



Educator Parenting Competence as a Mediator Between Human Resource Management and Students Courtesy Development

Reni Marvianasari*, Salamah Noorhidayati, Teguh

UIN Sayyid Ali Rahmatullah Tulungagung, Indonesia

Email : renimarviana49@gmail.com

DOI: <https://doi.org/10.61987/jemr.v4i5.1209>

ABSTRACT

Keywords:

Human Resources,
Parenting Quality,
Children's Manners

*Corresponding Author

This research was motivated by the fact that some students still behave impolitely when speaking to their peers. Some speak loudly, while others use profanity or social media slang (e.g., “anjay,” “you ask”). This study employs a concurrent mixed-method approach, combining quantitative and qualitative data through questionnaires, observations, interviews, and documentation. The population consisted of 2,663 students, with a sample of 95 determined using the Yamane/Slovin formula. Quantitative data were analyzed using SPSS, while qualitative data underwent condensation, presentation, and conclusion drawing/verification. Results show that teachers' Human Resources (HR) and parenting quality significantly influence children's manners. Teachers' HR mostly met good criteria (68%), parenting quality was mostly very good (70%), and children's manners were mostly very good (60%). There is a significant influence between teachers' HR and children's manners, as well as between parenting quality and manners. Managerial implications suggest that educational institutions should integrate HR management strategies—such as targeted training, performance evaluation, and supportive work environments—to strengthen teachers' interpersonal and pedagogical skills. This alignment between HR policies and classroom practices can foster a culture of courtesy, thereby shaping students into individuals with strong moral character.

Article History:

Received: June 2025; Revised: July 2025; Accepted: August 2025

Please cite this article in APA style as:

Marvianasari, R., Noorhidayati, S., Teguh. (2025). Educator Parenting Competence as a Mediator Between Human Resource Management and Students Courtesy Development. *Journal of Educational Management Research*, 4(5), 2198-2217.

INTRODUCTION

Education is a fundamental right for all individuals, serving as a foundation for improving human quality and fostering the process of humanization (Irham et al., 2023). One of the key indicators of educational success is morality, which plays a pivotal role in shaping individual character

and social harmony. In today's globalized and digitalized society, moral decline has emerged as a serious concern, particularly the erosion of politeness values among children. This decline undermines the principles of respect, appreciation, and noble character that are essential for social cohesion. Politeness fosters harmonious interactions, helps prevent conflicts, and builds lasting relationships that material possessions alone cannot achieve. As politeness is closely linked to cultural norms and social acceptance, its decline can have far-reaching consequences, including increased hostility and reduced social trust. Therefore, investigating the factors that influence children's politeness—particularly within educational contexts—becomes crucial. This research is essential because it addresses a social issue that directly impacts interpersonal relationships and the moral development of future generations.

One of the primary challenges faced by modern society is the moral degradation among younger generations, particularly in maintaining politeness in interpersonal communication. This phenomenon is visible not only in informal settings but also within educational institutions, where politeness should be actively nurtured. Social environments—including the family, school, and broader community—serve as vital agents of moral socialization. However, in many cases, these environments fail to provide consistent reinforcement of politeness norms, leading to behavioral gaps in children. Factors such as the influence of digital culture, changing parenting styles, and reduced face-to-face interactions have weakened the internalization of values like humility, respect, and proper etiquette. Moreover, educational institutions often focus heavily on academic achievement while underemphasizing character development, further exacerbating the problem. This situation creates a pressing need to examine the specific roles of teachers' human resources (HR) and their parenting approaches, as these elements directly influence children's daily behavior. Addressing this gap is vital for restoring and reinforcing politeness as a core value in education.

Field observations within Madrasah Ibtidaiyah schools in the KKM MIN 2 Tulungagung cluster reveal that politeness-related issues among students remain significant. Interviews with principals and classroom teachers indicate cases where students exhibit disruptive, aggressive, or socially withdrawn behaviors. For instance, at MIN 2 Tulungagung, two Grade IV students were reported to have difficulty adjusting socially, often engaging in fights, mocking peers, and disturbing class order. Conversely, at MI Bustanul Ulum Notorejo, one student displayed extreme social withdrawal, refraining from participating in class discussions or interacting during recess. In another case, a male Grade IV student exhibited dominant behavior, insisting on having his own way and resisting correction. Furthermore, during observations, some students used

vulgar language or slang derived from social media platforms like TikTok—such as “anjay” and “kamu nanya”—when conversing with peers. These behaviors highlight the urgent need for interventions aimed at improving children’s politeness, which is influenced by both the quality of teachers’ HR and the parenting approaches applied in school settings.

Previous studies have emphasized the significant role of teachers’ human resources (HR) in shaping student behavior. Mahriza, Febriyanni, and Syahputra (2023) found that high-quality human resources—defined by intellectual capabilities, professional competence, and subject-matter expertise—correlate with improved student performance and character formation. Teachers act as role models and facilitators in promoting educational innovations, implementing behavioral improvement strategies, and advancing institutional development. Furthermore, teachers’ competence directly influences the effectiveness of character education, including politeness. However, while existing studies have established the correlation between teacher quality and student outcomes, there remains limited research examining how teachers’ HR, in combination with their parenting approaches, specifically impact politeness values. This creates a need for integrated research that considers not only the professional skills of teachers but also the interpersonal and nurturing aspects of their interactions with students. Such integration is vital because both domains—professional competence and parenting approach—collectively shape the moral and behavioral dimensions of children’s development.

