



## The Correlation between Parents' Personalities and Responsible Environmental Behavior on Students' Learning at School

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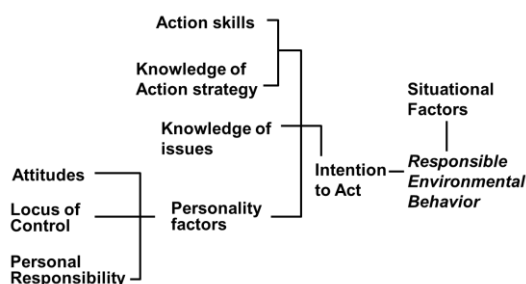
**Abstract:** Environment is everything around the human being and influences the development of human life. Environmental problems have to be solved by all parties, including parents. Environmental responsibility behavior comes from an awareness of the problems that occurred. This awareness can solve the problems. The responsibility behavior of parents is the result of the interaction of various factors, one of them is a personality factor. This study aimed to recognize the correlation between personality and environmental responsibility behavior of parents. This research was conducted in SMP (Junior High School) Labschool Jakarta, SMP Labschool Kebayoran, and SMP Labschool Cibubur in the first semester of the 2019/2020 academic year. The population of the study was all parents whose children study at the mentioned Lab schools. The method used was a survey method through correlational studies. The correlation coefficient obtained was 0.961. It could be interpreted that the determination coefficient was 92.4 %. Based on the result, it could be concluded that the personality variable contributed to the parents' environmental responsibility behavior (92.4 %) while 7.6 % was determined by other factors. The very high correlation could have an impact on a child's parenting. Parents who have a high personality will educate their children to have a high personality and environmental responsibility as well. Learning models in schools that are appropriate and contain strong Islamic values will be able to strengthen the personality of a child that has been formed by his parents at home.

## INTRODUCTION

Environmental change has recently caused many people to express their opinion, it means that they have already cared about the current environmental problems (Ichsan et al., 2018, 2019; Rahmayanti et al., 2020). Environmental problems around people are often ignored (Rahmayanti et al., 2020). The environmental problem must be solved by students and the community to maintain the environment in the future (Ichsan et

al., 2019, 2020). Responsible environmental behavior is a person's activity in daily life, especially the behavior of interacting with the environment (Pan et al., 2018).

Environmental behavior model provided by Hines, responsible environmental behavior is sometimes caused by situational factors, personality factors, and willingness to act.



**Figure 1.** Behavior Model that Describes Formation Responsible Environmental Behavior (Hines et al., 1987)

The model has illustrated that the formed responsible environmental behavior is influenced by the variables of knowledge, knowledge of the action strategies that someone will take on their environment, and also knowledge of the issues in the environment. Knowledge factors contribute to form attitudes and behaviors. Other factors that also influence responsible environmental behavior are attitudes to the environment (attitudes), taking action (locus of control), personality (personality), and situational factors (situational factors). A different environment from each person at a certain place and time. According to Krajhanzl (2010), responsible environmental behavior is influenced by three factors, namely 1) condition factors (external factors), 2) personality factors, and 3) relationship to natural factors.

The term personality in English comes from the Greek, namely *Persona*, which means mask and *Personare*, which means penetrating. The term mask refers to one of the attributes used by the performers in ancient Greece. From the historical knowledge of the word personality, the word *persona* which originally meant the mask was interpreted as the player himself, who played the role as depicted in the mask. And now the term personality is used by experts to indicate an attribute about an individual, or to describe what, why, and how human behavior (Kuntjojo, 2009). Personality is a dynamic arrangement of psychophysical systems in an individual, which determines unique adjustments to the

environment (Gordon, 2016). McCrae and Costa have already measured the big five personalities with the NEO-personality inventory revised questionnaire as the Table 1 (de Fruyt et al., 2009).

