FAMILY EDUCATION TO IMPROVE THE QUALITY OF HUMAN RESOURCES AND SUSTAINABLE DEVELOPMENT IN SAMARINDA

a Suwoko, b Bambang Setiaji, c Watson, d Huda Kurnia Maulana, e Muthoifin, f Eko Bayu Gumilar

ABSTRACT

Objective: This study aims to prove the effect of family education on the quality of human resources and sustainable development in Samarinda Indonesia.

Method: In this study involving 70 people as respondents, 70 of these people were students at SMP Muhammadiyah 5 Samarinda. The data analysis used by the author is Structural Equation Modeling (SEM) using SmartPLS.

Result: The results show that family education has a positive and very significant effect on the quality of human resources and sustainable development in Samarinda City Indonesia.

Conclusion: the conclusion in this study can be explained that family education has a significant positive effect on the quality of human resources of SMP Muhammadiyah 5 Samarinda students. The results of this study mean that every improvement in family education has been able to improve the quality of human resources with significant or tangible improvements for the continuity of development in the city.

Keywords: family, quality of education, human resources, development, welfare.
RESUMO

**Objetivo:** Este estudo visa comprovar o efeito da educação familiar na qualidade dos recursos humanos e no desenvolvimento sustentável em Samarinda Indonésia.

**Método:** Neste estudo envolvendo 70 pessoas como entrevistados, 70 dessas pessoas eram estudantes da SMP Muhammadiyah 5 Samarinda. A análise de dados usada pelo autor é a Modelagem de Equação Estrutural (SEM) usando o SmartPLS.

**Resultado:** Os resultados mostram que a educação familiar tem um efeito positivo e muito significativo na qualidade dos recursos humanos e no desenvolvimento sustentável na cidade de Samarinda, Indonésia.

**Conclusão:** a conclusão deste estudo pode ser explicada que a educação familiar tem um efeito positivo significativo sobre a qualidade dos recursos humanos dos alunos do SMP Muhammadiyah 5 Samarinda. Os resultados deste estudo significam que cada melhoria na educação familiar tem sido capaz de melhorar a qualidade dos recursos humanos com melhorias significativas ou tangíveis para a continuidade do desenvolvimento na cidade.

**Palavras-chave:** família, qualidade de educação, recursos humanos, desenvolvimento, bem-estar.

1 INTRODUCTION

Education is one of the key factors in the formation of quality human resources. However, education is not only limited to the school environment but is also greatly influenced by the education provided within the family. The family is the first environment in which individuals experience the formation of their character, values, and early knowledge. Therefore, the role of family education in human resource development has a significant impact on the development of individuals and society. The quality of human resources can be strongly related to family education (Alfath & Musyanto, 2022; Chimezie, 2022).

Family education can play an important role in shaping the character and quality of human resources. Here are some of the links between the quality of human resources and family education: Family education can shape character. Good character is one of the important aspects of the quality of human resources. Good family education can shape the character of children with positive values such as discipline, responsibility, honesty, and hard work (Cunningham & Dovey, 2016; Kaptein, 2017).

Family education can improve social skills. Social skills are one of the skills that are important in the quality of human resources. Family education can help children learn
Family education can help children form positive habits such as diligent study, exercise, and maintaining health. Family education can increase knowledge. Extensive knowledge is an important factor in the quality of HR. Family education can help children acquire extensive knowledge, including about religion, culture, and science (Maqsood, 2022; Shi et al., 2023).

In Islam, family education is very important. Parents in Islam are considered the primary educators for their children. One of the hadiths of Prophet Muhammad (peace be upon him) states: "Every one of you is a leader and responsible for the one he leads. Therefore, a good leader is a responsible one and a bad one is an irresponsible one." In this case, parents have the responsibility to ensure that their children get a good family education so that they can grow into quality human resources (Al-Khateeb, 2020).

Family education has a very important role in shaping the character and quality of human resources from an Islamic point of view. Good family education can help children acquire positive values, improve social skills, build learning motivation, form positive habits, and acquire extensive knowledge. Therefore, parents should understand the importance of family education and ensure that their children get a good and correct family education (Florio et al., 2022; Haerul et al., 2023).