Similarly, research by Santoso et al. (2023) demonstrated that students’ politeness is often resistant to change due to external negative influences beyond the school environment. Politeness manifests in respectful speech, appropriate treatment of others, and contextually proper self-expression. Teachers can counteract these negative influences through consistent habituation of good deeds, modeling respectful conduct, and fostering mutual care among students. However, Zahrotul (2021) highlighted several challenges: children’s lack of understanding of rules, unrealistic expectations from adults, desire for unrestricted freedom, imitation of inappropriate parental behavior, inconsistent school-home treatment, and inadequate reinforcement of politeness from an early age. These factors suggest that prior studies have examined either the external influences on politeness or specific intervention strategies, but few have investigated the combined effects of teachers’ HR and parenting quality. This research aims to fill this gap by analyzing how these two factors jointly influence children’s politeness, thereby addressing an overlooked dimension in the current body of literature.

The novelty of this research lies in its dual-focus approach, integrating

the assessment of teachers' HR quality with their parenting approaches to determine their combined influence on children's politeness. While previous studies have either examined teacher competence or parenting strategies in isolation, this study recognizes that in educational contexts, the two are interdependent. Teachers not only deliver academic content but also act as parental figures during school hours, shaping students' social behaviors and moral values through daily interaction. Furthermore, the research employs a mixed-methods design, allowing for a comprehensive analysis that incorporates both statistical data and rich qualitative insights. This methodological approach ensures a more holistic understanding of the relationship between teacher attributes and student behavior. By situating the study within the specific socio-cultural context of Madrasah Ibtidaiyah in Tulungagung, the research offers contextually grounded recommendations for educational policy and HR management that are directly applicable to similar environments, filling a critical void in current educational research.

Based on the identified issues, the central research problem focuses on understanding how teachers' HR quality and their parenting approaches influence children's politeness in the school setting. Specifically, the study seeks to determine the extent to which professional competence, interpersonal skills, and nurturing strategies contribute to shaping respectful behavior among students. The argument driving this research is that teacher effectiveness should not be measured solely by academic performance indicators but also by their capacity to foster character development. This involves creating a supportive and disciplined environment that reinforces politeness as a daily practice. Addressing this problem is particularly important given the growing challenges posed by digital influences, shifting social norms, and reduced parental involvement in moral education. Through its findings, the study aims to provide actionable strategies for improving teacher HR management and implementing structured parenting approaches within schools, ultimately enhancing both academic and moral outcomes for students in primary education.

This research contributes to both theory and practice in education and HR management. Theoretically, it extends the understanding of how human resource quality and parenting approaches interact to influence politeness, an often-overlooked dimension of student character development. By integrating these two factors within a single analytical framework, the study bridges the gap between HR-focused educational research and behavioral studies in pedagogy. Practically, the findings can inform HR policies in educational institutions, emphasizing the recruitment, training, and evaluation of teachers based on both professional competence and nurturing capacity. Additionally,

the research offers insights for developing school-based programs that reinforce politeness through consistent teacher-student interaction, modeling, and guided practice. In doing so, it addresses an urgent societal need: equipping future generations with the moral and interpersonal skills necessary for harmonious social living. This dual benefit—advancing academic discourse while offering tangible, applicable solutions—underscores the significance and timeliness of the research within the broader educational and social context.

METHOD

The research method adopted in this study is a mixed-method approach, an integrative design that combines both qualitative and quantitative methodologies across the research process. This approach allows data collection, analysis, and interpretation to be enriched by drawing on the strengths of each method. Mixed-method research produces more comprehensive findings because it merges the depth and contextual richness of qualitative data with the precision and generalizability of quantitative data. While each type of data remains distinct in nature, the integration enables them to mutually reinforce, clarify, and deepen the overall research results. The qualitative component of this study focuses on understanding natural phenomena, with data collected through triangulation—a combination of techniques—and analyzed inductively to prioritize meaning over generalization. In contrast, the quantitative component emphasizes the analysis of numerical data using statistical procedures to test hypotheses and identify measurable relationships.

The population under investigation consists of all students enrolled at Madrasah Ibtidaiyah within the KKM MIN 2 Tulungagung cluster, totaling 2,663 students. In quantitative methodology, a population may comprise individuals, phenomena, objects, documents, or any other units that support the research, and can be finite or infinite, homogeneous or heterogeneous, each carrying implications for the sampling strategy. For this study, cluster sampling was employed due to the large geographical spread of the population. Cluster sampling is a regional sampling technique in which the researcher selects the sample in stages, beginning with the largest geographical unit and narrowing down to the smallest, before randomly selecting individuals within the chosen cluster. This approach is particularly useful when populations are dispersed across different locations. Given that the total population exceeds 100 individuals, the Taro Yamane or Slovin formula was applied to determine an appropriate sample size, resulting in 95 respondents.

