

# The Effect of Family Socialization, Teacher Example, and Heterogeneity Society Towards Global Diversity Character of Five Principles Students Profile

Komunitas: International Journal of  
Indonesian Society and Culture  
16 (1) (2024): 52-66  
DOI: 10.15294/komunitas.v16i1.1476  
© 2024 Universitas Negeri Semarang, Indonesia  
p-ISSN 2086-5465 | e-ISSN 2460-7320  
Web: <https://journal.unnes.ac.id/journals/komunitas>

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Submitted: 2024-02-12; Revised: 2024-06-06; Accepted: 2024-07-16

## Abstract

This inquiry looks at the impact of family socialization, educator illustration, and heterogeneity of society towards worldwide differences in the character of the five standards understudies profile of State Islamic Senior Tall School 2 Surakarta. This investigation is inquired about with a quantitative approach, employing a study strategy with an informative inquiry about sorts. The comes about of this investigation shows that the factors tried appear in a tall category, specifically the concentrated of the family socialization variable is 98,8%, the level of the commendable educator is 91.6%, social heterogeneity is 81,9% and the level of the worldwide differences of character is 92.8%. Based on the results of the t-test, appears that there's a noteworthy impact between the three subordinate factors on the free factors with an importance of less than 0.05 and the comes about of the F-test appears that the speculation is acknowledged with a likelihood of less than 0.05, as well as the comes about of testing the coefficient of assurance (R<sup>2</sup>) gotten a Balanced R Square esteem of 0.224, meaning that the concentrated of family socialization, the level of model educator, and social heterogeneity can impact the level of worldwide differences of character by 22.4%. The hypothetical suggestion in this inquiry is the reasonableness between the comes about of information examination and George Herbert Mead's Socialization Hypothesis (1972), Jean Baudrillard's Simulacra and Recreations Hypothesis (1985), Albert Bandura's Impersonation Hypothesis (1977), and Pierre Bourdieu's (1986) Social Capital Hypothesis. Globalization Thomas Larsson Friedman (2001).

## Keywords

socialization, exemplary, heterogeneity, global diversity

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## INTRODUCTION

Markers of victory in shaping the Pancasila understudy character allude to Serve of Instruction and Culture Direction Number 22 of 2020 concerning the Vital Arrange of the Service of Instruction and Culture for 2020-2024. Pancasila understudies are the encapsulation of Indonesian understudies as deep-rooted learners who have worldwide competence and carry on agreeing to Pancasila values, with six fundamental characteristics, specific confidence, dedication to God's All-powerful, respectable character, worldwide differences, participation, freedom, basic thinking, and inventiveness. Worldwide differences are one of the measurements of the Pancasila understudy profile as a shape of exertion to protect respectable culture, character, and territory and create an open state of mind in interaction with other societies, able to instill a demeanor of resilience and not abuse the respectable culture of the Indonesian country. Worldwide differences are the capacity to create a demeanor of resilience towards differences and common regard for all existing contrasts (Nurgiansah, 2022). Global diversity can encourage students' life orientation not only limited to tolerance but also love for traditions and traditional culture from various regions and can create the preservation of traditions and traditional culture itself (Ghozali, 2020).

Character could be a person's characteristic behavior that separates him from other people (Arofad, 2022). Worldwide differences could be a sense of regard for contrasts or resilience of differing qualities, regarding one's culture of root but not closing oneself off from exterior societies (Agustina, Nuvitalia, Listyarini, & Hanum, 2023). Global diversity of worldwide differences also incorporates openness and resistance towards remote social differences but still regarding culture. The concepts of worldwide differences are emphasized by the presence of four components, specifically: 1) knowing and increasing in value culture; 2) interaction between societies; 3) reflection and duty for encounters of differing qualities; and 4) social equity (Satria, Adiprima,

Wulan, & Harjatanaya, 2022). The concepts of character and worldwide differences can be summarized as the character of worldwide differing qualities is the behavior had by an individual to recognize and appreciate culture, the interaction between societies, reflection, and obligation for encounters of differing qualities and social equity.

The diversity of ethnicity, ethnicity, race, religion, language, and life values in Indonesia often results in various conflicts. The conflicts that have occurred in various regions of Indonesia show how fragile the sense of togetherness that is built to realize integration is. Indonesian society is still steeped in prejudice between groups and a low level of mutual respect or tolerance. Currently, in the world of education, there are still many conflicts caused by students' feelings of intolerance both towards fellow students and other people in their social environment (Wijayanti & Muthali'in, 2023). If we look at the global diversity character indicators put forward by Nurgiansah, linked to Wijayanti & Muthali'in's research, it turns out there is a gap.