SMP Muhammadiyah 5 Samarinda, as a secondary education institution, has an important role in preparing students for the future. However, to fully understand the quality of human resources produced by this school, we need to investigate the influence of family education on the educational process in this school. The family is the first place where children learn the values, ethics, and attitudes that will shape their personality (Chatterjee et al., 2023).

Based on this explanation, researchers are interested in researching "The Effect of Family Education on the Quality of Human Resources at SMP Muhammadiyah 5 Samarinda". The formulation of the problem in this study is whether family education affects the quality of human resources at SMP Muhammadiyah 5 Samarinda. The purpose
of the research is to know and analyze the influence of family education on the quality of 
human resources at SMP Muhammadiyah 5 Samarinda (Mulyadi et al., 2020; Rahmawati 
& Hikmah, 2022).

1.1 LITERATURE REVIEW

Family education is a form of education that is carried out within the family and 
has the aim of forming individuals who are of good character and tough, and able to 
interact and adapt to the existing social environment. The following are some definitions 
of family education according to some experts and recent journals:

According to Tilaar (2001), family education is a conscious and planned effort to 
provide teaching, guidance, and training to family members to achieve certain goals set 
together. According to Rahayu & and Rusman (2018), family education is a form of 
education carried out by families by utilizing various opportunities that exist in daily 
family life.

Family education aims to form good character and morals in children so that they 
can grow into independent, intelligent, and noble human beings. According to the journal 
"The Influence of Family Education on Personality Development of Children" (Nasution, 
2021), family education is a form of education that plays an important role in shaping 
children's personalities. Family education not only provides teaching about moral values 
but also provides ongoing guidance in daily life (Haerul et al., 2023; Lingga, Mustaqim, 
et al., 2023).

Family education variable, this variable measures the impact of education 
provided by the family on students. Indicators of family education variables are as 
follows: (Sani &; Abdullah, 2016)

1)Teaching monotheism: the proportion of time spent by families teaching and 
discussing monotheism to children, such as how often and in what context it is 
practised.
2)Establish prayers: the level of consistency and discipline in the family in guiding 
and encouraging children to perform prayers according to the specified time.
3)Teaching and familiarizing children to read the Quran: the frequency and 
teaching methods used by families in teaching children to read the Quran.
4)Respect and affection for both parents: a scale that measures the degree to which 
a child respects and affectionates both parents, perhaps in terms of listening to
them, helping them, or showing respect (Lingga, Salminawati, et al., 2023; Rahim & Alqahoom, 2023; Rukhayati & Prihatin, 2023).

5) Teaching about general etiquette: an evaluation of the extent to which the family teaches etiquette and social norms to children in everyday contexts.

1.2 QUALITY OF HUMAN RESOURCES

The quality of human resources (HR) refers to the ability of individuals to perform certain tasks in a work environment or society that is in accordance with their educational background, training, experience, and skills. The quality of good human resources usually includes technical abilities and skills, creativity, innovation, leadership, the ability to work in a team, as well as personality characteristics such as motivation, good work ethic, commitment, and openness to feedback. The high quality of human resources is essential in achieving organizational goals, increasing productivity and performance, and advancing general economic and social progress (Handayani et al., 2023; Hasan & Hussein, 2023). Therefore, human resource development is one of the important priorities in organizational management and national development. Here are some experts' opinions on the quality of human resources:

Mathis & Jackson (2020) Human resource quality is an individual's ability to perform tasks required in a particular work environment. Armstrong & Taylor (2019) The quality of human resources includes individual skills, knowledge, abilities, and attitudes that can be applied in the work environment to achieve organizational goals. Cascio & Aguinis (2020) The quality of human resources includes aspects such as competence, creativity, initiative, leadership, and the ability to work in a team. Stavrou-Costea (2019) High-quality human resources in small and medium-sized organizations are individuals who possess the necessary technical and social skills, as well as the ability to adapt quickly to rapidly changing business environments. Lee & Chun (2021)