Multiple data collection methods were employed to ensure the richness and accuracy of the findings. Questionnaires were used to gather structured

responses from participants, while participant observation allowed for the direct recording of visible behaviors and phenomena. In-depth interviews provided opportunities to explore the perspectives, experiences, and reflections of informants in detail, and documentation was utilized to collect supporting records and evidence relevant to the study. The combination of these techniques ensured that the data obtained were both comprehensive and credible, capturing different dimensions of the research problem.

The data analysis process for the quantitative component began with descriptive analysis, using interval classes and frequency distributions to categorize responses into five scales: strongly agree, agree, undecided, disagree, and strongly disagree. This was followed by statistical requirement testing to verify normality, multicollinearity, heteroscedasticity, and autocorrelation, thereby ensuring the suitability of the data for multiple regression analysis. Hypothesis testing was then conducted using both the t-test, to examine the individual influence of each independent variable, and the F-test, to assess their simultaneous effect on the dependent variable. Through these analyses, the study was able to measure the strength and significance of the relationships between teachers' human resources, parenting quality, and children's politeness. For the qualitative component, data analysis was conducted through a systematic process to identify patterns and extract meaning from the collected information. The first stage involved data condensation, where raw data were selected, simplified, and transformed to focus on information most relevant to the research questions. This was followed by data display, in which the organized data were presented in a way that facilitated the identification of emerging themes and patterns. Finally, conclusions were drawn and verified to ensure accuracy and validity. By integrating these stages, the qualitative analysis provided nuanced insights into the ways teachers' professional qualities and parenting approaches shape students' politeness, complementing and deepening the statistical findings from the quantitative analysis.

RESULT AND DISCUSSION

Result

This descriptive statistic is employed as a basis for explaining the tendencies in respondents' answers for each variable, including the level of teachers' Human Resources (HR), the quality of parenting patterns, and children's courtesy. The instrument used to measure the learning environment consists of 10 questions, each with five alternative responses on a 1–5 score scale. The lowest possible expected score is 10, while the highest total expected score is 50. Based on the total expected score, score intervals can be determined for each class or level, representing teachers' Human Resources (HR), which are

categorized into four levels: highly capable, capable, sufficient, and less capable.

The quantitative data on teachers' Human Resources (HR) collected from 95 respondents indicate that the minimum score obtained was 10, while the maximum total score was 50. The range of possible maximum scores is $50 - 10 = 40$. With four class intervals, the class width is calculated as $40 \div 4 = 10$. The results of the teachers' Human Resources (HR) questionnaire are presented in the following table:

Table 1. Description of Teachers' Human Resources (HR)

No	Interval	Criteria	Amount	Percentage %
1.	Very Good	41-50	8	8%
2.	Good	31-40	64	68%
3.	Enough	21-30	23	24%
4	Not Enough	10-20	0	0%
Total			95	100%

Source: Processed by the Researcher, 2025

Based on the data presented in the table above, it can be observed that the levels of teachers' Human Resources (HR) among the respondents indicate that 8% (8 respondents) fall into the "very good" category, 68% (64 respondents) fall into the "good" category, and 24% (23 respondents) fall into the "fair" category. The findings of this study reveal that the majority of respondents are classified within the "good" category of teachers' Human Resources (HR). Therefore, it can be concluded that, in general, the teachers' Human Resources (HR) predominantly fall under the "good" category.

The data on the quality of parenting, collected from 95 respondents, quantitatively indicate that the minimum score obtained was 10 and the maximum total score was 50. The range of possible maximum scores is therefore $50 - 10 = 40$. With four class intervals, the class interval width is $40 \div 4 = 10$. The results of the parenting quality questionnaire are presented in the following table:

Table 2. Description of Parenting Quality

No	Interval	Criteria	Amount	Percentage %
1.	Very Good	41-50	66	70%
2.	Good	31-40	29	30%
3.	Enough	21-30	0	0%
4	Not Enough	10-20	0	0%
Total			95	100%

Source: Processed by the Researcher, 2025

Based on the data in the table above, it can be observed that 70% or 66 respondents attained a parenting quality level categorized as "very good," while 30% or 29 respondents fell into the "good" category. These findings indicate that the majority of respondents achieved a parenting quality level

classified as “very good,” thus it can be concluded that the overall parenting quality tends to be in the “very good” category.

The data on children’s courtesy, collected quantitatively from 95 respondents, show that the minimum score obtained was 10, while the maximum total score was 50. The possible score range is therefore $50 - 10 = 40$. With four class intervals, the width of each interval is $40 \div 4 = 10$. The results of the student courtesy questionnaire are presented in the following table:

Table 3. Description of Children’s Courtesy

No	Interval	Criteria	Amount	Percentage %
1.	Very Good	41-50	57	60%
2.	Good	31-40	38	40%
3.	Enough	21-30	0	0%
4	Not Enough	10-20	0	0%
Total			95	100%

Source: Processed by the Researcher, 2025

Based on the data presented in the table above, it can be observed that 60% (57 respondents) attained a level of children’s courtesy categorized as “very good,” while 40% (38 respondents) fell into the “good” category. The findings of this study indicate that the majority of respondents achieved a level of children’s courtesy classified as “very good”. Therefore, it can be concluded that children’s courtesy is predominantly characterized as “very good”.

