




# Correlation of Mother's Education Level with College Student Leadership Ability

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## Abstrak

Makalah ini mengkaji hubungan antara kemampuan kepemimpinan mahasiswa dengan tingkat pendidikan ibu. Kepemimpinan merupakan suatu kemampuan atau keterampilan yang harus dimiliki setiap orang. Dimana meliputi kemampuan seseorang untuk mengenali, mengontrol, dan mengatur emosi dan perasaan, baik perasaan sendiri maupun perasaan orang lain. Hal ini diperlukan untuk memecahkan dan menyelesaikan suatu masalah dengan tepat. Penelitian ini bertujuan untuk mengetahui perbedaan jiwa kepemimpinan siswa dilihat dari perbedaan tingkat pendidikan ibu. Penelitian ini menggunakan metode kuantitatif dan analisis deskriptif. Pengumpulan data dan dokumen dilakukan dengan menggunakan kuesioner yang dibagikan kepada mahasiswa dengan jumlah responden sebanyak 76 mahasiswa dari berbagai universitas. Desain penelitian ini adalah penelitian korelasional. Subyek penelitian ini adalah mahasiswa dengan mempertimbangkan tingkat pendidikan ibunya. Hasil penelitian ini menunjukkan hasil yang signifikan dari data yang kami peroleh.

## INTRODUCTION

Based on previous research conducted by (Nurkaromah, Yanzi, and Pitoewas 2017) under the title "The Relationship of Education Level with Parents' Perceptions of College Graduates", in which in this study they used the theory (Fuad Ihsan, 2008:7) which states that Education is a human activity and effort to improve his personality by fostering the potential that exists within him such as spiritually and physically. So in their research, parental education is very influential on understanding, awareness, and mindset of the importance of higher education for children. Another study conducted by (Farida and Anjani 2019) under the title "Growing the Spirit of Leadership in Students at the University of Pamulang", in which in this study they used the theory (Moeljono D., 2017) that leadership traits are reflected in the personality of the

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Prophet Muhammad SAW who crystallized into 5 forms. So that in the research they do, the way to cultivate a leadership spirit in students is in the ways that the prophet has exemplified, such as leadership, teamwork, and communication. Subsequent research was carried out by (Herlina, Muhyani, and Zahrotunni'mah 2018) under the title "The Relationship between Parental Development and Student Development with the Spirit of Student Leadership at SMP Muhammadiyah 1 Bogor", where they lead to the theory proposed by (Hasbullah, 2005:38 ) that the family has an important role because of its position as the first education for children. Where in nurturing and educating children, parents must have the basics of teaching, namely the Qur'an and Sunnah. The next research is (Sunain 2017) with the title "The Influence of Parental Education Levels on the Level of Intelligence and Student Activity from Grade One to Grade Six in Semester I", where they use the theory coined by (Suprijono, 2013: 154) that the lack of tools or student learning facilities it will have a negative impact such as students cannot study well, making it difficult to achieve high achievement. And according to research conducted by (Wulandari and Kristiawan 2017) in the title "School Strategy in Strengthening Character Education for Students by Maximizing the Role of Parents", where this research is supported by previous research conducted by (Silallahi, Syarifuddin, Sudiby, 2016) that the factors that influence students' knowledge of the environment can be seen from the attitude of the student's concern for the environment. This means that the role of parents in efforts to strengthen the character of students in the family environment and the role of schools in maximizing the role of parents at home is very important and needed for students.

Meanwhile, research (Sulistyaningsih, S. 2005) states that the lower the level of education of parents will be less good in raising children, so child development is less profitable. This shows the harmony in our observations and research. Because the level of education obtained by the mother greatly influences the upbringing and upbringing that will be conveyed to her child. A person must have knowledge, broad insight, knowledge, and learning experience to be able to build quality characters for their children. Although not necessarily parents with low education can make children's development less profitable. Because every parent will of course always provide more support for children's education, so that children are motivated to study harder. Because learning motivation can be influenced by oneself which is based on the need for learning, and also from outside oneself such as from family or the surrounding environment.

