The Influence of school culture and self-esteem on the character of early childhood teachers

Robingatin[1]✉, Anis Komariah[2]

[1, 2] Universitas Islam Negeri Sultan Aji Muhammad Idris Samarinda, Indonesia
✉*aniskomariah89@gmail.com*

Abstract

This study aims to determine how much influence Early Childhood teachers' self-esteem on character, the influence of school culture on the character of Early Childhood Teachers, and the influence of self-esteem and school culture on the character of Early Childhood Teachers. To obtain the data using a questionnaire. The type of research is a quantitative explanatory approach. Data analysis was performed by multiple regression analysis. The results of data analysis show the Pearson correlation value of self-esteem (X1) with the character of early childhood teachers (Y) of 0.576. It shows that the strength of the relationship between self-esteem (X1) and the character of early childhood teachers (Y) is in the moderate category. Furthermore, the Pearson correlation value of school culture (X2) with the character of early childhood teachers (Y) is 0.793. It shows that the strength of the relationship between school culture (X2) and the character of early childhood teachers (Y) is included in the strong category. The double correlation of X1 and X2 with Y is significant. It means there is an effect of self-esteem and school culture on the character of early childhood teachers. Furthermore, the Pearson correlation value is 0.828. It shows that the strength of the relationship between self-esteem (X1) and school culture (X2) with the character of early childhood teachers (Y) is included in the very strong category. The product-moment correlation between X1 and X2 with Y (Ryx1x2) is 0.828. It means that self-esteem and school culture affect the personality of Early Childhood Teachers, which is the research's novelty.

INTRODUCTION

The nation's character is the central concern and focuses of Education in Indonesia at all levels and environments (Nata, 2021; Suryana, 2016; Suryana, 2021). Especially at the level of education, early childhood is a very strategic age to instill the nation's character (Nata, 2021; Suryana, 2016; Suryana, 2021). Naturally, the teacher's character becomes very important (Dhofir, 2018) because it is the primary lying figure of the child's personality as a role model and teacher (Stiegelbauer, 1992; Sari, 2014; Kandiri & Arfandi, 2021; Ratnawati, 2018; Sinabariba, 2017).

The character of the teacher is possible and can be formed or trained and cultured (Fatimaningrum, 2011; Maya, 2017; Ratnawati, 2018). As a figure of giving and source of affection, security, and a figure or role model for the child, a teacher should have a series of characteristics such as compassion, understanding, sincerity, empathy, and caring, and always be cheerful and happy (Damsy & Rivaei, 2014; Wuthnow, 1995; Lickona, 2004). A teacher should have a responsible character and confidence and be disciplined, innovative, and creative (Lickona, 2004; Lickona, 2012). Socially a teacher should have a cooperative character, communicative and flexible, and respect others (Lickona, 2004; Lickona, 2012).

Such a character will develop whenever the teacher is in a cultural environment that supports it. One of them is the school culture (Nasution, 2021; STOLP & SMITH, 1998; Jerald, 2006).School culture is a pattern of basic assumptions, values, beliefs, and habits held together by all school members (Khusnah, 2020; Nasution, 2021). Good school culture can foster a climate that encourages all members to learn about good values (Maryamah, 2016). School culture is realized in the value dimension of the school's vision, mission, objectives, ethos learning, and integrity of togetherness, mutual respect, solidarity, and discipline (Cahyono, 2020). Similarly, the dimensions of norms include religious, legal, and ethical norms. This view is in line with the Ministry of National Education stating (Nasional, 2010). "Culture as a whole system of thinking, values, morals, norms and human beliefs produced by society. The thinking, values, norms, and beliefs result from human interaction with others and their natural environment". School culture can be developed through the development of the school environment (Nizary & Hamami, 2020; Deal & Peterson, 1990).

A good school culture will effectively produce the best performance of Early Childhood teachers (Erickson, 1987; Nizary & Hamami, 2020). School culture is expected to improve the quality of the school, encourage performance in schools, and quality of life that is expected to have healthy, dynamic or active, positive, and professional characteristics. It is possible to affect the formation of self-esteem of Early Childhood teachers (Jerald, 2006). A healthy school culture provides school opportunities, and school residents function optimally, work efficiently and energetically, are full of vitality, have high morale, and have a favorable view of themselves (Stolp & Smith, 1998). In other words, a good school culture can develop positive teacher self-esteem.