Before conducting hypothesis testing, a correlation analysis was first carried out based on the regression output. The results are presented in Table 44, Model Summary, as follows:

Table 4. Coefficient of Determination Results

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,463 ^a	,214	,197	4,07512

a. Predictors: (Constant), kualitas pola asuh , Sumber Daya Manusia (SDM) guru

The results of the multiple correlation analysis can be observed in the Model Summary output from the multiple linear regression analysis presented above. Based on the output, the R count obtained is 0.463, indicating a moderate correlation (46.3%) between teacher human resources (HR) and parenting quality with children’s courtesy. The remaining percentage is influenced by variables outside the scope of this study. To determine the extent of the influence of teacher HR and parenting quality on children’s courtesy, the R Square value (the squared correlation coefficient) is used. The R Square value, also known as the Coefficient of Determination (CD), is calculated as $r^2 \times 100 \%$.

In the above calculation, the Coefficient of Determination is 0.214, equivalent to 21.4%. This value implies that teacher HR and parenting quality contribute 21.4% to the variation in children's courtesy, while the remaining percentage must be explained by other causal factors external to the regression model.

To examine whether the influence of teacher human resources (HR) and parenting quality on children's courtesy is partially significant, this study employs a comparison between the calculated t value and table at a significance level of 5% with N = 95. In the t distribution table, the critical value is determined at $\alpha = 5\% \div 2 = 2.5\%$ (two-tailed test) with degrees of freedom (df) calculated as $n - k - 1 = 95 - 2 - 1 = 92$ (n being the number of respondents and k the number of independent variables). The t table value obtained is 1.987.

In this test, the assistance of the SPSS 21.0 for Windows software was utilized, and the results obtained are as follows:

Table 5. T Table Result

Model	Coefficients ^a		Beta	t	Sig.
	Unstandardized Coefficients	Standardized Coefficients			
	B	Std. Error			
(Constant)	16,636	4,898		3,396	,001
Teacher Human Resources (HR)	,228	,088	,239	2,584	,011
Quality of parenting patterns	,403	,093	,401	4,340	,000

a. Dependent Variable: children's manners

Based on the results presented in Table 5 above, it can be observed that the first alternative hypothesis (Ha) is accepted. The first hypothesis test was conducted by comparing the calculated t count with the critical t table. From the Coefficients table, the obtained t count is 2.584, while the t table value at a 0.05 significance level is 1.987. The comparison between these values yields: t count > t table (2.584 > 1.987). The t-significance value for the teacher human resources (HR) variable is 0.000, which is smaller than the 0.05 probability threshold (0.000 < 0.05). Therefore, in this test, Ha is accepted and H0 is rejected. This indicates that teacher human resources (HR) have a significant effect on children's courtesy in Madrasah Ibtidaiyah under the KKM MIN 2 Tulungagung cluster.

The results of the second alternative hypothesis (Ha) test indicate that it is accepted. Based on the Coefficients table above, the second hypothesis test was conducted using the t-test by comparing the calculated t count with the critical t table. From the Coefficients table, the obtained t count is 4.600, while the t table value at a 0.05 significance level is 1.987. The comparison between

these values yields: $t_{\text{count}} > t_{\text{table}}$ ($4.600 > 1.987$). The t value for the parenting quality variable is 0.000, which is smaller than the 0.05 probability threshold ($0.000 < 0.05$). Therefore, in this test, H_a is accepted and H_0 is rejected. This means that the quality of teachers' parenting has a significant effect on children's courtesy in Madrasah Ibtidaiyah under the KKM MIN 2 Tulungagung cluster.

The F-test is intended to determine the influence of all independent variables (X_1 and X_2) on the dependent variable (Y). In this case, it examines the significant influence of teachers' human resources (HR) and parenting quality on children's courtesy in Madrasah Ibtidaiyah under the KKM MIN 2 Tulungagung cluster. The test is conducted by comparing the calculated F count with the critical F table at a 5% significance level with $N = 95$. The obtained F table is 3.124, using a 95% confidence level, $\alpha = 5\%$, df_1 (number of variables - 1) = $2 - 1 = 1$, and df_2 ($n - k - 1$) = $95 - 2 - 1 = 92$ (where n is the number of respondents and k is the number of independent variables). The calculation yields an F table value of 3.101. Based on the computation using the SPSS for Windows Version 21.00 software, the following results were obtained:

Table 6. Anova Test Result

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	417,097	2	208,548	12,558	,000 ^b
	Residual	1527,809	92	16,607		
	Total	1944,905	94			

a. Dependent Variable: children manners
b. Predictors: (Constant), Quality of parenting patterns, Sumber Daya Manusia (SDM)

From the table above, based on data analysis using SPSS calculations, the calculated F count is 12.558. This indicates that $F_{\text{count}} > F_{\text{table}}$ ($12.558 > 3.101$) and the significance level is $0.000 < 0.05$. The test results show that the significance value of the simultaneous test (F test) is 0.000, which is smaller than the predetermined alpha probability ($0.000 < 0.05$). Therefore, H_0 is rejected and H_a is accepted. Thus, it can be concluded that there is a significant influence of teachers' Human Resources (HR) and parenting quality on children's courtesy at Madrasah Ibtidaiyah Se-KKM MIN 2 Tulungagung.