The quality of human resources can be optimized through the application of HR analytics, namely the use of big data to measure and improve employee performance and improve human resource development strategies. Nankervis et al. (2020) The quality of human resources consists of technical abilities, interpersonal skills, managerial skills, and personality characteristics necessary to achieve organizational goals. Storey (2019) Good human resource quality includes commitment and loyalty, as well as the ability to adapt to change, learn sustainably, and innovate.
Human resource quality variable, this variable measures the quality of human resources produced by students at SMP Muhammadiyah 5 Samarinda. Indicators of human resource quality variables are as follows: (Kasanuddin, 2011)

1) Intellectual Qualities (Knowledge and Skills): Measures students' knowledge and skills in various subject areas, such as mathematics, science, languages, and other general skills.
2) Education: The level of formal education that the student has achieved (for example, grade level or level of education).
3) Understanding the Field: The student's level of understanding of the subject matter in a particular field of study.
4) Ability: Measures students' ability to apply their knowledge and skills in practical situations or problems.
5) School Spirit: A scale that measures students' motivation and enthusiasm to learn and attend school.
6) Planning and Organizing Skills: The level of students' ability to plan and organize tasks or projects, as well as their ability to manage time and resources (Amrin et al., 2023; Moh. Abdul Kholiq Hasan, Muthoifin, 2019).

2 CONCEPTUAL FRAMEWORK

The Grand Theory that is often associated with the quality of human resources is the Human Capital Theory developed by Becker, (2009). Human Capital theory states that investment in education, training, and individual development will improve the quality of human resources. According to this theory, individuals are considered human capital that can increase productivity and quality of life through the accumulation of knowledge, skills, and experience. Human Capital theory emphasizes the importance of education as a form of investment that can improve the quality of human resources. Investing in education can expand an individual's knowledge and skills, which in turn increases their chances of obtaining a good job, having a high income, and contributing to economic and social development (An, 2023; Anurogo et al., 2023).

Human Capital theory can be used to analyze how environmental factors, social factors, and individual factors affect family education and the quality of human resources at SMP Muhammadiyah 5 Samarinda. For example, environmental factors that include school facilities, learning environment, and availability of resources will affect
educational investment and student human capital accumulation. Social factors such as social interaction, cultural values, and social support can influence a student’s motivation and commitment to education (Arifin & Munir, 2023). Individual factors such as talents, interests, and personal characteristics will contribute to the development of the quality of human resources. The concept framework in this study can be explained in Figure 1 as follows:

Figure 1. Research Concept Framework

Source: Created by Author, 2023

2.1 RESEARCH HYPOTHESIS

Based on theoretical studies and empirical studies as well as the research concept framework, the following hypotheses can be obtained: Family education has a positive and significant effect on the quality of human resources at SMP Muhammadiyah 5 Samarinda

3 METHODOLOGY

3.1 OPERATIONAL DEFINITION

The operational definition in this study describes the variables of family education research and the quality of human resources with the following explanation of indicators:

1) Family education variable, this variable measures the impact of education provided by the family on students. Indicators of family education variables are as follows: (Sani &; Abdullah, 2016)
Teaching monotheism: the proportion of time spent by families teaching and discussing monotheism to children, such as how often and in what context it is practised.

b. Establish prayers: the level of consistency and discipline in the family in guiding and encouraging children to perform prayers according to the specified time.

c. Teaching and familiarizing children to read the Quran: the frequency and teaching methods used by families in teaching children to read the Quran (Rozikin & Sofwani, 2023).

Respect and affection for both parents: a scale that measures the degree to which a child respects and affectionates both parents, perhaps in terms of listening to them, helping them, or showing respect.

Teaching about general etiquette: an evaluation of the extent to which the family teaches etiquette and social norms to children in everyday contexts.