Self-esteem is a general assessment of oneself that relates to self-ability and having something of value in others' perfective (Cast & Burke, 2002; Fitts, 1971). A person's belief in him will determine his actions and views of the world and others. The background of life, the experience of success or failure, the judgment of others one receives, the perspective of oneself and the life experience that one goes through, and the values that become life choices will affect the building of one's self-esteem.

Self-esteem consists of two components, namely self-efficacy and self-respect (Erozkan, Dogan, & Adiguzel, 2016; Orth & Robins, 2014). Self-efficacy means believing in the ability to think, understand, learn, choose and make decisions, a belief in the ability to understand reality (Pajares, 2006; Frey & Carlock, 1989; Zeigler-Hill, 2013). This feeling gives birth to a sense of control related to the self as the center of its existence. At the same time, self-respect means the guarantee of value and the right to live happily by reasonably conveying thoughts and desires and comfortably meeting needs. This feeling brings about virtuous deeds, a feeling of comfort coexisting with others in mutually beneficial friendships.

A person who has a high self-concept will develop confidence, a slight feeling of inferiority and incompetence, the ability to see oneself realistically and a little defensively, such as embarrassment and withdrawal, and high self-esteem (Branden, 2021; Fitts, 1971; Mbuva, 2016). A person with low or negative self-concept will develop poor social adjustment, experience erratic feelings and inferiority, use many defense mechanisms, and have low self-

esteem. Hay, Ashman, & Van Kraayenoord stated that there is an interactive relationship between self-concept and achievement (Hay, Ashman, & Van Kraayenoord, 1998).

Several studies have studied School Culture and Self-Esteem, but each place has its characteristics related to this theme. There has never been any research on the influence of school culture and self-esteem on the character of PAUD teachers in East Kalimantan. Based on this background, the researchers examined the influence of school culture, self-esteem, and character of Early Childhood teachers in East Borneo.

METHODS
1. Research Design
This research is quantitative with an explanatory approach, using a questionnaire as an instrument. In this research, the researchers used a questionnaire because it is easier for respondents to answer quickly. Data analysis was carried out by multiple regression analysis and tested for validity and reliability before being used for research. This research takes six months, in April-June 2022.
### 2. Participants of the Study
The population in this study is all districts of East Borneo; they are 11 districts. The samples in this study consisted of 5 districts and used samples randomly. The number of samples is 30 teachers or respondents from 5 districts located in East Borneo.
3. Data Analysis Techniques
The research data were collected using a questionnaire consisting of variable data on self-esteem, school culture, and character. Before using the questionnaire, the validity and reliability were tested.

The variables in the school culture, self-esteem, and character research referred to in this study will use the theory depicted in the following chart:
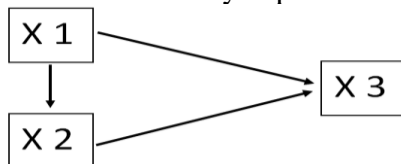
X1   : School Culture
X2   : Self-esteem
X3   : Character

Data testing is performed by testing the values r Product Moment.

Product moment correlation between X1 and X2 (Rx1x2) = 0.456

$$R_{yx_1x_2} = \sqrt{\frac{R^2_{yx_1} + R^2_{yx_2} - 2R_{yx_1}R_{yx_2}R_{x_1x_2}}{1 - R^2_{x_1x_2}}}$$

$$= \sqrt{\frac{0{,}576^2 + 0{,}793^2 - 2(0{,}576)(0{,}793)(0{,}456)}{1 - 0{,}456^2}} = 0{,}828$$

The Test of Significance:

$$F_{hit} = \frac{R^2/k}{(1 - R^2)/(n - k - 1)} = \frac{0{,}828^2/2}{(1 - 0{,}828^2)/(30 - 2 - 1)} = 29{,}61$$

RESULTS AND DISCUSSION
A. Results
There is a positive influence between School Culture and Self-Esteem on the Character of PAUD Teachers in East Kalimantan. Research Finding, the results of calculation of the influence of self-esteem on teachers.