The character of worldwide differences may be a habituation that's ingrained within the family environment, school social society. The family environment is the primary bunch a child experiences and gets to be the primary medium for socialization. George Herbert Mead (1972) characterizes socialization as a handle of instilling or exchanging propensities values and rules from one era to another in a bunch or society. Socialization within the family may be a strategy utilized by guardians to instill values in children including ethical, devout, and social values (Bastian, Syur'aini, & Ismaniar, 2020). Socialization is a process carried out by an individual in learning values, norms, habits, behavior, and all things related to this process which is carried out effectively so that the individual can participate well in living social life in everyday life (Sawitri, Imran, & Ramadhan, 2021).

The family is a place where a child experiences the initial (primary) socialization process. In general, primary socialization is obtained by each individual when

he is still small and the family plays a very important role. Family socialization includes two dimensions, namely the dimensions of acceptance and assertiveness. The acceptance dimension refers to the level of parental affective involvement in the socialization process, namely affection, support, and reasonable communication in response to inappropriate child behavior. The assertiveness dimension refers to the level of coercion and firmness used to set limits on a child's behavior and thereby impose parental authority (Aymerich, Musitu, & Palmero, 2018).

Family socialization functions for internalization of values, enculturation, and self-maturation. The family environment is the main medium available for children to achieve correct social adaptation. In connection with the family's social climate, effective communication allows for appropriate adjustments for a child (Sawitri, Imran, & Ramadhan, 2021). Family socialization does not always run ideally, in fact, as revealed in previous research results, it was found that many parents tend to prioritize external needs and put aside their attention on their children's personality and mental development because they are busy working to fulfill material needs (Suwendri & Sukiani, 2020). The search results from Aymerich and Sawitri & Ramadhan's research, when linked to Suwendri's research, show a gap regarding the function of the family as a medium for children's primary socialization.

The family environment isn't the as it were center for shaping children's behavior, it is additionally shaped within the school environment. Schools play a part in teaching and teaching understudies. Seen from the point of view of child improvement, schools work and point to encourage the child's general improvement so that they can create ideally concurring with the desires and standards that apply in society. Schools work and play a part in creating all viewpoints of behavior, counting the development of sociomoral and enthusiastic viewpoints. Instructors are the initiates of the victory of instruction in schools. The term educator is utilized and imitated as a solid support so

that instructors can end up part models for their understudies so that they can create great character values. Instructors ought to be able to be part models, part models, illustrations, and reflections of genuine character (Sutisna, Indraswati, & Sobri, 2019). Teachers must have skills appropriate to their field, broad insight to be transferred to their students, and an attitude and personality that is by the values and norms in society so that they are worthy of being role models. An exemplary teacher is an act of cultivating morals carried out by someone professional by respecting words, attitudes, and behavior so that other people can imitate it, which is carried out by teachers for students (Karso, 2019). The exemplary teacher is also defined as the behavior and attitudes shown by teachers through good actions so that they are expected to become role models for students and other school members (Prasetyo, Marzuki, & Riyanti, 2019).

The examples that can be carried out by a teacher are intentional and unintentional. Deliberate neglect means that teachers deliberately set an example for their students to emulate, for example giving an example to respect friends who are carrying out worship and so on. An unintentional role model is a teacher who appears as a figure who can provide good examples in everyday life. Based on the definitions over, it can be concluded that an excellent instructor is a demeanor of regard and great behavior within the instructing calling that can be utilized as a part show for understudies and other school individuals (Suyahman, 2018).

In reality, this exemplary attitude is not yet shared by all teachers in Indonesia. The comes about of inquire about in past inquire about expressed that there were cases of prejudice executed by instructors within the school environment (Febria, et al., 2022). This case of racism is proof that teachers' professionalism in being role models for their students regarding mutual respect for differences still needs to be improved. The results of Sutisna and Febria's research show that there is a gap regarding character formation in the school environment.