2) Human resource quality variable, this variable measures the quality of human resources produced by students at SMP Muhammadiyah 5 Samarinda. Indicators of human resource quality variables are as follows: (Kasanuddin, 2011)

a. Intellectual Quality (Knowledge and Skills): Measures students' knowledge and skills in various subject areas, such as mathematics, science, languages, and other general skills.

b. Education: The level of formal education that has been achieved by the student (e.g., grade level or level of education).

c. Understanding the Field: The level of student understanding of the subject matter in a particular field of study.

d. Ability: Measures students' ability to apply their knowledge and skills in practical situations or problems.

e. School Enthusiasm: A scale that measures students' motivation and enthusiasm to learn and attend school.

Planning and Organizing Ability: The level of students' ability to plan and organize tasks or projects, as well as their ability to manage time and resources.

3.2 POPULATION AND RESEARCH SAMPLE

Population is the total of all members studied, while the sample is the smallest part of the population (Setiaji, 2009). The population in this study was 70 students of
SMP Muhammadiyah 5 Samarinda. The sample of this study was students of SMP Muhammadiyah 5 Samarinda, for sampling using non-probability sampling using the census method. Census research is a study that takes one population group as a whole sample and uses a structured questionnaire as the main data collection tool to obtain specific information, so that it can be known that the sample in this study is 70 students of SMP Muhammadiyah 5 Samarinda.

3.3 DATA ANALYSIS TECHNIQUES

Structural Equation Modeling (SEM) data analysis technique with Partial Least Squares (PLS) approach is a method that can be used to test the relationship between variables in this study. Structural Equation Modeling (SEM) is a statistical analysis method used to examine complex relationships between various variables in a model. It is a very useful tool in scientific research to understand and measure cause-and-effect relationships, as well as identify the impact of the independent variable on the dependent variable. SEM allows researchers to test conceptual models that link theoretical constructs and measurement indicators.

In the context of this study, the main theoretical constructs are "Family Education" and "Quality of Human Resources," which will be studied to see to what extent these two variables are related. Partial Least Squares (PLS) is one of the commonly used approaches in SEM. PLS is a very flexible method and is often used when research data is multivariate and complex. One of the advantages of PLS is its ability to handle relatively small models and relatively little data, making it more suitable for survey-based research with small to medium samples (Sugiyono, 2011).

4 RESULTS AND DISCUSSION
4.1 ANALYSIS

The first stage of model evaluation focuses on the measurement model. Examination of PLS-SEM estimates on measurement models allows researchers to evaluate construct reliability and validity. Multivariate measurement involves the use of multiple variables to measure a concept indirectly. Evaluation of measurement models includes tests of the reliability of internal consistency, reliability of indicators, convergent validity, and discriminant validity as shown in Table 1. Two methods can be used to
measure the reliability of a construct, namely Cronbach alpha or composite reliability (Metode Penelitian Kualitatif, 2016; Sugiono, 2018).

However, the use of Cronbach alpha tends to provide lower estimated values so PLS-SEM is recommended to use composite reliability. The reliability of the indicator in PLS-SEM is measured from the value of the external load which shows the correlation between the indicator and its construct. The validity of convergence in constructs can be measured using AVE. The discriminant validity can be measured from the cross load or load value of another indicator compared to the outer load value of the indicator associated with a construct, where the required indicator load value must be greater than the cross load value.

Table 1. Measurement Model Evaluation

<table>
<thead>
<tr>
<th>Variable</th>
<th>Indicator</th>
<th>Loadings</th>
<th>Composite Reliability</th>
<th>AVE / √AVE</th>
<th>Cross Loading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family Education (X)</td>
<td>X1</td>
<td>0.672</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>X2</td>
<td>0.771</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>X3</td>
<td>0.728</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>X4</td>
<td>0.605</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>X5</td>
<td>0.676</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quality of Human Resources (Y)</td>
<td>Y1</td>
<td>0.614</td>
<td>0.808</td>
<td>0.415 / 0.644</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>Y2</td>
<td>0.628</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Y3</td>
<td>0.706</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Y4</td>
<td>0.721</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Y5</td>
<td>0.662</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Y6</td>
<td>0.514</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Calculated using SmartPLS and Created by Author, 2023

4.2 HYPOTHESIS TESTING

After confirming that the measurement model of the construct is reliable and valid, a hypothesis test is carried out. Hypothesis tests in this study are performed on structural models or deep models that show a direct or indirect relationship between exogenous and endogenous latent variables. The hypothesis test is based on the significance value of the path coefficient after resampling or bootstrapping 5,000 times. The statistical test used is a t-test with a confidence level of 95% or a significance level of 5%. The hypothesis is accepted if the value of t is greater than the value of the tablet for a bidirectional test, which is 1.96.