Table 1. The following shows the results of calculating the influence of self-esteem and character of the teacher

Table 1. The Influence of Self-Esteem (X1) on the Character of Early Childhood Teachers (Y)

Variable	Research Data																													
X_1	49	49	44	43	50	54	46	47	60	52	45	41	45	61	53	60	62	47	41	55	47	50	56	57	54	36	42	81	38	50
Y	73	67	70	63	72	77	75	82	74	74	76	75	63	83	77	91	77	70	74	70	85	72	73	73	71	75	76	97	72	80

Significance of Y Regression Line Equation over X1
Coefficients (a)

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta	B	Std. Error
1	(Constant)	52,035	6,316		8,239	,000
	self_esteem	,459	,123	,576	3,728	,001

a Dependent Variable: Teacher_Character

Based on the regression analysis results in the table Coefficients above, the constant / intercept value is (a) 52,035, and the value of slope / Coefficient regression is (b) 0.459. Thus, the regression equation can be written as follows:

$$\hat{Y} = a + bX = 52{,}035 + 0{,}459X$$

ANOVA (b)

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	489,455	1	489,455	13,901	,001(a)
	Residual	985,912	28	35,211		
	Total	1475,367	29			

a Predictors: (Constant), Self-Esteem
b Dependent Variable: Teacher_character
H0: The Coefficient of the Insignificant Regression Equation
H1: The Coefficient of Significant Regression Equation

Based on the Anova table, the F value is 13,901 with a sig value. 0.001. Because of the sig value. 0.001 less than 0.05, then H0 is rejected and receives H1. It can be concluded that the Coefficient of the Regression Equation is significant.

Linearity Test of Y Regression Line over X1

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Teacher_character * Self-Esteem	Between Groups	(Combined)	1041,200	20	52,060	1,079	,477
		Linearity	489,455	1	489,455	10,146	,011
		Deviation from Linearity	551,745	19	29,039	,602	,832
	Within Groups		434,167	9	48,241		
	Total		1475,367	29			

H0: Linear regression line
H1: Non-linear regression line

Based on the ANOVA table on deviation from linearity, F is 0.602 with a sig value of 0.832, which is more significant than 0.05. Therefore, H0 is accepted and rejected H1. It can be concluded that the line of linear regression.

Correlation significance test

Correlations

		Self-Esteem	Teacher_character
Self-Esteem	Pearson Correlation	1	,576(**)
	Sig. (2-tailed)		,001
	N	30	30
Teacher_character	Pearson Correlation	,576(**)	1
	Sig. (2-tailed)	,001	
	N	30	30

** Correlation is significant at the 0.01 level (2-tailed).

H0: Insignificant correlation
H1: Significant correlation

Based on table correlations, the sig value is 0.001, less than 0.05, then H0 is rejected, and H1 is accepted. It can be concluded that the correlation between X1 and Y is significant. It means that there is an influence of self-esteem on the character of early childhood teachers. Furthermore, Pearson's correlation value of self-esteem (X1) with the character of early childhood teachers (Y) was 0.576. It showed that the strength of the relationship between self-esteem (X1) and the character of early childhood teachers (Y) is in a fair category.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,576(a)	,332	,308	5,934

a Predictors: (Constant), self-esteem

Based on the summary, model table R square is 0.332. Thus the coefficient determination is 0.332 X 100% = 33.2%. It means that 33.2% of the teacher's character (Y) can be explained by self-esteem (X1), and other factors explain the rest.

The results of the calculation of the influence of school culture on the Character of Early Childhood Teachers

The Influence of School Culture (X2) on the Character of Early Childhood Teachers (Y)

Variable	Research Data																													
X₂	66	67	68	58	68	71	70	72	73	69	61	68	58	77	75	78	65	66	72	67	72	64	66	57	61	68	73	89	72	67
Y	73	67	70	63	72	77	75	82	74	74	76	75	63	83	77	91	77	70	74	70	85	72	73	73	71	75	76	97	72	80

Significance of Y Regression Line Equation over X2

Coefficients (a)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta	B	Std. Error
1	(Constant)	16,061	8,627		1,862	,073
	School_Culture	,863	,125	,793	6,889	,000

a Dependent Variable: Teacher_Character

Based on the regression analysis results in the table, the Coefficients above the constant/ intercept value are (a) 16,061, and the value of slope/ Coefficient regression is (b) 0.863. Thus, the regression equation can be written as follows:

$$\hat{Y} = a + bX = 16,061 + 0,863X$$

ANOVA (b)

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	927,955	1	927,955	47,465	,000(a)
	Residual	547,412	28	19,550		
	Total	1475,367	29			

a Predictors: (Constant), School_Culture
b Dependent Variable: Teacher_Character

H0: The Coefficient of the Insignificant Regression Equation
H1: The Coefficient of Significant Regression Equation
Based on the ANOVA table above, F is 47,465 with a sig value. 0.000. Because of the sig value. 0.000 less than 0.05, then H0 is rejected and receives H1. It can be concluded that the Coefficient of the Regression Equation is significant.