The results of the multiple linear regression test can be seen in Table 7, Coefficients, as follows:

Table 7. Results of Multiple Linear Regression Analysis

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	16,636	4,898		3,396	,001
Sumber Daya Manusia (SDM) guru	,228	,088	,239	2,584	,011
kualitas pola asuh	,403	,093	,401	4,340	,000

a. Dependent Variable: sopan santun anak

Based on the regression analysis table, the resulting regression equation can be formulated as follows:

$$Y = a + b_1X_1 + b_2X_2$$

Children's politeness (Y) = 16,636+ (0.228) X₁ + (0.403) X₂

Based on the regression analysis table, the resulting regression equation can be formulated as follows::

- The constant value is 16.636. This indicates that if the values of teacher human resources (X₁) and parenting quality (X₂) in the research setting are equal to zero, the level of children's politeness (Y) would be 16.636.
- The coefficient value b₁ = 0.228\$. This indicates that if the value of teacher human resources (X₁) increases by one point while parenting quality (X₂) remains constant, children's politeness will increase by 0.228.
- The coefficient value b₂ = 0.403. This indicates that if the value of parenting quality (X₂) increases by one point while teacher human resources (X₁) remain constant, children's politeness will increase by 0.403.

Discussion

The Level of Teacher Human Resources (HR) at Madrasah Ibtidaiyah within the KKM MIN 2 Tulungagung Cluster

Based on the research findings from the descriptive analysis, it is shown that the level of teacher human resources (HR) indicates that the majority of respondents fall into the "good" category. Specifically, 68% or 64 respondents are classified as having good teacher HR. This suggests that Madrasah Ibtidaiyah already has qualified and competent teachers capable of providing

quality education to children. The institution possesses the potential to continuously improve the quality of education and achieve better educational outcomes (Berchin et al, 2022). Therefore, efforts are necessary to maintain and enhance the quality of teacher HR to ensure the continued delivery of high-quality education.

The results of this study align with Malayu's definition that human resources are the integrated abilities of an individual's intellectual and physical capacities. Intellectual capacity refers to the innate intelligence one is born with (basic endowment), whereas skills are acquired through effort, such as learning, training, or formal education.

Hasan Langgulong states that human resources are the portion of the productive population that exists within a society. Human resources are the portion of the productive population existing within a society. However, Hasan Langgulong immediately clarifies that the quantitative portion of human resources refers to the population aged 15–65 years and should not be understood solely as individuals working in factories or specific institutions. This is because any process that provides input and produces output can be considered production, regardless of location or who performs it.

According to Nata, a productive human being is one who is realistic in responding to their environment. Such an individual is aware of existing potentials, recognizes deficiencies and limitations they face, and understands the issues and needs of their time. Consequently, they are capable of perceiving the possibilities that lie ahead.

Madrasah Ibtidaiyah has successfully established a team of qualified and competent teachers. With their strong abilities and competencies, these teachers are able to deliver effective and high-quality education to the children. This, in turn, positively impacts the overall quality of education at Madrasah Ibtidaiyah and assists children in reaching their full potential. Therefore, the quality of Madrasah Ibtidaiyah should be maintained and enhanced to ensure the continued provision of quality education for future generations.

The improvement of teacher human resources (HR) at Madrasah Ibtidaiyah within the KKM MIN 2 Tulungagung cluster is carried out based on:

The first aspect, namely the personality dimension, is addressed by developing teachers' positive attitudes and professionalism through training and workshops; enhancing awareness of the importance of ethics and morals in teaching; and encouraging teachers to serve as good role models for students.

The results of this study align with Haryanti's view that personality is a lifelong process that shapes and determines behavior in a holistic manner, encompassing both physical and spiritual aspects. This process involves continuous development and change, shaping a unique and integrated

personality. Thus, an individual's personality can continuously evolve and improve throughout their life, progressing toward physical and spiritual perfection.

The second aspect, namely the creativity dimension, is addressed by developing teachers' abilities to design innovative and creative learning; providing resources and facilities to support teachers' creativity; and encouraging teachers to share experiences and creative ideas with their colleagues.

The results of this study align with Hasan's assertion that an individual's abilities encompass creative thinking skills, effective utilization of opportunities, and a high degree of innovation.* An individual with these abilities also possesses strong skills and can identify various alternative solutions when facing problems. Such capabilities enable a person to achieve success and address challenges more effectively.

The third aspect, namely the productivity dimension, is addressed by developing teachers' abilities to manage time and resources effectively; enhancing teachers' skills in using technology to improve the efficiency and effectiveness of learning; and providing evaluation and feedback systems to enhance teacher performance.

The results of this study are supported by Raharjo's theory, which states that an individual's productivity is determined by several factors, including possessing adequate knowledge, mastering systems and equipment, and having a strong drive to achieve. Additionally, professionalism, discipline, and a good work ethic are important factors in enhancing productivity. Therefore, a productive individual must also be able to value time and use it effectively to achieve goals.

The fourth aspect, namely the spirituality dimension, is addressed by developing awareness of the importance of spiritual values in education; encouraging teachers to integrate spiritual values into their teaching; and providing opportunities for teachers to develop spiritually through religious activities and self-reflection.