The author's focus in drawing the title "Correlation of Mother's Education Level with College Student Leadership Ability" is that this research focuses on analyzing the leadership spirit that grows in students in terms of the mother's education level. This research was conducted to see the effectiveness of the role of a mother in the leadership spirit found in children. And to find out the relationship between emotional abilities and student leadership as seen from the mother's role in it. Because, as we already know that the mother is the first education received by a child and whether the education received by a mother before can affect the development of a child's mindset or not. The difference between our research and previous research is that previous studies focused more on academic ability or children's IQ, while our research focused on children's emotional intelligence or EQ. In addition, previous studies have discussed more children's achievements in terms of their parents' upbringing, while our research focuses more on children's achievements in regulating, controlling, and making decisions, and children's mindsets seen from the mother's role in it. The author considers that the growth and development of a child's EQ or emotional intelligence has an important effect on the success of one's life. This is in line with the theory presented by (Zohar & Marshall, 2007) that intellectual intelligence only contributes 20% to success, while 80% is contributed by other factors,

including emotional intelligence or emotional quotient (EQ), namely the ability to motivate oneself. alone, overcoming frustration, controlling impulses, regulating moods, empathy, and the ability to work together. Therefore, a person's intelligence is not only about IQ or intellectual intelligence, but there are other intelligence, one of which is emotional intelligence or emotional quotient (EQ). To build emotional intelligence itself, there are several factors that influence the pattern of its development as stated by (Goleman, 2000; Goleman et al., 2013) that there are two factors that influence a person's emotional intelligence, namely internal factors and external factors. Internal factors relate to a person's emotional brain. While external factors are related to the way parents treat children in the family. This study aims to detect the extent to which variations in a factor are related to variations in one or more other factors based on correlation coefficients. Then the benefits of this empirical research for students, namely being able to open a broad mindset related to leadership and increase understanding related to concepts and ways of realization in everyday life. For parents, that is to create conditions and spaces that are conducive for children to create a leadership spirit from each child. Theoretically, this research is expected to contribute ideas in enriching the insight into the concept of student leadership. It is also hoped that practically it can contribute ideas to problem-solving and become a reference for other researchers related to student leadership styles.

## **METHODOLOGY .**

This study uses quantitative research methods with data collection through filling out questionnaires distributed to respondents at various universities. The sampling technique in our study used purposive sampling, which is a non-random technique. Purposive sampling technique is a data collection technique that is not based on random or random but based on considerations to achieve a certain target or focus (Arikunto 2006) in (Khulafaurosyidin and Setiawati 2013). The criteria that we mean are differences in student leadership styles, seen from the level of education <Strata 1 and>Strata 1 of a mother.

The data collection method that we use is the questionnaire method, namely by distributing questionnaires to respondents. The population in this study was obtained from various agencies. There are 76 respondents, and we will classify students with maternal education from the lowest, middle, to the highest so that appropriate conclusion can be drawn. The education of mothers in the low category as many as 19 people, the education of mothers in the middle category as many as 39 people, and the education of mothers in the high category as many as 18 people. Respondents who have filled out our questionnaire come from various institutions or universities such as UIN Syarif Hidayatullah Jakarta, Jakarta State University, Jakarta Polytechnic University, Jakarta Veterans National Development University, UIN Sunan Gunung Djati Bandung, Darussalam Islamic Institute, Pekalongan University, Galuh University, University of Ibnu Chaldun Jakarta, Diponegoro University, Brawijaya University, STEI Arrisalah, and Invanda Cirebon. Which consists of 23 men and 53 women. Then respondents were asked to answer 25 questions by choosing one of the options that had been given. The answer choices included strongly agree, agree, neutral, disagree, and strongly disagree.

The technique in the operation of data analysis carried out by this research is to provide a set of written questions in the form of multiple-choice questions to make it easier for students to respond to our questionnaire. The questionnaire used in this case is a closed questionnaire,

namely a questionnaire whose answers have been provided so that respondents just choose and answer directly (Sugiyono, 2008 : 1422). After the data is collected, we will test the accuracy of the data by cross-checking the data from different data sources. Furthermore, the data were identified, categorized, reduced, and concluded. The author considers this method suitable to be used to describe the correlation between student leadership and a mother's education level.

## RESULT AND DISCUSSION

The following is a table of the number of respondents who are almost dominated by women, with a ratio of 69.7% women and 30.3% men.