Regression Line Linearity Test Y over X2

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Teacher_character * Self-Esteem	Between Groups	(Combined)	1227,450	16	76,716	4,023	,008
		Linearity	927,955	1	927,955	48,659	,000
		Deviation from Linearity	299,495	15	19,966	1,047	,472
	Within Groups		247,917	13	19,071		
	Total		1475,367	29			

H0: Linear Regression Line

H1: Regression Line is not linear

Based on the table Anova at deviation from linearity, F is 1,047 with a sig value. 0.472. Due to the sig value. 0.472 is more significant than 0.05, then H0 is accepted and rejected H1. It can be concluded that the line of linear regression.

1) Correlation significance test

Correlations

		School_Culture	Teacher_Character
School_Culture	Pearson Correlation	1	,793(**)
	Sig. (2-tailed)		,000
	N	30	30
Teacher_Character	Pearson Correlation	,793(**)	1
	Sig. (2-tailed)	,000	
	N	30	30

** correlation is significant at the 0.01 level (2-tailed).
H0: Non-significant Correlation
H1: Significant Correlation

Based on the correlations table that obtained the sig value. 0.000 less than 0.05, then H0 is rejected, and H1 is accepted. It can be concluded that the Correlation between X2 and Y is significant, meaning that school culture influences the character of early childhood teachers. Furthermore, Pearson school culture (X2) correlation with the character of early childhood teachers (Y) is 0.793. It shows the strength of the relationship between school culture (X2) and the character of the early childhood teachers (Y) in the strong category.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,793(a)	,629	,616	4,422

a Predictors: (Constant), School_Culture

Based on the summary model table, the R square is 0.629. Thus the confession of determination is 0.629 X 100% = 62.9%. It means that 62.9% of the teacher's character (Y) can be explained by school culture (X2) and other factors explain the rest.

The Influence of Self-Esteem (X1) and School Culture (X2) simultaneously on the Character of Early Childhood Teachers (Y)

Variable	Research Data																													
X_1	49	49	44	43	50	54	46	47	60	52	45	41	45	61	53	60	62	47	41	55	47	50	56	57	54	36	42	81	38	50
X_2	66	67	68	58	68	71	70	72	73	69	61	68	58	77	75	78	65	66	72	67	72	64	66	57	61	68	73	89	72	67
Y	73	67	70	63	72	77	75	82	74	74	76	75	63	83	77	91	77	70	74	70	85	72	73	73	71	75	76	97	72	80

Significance of regression line equation Y over X1 and X2

Coefficients (a)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta	B	Std. Error
1	(Constant)	14,375	8,106		1,773	,087
	Self_Esteem	,216	,097	,270	2,235	,034
	School_Culture	,728	,132	,670	5,534	,000

a Dependent Variable: School_Culture

Based on the results of the regression analysis in the Coefficients table above, the constant/ intercept (a) value is 14,375, the slope/regression coefficient (b1) is 0.216, and the slope/ regression coefficient (b2) is 0.728. Thus, the regression equation can be written as follows:

$$\hat{Y} = a + b_1 X_1 + b_2 X_2 = 14{,}375 + 0{,}216 X_1 + 0{,}728 X_2$$

Interpretation, 1) If self-esteem (X1) and school culture (X2) are close to or equal to 0, then the preschool teacher character score (Y) = 14,375. With the interpretation that if self-esteem (X1) and school culture (X2) is low, then the average character of early childhood teachers (Y) remains at 14,375. It means that the overall character of the early childhood teacher (Y) remains not better. 2) If self-esteem (X1) rises by 1 unit while school culture (X2) remains, then the character of early childhood teachers (Y) rises by 0.216 times. With the interpretation that each increase in self-esteem (X1) 1 unit will increase the character of early childhood teachers (Y) by 0.216. 3) If the school culture (X2) rises by 1 unit while self-esteem (X1) remains, then the character of the early childhood teachers (Y) rises by 0.728 times. With the interpretation that any improvement in school culture (X2) 1 unit will increase the character of early childhood teachers (Y) by 0.728.