The results of the bootstrap procedure are shown in Table 2. Direct Effect: Direct effect refers to the influence or relationship between one variable and another variable in the absence of an intermediate variable. In this case, the information provides details about the direct effect between variables, including the original sample size, T statistics,
P value, and whether the effect is significant. Family Education to Human Resource Quality: The direct effect of Family Education on Human Resource Quality is significant (P-value = 0.000) and positive (Coefficient Value = 0.724). This shows that positive family education has a significant positive impact on the quality of human resources.

### Table 2. Bootstrapping Results

<table>
<thead>
<tr>
<th>The value of the relationship between variables</th>
<th>Original Sample</th>
<th>T Statistics</th>
<th>P Values</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family education on the quality of human resources</td>
<td>0.724</td>
<td>14.999</td>
<td>0.000</td>
<td>Positive and significant</td>
</tr>
</tbody>
</table>

Source: Calculated using SmartPLS and Created by Author, 2023

4.3 DISCUSSION

Family education has a significant positive effect on the quality of human resources of SMP Muhammadiyah 5 Samarinda students. The results of this study mean that every improvement in family education has been able to improve the quality of human resources with significant or tangible improvements. Through the results of observation and data analysis, this study shows that family education has a significant influence on the quality of human resources of students at SMP Muhammadiyah 5 Samarinda. There are several operational reasons why family education is significant in influencing the quality of students' human resources (Shodiq et al., 2017).

First, internal family factors have a greater influence on shaping the quality of students' human resources. The family has a very important role in shaping the character and habits of its children. Therefore, internal family factors such as parent's education level, parenting, and values instilled in children are more influential in shaping the quality of students' human resources (Mahamid, 2023).

In this case, the family plays an important role in shaping the character of students, introducing the necessary positive values, and providing moral and material support to their children. Family education, in a broader sense, includes both formal and informal education received by children from families. Formal education includes education provided by educational institutions such as schools, while informal education includes values and norms instilled by the family and the environment around the child. Although family education has a positive influence on the quality of human resources of students at SMP Muhammadiyah 5 Samarinda, the effect is not significant (Sudarno Shobron, Amrin, Imron Rosyadi, 2020; Usman et al., 2017).
Second, environmental factors around SMP Muhammadiyah 5 Samarinda do not significantly affect the quality of students' human resources. The region has a relatively homogeneous environment, so the environmental factors that exist around it do not have significant differences that can affect the quality of students' human resources. In another sense, environmental factors around SMP Muhammadiyah 5 Samarinda do not have a significant impact to affect the quality of students' human resources.

However, even though family education is not significant in affecting the quality of human resources of students at SMP Muhammadiyah 5 Samarinda, families still need to pay attention to internal factors that can affect the quality of their children's human resources such as education, parenting, and values instilled in children. Thus, families can give their best contribution to improve the quality of human resources of students at SMP Muhammadiyah 5 Samarinda.

Therefore, families and surrounding communities need to strengthen their role in shaping an environment that supports students' education and development. Educators can strengthen cooperation with families and surrounding communities to create an environment conducive to student education and development. In addition, the surrounding community can help improve the quality of students' human resources by providing moral and material support, as well as introducing the necessary positive values. In facing future challenges, the quality of human resources of students at SMP Muhammadiyah 5 Samarinda is very important.