The results of this study align with Haryanti's view that spirituality encompasses the dimension of piety, which is a spiritual achievement rooted in faith. Faith serves as a spiritual potential actualized through righteous deeds, such as worship, morality, and social concern. Thus, strong spirituality can manifest in pious living, both individually and socially, as the outcome of faith and the performance of righteous actions.

The Level of Teacher Parenting Quality at Madrasah Ibtidaiyah within the KKM MIN 2 Tulungagung Cluster

Based on the research findings from the descriptive analysis, it is shown that the level of parenting quality indicates that the majority of respondents fall into the "very good" category. Specifically, 70% or 66 respondents are classified as having very good parenting quality. This demonstrates that teachers at Madrasah Ibtidaiyah have implemented highly effective parenting practices in educating children, thereby helping them grow and develop well. Madrasah Ibtidaiyah has successfully created a conducive and supportive educational environment for children to reach their potential.

The results of this study align with Sugiharto's assertion that parenting quality encompasses all interactions between teachers and their students. Parenting is an intentional activity carried out by caregivers to influence the development of the child. Interaction here includes the expression of attitudes, values, and attention in caring for and training their behavior.

Furthermore, this study is supported by Awik's view that parenting is an intentional activity carried out by caregivers to influence the development of the child. Awik explains that attitudes and parenting styles influence the personality and behavior of children in school. Teacher parenting style refers to all interactions between teachers and children, where these interactions include educating, guiding, and disciplining the behavior or conduct of the children (in the context of students).

The level of parenting quality shows very good results, indicating that Madrasah Ibtidaiyah has successfully created a conducive and supportive educational environment for children to reach their potential. Therefore, the quality of Madrasah Ibtidaiyah should be maintained and enhanced to continue providing quality education to future generations. The teachers at Madrasah Ibtidaiyah have demonstrated excellent capability in implementing positive parenting styles that support the development of the children.

The Level of Children's Courtesy at Madrasah Ibtidaiyah within the KKM MIN 2 Tulungagung Cluster

Based on the research findings from the descriptive analysis, it is shown that the level of children's courtesy indicates that the majority of respondents fall into the "very good" category. Specifically, 60% or 57 respondents are classified as having very good courtesy. This demonstrates that children at Madrasah Ibtidaiyah possess very good courtesy skills in interacting with others. Thus, it can be concluded that Madrasah Ibtidaiyah has successfully instilled strong values of courtesy in the children, enabling them to become

better individuals in the future.

The results of this study align with Putri et al., who state that courtesy is characterized by humility, smoothness, good taste, propriety, and placing things in their proper context. On this basis, an individual can be accepted by others in social interactions or behavior. (Putri et al., 2024) Courtesy fosters harmonious relationships among all individuals, preventing hostility and even transforming enmity into close friendship. Moreover, courtesy is more effective in gaining sympathy and establishing positive relationships than anything else, including material possessions.

The results of this study are also supported by Mahriza, Febriyanni, and Syahputra, who state that factors influencing the erosion of politeness values in children include a lack of understanding of rules, expectations that exceed their current capabilities, desires to do what they want and exercise freedom, imitation of parental behavior, differences in treatment at school and at home, as well as insufficient habituation to politeness instilled by parents from an early age. (Zahrotul, 2021)

The level of children's politeness categorized as very good indicates that the Madrasah Ibtidaiyah has successfully instilled strong values of politeness in the children, enabling them to behave well and courteously in interactions with others. Therefore, the quality of the Madrasah Ibtidaiyah should be maintained and enhanced to continue providing quality education to future generations. It is also important to continuously monitor and improve children's understanding of politeness and courtesy values so that they can grow into better individuals.

The Influence of Human Resources (HR) on Children's Politeness at Madrasah Ibtidaiyah Se-KKM MIN 2 Tulungagung

Based on the research findings, there is an influence of Human Resources (HR) on children's politeness at Madrasah Ibtidaiyah Se-KKM MIN 2 Tulungagung. This indicates that the quality of HR possessed by the teachers plays a significant role in shaping and enhancing the politeness of the children. The better the quality of HR that the teachers have, the better the politeness of the children in the madrasah. Conversely, if the quality of teachers' HR is poor, the politeness of the children may also be inadequate (Yusri, 2024).

Thus, the results of this study indicate that the quality of human resources (HR) of teachers and staff at Madrasah Ibtidaiyah Se-KKM MIN 2 Tulungagung plays a crucial role in shaping and enhancing the politeness of the children. Therefore, it is important for the madrasah to continuously improve the quality of its teachers' and staff's HR in order to provide quality education and foster children with noble character (Umami & Yasin, 2024).

Thus, the results of this study indicate that the quality of teachers' parenting style plays an important role in shaping and enhancing the politeness of children at Madrasah Ibtidaiyah Se-KKM MIN 2 Tulungagung. Therefore, it is essential for teachers to continuously improve the quality of their parenting style in order to provide quality education and nurture children with noble character (Rakhmah et al, 2024).