The family and school environment

are very important in forming a child's character, but the social environment of society is also no less important. Society acts as a place for developing students' self-potential so they must provide support for student activities in efforts to self-actualize in character formation. The fashion and assortment of instruction experienced in society covers all ranges, including the arrangement of propensities, the arrangement of information, states of mind, and interface, as well as the arrangement of profound quality and religion. The differing qualities or heterogeneity of social connections certainly contributes to the impact on the arrangement of children's character. Heterogeneity could be a level gathering based on contrasts in ethnicity, race, and religion and based on contrasts in work and family structure (Saragih, Tabrani, Putri, Yohan, & Ivanna, 2023). Heterogeneity refers to the extent to which people in a society differ from each other based on observable traits (Saragih, Tabrani, Putri, Yohan, & Ivanna, 2023). Heterogeneity is also defined as differences that include intellectual, moral, habitual, physical, and so on (Kambo, 2022). Based on these definitions, it can be concluded that heterogeneity is the differing qualities that separate one from another based on discernible characteristics counting mental, ethical, propensity, physical, conviction, financial, ethnic, and dialect. The association is a social relationship that occurs between a person and another person and lasts for a relatively long period so that it can influence one another (Kasingku, Siwu, & Sanger, 2023). Based on the concepts of heterogeneity and association according to these experts, it can be concluded that social heterogeneity is the diversity that differentiates one from another in social relations, including intellectual, moral, habitual, physical, belief, economic, ethnic, and linguistic differences.

The heterogeneity of social interactions encourages increased cooperation in various fields, both social, economic, and cultural. Diverse people living together can become good neighbors and will learn to respect differences (Gultom, Gandarum, & Ischak, 2015). Radicalism often occurs

among local communities (Priscilla, et al., 2022), for example, Papuan people are often the target of acts of racism, thus becoming a source of conflict in tolerance for diversity (Putri, Safei, Safaat, & Jaya, 2021).

The teenage generation does not yet have a high sense of tolerance between cultures, what is worse is that they are more interested in and respect foreign cultures. Racism among teenagers occurs due to a lack of affection between people, the assumption that someone or a group feels better than others, whether in terms of biology, heredity, ethnicity, or other things. These teenagers usually call it Gapping. Issues of the use of hate speech that leads to discrimination and calls for verbal and physical violence against certain ethnic and religious groups also occur among teenagers (Anggraeni, 2019). Numerous cases within the region tend to reflect a frail mindfulness of resistance, such as brawls between towns, religious-based shows, ethnic clashes, and so on which can influence understudies (Zakso, Agung, Susanto, & Capnary, 2021).

The reality concerning students' character shortcomings and narrow-minded demeanors implies that instructive educators are ideally able to actualize character learning to realize the Pancasila Understudy Profile as planned in Serve of Instruction and Culture Direction Number 22 of 2020. The Merdeka Educational modules which incorporate character instruction for the Pancasila Understudy Profile have started to be actualized successfully. comprehensively in each instructive unit at both essential and upper auxiliary levels beginning at the start of the 2023/2024 scholarly year.

In this investigation, analysts began with speculations pertinent to the inquiry about factors. This inquiry joins the inquiry about comes about with sociological, instructive, and mental speculations comprising of Socialization Hypothesis, Displaying, Social Capital, Globalization, Simulacra, and Reenactments. Based on the clarification of the speculations, a hypothetical system can be depicted with three factors as brief presumptions. The hypothetical system communicated at that point gives

rise to speculation, specifically that there's an impact between the family socialization variable ( $X_1$ ) and the worldwide differences character level variable ( $Y$ ), there's an impact between the commendable instructor level variable ( $X_2$ ) and the global diversity character level variable ( $Y$ ), there's an impact between social heterogeneity variable ( $X_3$ ) and worldwide differing qualities character level variable ( $Y$ ), and there's a synchronous impact between family socialization factors ( $X_1$ ), educator model level ( $X_2$ ) and social heterogeneity ( $X_3$ ) on worldwide differing qualities character level ( $Y$ ).

## METHOD

This investigation was conducted at State Islamic Senior Tall School 2 Surakarta. This inquiry is inquired about with a quantitative approach, employing a study strategy with an informative investigative sort. The populace in this ponder was review XI (Stage F) understudies from 12 classes at State Islamic Senior Tall School 2 Surakarta, totaling 413 understudies. The test in this think about was taken as numerous as 83 respondents so each course took 8 respondents and a few took 9 respondents. Examining utilized the Cluster Arbitrary Inspecting procedure. The autonomous factors in this think about incorporate the concentrated of family socialization, the level of model instructors, and social heterogeneity, whereas the subordinate variable is the level of worldwide differences of character. This information inquiry was obtained from essential and auxiliary information. Primary data was obtained employing a survey or survey arranged employing a Likert scale. Analysts too collect auxiliary information from books, chronicles, and journals.