Table 1: Number of Respondents

Gender	Quantity	Percent
Woman	23	69,7%
Man	53	30,3%
<b>Total</b>	<b>76</b>	<b>100%</b>

Source: Data processed by researchers (2022)

Based on the data obtained, it shows that the leadership spirit contained in each person is not distinguished from what gender. It is not only men who must have a high leadership spirit, but women are the same. Because everyone has their own responsibilities and duties. The above is in line with the Hadith of Sunan Abu Dawud No. 2539, namely "It has been told to us Abdullah bin Maslamah, from Malik from Abdullah bin Dinar, from Abdullah bin Umar that the Messenger of Allah -peace and prayer of Allah be upon him- said: Know that each of you is a leader and each of you will be held accountable for his leadership, one the leader of mankind is a leader for them and he is responsible with his leadership over them, a man is a leader for his family and he is responsible for them, a woman is a leader for her husband's house and her children, and she is responsible for them. A slave is the ruler of his master's property, and he is responsible for it. So each of you is a leader who is responsible for his leadership." This also agrees with Sri Sultan Hamengku Buwono X that "Each of us actually has the capacity to be a leader. The most powerful strengths of leaders are role models (Uswatun Hasanah) and honesty (Siddiq) Furthermore, there is a table related to the educational background of the mother, which is as follows:

Table 2: Mother's Educational Background

No	Category	Quantity	Percent
1.	Low	19	25%
2.	Intermediate	39	51%
3.	Tall	18	24%
<b>Total</b>		<b>76</b>	<b>100%</b>

Source: Data processed by researchers (2022)

Based on the data obtained, it shows that the education of mothers belonging to the low category is 25%, middle is 51%, and high is 24%. Where in this study, the mother is the nucleus of the family that plays a role in shaping and developing the character of a leader in the child's personality. Mothers have a great influence on the formation of children's leadership spirit, because mothers are the first madrasa for their children while fathers are likened to only acting as judges. This is in line with the theory (Nakao, 2000), that the family environment has an influence on the formation of the child's personality. Therefore, it is very important to know the level of mother's education to measure knowledge, educational experience, and broad insight in fostering the character of her child. This level of education illustrates what provisions a mother has obtained to participate in the process of forming her child's leadership spirit. Thus, the higher the level of education a mother has obtained, the wider the knowledge and learning experiences that can be used as provisions in building the character of her child. However, it is possible that mothers who have low levels of education are successful in building leadership characters in their children, but in the process, of course, they have limited knowledge when compared to higher levels of education. However, it is not necessarily that parents who are highly educated can build leadership characters in their children's souls. The importance of the leadership spirit that is instilled in a child, so that he can get used to placing himself in situations and conditions through the teaching and observations he has received. Or unconsciously he has been able to overcome various kinds of problems deftly and precisely like a leader. This is in accordance with the theory (Narvaez, 2008) related to social learning theory which states that children learn a behavior through observation and direct relationships with other people who are around them. surroundings. Therefore, the family, especially a mother, has a great responsibility in providing positive experiences and activities for children as a tool in training the moral potential that exists in their children. So that children are able to control their emotions, make the right decisions, and create a quality child's mindset. In addition, according to the theory (Rijal & Bachtiar, 2015) there are many factors that participate in shaping the character of children, including the attitude of parents, the local environment, and family. (Anisah, 2017) concluded that the forms of parental attitudes have an important role in efforts to develop the child's personality. Meanwhile, according to (Djamarah, 2014) that parental attitudes such as authoritarian, democratic, manipulation, pioneering, self-melting, and so on can make children aggressive, disobedient, less able to control themselves, and do not understand the lessons at school. This statement is also supported by (Retnowati, 2014) that the attitude of parents who are shown to children with love and provide education about the values of life, indirectly it provides preparation for children to become children with mature personalities and community members who independent. The leadership spirit contained in students can be seen directly in the teaching and learning process. Because a person's leadership is reflected in his obedience and habits in overcoming problems in the family environment. Therefore, the mother's education level is very influential in carrying out the process of direction, attention, guidance, and coaching for a child. This is in accordance with the theory presented by (Haditono, 1979) that the closest environment to children is the family, the educational background factor of parents is something that has a big influence on children's development. This means that the educational background of parents, especially mothers, is very positively correlated with the way they educate and raise their children.