The research findings regarding children's politeness being influenced by teachers' human resources (HR) are supported by the study of Mahriza, Febriyanni, and Syahputra, which shows that high-quality human resources—comprising intellectual quality including knowledge and skills, education, mastery of their field, and the capabilities of teachers—lead to better performance outcomes, and vice versa (Islamiah & Maulidiah, 2024). This implies that the competence of human resources in an educational institution will contribute to advancements within the madrasah. The success of education is influenced, among other factors, by the teacher. The impact of teachers who innovate in education through curriculum changes, behavioral improvements in children, and enhancement of human resources as results of educational efforts, ultimately centers on the teacher factor, particularly in character education, including polite behavior.

The Influence of Teacher Parenting Quality on Children's Politeness at Madrasah Ibtidaiyah Se-KKM MIN 2 Tulungagung

The results of this study indicate a significant influence of teacher parenting quality on children's politeness at Madrasah Ibtidaiyah Se-KKM MIN 2 Tulungagung. This means that the quality of parenting applied by the teachers at the madrasah plays an important role in shaping and improving the politeness of the children. The better the quality of parenting implemented by the teachers, the better the politeness exhibited by the children at the madrasah (Mas, 2021; Surono, 2021). Conversely, if the quality of parenting is poor, the politeness of the children is likely to be less adequate as well (Rashid, 2024).

The research findings related to students' politeness being influenced by teacher parenting styles are supported by a study conducted by Gunawan Santoso et al., which showed that students' politeness is a condition that is difficult to change due to negative influences from outside the school environment. Polite behavior is implemented through positive actions, including the manner of speaking, treating others, and expressing oneself wherever and whenever. (Santoso et al., 2023) Parenting styles can be implemented through habituating students to do good deeds, teacher role modeling, respecting and honoring others, fostering mutual care and cooperation, as well as delivering quality learning materials, among others.

The Influence of Teachers' Human Resources (HR) and Parenting Quality on Children's Courtesy at Madrasah Ibtidaiyah Se-KKM MIN 2 Tulungagung

The results of this study indicate a significant influence of teachers' Human Resources (HR) and the quality of parenting on children's courtesy at Madrasah Ibtidaiyah Se-KKM MIN 2 Tulungagung. Good teacher HR and effective parenting quality can enhance children's courtesy, enabling them to grow and develop into individuals of noble character (Sitepu, 2024; Andiani et al, 2022).

Teacher Human Resources (HR) and the quality of parenting play a crucial role in shaping and enhancing children's courtesy (Masnawati & Masfufah, 2023; Babayeva, 2024). Therefore, it is necessary to improve the quality of teacher HR and parenting at Madrasah Ibtidaiyah Se-KKM MIN 2 Tulungagung to provide quality education and foster children with noble character.

This study is supported by the research of Mahriza, Febriyanni, and Syahputra, which indicates that high-quality human resources, consisting of intellectual qualities such as knowledge and skills, education, mastery of their field, and abilities possessed by teachers, correlate positively with higher performance outcomes, and vice versa(Mahriza et al., 2023) Furthermore, the research conducted by Gunawan Santoso et al. shows that the politeness of students is a condition that is difficult to change because it is influenced negatively by factors outside the school environment. Polite behavior is implemented as positive conduct, including ways of speaking, treating others, and expressing oneself anywhere and anytime(Santoso et al., 2023).

This research is highly relevant to the current educational needs, where education focuses not only on cognitive aspects but also on affective and psychomotor domains. By enhancing the quality of teacher human resources and parenting quality, Madrasah Ibtidaiyah Se-KKM MIN 2 Tulungagung can improve educational quality and foster children who possess noble character and good manners.

Furthermore, the results of this study can serve as a reference for the school authorities to enhance the quality of teacher human resources and parenting practices, such as by conducting training and development programs for teachers and improving the quality of the educational environment. Thus, Madrasah Ibtidaiyah Se-KKM MIN 2 Tulungagung can become a quality educational institution capable of shaping children with noble character and good manners.

CONCLUSION

Based on the results of the research and discussion, it can be concluded that the majority of teacher human resources (HR) at Madrasah Ibtidaiyah Se-KKM MIN 2 Tulungagung (68%) meet the good criteria. The teachers are qualified and competent in delivering education. The improvement of teacher HR can be achieved by developing four aspects: personality, creativity, productivity, and spirituality, enabling teachers to enhance their quality and performance in providing quality education and shaping students with noble character. The quality of parenting practices by teachers at Madrasah Ibtidaiyah Se-KKM MIN 2 Tulungagung is predominantly rated as very good (70%). Teachers have implemented excellent parenting practices, thereby creating a conducive and supportive educational environment for children to grow, develop well, and reach their potential. The politeness level of children at Madrasah Ibtidaiyah Se-KKM MIN 2 Tulungagung is mostly categorized as very good (60%). The children demonstrate excellent politeness in interacting with others, indicating that the madrasah has successfully instilled good manners values in the students. Teacher human resources and the quality of parenting practices have a significant influence on the politeness of children at Madrasah Ibtidaiyah Se-KKM MIN 2 Tulungagung. The better the quality of teacher HR and parenting practices, the better the politeness of the children. Both factors play an essential role in shaping and improving children's politeness; therefore, improving the quality of teacher HR and parenting practices is necessary to provide quality education and cultivate children with noble character.