This investigation is to test the speculation comprising of 1) There's a noteworthy impact between the concentrated of family socialization on the level of worldwide differing qualities character of the Pancasila understudy profile of State Islamic Senior Tall School 2 Surakarta understudies, 2) There's a noteworthy impact between the level of instructor case on the level of diffe-

rences character worldwide profile of Pancasila understudies of State Islamic Senior High School 2 Surakarta understudies, 3) There's a noteworthy impact between the level of social heterogeneity on the level of character differences of the worldwide profile of Pancasila understudies of State Islamic Senior Tall School 2 Surakarta students, and 4) There's a critical impact between the escalated of family socialization, the level of case instructors and social heterogeneity on the level of the worldwide differences of character within the understudy profile of State Islamic Senior Tall School 2 Surakarta.

The investigative instrument test in this investigation was to utilize the Legitimacy and Unwavering Quality Test. The point is to discover whether the explanations within the survey are suitable or substantial enough to be utilized to investigate rebellion. Legitimacy and Unwavering quality Tests were carried out by testing 30 respondents out of 83 add up to respondents. The results of testing the investigative instrument for the Family Socialization Concentrated variable concluded that the 8 address things inquired were substantial at  $\alpha = 0.05$ . The educator commendable level variable concluded that the 9 address things inquired were substantial at  $\alpha = 0.05$ . The Social Heterogeneity Variable concluded that the 8 address things inquired were substantial at  $\alpha = 0.05$ . The Worldwide Differences Character Level variable concluded that the 8 address things inquired were substantial at  $\alpha = 0.05$ .

The unwavering quality test in this ponder appears that the Cronbach Alpha esteem is more noteworthy than the unwavering quality, to be specific 0.70. This appears that each variable is proven to be within the satisfactory category. This inquires about too carried out the Classical Suspicion Test which incorporates the Ordinarity Test, Multicollinearity Test, and Heteroscedasticity Test. Another, information examination employments numerous straight relapse examinations. Factual tests in this inquiry utilized the SPSS for Windows adaptation 26.0 programs.

Table 1. Composition of Student Numbers Based on Gender

Gender	Grade X	Grade XI	Grade XII	Total
Boys	180	182	146	508
Girls	221	232	241	694
Total	401	414	387	1202

Source: State Islamic Senior High School 2 Surakarta, 2023

Table 2. Composition of the Number of Teachers

Type Staffing	Gender		Education		Certified	
	M	W	Bachelor	Masters	Yes	No
State apparatus	22	33	45	10	45	10
Honorary teacher	12	11	16	7	2	21
Amount	34	44	61	17	47	31
Percentage (%)	43,6	56,4	78,2	21,8	60,3	39,7

Source: State Islamic Senior High School 2 Surakarta, 2023

## RESULT AND DISCUSSION

### Result

This investigation was carried out at State Islamic Senior Tall School 2 Surakarta which is found at Slamet Riyadi Road Number 38 Sriwedari, Laweyan subdistrict, Surakarta City, Central Java 55741. Based on the Proclaim of the Chief Common of Islamic Instruction Number 3811 of 2022 concerning State Islamic executing the Autonomous Educational programs, it is recorded that State Islamic Senior Tall School 2 Surakarta is one of the pilot ventures State Islamic has actualized the Autonomous Educational modules beginning within the 2023/2024 scholastic year. State Islamic Senior Tall School 2 Surakarta has executed Pancasila Understudy Profile character instruction for more than one scholarly year.

Based on student data from State Islamic Senior High School 2 Surakarta, the number of students based on gender is as follows:

Based on staffing data at State Islamic Senior High School 2 Surakarta, the number of teachers based on gender is as follows:

### Respondent Profile

The populace in this ponder was 414 Stage F (Review XI) understudies at State Islamic Senior Tall School 2 Surakarta, with an add-up to the test of 83 understudies. Based

on the essential information obtained, a depiction of the characteristics of respondents based on sex and age is displayed within the SPSS measurable test as follows:

Table 3. Description of Respondents Based on Gender

Gender	Frequency	Percentage (%)
Boys	34	41,0
Girls	49	59,0
Amount	83	100

Source: Primary Data Analysis, 2023

Table 4. Description of Respondents Based on Age

Age	Frequency	Percentage (%)
16 years	66	79,5
17 years	15	18,1
18 years	2	2,4

Source: Primary Data Analysis, 2023

### Description of Research Variables

The depiction of the factors in this inquiry is utilized to portray the conditions of the factors utilized in this inquiry. The primary autonomous variable is concentrated on family socialization seen or measured from 3 (three) markers and comprising of 8 (eight) address things, to be specific: 1) parents socialize how to act by the ethics that apply in society; 2) guardians socialize how

to act concurring to the values that apply in society; and 3) guardians socialize how to act agreeing to the standards that apply in society. Based on the comes about of expressive investigation, the recurrence of the escalated family socialization variable is classified as tall, with respondents expressing it as 98,8%.