Therefore, efforts need to be made to improve the quality of human resources of students at SMP Muhammadiyah 5 Samarinda by paying attention to influential factors, including individual factors, internal family factors, and environmental factors. Thus, it is expected to improve the quality of education and the future of children at SMP Muhammadiyah 5 Samarinda so that they can compete at national and international levels.

The relationship between family education and the quality of human resources is significant. Family education can have a strong impact on the development and quality of human resources in the following ways:

Foundation of early education: Family education forms the foundation of early education for the child. The basic values, knowledge, and skills taught by families early on can shape an individual's mindset and behaviour. A family environment that
encourages learning, reading, and exploration can provide a solid foundation for the
development of individual academics and skills (Sulisno & Abdullah, 2019).

Inculcation of values and ethics: Family education also plays a role in instilling
values and ethics that are important in shaping the quality of human resources. The family
serves as first and foremost an agent of socialization, which helps shape an individual's
understanding of morality, integrity, responsibility, and social norms. The inculcation of
these values becomes the basis for ethical behaviour and social consciousness of
individuals in society.

Support and motivation: Family education provides important support and
motivation for individual development. Families that provide positive encouragement,
motivation, and emotional support can help individuals overcome obstacles, develop self-
confidence, and build intrinsic motivation to achieve success in education and life in
general (Junarsin et al., 2021).

Parental involvement: The role of parents in children's education has a significant
impact on the quality of human resources. Parental involvement in a child's education,
such as supporting home learning, supervising schoolwork, communicating with teachers,
and providing guidance, can strengthen a child's educational outcomes. Parents who are
positively active in supporting a child's education will make a significant contribution to
the child's academic achievement and personal development (Cinque, 2016).

Cultural understanding and multiculturalism: Family education also plays an
important role in introducing and understanding culture, history, and multiculturalism to
children. A strong understanding of cultural diversity and respect for differences can
improve the quality of human resources by forming inclusive attitudes, deep
understanding, and the ability to interact harmoniously in diverse societies.

5 CONCLUSION

Based on the results of the analysis and discussion, the conclusions in this study
can be explained that family education has a significant positive effect on the quality of
human resources of SMP Muhammadiyah 5 Samarinda students. The results of this study
mean that every improvement in family education has been able to improve the quality
of human resources with significant or tangible improvements for the continuity of
development progress in the city.

5.1 RESEARCH ADVICE AND RECOMMENDATIONS
Research suggestions and recommendations are steps or actions proposed based on research findings or results to provide direction or suggestions for further development in the field under study. Suggestions and recommendations from the results of this study are as follows:

1). Improve the quality of human resources of students at SMP Muhammadiyah 5 Samarinda through family education by paying attention to internal family factors such as parent's education level, parenting, and values instilled in children. The family plays an important role in shaping the character of students, introducing the necessary positive values, and providing moral and material support to their children.

2). Strengthening cooperation between families, educators, and the surrounding community to create a conducive environment for student education and development. Educators can strengthen cooperation with families and surrounding communities to create an environment conducive to student education and development. This can be done through activities such as group discussions, training, and mentoring programs.

3). Provide training and coaching to families and surrounding communities to increase their awareness of the importance of social factors in education. Training and coaching can provide new insights for families and surrounding communities regarding the importance of social factors in education and how they can help improve the quality of students' human resources.

4). Improve the quality of educators' human resources which will help improve the quality of education at SMP Muhammadiyah 5 Samarinda. Quality educators will be able to provide better education and can help improve the quality of education at SMP Muhammadiyah 5 Samarinda. Therefore, efforts need to be made to improve the quality of education for educators, such as training and professional development programs.

5). Provide supportive facilities and an environment for students to learn and develop. Supportive facilities and environments can help improve the quality of education and student development. This can be done through infrastructure improvements and, the provision of adequate libraries, laboratories, and sports facilities.
6). Encourage students to always learn and improve their knowledge and skills, as well as develop a positive attitude and respect for science and technology. A positive attitude and respect for science and technology can help students to continue learning and growing. In this case, it is necessary to make efforts to increase students' interest in certain areas and provide motivation to continue learning.
REFERENCES