**Table 1.** Five Personality Models

| Factor (Trait)        | Characteristics  |
|-----------------------|--|
| Openness (O)          | Fantasy, Aesthetics, Feelings, Actions, Ideas, Values                                  |
| Conscientiousness (C) | Competence, Order, Dutifulness, Achievement, Striving, Self-discipline, Deliberation   |
| Extraversion (E)      | Warmth, Gregariousness, Assertiveness, Activity, Excitement-seeking, Positive Emotions |
| Agreeableness (A)     | Trust, Straightforwardness, Altruism, Compliance, Modesty, Tender-mindedness           |
| Neuroticism (N)       | Anxiety, Angry Hostility, Depression, Self-consciousness, Impulsiveness, Vulnerability |

Openness is the tendency to be imaginative, original, different looking for new experiences, and independent. Conscientiousness describes the behavior and social control of individuals (reliable, likes to organize, trustworthy, and hard-working). Extraversion refers to assessing the quantity and intensity of interpersonal interactions, the level of activity, the need to be supported, and the ability to be happy. Agreeableness is the same as extraversion which describes the interpersonal relationship of individuals with others (likes to work together, sympathetic, and helpful). Neuroticism is related to emotional stability (nervous, moody, and emotional). Neuroticism refers to the identification of an individual's tendency to experience psychological distress, anxiety, ideas that

are unrealistic, shy, and want something to be excessive.

The development of personality is dynamic, not static. It is influenced by internal and external factors (Cervone & A, 2013). Internal factors are originated from within the individual itself. Usually a genetic or hereditary factor. This means that genetic factors are inherited from birth and are the offspring of one of the traits possessed by both parents. While external factors come from outside the individual. This factor is usually the influence that comes from the child's environment where the child begins to learn to adjust to the social world, namely his friends (Cervone & A, 2013).

The model components of Eysenck's personality theory show that P (Psychoticism), E (Extraversion), and N (Neuroticism) factors are in the middle of a five-stage sequence, from DNA to social behavior, with biological links and experimental evidence that underlies three dimensions main personality. In other words, personality has genetic determinants indirectly form biological connectors and this biological connection that helps the formation of P, E, and N. Furthermore, P, E, and N contribute to the social behavior of a particular individual. The characteristics included in Psychoticism are aggressive, cold, egocentric, impersonal, impulsive, antisocial, unemphatic, creative, and tough-minded. While the characteristics included in Extraversion are sociable, lively, active, assertive, attention seeker, carefree, dominant, urgent, and venturesome. Then the characteristics included in Neuroticism are anxious, depressed, guilty feelings, low self-esteem, tense, irrational, shy, moody, and emotional (Feist & Feist, 2013).

Human activities are considered to have an important role in environmental management and the problems that occur today (Sabardi, 2014). Efforts in overcoming environmental problems are by implementing environmental education

early on, starting from the home environment, namely by parents. Based on this description above, the problem formulation in this study is what correlation between personalities (big-five personality) with environmental responsibility behavior (responsible environmental behavior) of parents.

## METHOD

This research has used quantitative with survey methods and through correlational studies. The variables used are personality as the independent variable and responsible environmental behavior as the dependent variable. The population of the study was all parents whose children study at Jakarta, Kebayoran, and Cibubur Labschools. The determination of the sample in this study has used multilevel sampling techniques. Then students selected as samples have been selected by using simple random sampling techniques.

The instrument used in this study was an instrument about Personality and Responsible Environmental Behavior, which was arranged based on Big-Five Personality and Responsible Environmental Behavior indicators. The instruments have been arranged in a multiple-choice form.

**Table 2.** Indicators of Responsible Environmental Behavior

| No. | Indicators                                  |
|-----|---|
| 1   | Power-saving                                |
| 2   | Consuming environmentally friendly products |
| 3   | Active in environmental activities          |
| 4   | Recycling                                   |
| 5   | Conserving the environment                  |
| 6   | Preserving the forest and sea               |

**Table 3.** Indicators of Personality

| No. | Indicators        |
|-----|-------------------|
| 1   | Openness          |
| 2   | Conscientiousness |
| 3   | Extraversion      |
| 4   | Agreeableness     |
| 5   | Neuroticism       |

The research procedure consisted of several steps. The first step was choosing a sample to test the instruments and then validated them. The second step was collecting data to determine students' personality and responsible environmental behavior by distributing the instruments (in the form of opinion) that have been validated. The third step is to do data analysis.