Then, before distributing the questionnaire, the first step the researcher took was to observe the characteristics of leadership itself. The characteristics of a leader have been

reflected in the personality of the Prophet Muhammad. Where according to Moeljono D in 2007 the leadership characteristics of the prophet Muhammad SAW were crystallized into 5 forms. First, the Prophet is a person who has a high level of patience, has the flexibility to forgive someone, conveys something gently and affectionately, is generous, puts forward human values, and also has faith, loyalty, and sincerity to always walk on the path. The truth is on the path that has been guided by Allah SWT. Second, provide a process and bring about good changes. Third, have commitments that are carried out consistently and without compromise. Fourth, have Shiddiq, Amanah, Tabligh, and Fathonah attitudes. Fifth, the Prophet has managerial competence, which means that he mastered time management, human resources, finance, strategic-expert in warfare, agile in decision-making, and so on.

Then, to be a leader, of course, we must have a leadership spirit, which is obtained from a very long process. And to achieve this, it takes processes that can be fostered as early as possible. Efforts are needed from within to support the process of the leadership spirit because anything will be accomplished and achieved if there is intention and sincerity in a person. This leadership attitude is a personal attitude that acts as an arena for achieving self-potential. So that we can put ourselves in a condition and situation with an open and positive mind towards ourselves and the environment.

Therefore, the questionnaire that we present is of course the result of a ramification of the characteristics of the Prophet Muhammad. Entering the next discussion, namely to find out how big the role of mothers in the leadership spirit of students is, the researchers gave questionnaires to students as respondents related to statements that showed leadership spirit. Where there are 25 questions in the form of multiple-choice which are filled with values from 1 to 5. For strongly disagree it is given a value of 1 while the value is 5 for those who strongly agree. Then the value obtained then qualified as follows:

- Value 115 – 130 : extraordinarily high leadership
- Value 105 – 114 : very high leadership
- Value 95 – 104 : high leadership
- Value 85 – 94 : above average leadership
- Value 75 – 84 : average leadership
- Value 60 – 74 : below average leadership
- Value 50 – 59 : very low leadership

The questions are listed in the table below, as follows:

Table 3: Questionnaire Questions

NO	QUESTION	SS	S	N	TS	STS
1.	I never cheat	5	14	27	29	1
2.	I do not like to lie	13	20	30	16	4
3.	I don't get angry easily	9	22	26	17	6
4.	I am open to an opinion	19	36	18	3	0
5.	I appreciate criticism and suggestions	26	45	5	0	0

6	I hold on to my responsibilities	24	41	11	0	0
7	I am firm with the principles of goodness	31	35	9	1	0
8	I dare to speak in public	13	22	31	7	3
9	I am very disciplined at work	8	23	43	2	0
10	I am faster and more agile in doing my work	6	25	41	4	0
11	I am able to lead every lecture activity by example/behavior	8	28	32	7	1
12	I am able to maintain consistency between speech and behavior	6	31	36	3	0
13.	I am able to make decisions quickly on urgent matters	11	34	24	6	1
14.	Can manage planning in a timely manner	8	33	28	7	0
15.	I provide the right solution for the existing problem	8	29	36	3	0
16.	I build relationships between individuals to achieve goals in class	17	34	24	1	0
17.	I become a mediator for problems that occur within individuals or groups	9	24	36	7	0
18.	I am able to create a quality work team	9	30	31	6	0
19.	I follow the organization and I am able to manage my time well	4	28	32	9	1
20.	I really enjoy organizing things	5	35	30	6	0
21.	In lectures I was appointed as the person in charge of one or more courses	15	23	21	16	1
22.	Having the ability to carry out orders is as important as having the ability to give orders	13	38	20	4	1
23.	Cooperation is more effective than strong leadership	18	41	13	4	0

24.	Everyone should be treated equally regardless of their faults, imperfections, opinions, beliefs and status	28	29	14	3	1
25.	Talking bad about other people does not reflect noble character	45	24	6	1	0

Source: Data processed by researchers (2022)

Based on the results of the respondents' overall answers as described above, it shows that predominantly students still choose neutral, disagree, and strongly disagree with the question "I never cheat and I don't like to lie" compared to agree or strongly agree. Then the students chose answers with almost the same comparison to the questions related to "I don't get angry easily". Then dominantly from questions number 4 to 25, students chose strongly agree, agree, and neutral compared to disagree or strongly disagree. From the results of the data obtained above, then the data is processed so that it is obtained the number of respondents who have the highest leadership spirit to the lowest according to the calculated value. The data can be seen in the following table :