The moment autonomous variable is the level of educator excellent behavior seen or measured from 2 (two) markers and comprises 9 (nine) address things. These two markers are: 1) the teacher's case to understudies and other school individuals in carrying on deferentially towards each other, and 2) the teacher's illustration to understudies and other school individuals in carrying on well. Based on the comes about of expressive investigation, the recurrence of educator commendable factors is classified within the tall category with expressed that the respondents were 91.6%. Besides, the third free variable is social heterogeneity seen or measured from 8 (eight) pointers and comprising of 8 (eight) address things, to be specific: 1) mental differing qualities in social relations, 2) ethical differing qualities in social relations, 3) differences of propensities in social relations, 4) physical differences in social relations, 5) differences of convictions in social relations, 6) financial differences in social relations, 7) ethnic differing qualities in social relations, and 8) phonetic differences in social relations. Based on the results of the expressive examination, the recurrence of the social heterogeneity variable was classified as tall, with respondents expressing it was 81,9%.

The subordinate variable in this investigation is the level of worldwide differing qualities of character seen or measured from 6 (six) markers and comprising of 8 (eight) address things, to be specific) behavior had by an individual in recognizing culture, 2) behavior had by an individual in regarding culture, 3) the behavior of an individual in intercultural intuitive, 4) the behavior of an individual in reflection on encounters of differing qualities, 5) the behavior of an individual in obligation for encounters of differences, and 6) the behavior of an individual

in social equity. Based on the comes about of graphic investigation, the recurrence of worldwide differing qualities character level factors is classified within the tall category with respondents expressing it was 92.8%.

### Classic Assumption Test Results

The Classical Presumption Tests in this investigation incorporate the Typicality Test, Multicollinearity Test, and Heteroscedasticity Test. In this inquiry about, the Ordinarity Test employments the PP Plot visual approach and the Kolmogorov-Smirnov measurable test.

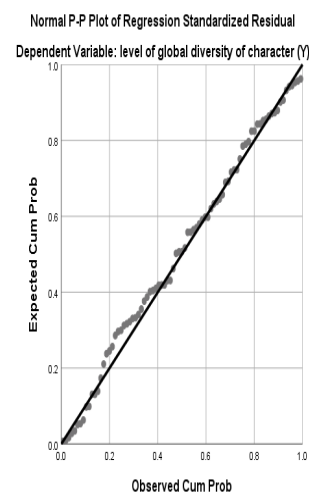


Figure 1. Normal PP Plot Curve

Based on Figure 1 over, it can be concluded that within the normal P-P Plot chart you'll see that the points are spread around the corner to corner line and the spread isn't as well distant or wide, so the chart appears that the relapse demonstrate meets the ordinarity presumption and is appropriate for utilize. Besides, the results of the Kolmogorov-Smirnov test are seen from the noteworthiness esteem of  $0.200 > 0.05$ , meaning it can be concluded that the residuals are regularly dispersed.

Within the comes about of the Multicollinearity Test, the calculation of the Fluctuation Expansion Calculate (VIF) esteem appears that the VIF esteem of Family Socialization Concentrated is 1.317, the VIF esteem of Educator Model Level is 1.480, the VIF esteem of Social Heterogeneity is 1.287.

Table 5. Kolmogrov Smirnov Test Results

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residuals
N		83
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	3.12194364
Most Extreme Differences	Absolute	.065
	Positive	.037
	Negative	-.065
Statistical Tests		.065
Asymp. Sig. (2-tailed)		.200 <sup>c,d</sup>
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		
d. This is a lower bound of the true significance.		

Table 6. Multicollinearity Test Results

Coefficients								
		Unstandardized Coefficients		Standard-ized Coefficients	t	Sig.	Collinearity Statistics	
Model		Std. Error	Beta				VIF	
B						Tol-er-ance		
1	(Constant)	13,898	4,425		3,141	.002		
	Intensity Family So-cialization (X <sub>1</sub> )	.465	.133	.391	3,500	.001	.759	1,317
	Level Exem-plary Teacher (X <sub>2</sub> )	-.206	.093	-.261	-2,208	.030	.676	1,480
	Social Het-erogeneity (X <sub>3</sub> )	.298	.095	.348	3,149	.002	.777	1,287

a. Dependent Variable: Level of Character Global Diversity (Y)