REFERENCES

- Andiani, P. R., Suryani, F. B., & Rondli, W. S. (2022). Parenting Patterns And Internal Teacher Guidance Strengthening Student Character Education In Elementary School During The Covid-19 Pandemic: Qualitative Study. *ANP Journal Of Social Science And Humanities*, 3(2), 30-38.
- Ataman, A., & Safitri, S. D. (2024). Exploring Complementary Leadership Styles in Madrasahs by Aiming at Their Impact on Integrity and Character Development. *Business and Applied Management Journal*, 1(2), 118–133. <https://doi.org/10.61987/bamj.v1i2.487>
- Babayeva, A. (2024). Inducing Humanistic Values In Children: The Impact Of Educators' and Parents' personal Qualities. *Вісник Черкаського національного університету імені Богдана Хмельницького. Серія_ «Педагогічні науки», (4)*, 128-134.

- Berchin, I. I., de Aguiar Dutra, A. R., & Guerra, J. B. S. O. D. A. (2021). How do higher education institutions promote sustainable development? A literature review. *Sustainable Development*, 29(6), 1204-1222.
- Irham, H. N., Karimah, U., Andini, S. A., Safira, S. A., Fauziah, M., & Sulaeman, Y. (2023). Pembentukan Kepribadian Siswa Sekolah Dasar di Era Milenial Melalui Pendidikan Karakter. *Jurnal Inovasi Pendidikan Dan Pembelajaran Sekolah Dasar (JIPPSD)*, 7(1), 184-193.
- Islamiah, R., & Maulidiah, L. (2024). Building Strong Foundations, Educational Management's Contribution To Character Education And Graduate Quality Enhancement. *Ar-Rosikhun: Jurnal Manajemen Pendidikan Islam*, 3(3), 244-257. <https://doi.org/10.18860/rosikhun.v3i3.26503>
- Mahriza, D., Febriyanni, R., & Syahputra, I. (2023). Pengaruh Manajemen Sumber Daya Manusia (SDM) Terhadap Peningkatan Kinerja Guru Di MTs. Al-Fath Gebang. *Journal Ability: Journal of Education and Social Analysis*, 4(1), 128-137.
- Masnawati, E., & Masfufah, M. (2023). The role of parents in shaping children's character. *International Journal of Service Science, Management, Engineering, and Technology*, 4(2), 6-9.
- Mas, D. N. (2021, November). The Role of Family Education in Forming Children's Politeness in Mataram. In *International Conference on Islamic Studies* (Vol. 2, No. 1, pp. 43-56).
- Putri, C. A., Ananda, R., Surya, Y. F., Amalia, R., & Rizal, M. S. (2024). Peranan Guru Terhadap Pembentukan Nilai Kesopanan Peserta Didik Sekolah Dasar Kelas V. *Jurnal Ilmiah Profesi Pendidikan*, 9(2), 733-742. <https://doi.org/10.29303/jipp.v9i2.2190>
- Rakhmah, R., Niron, M. D., & Jha, G. K. (2024). Beyond the Classroom: A Comprehensive Analysis of Teacher Personality Competence, Parenting Styles, and Their Joint Influence on the Character Formation in Junior High School Education. *Indonesian Journal on Learning and Advanced Education (IJOLAE)*, 156-169.
- Rashid, B. N. M. (2024). A Study of the Politeness Strategy for Maintaining Courtesy between Parents and Their Children. *International Journal*, 17, 67-78.
- Santoso, G., Rahmawati, P., Murod, M., & Setiyaningsih, D. (2023). Hubungan Lingkungan Sekolah dengan Karakter Sopan Santun Siswa. *Jurnal Pendidikan Transformatif (Jupetra)*, 02(01), 91-99.
- Surono, S., Sumarlam, S., Wiratno, T., & Marmanto, S. (2021). Directive speech acts in parenting and politeness implications based on the schools' missions: A study on kindergarten teachers in teaching learning process in yogyakarta. *Langkawi: Journal of The Association for Arabic and*

English, 7(1), 66-80.

- Sitepu, R. H. (2024). The Role Of Parents In Children's Character Education. *Harmoni Journal of Pancasila and Citizenship Education*, 1(1), 1-15.
- Umami, I. O. N., & Yasin, M. (2024). Integrating Islamic Ethical Values into Human Resource Development: Enhancing Educational Quality in Indonesian Islamic Schools. *Dirosatuna: Journal of Islamic Studies*, 7(2), 99-110.
- Yusri, Y., Mantasiah, R., & Anwar, M. (2024). Assessing language impoliteness of primary school teachers in Indonesia. *Asian Education and Development Studies*, 13(1), 1-13.
- Zahrotul, F. (2021). Pengaruh Etika Jawa Terhadap Perilaku Sopan Santun Siswa Kelas VIII MTs Nurul Ilmi Bategede Jepara Tahun Pelajaran 2018/2019 Dilihat dari Perspektif Religiusitas. *La-Tahzan: Jurnal Pendidikan Islam*, 13(1), 1–18. <https://doi.org/10.62490/latahzan.v13i1.123>
- Zuhdi, Z., Faridy, F., Baharun, H., & Hefny, H. (2024). Enhancing Learning Quality through Management Support in Crafting Self-Assessment Questions at School. *Communautaire: Journal of Community Service*, 3(1), 1–12. <https://doi.org/10.61987/communautaire.v3i1.353>