ANOVA (b)

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1013,397	2	506,699	29,614	,000(a)
	Residual	461,969	27	17,110		
	Total	1475,367	29			

a Predictors: (Constant), school_culture, self-esteem
b Dependent Variable: teacher_character

H0: Coefficients Equation Regeresi insignificant

H1: Coefficients Equation Significant regression

Based on the Anova table above, F is obtained at 29,614 with a sig value. 0.000. Because of the sig value. 0.000 less than 0.05, then H0 is rejected and accepts H1. It can be concluded that the Coefficients Regression Equation is significant.

Linearity Test

Regression Line Y over X1

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
teacher_character * self_esteem	Between Groups	(Combined)	1041,200	20	52,060	1,079	,477
		Linearity	489,455	1	489,455	10,146	,011
		Deviation from Linearity	551,745	19	29,039	,602	,832
	Within Groups		434,167	9	48,241		
	Total		1475,367	29			

H0: Linear Regression Line
H1: Regression Line is not linear

Based on the Anova table, on deviation from linearity F is 0.602 with sig value. 0.832. Because of sig value. 0.832 is more significant than 0.05, then H0 is accepted and rejects H1. It can be concluded that the regression line is linear.

Regression Line Y over X2

ANOVA Table

			Sum of Squares	Df	Mean Square	F	Sig.
Teacher_character * School_culture	Between Groups	(Combined)	1227,450	16	76,716	4,023	,008
		Linearity	927,955	1	927,955	48,659	,000
		Deviation from Linearity	299,495	15	19,966	1,047	,472
	Within Groups		247,917	13	19,071		
	Total		1475,367	29			

H_0: Linear Regression Line
H_1: Regression Line is not linear

Based on the Anova table on deviation from linearity, obtained F of 1,047 with sig value. 0.472. Because of sig value. 0.472 is more significant than 0.05, then H0 is accepted and rejects H1. It can be concluded that the regression line is linear.

Partial and multiple correlation significance tests. Partial correlation of self-esteem (X1) with teacher character (Y) with school culture control (X2)

Correlations

Control Variables			self-esteem	teacher_character
school_culture	self-esteem	Correlation	1,000	,395
		Significance (2-tailed)	.	,034
		Df	0	27
	teacher_character	Correlation	,395	1,000
		Significance (2-tailed)	,034	.
		Df	27	0

H0: Partial correlation (X1) with controlled Y (X2) is not significant
H1: Partial correlation (X1) with Y controlled (X2) is significant

Based on the correlations table, if the sig value is 0.034 less than 0.05, then H0 is rejected, and H1 is accepted. It can be concluded that the partial correlation (X1) with Y controlled (X2) is significant, which means that there is an influence on the character of the early childhood teachers controlled by school culture. Furthermore, the value of partial correlation (X1) with Y is controlled (X2) by 0.395. It shows the strength of the relationship between self-esteem and the character of early childhood teachers controlled by school culture in the weak category.

Partial correlation of school culture (X2) with teacher character (Y) with self-esteem control (X1)

Correlations

Control Variables			Teacher_character	Budaya_Sekolah
self-esteem	Teacher_character	Correlation	1,000	,729
		Significance (2-tailed)	.	,000
		Df	0	27
	school_culture	Correlation	,729	1,000
		Significance (2-tailed)	,000	.
		Df	27	0

H0: Partial correlation (X2) with controlled Y (X1) does not significant

H1: Partial correlation (X2) with Y controlled (X1) is significant

Based on the correlations table, the sig value is 0.000 less than 0.05, then H0 is rejected, and H1 is accepted. It can be concluded that the partial correlation (X2) with Y controlled (X1) is significant, which means that school culture influences the character of early childhood teachers controlled by self-esteem. Furthermore, the value of partial correlation (X2) with Y is controlled (X1) at 0.729. It shows the strength of the relationship between school culture and the character of early childhood teachers controlled by self-esteem in strong categories.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,829(a)	,687	,664	4,136

a Predictors: (Constant), school_culture, self-esteem

Based on the summary model table, the R square is 0.687. Thus the confession determination is 0.687 X 100% = 68.7%. It means that 68.7% of the teacher's character (Y) can be explained by self-esteem (X1) and school culture (X2), and other factors explain the rest.