This appears that not a single autonomous variable incorporates a VIF value of more than 10. So it can be concluded that there's no multicollinearity between the free factors within the relapse show. The calculation comes about to appear the Resistance

esteem for each variable, specifically Family Socialization Escalated to 0.759, and the Educator Commendable Level of 0.679. Social Heterogeneity is 0.777. This implies that there are no free factors that have a Resilience esteem of less than 0.1. So agreeing



Table 7. Heteroscedasticity Test Results

Coefficients								
Model	B	Unstandardized Coefficients		Standardized Coefficients		Sig.	Collinearity Statistics	
		Std. Error	Beta		t		Tolerance	VIF
1	(Constant)	3,920	2,707		1,448	.152		
	Intensity Family Socialization (X <sub>1</sub> )	- .002	.081	- .004	- .030	.976	.759	1,317
	Level Exemplary Teacher (X <sub>2</sub> )	.025	.057	.060	.439	.662	.676	1,480
	Social Heterogeneity (X <sub>3</sub> )	- .064	.058	- .141	-1,115	.268	.777	1,287

a. Dependent Variable: Abs\_RES

Table 8. T-Test Results (partial)

Coefficients						
Model	B	Unstandardized Coefficients		Standardized Coefficients		Sig.
		Std. Error	Beta		t	
	(Constant)	13.898	4.425		3.141	.002
1	Intensity Family Socialization (X <sub>1</sub> )	.465	.133	.391	3.500	.001
	Level Exemplary Teacher (X <sub>2</sub> )	-.206	.093	-.261	-2.208	.030
	Social Heterogeneity (X <sub>3</sub> )	.298	.095	.348	3.149	.002

a. Dependent Variable: Level of Character Global Diversity (Y)

to the Resistance esteem, multicollinearity does not happen within the relapse show.

The heteroscedasticity test appears the come about in calculating the noteworthiness esteem of each variable, specifically the concentrated family socialization of 0.976, and the level of instructor embodiment of 0.976. Social Heterogeneity is 0.268. This implies that there are no autonomous factors that have a noteworthiness esteem of less than 0.05. So it can be concluded that there are no indications of heteroscedasticity within the relapse demonstration.

### Multiple Linear Regression Analysis

Different straight relapse examination was carried out by testing the theory with the t-test (fractional) and F F-test (concurrent) and the R<sup>2</sup> test (coefficient of assurance).

The influence of the Intensity of Family Socialization (X<sub>1</sub>) on the Level of Global Diversity Character (Y) has a significant value of 0.001 < 0.05 and a t value of 3,500 > t table 1,664, according to the t-test results. These calculations demonstrate that Ha is accepted, indicating that the degree of global character variety is somewhat

Table 9. F Test Results (simultaneous)

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	269.170	3	89.723	8.869	.000 <sup>b</sup>
	Residual	799.216	79	10.117		
	Total	1068.386	82			
a. Dependent Variable: Level of Character Global Diversity (Y)						
b. Predictors: (Constant), Social Heterogeneity (X <sub>3</sub> ), Intensity of Family Socialization (X <sub>1</sub> ), Level of Exemplary Teacher (X <sub>2</sub> )						

Table 10. R<sup>2</sup> (Coefficient of Determination) Test Results

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.502 <sup>a</sup>	.252	.224	3.181
a. Predictors: (Constant), Social Heterogeneity (X <sub>3</sub> ), Intensity of Family Socialization (X <sub>1</sub> ), Level of Exemplary Teacher (X <sub>2</sub> )				

positively and significantly influenced by the varying intensity of family socialization. The -t value is  $-2.208 < -t$  table  $-1.664$ , and the significance value for the impact of Teacher Exemplary Level (X<sub>2</sub>) on the Level of Global Diversity Character (Y) is  $0.030 < 0.05$ . According to these calculations, H<sub>a</sub> is accepted, indicating that the degree of global diversity of character is somewhat positively and significantly impacted by the instructor's exemplary level variable. The impact of Social Heterogeneity (X<sub>3</sub>) on the Level of Global Diversity Character (Y) has a significant value of  $0.002 < 0.05$  and a t value of  $3.149 > t$  table  $1.664$ . According to these calculations, H<sub>a</sub> is accepted, indicating that the degree of global character variety is somewhat influenced positively and significantly by the social heterogeneity variable.