Table 4: Data on Student Leadership with Low Category Mother's Education

NO	Value	Qualification	Number of Respondents	Percent
1.	115 – 130	extraordinary leadership	-	-
2.	105 – 114	very high leadership	3	15,8%
3.	95 – 104	high leadership	5	26,3%
4.	85 – 94	above average leadership	6	31,6%
5.	75 – 84	average leadership	3	15,8%
6.	60 – 74	below average leadership	2	10,5%
7.	50 – 59	very low leadership	-	-
<b>Total</b>			<b>19</b>	<b>100%</b>

Source: Data processed by researchers (2022)

Based on the results of the respondents' answers that the researchers described above, there are 3 respondents who have a very high leadership spirit with the acquisition of a percentage of 15.8%. Furthermore, there are 5 respondents who have a high leadership spirit with a percentage of 26.3%. Then there are 6 respondents who have a leadership spirit above the average with a percentage of 31.6%. Then there are 3 respondents with leadership spirit with an average percentage of 15.8%. And finally, there are 2 respondents with leadership spirit below the average with a percentage of 10.5%. From the results above, it can be concluded that students with low maternal educational backgrounds have a less significant influence on the cultivation of student leadership characters. Because in the table above, there



are no respondents who have achieved extraordinary leadership qualities and there are respondents who have below-average leadership qualities. Therefore, there is still a need for training and habituation of the leadership spirit to be instilled in students so that they can have an extraordinary leadership spirit. Because a leader is said to be successful if he is able to make changes for the better in the future. It is very important for every parent, especially a mother, to be able to shape the child's personality as expected. This is in accordance with (Prawira, 2014) that every family, namely parents, certainly has desires and hopes for their children to have a good personality, one of which is good morals. Thus, to achieve this of course a parent must be responsible for providing whatever is best for his child, from a good environment, adequate schools, and harmonious relationships between fellow families. This is an obligation that must be carried out by parents. This is in accordance with (Mutiah, 2012) that the obligation of parents in an effort to develop personal and moral children is by educating, guiding, and providing care for children. Then provide protection, and give love to children so that in the future children will also have a sense of love for others. Because if parents do not pay attention to their children's education and do not participate actively in their children's learning process, it will cause children to be less or less successful in their studies. This is in line with the opinion of (Slameto, 2013 dalam Pintoro, 2015) that parents who are less or do not pay attention to their children's education, can cause children to be less or less successful in learning. So that the participation of parents in their children's learning is a significant contribution to their achievements.

Next is a discussion related to the educational background of the middle class mother, which is as follows:

Table 5: Data on Student Leadership with Middle Category Mother's Education

No.	Value	Qualification	Number of Respondents	Percent
1.	115 – 130	extraordinary leadership	-	-
2.	105 – 114	very high leadership	3	7,7%
3.	95 – 104	high leadership	9	23%
4.	85 – 94	above average leadership	13	33,3%
5.	75 – 84	average leadership	14	36%
6.	60 – 74	below average leadership	-	-
7.	50 – 59	very low leadership	-	-
<b>Total</b>			39	100%

Source: Data processed by researchers (2022)

Based on the results of the respondents' answers that the researchers described above, there are 3 respondents who have a very high leadership spirit with a percentage gain of 7.7%. Furthermore, there are 9 respondents who have a high leadership spirit with a percentage of 23%. Then there are 13 respondents who have a leadership spirit above the average with a

percentage of 33.3%. Then there are 14 respondents with leadership spirit with an average percentage of 36%. From the results above, it can be concluded that students with secondary education backgrounds have a significant influence on the cultivation of student leadership characters. Because in the table above, although there are no respondents who have achieved extraordinary leadership qualities, there are no respondents who have achieved below-average leadership qualities. The table above shows that the inculcation of the leading spirit in students is commensurate with the educational background of a mother. To improve students' emotional intelligence, parents can pay more attention by motivating children to be more active in learning, accompanying children and giving attention, and helping provide good advice for children. This is in line with the opinion expressed by ( Safaria, 2005) that parental attention can also be given in the form of giving examples and directions. Because children's emotional intelligence is not present from birth but must be obtained through a continuous learning process the role and attention of parents are needed in providing guidance through example and support for children.