Double correlation of self-esteem (X1) and school culture (X2) toward teacher character (Y)

From the calculations above obtained:

Product moment correlation between X_1 and X_2 together with Y (R_{yx1x2})

Product moment correlation between X_1 and Y (Ryx1) = 0.576

Product moment correlation between X_2 and Y (Ryx2) = 0.793

Product moment correlation between X_1 and X_2 (Rx1x2) = 0.456

$$R_{yx_1x_2} = \sqrt{\frac{R^2_{yx_1} + R^2_{yx_2} - 2R_{yx_1}R_{yx_2}R_{x_1x_2}}{1 - R^2_{x_1x_2}}}$$

$$= \sqrt{\frac{0{,}576^2 + 0{,}793^2 - 2(0{,}576)(0{,}793)(0{,}456)}{1 - 0{,}456^2}} = 0{,}828$$

Significance test:

$$F_{hit} = \frac{R^2/k}{(1-R^2)/(n-k-1)} = \frac{0{,}828^2/2}{(1-0{,}828^2)/(30-2-1)} = 29{,}61$$

Obtained F_{hit} = 29.61 and F_{table} = 3.35 (with an error rate of 5% and numerator dk 2 and dk denominator 27). Because F_{hitung} was more than F_{table} then, H0 was rejected. It can be concluded that the double correlation of X1 and X2 with Y is significant; it means that there is an influence of self-esteem and school culture on the character of early childhood teachers. Pearson's correlation value is 0.828. It shows the strength of the relationship between self-esteem (X1) and school culture (X2), together with the character of the early childhood teachers (Y) is included in the very strong category.

The product-moment correlation between X1 and X2 and Y (Ryx1x2) is 0.828. Thus the coefficient of determination is 0.8282 X 100% = 68.6%. It means that 68.6% of the teacher's character (Y) can be explained by school self-esteem (X1) and other factors explain school culture (X2) and the rest.

B. Discussion

This finding follows Branden's that self-esteem means a guarantee of values and the right to live happily by naturally conveying thoughts and desires and comfortably fulfilling needs. This feeling gives rise to virtuous deeds and comfort in living with others in mutually beneficial friendships. In other words, self-esteem allows a person to face life's challenges and get the value of happiness (Branden, 2021). According to Thomas Lickona, character educators are like parents, mentors, and role models for their students(Lickona, 2012). The discussion of self-esteem or self-esteem is often associated with self-concept, a self that is seen, felt, and experienced by a person(Fitts, 1971).The calculation of the variable the influence of self-esteem and character showed that if self-esteem (X1) and school culture (X2) were close to or equal to 0, then the teacher's character of early childhood teachers score (Y) = 14,375. With the interpretation that if self-esteem (X1) and school culture (X2) is low, then the average character of early childhood teachers (Y) remains at 14,375. It means that the overall character of the early childhood teacher (Y) remains not better. If self-esteem (X1) rises by 1 unit while school culture (X2) remains, then the character of early childhood teachers (Y) rises by 0.216 times. With the interpretation that each increase in self-esteem (X1) 1 unit will increase the character of the early childhood teachers (Y) by 0.216. If the school culture (X2) rises by 1 unit while self-esteem (X1) remains, then the character of the early childhood teachers (Y) rises by 0.728 times. With the interpretation that any improvement in school culture (X2) 1 unit will have an impact on increasing the character of early childhood teachers (Y) by 0.728. Moreover, the following research conducted by (Deal & Peterson, 2016) found that Culture school is a set of values that underlies behavior.

The calculation obtained Fhit = 29.61 and F_{table} = 3.35 (with an error rate of 5% and dk numerator 2 and dk denominator 27). Because Fcount was more than F_{table} then H0 was rejected. It can be concluded that the double correlation of X1 and X2 with Y is significant, meaning that self-esteem and school culture influence the character of early childhood teachers. Pearson's correlation value is 0.828. It shows the strength of the relationship between self-esteem (X1) and school culture (X2), together with the character of early childhood teachers (Y), belonging to a very strong category.