The comparison of the sig value with the significance threshold (a), which is (0.000), yields the results of the F test (simultaneous), and it is evident that the sig value is ( $0.000 < 0.05$ ). Given that the probability of the sig value is less than 0.05, it may be said that H<sub>a</sub> is accepted and H<sub>0</sub> is rejected. This indicates that the dependent variable level of Character Global Diversity (Y) is influenced by the three independent factors, namely Intensity of Family Socialization (X<sub>1</sub>), Level of Exemplary Teacher

(X<sub>2</sub>), and Social Heterogeneity (X<sub>3</sub>), all of which function simultaneously. The analysis's findings demonstrate that the degree of global character diversity is influenced concurrently or simultaneously by social heterogeneity, the degree of exemplary teachers, and the intensity of home socialization.

Finding the extent to which the independent variable can explain the dependent variable is the goal of the R<sup>2</sup> (Coefficient of Determination) test. When examining the adjusted R Square value from Table 10 above, it displays 0.224. These findings indicate that the variables of social heterogeneity, exemplary teacher level, and family socialization intensity can account for 22.4% of the global diversity character level variable, whereas other variables not included in this study account for 77.6% of the difference.

## Discussion

The Influence of the Intensity of Family Socialization on the Level of Global Diversity Character.

George Herbert Mead (1972) in his theory of socialization explained that socialization is a process where humans learn through ways, values, and adapting actions to society and culture. Mead describes human self-development as proceeding through stages, namely preparation (prepa-

ratory stage), imitation (play stage), ready to act (game stage), and acceptance of collective norms (generalizing stage). A child obtains this stage of development starting from the family environment, therefore a child who receives good socialization following the stages of development in the family will be formed into a person who can become a member of society by prioritizing values and norms as guidelines in social interactions.

The findings of this study are consistent with George Herbert Mead's Socialization Theory (1972), which holds that a child's degree of character diversity worldwide is positively and significantly impacted by the degree of familial socialization, either partially or concurrently. Additionally, this study reveals that 98.8% of State Islamic Senior High School 2 Surakarta students' parents or families had a high level of family socialization.

This study adds significance to Jean Baudrillard's *Simulacra and Simulations* (1985) theory, which holds that people continuously adopt codes, signs, and symbols in their daily lives and that simulated society is a type of identity that characterizes modern society. Baudrillard's assertion is supported by the research's findings, which demonstrate how the degree of family socialization affects character variety worldwide using virtual media as the control variable. This influence is significant, as indicated by the t-test result of 0.000 or less than 0.05. Direct communication between people separated by time or space can now be facilitated by the development of incredibly advanced technology; this is also a type of simulation. Virtual media as a social space in modern society filled with codes, signs, and symbols is an important part of the family socialization process.

The above opinions are supported by this research, which indicates that the intensity of family socialization falls into the high category. This includes indicators of the intensity of teaching good behavior toward differences, teaching people to respect differences, teaching everyone good ethics, teaching people to care about one another,

and teaching people to follow the law, decency, and religious norms. The present study concludes that high intensity of family socialization has an impact on enhancing character variety in kids. This is supported by the t-test results, which show that the account value is  $3.500 > t_{table} 1.664$  and the sign value is 0.001, which is below 0.05.

### **The Influence of the Level of Exemplary Teachers on the Level of Global Diversity Character.**

Albert Bandura (1977) explains that humans learn most behaviors through imitation so many learning events occur through the intermediary of other people. An individual will learn by watching and imitating the behavior of other people and then using the other person as a model for himself. In the context of children's lives as students, parents and teachers play an important role as models and figures to imitate behavior.

According to Bandura, there are several ways of imitation, namely direct imitation, indirect imitation, combined imitation, momentary or immediate imitation, and continuous imitation. Bandura's concept of imitation is very related to this research, students who through imitation or modeling from teachers at school can develop new behavior that follows values and norms so that it can influence character improvement diversity globally. The results of this research show that the level of teacher example, partially or simultaneously, has a positive and significant effect on the level of character diversity globally. In conclusion, teachers who have a high level of exemplary behavior are increasingly significant formation of character diversity among global students.

This research also shows that teachers at State Islamic Senior High School 2 Surakarta have percentage a high level of providing an example is 91.6%. The teacher's example influences character improvement diversity students, as evidenced by the results of the t-test where the sign value is 0.030, which is below 0.05 and the -t value is  $-2.208 < -t_{table} -1.664$ . The teacher's

example includes the teacher's example for value other people's opinions, valuing other people's work, valuing other people's physical differences, valuing differences in the origins of other people, believing in human equality, behaving fairly towards everyone, behaving without discriminating against other people, behaves without favoritism, and can listen to suggestions from other people.