The data obtained were analyzed based on data analysis techniques, including data pre-test and hypothesis testing. The prerequisite test consists of tests of normality and homogeneity. After the data distributed normally and homogeneously, it was continued by hypothesis testing. Hypothesis testing consisted of testing the correlation coefficient and the coefficient of determination. Data were tested at a significance level of 0.05 using SPSS 2.0 Software.

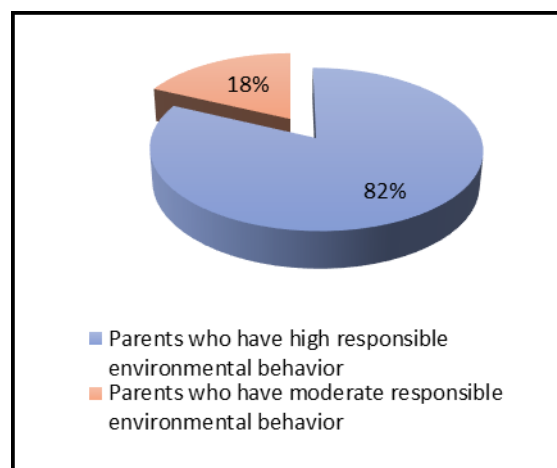
**RESULT AND DISCUSSION**

The obtained correlation coefficient was 0.961 and the obtained determination coefficient was 92.4 %. Based on the result, it could be concluded that the personality variable has contributed to the parents' environmental responsibility behavior by 92.4 % and the other factors have contributed by 7.6 %. The method used was a survey method through correlational study. The sample was the parents of students who study at the Labschool. The correlation could have an impact on the children.

Data analysis has acquired several results. Before conducting the data prerequisite test, there were several supporting data, one of them was descriptive data in which used to determine the level categorization of variables.

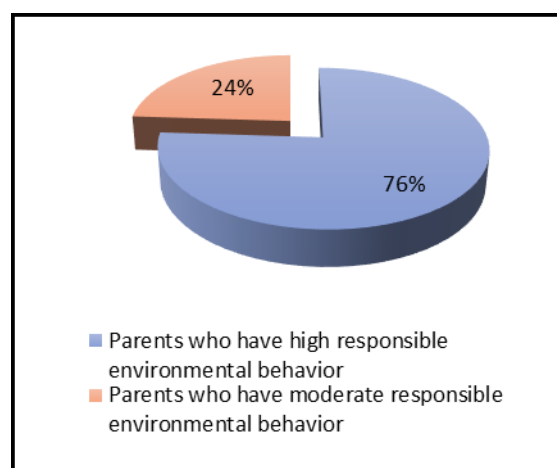
**Table 4.** Determining the Category of Standard Deviation

| The Interval                                   | Category |
|--|----------|
| $X < (\pi - 1,0\sigma)$                        | Low      |
| $(\pi - 1,0\sigma) \leq X < (\pi + 1,0\sigma)$ | Average  |
| $(\pi + 1,0\sigma) \leq X$                     | High     |



**Figure 2.** Percentage of Responsible Environmental Behavior of Parents

Based on Table 4 and Figure 2, it shows that parents' responsible environmental behavior is in the high category (82 %) based on 14 respondents and 18% of Parents' Responsible Environmental Behavior are in the moderate category stated by 3 respondents. Then it could be concluded that the Responsible Environmental Behavior of Labschool parents is in the High category with a percentage of 82 %.



**Figure 3.** Percentage of Parents' Personality

Based on Table 4 and Figure 3, it shows that 76 % of parents' personality is in the high category stated by 13 respondents, and 24 % of Parents' Personalities are in the medium category

stated by 4 respondents, it could be concluded that the Labschool Parents' Personality is in the high category with a percentage of 76 %.