Next is a discussion related to the educational background of the mother in the high category, which is as follows :

Table 6: Data on Student Leadership with Mother's Education in the High Category

No.	Value	Qualification	Number of Respondents	Percent
1.	115 – 130	extraordinary leadership	15	83%
2.	105 – 114	very high leadership	1	6%
3.	95 – 104	high leadership	-	-
4.	85 – 94	above average leadership	2	11%
5.	75 – 84	average leadership	-	-
6.	60 – 74	below average leadership	-	-
7.	50 – 59	very low leadership	-	-
<b>Total</b>			<b>18</b>	<b>100%</b>

Source: Data processed by researchers (2022)

Based on the results of the respondents' answers that the researchers described above, there were 15 respondents who had extraordinary leadership qualities with a percentage gain of 83%. Furthermore, there is 1 respondent who has a very high leadership spirit with a percentage of 6%. Then there are 2 respondents who have a leadership spirit above the average with a percentage of 11%. From the results above, it can be concluded that students with a high maternal educational background have a very significant influence on the cultivation of student leadership characters. In this table, the mother's educational background has a very positive effect on the formation of student leadership characters. Because in the table above, dominantly respondents have achieved extraordinary high leadership spirit and no respondent has achieved average leadership spirit, below-average

leadership spirit, or very low leadership spirit. That is, this is in line with the theory presented by (Sulistyaningsih, S., 2005) in a study conducted by Sunain in 2017 that the educational background of these parents is highly positively correlated with the way they raise children, while childcare has a relationship with The level of child development and child development will have an influence on the child's leadership spirit. This means that the higher the last education of parents, the better the way of parenting their children and as a result, the development of children is affected positively. On the other hand, the lower the level of parental education, the less good the parenting will be, so the child's development will be less profitable. The above statement is also supported by the theory of (Mudasir, 2015) that the family as the first place for children to be cared for and raised, has a great influence on the growth and development of a child. The level of parental education also has a major influence on the personality development and education of children (Mudasir, 2015). Parents who have a high educational background will pay more attention to all changes and any developments that occur in their children (Achmad, I, Latifah, and Husadayanti, D 2017). Because the mother's educational background is very positive for every child, a mother must provide the best parenting for her child. Parenting itself has a very related role to shape the lead character of children, this agrees with the theory (Sofia et al., 2021) that parenting style in children has an influence on children's development, especially with moral intelligence. His opinion is also in line with (Baumrind), he defines parenting as a pattern of attitudes or treatment of parents towards children, each of which has its own influence on children's behavior, including on the emotional, social, and intellectual competence of children. To achieve this, of course, a mother must have an extensive learning experience, knowledge, open thinking, and so on as a supporting tool in educating children. If the child already feels comfortable and open to both parents, especially the mother, then this shows that the parents have succeeded in shaping the child's good personality. This agrees with the theory (Ayu Sahrul, 2016) that family support includes aspects of social, psychological, and educational development of children so that children feel comfortable with the presence of parents, which confirms in the child's mind that he is recognized and accepted as an individual. Therefore, parents' perception of solving a problem can affect the way the child decides on a problem as well.

## CONCLUSION

Based on research conducted by filling out questionnaires with closed answers, it can be concluded that it is very important to improve maternal education as a form of debriefing in educating their children in the future. Because of the learning experience, knowledge, broad insight, and mindset of a mother, all of these are very influential in the process of forming a child's character and personality. Meanwhile, in this study, the mother's level of education has a significant relationship to the student's leadership ability. This can be seen in the grouping that has been described above, in table 4 it is explained that students with low maternal educational backgrounds have a less significant influence on the cultivation of student leadership characters. Because in the table, there are no respondents who have achieved extraordinary leadership qualities and there are respondents who have below-average leadership qualities. Then in table 5, it is explained that students with secondary mother educational backgrounds have a significant influence on the cultivation of student leadership characters. Because in the table, although there are no respondents who have achieved an

extraordinary high leadership spirit, there are no respondents who have achieved a leadership spirit that is below average. The table above shows that the inculcation of the leading spirit in students is commensurate with the educational background of a mother. And in table 6 it is explained that students with high maternal educational backgrounds have a very significant influence on the cultivation of student leadership characters. In this table, the mother's educational background has a very positive effect on the formation of student leadership characters. Because in the table, dominantly respondents have achieved extraordinary high leadership spirit and no respondent has achieved average leadership spirit, below-average leadership spirit, or very low leadership spirit. That is, this is in line with the theory presented by (Sulistyaningsih, S., 2005) in a study conducted by Sunain in 2017 that the educational background of these parents is highly positively correlated with the way they raise children, while childcare has a relationship with The level of child development and child development will have an influence on the child's leadership spirit

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