### **The Influence of Social Heterogeneity on the Level of Global Character Diversity.**

This research shows that State Islamic Senior High School 2 Surakarta students have high social heterogeneity, namely 81.9%. This is following Thomas Larsson Friedman's Globalization theory (2001) that the world is shrinking, thereby shortening distances and making everything feel closer, thus creating ease of interaction between someone in one place and another person in another part of the world due to advances in science and technology.

This research also shows that partial or simultaneous social heterogeneity positively and significantly affects character-level diversity globally. The results of the research data analysis are relevant to Pierre Bourdieu's (1986) Social Capital theory, which states that social capital is a total of actual and potential resources related to ownership of a permanent network of institutional relationships based on mutual acquaintance and recognition.

This research is also related to Jean Baudrillard's theory of Simulacra and Simulations (1985) that essentially humans do not exist in the presence of real reality but always think imaginary thoughts. As many as 57.8% of students are open to interacting with other cultures, they interact directly and virtually with sophisticated technology through social media.

The conclusion is that students who have social heterogeneity will have social capital that influences character improvement diversity globally, as evidenced by the results of the t-test where the sign value is 0.002, which is below 0.05 and the count value is  $3.149 > t_{table} 1.664$ . This is demonstrated by students' ability to be willing to know the

culture, respect culture, interact with other cultures, be able to reflect and be responsible for experiences of diversity and be able to behave fairly. Students who have a level of character diversity globally and those who show very high levels of behavior include socializing in environments with diverse intellectual/intelligence, moral, habit/cultural, physical, belief, economic levels, ethnic, and linguistic levels.

The results of this research show that the character level diversity of global State Islamic Senior High School 2 Surakarta students is in the very high category, namely 92.8%. Character diversity Global is a dimension of developing the Pancasila student profile as a form of educational adaptation to globalization which encourages every country, especially educational institutions, to be able to produce students who can maintain and defend the culture of the Indonesian nation, as well as being able to develop a mindset that is open to other cultures as one of the way to respect each other and not close ourselves off to other cultures. This is closely related to Thomas Larsson Friedman's (2001) globalization theory.

This research, based on the results of the  $R^2$  Test (Coefficient of Determination) shows that the level of character diversity among State Islamic Senior High School 2 Surakarta students is influenced by the intensity of family socialization, the level of teacher example and social heterogeneity is only 22.4% so there are 77.6% other influences that can improve character diversity students global level, for example the influence of parents' education level, teacher's ability to use technology in learning and so on.

### **CONCLUSION**

It is possible to conclude the degree of global variation in character, social heterogeneity, outstanding teaching quality, and the depth of family socialization based on the findings of study, analysis, and discussion. Students at State Islamic Senior High School 2 in Surakarta who participate in Pancasila are categorized as high achievers. The degree of global diversity character of

the Pancasila Student Profile of State Islamic Senior High School 2 Surakarta pupils is significantly influenced by the intensity of familial socialization. Parents teach their children how to behave according to the morals, values, and social conventions that are frequently followed in society, which shapes this effect. The degree of global diversity character of the Pancasila Student Profile of State Islamic Senior High School 2 Surakarta students is significantly influenced by the caliber of excellent teachers. Teachers model good behavior and mutual respect for students and the school community, which shapes their effect.

The degree of global diversity of character in the Pancasila Student Profile of State Islamic Senior High School 2 Surakarta pupils is significantly influenced by the degree of social heterogeneity. Students socialize in contexts that are heterogeneous or diverse in terms of intelligence/intellectuals, morals, culture, physical identity, beliefs, economic background, ethnicity, and language, which shapes this influence. In the Pancasila Student Profile of State Islamic Senior High School 2 Surakarta pupils, the degree of global diversity of character is significantly influenced by social heterogeneity, the intensity of familial socialization, and the presence of exemplary teachers. The degree of global diversity of character in the Pancasila Student Profile of State Islamic Senior High School 2 Surakarta students can be explained by the intensity of family socialization, the number of exemplary teachers, and social heterogeneity, according to George Herbert Mead's Socialization Theory (1972), Jean Baudrillard's Simulacra and Simulations Theory (1985), Albert Bandura's Modeling Theory (1977), and Pierre Bourdieu's Social Capital Theory (1986). Globalization facilitates students' access to information and interactions with the global community, as explained by Thomas Larsson Friedman's Globalization Theory (2001). Consequently, a suitable curriculum is required, one of which is the Pancasila Student Profile Strengthening Project Learning.

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