The product-moment correlation between X1 and X2 and Y (Ryx1x2) is 0.828. Thus the coefficient of determination is 0.828^2 X 100% = 68.6%. It means that 68.6% of the teacher's character (Y) can be explained by school self-esteem (X1) and school culture (X2), and other factors explain the rest.

Wahyuni Eka Pratiwi (Pratiwi, 2014) also conducted the prior research. The results of her research study indicate a positive fact between Javanese Culture and self-esteem towards assertiveness in adolescents of class X students at SMA Negeri 3 Ponorogo.

CONCLUSIONS

Based on the research results, the conclusions in this study are that there was an influence of School Culture and Self-Esteem on the character of early childhood teachers in East Kalimantan. Self-esteem and school culture influence the character of early childhood teachers. From the results of research that researchers have obtained, there are some suggestions that researchers can give that the school should be able to create a positive school culture that will affect the character of early childhood teachers. To have a positive character, early childhood teachers should constantly develop self-esteem through knowledge, imagination, and

positive behavior. Furthermore, the need for research development is to create a training model for developing the self-esteem of early childhood teachers.

ACKNOWLEDGMENT

REFERENCES

Branden, N. (2021). *The power of self-esteem*. Health Communications, Inc.

Cahyono, A. D. (2020). *Implementasi Budaya Sekolah Dalam Mengembangkan Sikap Disiplin Siswa MI Mamba'ul Huda Al-Islamiyah Ngabar Siman Ponorogo*. IAIN Ponorogo.

Cast, A. D., & Burke, P. J. (2002). A theory of self-esteem. *Social Forces*, *80*(3), 1041–1068. https://doi.org/10.1353/sof.2002.0003

Damsy, Y. J., & Rivaei, W. (2014). Peran Orang Tua dan Guru dalam Mengatasi Sikap dan Perilaku Menyimpang Anak. *Jurnal Pendidikan Dan Pembelajaran Khatulistiwa*, *3*(2), 1-11. http://dx.doi.org/10.26418/jppk.v3i2.4617

Deal, T. E., & Peterson, K. D. (1990). *The principal's role in shaping school culture*. US Department of Education, Office of Educational Research and Improvement.

Deal, T. E., & Peterson, K. D. (2016). *Shaping school culture*. John Wiley & Sons.

Dhofir, M. (2018). Karakter Guru Profesional. *TARBAWI. Jurnal Studi Pendidikan Islami*, *5*(1), 1-10. http://ejournal.kopertais4.or.id/tapalkuda/index.php/tarbawi/article/view/3095

Erickson, F. (1987). Conceptions of school culture: An overview. *Educational Administration Quarterly*, *23*(4), 11–24. https://doi.org/10.1177/0013161X87023004003

Erozkan, A., Dogan, U., & Adiguzel, A. (2016). Self-Efficacy, Self-Esteem, and Subjective Happiness of Teacher Candidates at the Pedagogical Formation Certificate Program. *Journal of Education and Training Studies*, *4*(8), 72–82. https://doi.org/10.11114/jets.v4i8.1535

Fatimaningrum, A. S. (2011). Karakteristik Guru Dan Sekolah Yang Efektif Dalam Pembelajaran. *Majalah Ilmiah Pembelajaran*, *7*(2). https://journal.uny.ac.id/index.php/mip/article/viewFile/6862/5895

Fitts, W. H. (1971). The self-concept and self-actualization. *Studies on the Self Concept*.

Frey, D., & Carlock, C. J. (1989). *Enhancing self esteem*. ERIC.

Hay, I., Ashman, A. F., & Van Kraayenoord, C. E. (1998). Educational characteristics of students with high or low self-concept. *Psychology in the Schools*, *35*(4), 391–400. https://doi.org/10.1002/(SICI)1520-6807(199810)35:4<391::AID-PITS10>3.0.CO;2-%23

Jerald, C. D. (2006). School culture. *Center for Comprehensive School Reform and Improvement*.

