the child's personality level in Kanandede Village, Kec. Limbong Kab. North Luwu. The analysis of the relationship between the education level of parents and the child's personality level can be seen in the following table:

Table 5. Analysis of the Relationship between Parents' Education Levels and Children's Personality Levels

No.	Results (X)	Personality (Y)	X^2	Y^2	XY
1	2	3	4	5	6
1	82	89	6724	7921	14645
2	86	80	7396	6400	13796
3	85	78	7225	6084	13309
4	81	80	6561	6400	12961
5	87	82	7569	6724	14293
6	92	90	8464	8100	16564
7	81	82	6561	6724	13285
8	100	70	10.000	4900	14900
9	81	75	6561	5625	12186
10	81	78	6561	5329	11890

11	91	70	8281	4900	13181
12	91	76	8281	5776	14057
13	100	80	10.000	6400	16400
14	100	90	10.000	8100	18100
15	92	79	8464	6241	14705
16	92	77	8464	5929	14393
17	87	82	7569	6724	14293
18	88	76	7744	5776	13520
19	100	70	10.000	4900	14900
20	89	75	7921	5625	13546
21	89	75	7921	5625	13546
22	87	70	7569	4900	12469
23	100	82	10.000	6724	16724
24	100	78	10.000	6084	16084
25	89	86	7921	7396	15317
26	94	75	8836	5625	14461
27	90	79	8100	6241	14341
28	91	77	8281	5929	14210
29	91	82	8281	6724	15005
30	91	76	8281	5776	14057
31	93	70	8649	4900	13549
32	95	99	9025	9801	18826
33	90	97	8100	9409	17509
34	100	87	10000	7569	17569
35	92	85	8464	7225	15689
36	95	99	9025	9801	18826
37	95	98	9025	9604	18629
38	90	79	8100	6241	14341
39	87	74	7569	5476	13045
40	92	85	8464	7225	15689
41	96	76	9216	5776	14992
42	94	85	8836	7225	16061
43	78	81	6084	6561	12645
44	85	87	7225	7569	14794
45	88	92	7744	8464	16208
46	86	81	7396	6561	13957
47	76	87	5776	7569	13345
48	84	78	7056	6084	13140
50	89	85	7921	7225	15146
51	98	88	9604	7744	17348
52	99	92	9801	8464	18265
53	78	96	6084	9216	15300
54	79	94	6241	8836	15077
55	92	78	8464	6084	14548

56	93	98	8649	9604	18253
57	94	79	8836	6241	15077
58	78	74	6084	5476	11560
59	79	85	6241	7225	13466
60	88	76	7744	5776	13520
61	77	92	5929	8464	14393
62	99	96	9801	9216	19017
63	96	94	9216	8836	18052
64	78	99	78	99	6084
65	87	98	87	98	7569
66	88	97	88	97	7744
67	89	88	89	88	7921
68	79	92	79	92	6241
69	77	96	77	96	5929
70	88	94	88	94	7744
71	99	87	99	87	9801
72	78	88	78	88	6084
73	74	97	74	97	5476
74	75	88	75	88	5625
75	99	99	99	99	9801
76	98	89	98	89	9604
77	97	97	97	97	9409
78	88	88	88	88	7744
79	99	90	99	90	9801
80	97	90	97	90	9409

From the above calculation, it can be seen that $r_{count} = 0.902$. When consulted with the er product moment value table with the number of respondents ($N = 80$) at an error level of 5%, it is obtained $r_{table} = 0.220$. So, judging by $r_{count} > r_{table}$, it means that H_0 is rejected and alternative H_1 is accepted. Furthermore, to determine the correlation coefficient, the authors use the following interpretation:

Table 6 Interpretation of r Value

Coefficient Interval	Interpretation
0,00 - 0,1999	Very low
0,20-0,399	Low
0,40-0,599	Medium
0,60-0,799	Strong
0,80-1,00	Very strong

If the interpretation of the value of r is related to the correlation coefficient above, then the $r_{count} 0.902$ is at 0.80 - 1.00. Thus the relationship between material understanding and obedience is at a very strong level. The higher the education level of parents, the more influential it will be on the child's personality level. Thus, there is a significant relationship between the

education level of parents and the child's personality level in Kanandede Village, Kec. Limbong Kab. North Luwu.

Conclusion

From some of the descriptions that have been put forward in the discussion, the authors draw the following conclusions:

1. The level of education of children's parents in Kanandede village can affect the behavior of children in daily life because of the personality of parents who can be imitated by their children directly by children.
2. Parents who have a high level of education are very aware of the importance of moral education (behavior) of their children. Therefore, the higher the education level of the child's parents, the higher the attention to the child's personality.
3. In the life of developing the personality of children in Kanandede village, it gives a fairly good picture, but a continuous strategy is needed for the application of religious education and ethics education in the Kanandede village environment in Limbong District, North Luwu Regency.

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