**Table 5.** Correlation Coefficient Personality with Responsible Environmental Behavior

| Model       | Coefficients <sup>a</sup>   |            |                           |        |      |              |         |      |                         |       |
|-------------|-----------------------------|------------|---------------------------|--------|------|--------------|---------|------|-------------------------|-------|
|             | Unstandardized Coefficients |            | Standardized Coefficients | t      | Sig. | Correlations |         |      | Collinearity Statistics |       |
|             | B                           | Std. Error | Beta                      |        |      | Zero-order   | Partial | Part | Tolerance               | VIF   |
| (Constant)  | 23.670                      | 6.060      |                           | 3.906  | .001 |              |         |      |                         |       |
| Personality | .768                        | .057       | .961                      | 13.522 | .000 | .961         | .961    | .961 | 1.000                   | 1.000 |

a. Dependent Variable: REB

**Table 6.** Coefficient Determination

|                     | Correlations |       |             |
|---------------------|--------------|-------|-------------|
|                     |              | REB   | Personality |
| Pearson Correlation | REB          | 1.000 | .961        |
|                     | Personality  | .961  | 1.000       |
| Sig. (1-tailed)     | REB          | .     | .000        |
|                     | Personality  | .000  | .           |
| N                   | REB          | 17    | 17          |
|                     | Personality  | 17    | 17          |

Based on calculations obtained t-count > t-table (n-2; 0.01), as 13.522 > 2.6025 then refuse H<sub>0</sub>. This means that there is a positive relationship between personality and responsible environmental behavior. The correlation coefficient between personality and responsible environmental behavior, as 0.961.

The coefficient of determination of 92.4 % means that the personality variable contributes to the parents' responsible environmental behavior. The results showed that there was a relationship between personality and parents' responsible environmental behavior. The correlation coefficient obtained, in which 0.961 at  $\alpha = 0.01$ . This also showed that there is a relationship between personality and parents' responsible environmental behavior. This could mean that the more accurate the personality (personality), the higher the responsible environmental behavior of parents.

Personality is a trait or characteristic of someone who is relatively stable in responding and interacting with other individuals or their environment with

factors such as openness, conscientiousness, extraversion, agreeableness, and neuroticism (Rismayati et al., 2019). Personality is often interpreted as traits that stand out in a child, such as a shy child who is given the attributes of shy, whiny, spoiled, and soon.

The easygoing child is given the attribute of easy personality and to the fickle, cowardly child, and the like is given the attribute "no personality". From the description above, it has been acquired that personality, according to everyday understanding or ordinary people is a picture of how someone appears and gives an impression to others. These assumptions are very easy to understand, but also very unable to interpret personality in the real sense (Wahib, 2015). Personality is the nature of a person that influences behavior to provide direction and patterns of one's life to the environment following the conceptual of research Hypothetic models (Ogunbode, 2013).

Responsible environmental behavior is a person's activity in daily life,

especially the pattern of behavioral interactions with the environment (Pan et al., 2018). Responsible environmental behavior is the behavior of individual attention to the environment, commitment, and ecological knowledge. Responsible environmental behavior is considered as an effort to protect the environment following appropriate norms (Handriana & Ambara, 2016).

Previous research has discussed the relative contribution of eight variables in predicting responsible environmental behavior. The eight variables are 1) level of environmental sensitivity, 2) perceived knowledge of environmental action strategies, 3) perceived skills in using environmental action strategies, 4) psychological sex-role classification, 5) individual locus of control, 6) group locus of control, 7) attitude toward pollution and 8) belief in technology (Sia et al., 1982). Based on the personality theory proposed by C. George Boeree that personality makes a person different from others, what makes him unique compared to others. This aspect of personality is called as an individual quirk (Boeree, 2005).

Education is a means to change the perceptions, attitudes, and behavior of people who care about nature in a sustainable way, not only for the benefit of the present but also for the benefit of future generations. The main education of a human occurs in the family environment (Kopnina, 2012). The family position has a very big role in influencing the life and behavior of children. The position and function of the family are fundamental because the family is the first place for character and character formation for children. Parents are older people or elder people. But generally, understanding of parents are people who have given birth to us, namely Mother and Father. Because parents are the center of a child's spiritual life, each child's emotional reactions and thoughts are the results of their parents' teachings. So that parents play an

important role and are very influential in children's education (Billah, 2016; Wahib, 2015). Behavior can be changed, among others, by providing changes in education, attitudes, and beliefs (beliefs) of a person to determine choices in behavior (Winter & Koger, 2004). Personalities of women and men are not significantly different in terms of their implementation in acting (Putrawan, 2013). Costa and McCrae describe individual characteristics according to the big five personalities, where there are individuals who have low values and high values on each of the factors that make up the big five personalities (Chen & Caropreso, 2004).