Kandiri, K., & Arfandi, A. (2021). Guru Sebagai Model Dan Teladan Dalam Meningkatkan Moralitas Siswa. *Edupedia: Jurnal Studi Pendidikan Dan Pedagogi Islam*, *6*(1), 1–8. https://doi.org/10.35316/edupedia.v6i1.1258

Khusnah, W. (2020). *Pengaruh Budaya Sekolah Dan Kompetensi Kepribadian Guru Terhadap Karakter Siswa Kelas V Sd Dabin 1 Kecamatan Talang Kabupaten Tegal*.

Lickona, T. (2004). *Character matters: How to help our children develop good judgment, integrity, and other essential virtues*. Simon and Schuster.

Lickona, T. (2012). Character education: Restoring virtue to the mission of schools. In *Developing Cultures* (pp. 57–76). Routledge.

Maryamah, E. (2016). Pengembangan Budaya Sekolah. *Tarbawi: Jurnal Keilmuan Manajemen*

Pendidikan, *2*(02), 86–96. http://jurnal.uinbanten.ac.id/index.php/tarbawi/article/download/65/66

Maya, R. (2017). Esensi Guru dalam Visi-Misi Pendidikan Karakter. *Edukasi Islami: Jurnal Pendidikan Islam*, *2*(03), 281-296. http://dx.doi.org/10.30868/ei.v2i03.31

Mbuva, J. (2016). Exploring teachers' self-esteem and its effects on teaching, students' learning and self-esteem. *Journal of Higher Education Theory and Practice*, *16*(5), 59-68. http://digitalcommons.www.na-businesspress.com/JHETP/MbuvaJ_Web16_5_.pdf

Nasional, D. P. (2010). Rencana Strategis Departemen Pendidikan Nasional Tahun 2010-2014. *Jakarta: Departemen Pendidikan Nasional*.

Nasution, K. (2021). Hubungan Budaya Sekolah Dan Keteladanan Guru Dengan Karakter Siswa Sekolah Dasar Negeri 050772 Kecamatan Pangkalan Susu Kabupaten Langkat. *Jurnal Analisa Pemikiran Insan Cendikia (Jurnal APIC)*, *4*(1), 19–26. http://repository.uinsu.ac.id/id/eprint/7988

Nata, A. (2021). Pendidikan Karakter Untuk Menjawab Tantangan Abad Ke-21. *Abuddin Nata*.

Nizary, M. A., & Hamami, T. (2020). Budaya Sekolah. *At-Tafkir*, *13*(2), 161–172. https://doi.org/10.32505/at.v13i2.1630

Orth, U., & Robins, R. W. (2014). The development of self-esteem. *Current Directions in Psychological Science*, *23*(5), 381–387. https://doi.org/10.1177/096372141454

Pajares, F. (2006). Self-efficacy during childhood and adolescence. *Self-Efficacy Beliefs of Adolescents*, *5*, 339–367.

Pratiwi, W. E. (2014). Pengaruh budaya Jawa dan harga diri terhadap Asertivitas pada remaja siswa kelas X di SMA Negeri 3 Ponorogo. *Psikoborneo: Jurnal Ilmiah Psikologi*, *2*(3).

Ratnawati, R. (2018). Peranan guru sebagai model dalam pembentukan Karakter peserta didik. *Prosiding Seminar Nasional Pendidikan*.

Sari, D. & I. P. (2014). Karakteristik Guru Ideal.

Sinabariba, R. B. (2017). Peranan guru memilih model-model pembelajaran untuk meningkatkan kemampuan menulis puisi. *Seminar Nasional Pendidikan Dasar Universitas Negeri Medan*. https://doi.org/10.31227/osf.io/c672m

Stiegelbauer, S. (1992). Why We Want To Be Teachers: New Teachers Talk about Their Reasons for Entering the Profession. *Seminar Nasional Pendidikan Dasar Universitas Negeri Medan*. https://doi.org/10.31227/osf.io/c672m

STOLP, S., & SMITH, S. C. (1998). School culture.

Suryana, D. (2016). *Pendidikan Anak Usia Dini: Stimulasi & Aspek Perkembangan Anak*. Prenada Media.

Suryana, D. (2021). *Pendidikan anak usia dini teori dan praktik pembelajaran*. Prenada Media.

Wuthnow, R. (1995). *Learning to care: Elementary kindness in an age of indifference*. Oxford University Press.

Zeigler-Hill, V. (2013). *Self-esteem*. Psychology Press.