The influence of family on personality development depends on the type of child. For example, a healthy child will react differently to excessive parental protection compared to a sick and weak child. The attitudes, habits, and behavior patterns that were formed during the first years largely determine how far individuals have managed to adjust to life as they get older. This fact implies how important the basics given by parents to their children during childhood (Wahib, 2015).

The personalities of the parent can affect parenting itself. An important aspect in parent-child relationships is the style of parenting parents do to children, with thus, parenting in educate children in families greatly importantly, it is in the family that a child initially gets guidance and education from parents, therefore planting parental guidance must be emphasized according to parenting (Anggraini et al., 2018).

One of which must be applied at home from an early age one of which is that a child can maintain the cleanliness of the environment of the house and its surroundings, it becomes a habit and has a good personality. Family is the first environment for a child (Wahy, 2012). Before forming a child's personality, parents must also have a good personality. Following the results of research that

shows that there is a relationship between personality and responsible environmental behavior. Responsible environmental behavior is explained as a relationship where an increase in knowledge of beneficial attitudes, in turn, leads to beneficial actions on the environment (Ramsey et al., 1981).

Hungerford and Volk concluded that there are three categories of variables that contribute to responsible environmental behavior, namely: entry-level variables, such as sensitivity to the environment, public attitudes, and knowledge. This is a prerequisite variable; ownership variables, such as deep knowledge, personal commitment, and personal determination; and empowerment variables, such as acting skills, locus of control, and intention to act, give humans the sense that humans can change and help solve important environmental problems (DeWaters & Powers, 2013).

Personality is divided into five dimensions, the big five personalities. The five personalities are openness, conscientiousness, extraversion, agreeableness, and neuroticism, or called emotional stability (Widyahastuti & Anwar, 2018). Big-five personalities must be formed in a family, so there is harmony between children and parents. Villacorta et al. (2003) examined the relationship between behavior and the environment. One of the results of this study shows that individuals always behave in the environment if their parents show an interest in developing environmental behavior. If openness, sincerity, to the stability of emotions can be formed, it will give birth to parents who have good personalities, so that they will be able to provide good behavior towards their children, one of which is responsible behavior towards the environment (responsible environmental behavior). The intention to behave is determined by two things namely the attitude (attitude) towards the behavior

itself and subjective norms (subjective norms) about the behavior (Blaikie, 2007). Students' behavior was important for a sustainable environment (Ichsan et al., 2020).

School as a place for someone to seek knowledge outside their family environment must be able to support what their parents have done at home. Education must be able to realize a good atmosphere of learning and learning process so that students actively develop their potential to have spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by themselves, society, nation, and country (Arthur et al., 2019; Ernita et al., 2016).

Learning models in schools that are appropriate and contain strong religious values will be able to strengthen the personality of a child that has been formed by his parents at home (Muhroji et al., 2015). Personality and morals of a good student will make the school atmosphere more comfortable and the millionths and ideals of the school will be more easily realized, one of which is the preservation of environmental cleanliness that arises because of the responsible environmental behavior of students, because cleanliness is part of faith that must always be we guard it (Rahmayanti et al., 2018; Wahib, 2015).

## **CONCLUSION**

Based on the results of the research, it could be concluded that there is a positive correlation between personality and parents' responsible environmental behavior. Every parent has a responsible environmental behavior that goes with their respective personalities. Therefore, the formation of parental personality is very important. This research was aimed to know the effect of parental personality on responsible environmental behavior. The researchers suggest further research to be able to find out the relationship between parents' and students'

personalities that can create responsible environmental behavior.

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