

The Influence Of Family Leadership Towards Adolescent Social Values In The City Of Gorontalo

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Abstract: The role of leadership in fostering households occupies a strategic place and determines whether or not the family can prosper. Because of this, exemplary behavior from parents is needed here. That is, the attitude and actions of a family head or housewife will have a major influence on the social values of young children. This study aims to determine the influence of leadership family against juvenile social value. The sample of this study was 38 teenagers in Gorontalo City. Data collection methods used are observation, interviews, and questionnaires. The analysis used is product moment correlation. Has il research shows that the use values of co efficient of correlation (r) = 0,6681 or 66.81% is a positive number. This shows that the influence of family education on social values is positive and is at interpretation between 0.60 - 0.799 which is interpreted as a level of strong influence. The KD value = 44.62% shows a large influence between family education on social values, amounting to 44.62%. While the value of t count = 5.386618, with degrees of freedom (db) = 38 - 2 = 36 and a significance level of 0.05 = 2.02 so that, t count more than t table or 5.386618 > 2.02 then the correlation what happens is meaningful or significant so the correlation is the influence of family education on social values

Keywords: social values, adolescents, family leadership

1. INTRODUCTION

Education in the family is the first and foremost education for every human being. Someone is more in the household than in other places. As an educational institution is first and foremost for the child, the family has a very important role in the strategic and awareness, planting, and the development of social and cultural value of Social. The values instilled by parents to their children such as obedience to God, obedience to parents, honesty, responsibility, discipline, caring for others and so on[1]. So that a child has good character and personality that is not affected by things that come from outside. Education in the family is the basis for further children's education, or it can also be said that the family is the foundation for the first and foremost education. It was said so because all the knowledge, intelligence, intellectuals, and interests of children were obtained first from parents and other family members[2]. Therefore parents must instill values that are indispensable for the development of their children's personalities, so that the child will grow to be a strong person and have good personality traits, such as not being angry quickly, not emotionally able to adapt and others so. Based on an observation not all parents in guiding their children have a similar view, depending on the forms of leadership applied by parents in the family itself[3]. In general, there are three types of parental leadership in the family, namely democratic, authoritarian and laissez faire. In its implementation, the three forms of leadership of the parents have a intelligence that can be sufficient whether the interests of the parents are included in the form of democratic, authoritarian or laissez faire leadership. The tendency of each form of leadership is as

follows: 1) democratic leadership, parents show concern and affection, participate in children's activities, trust children, not expect too much from children and provide encouragement and wisdom advice in children, 2) authoritarian leadership, where parents demand absolute obedience of children, strict supervision of children in all activities, pay attention to things that are trivial and much criticize children. 3) liberal leadership, parents cannot control their children, weak and inconsistent discipline, children are left to follow the rules at home and children are allowed to dominate parents. The leadership of the parents mentioned above, of course, will have different effects on the maturity of their children. The impact of this democratic upbringing is that children possess reasonable self-esteem, are optimistic, have creative power which at the end has a positive effect on their child's maturity, the impact of this musciter care pattern is that the child is insecure, lacks confidence, is easy to doubt and despair, passive and unable to develop. While the impact of this liberal parenting is a child who is ignorant, indifferent, does not respect other people and does not care about the situation of others and the impact is not good on the formation of children's self- maturity. Therefore the family is the closest to raising, maturing and in which the child gets the first education[4]. Parents have a very important role in the development of their children's social values.

2 LITERATURE REVIEW

2.1 Family Leadership

The term leadership has emerged since group life was formed until a leader was needed in a socio-cultural environment. The family as a religious and modern group bond contains a spirit of leadership. So the term leadership is found in a simple form; parents as family leaders. This term refers to the need for a group to have people who can organize individual or group activities to achieve a common goal. Until now, the definition of leadership developed in accordance with the focus of the main study of experts in seeing leadership in organizations. Not a single definition of leadership gives a general definition to explain all aspects of leadership. Bass [5] explains the meaning of leadership as a focus of group process; leadership as personality and its effects; leadership as the art of inducing

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compliance; leadership as the exercise of influence; leadership as act of behavior; leadership as a form of persuasion; leadership as power relation; leadership as an instrument of goal achievement; leadership as an instrument effect of interaction; leadership as differentiated role; leadership as an initiation of structure. In the above quote it is understood that leadership functions include; focus on group processes, personality and influence, an art induces, influences practices, actions from behavior, forms of seduction, power relations, instruments to achieve goals, effects of interactions, shared roles and the beginning of structure. For this reason, leadership is always interactively and constructively related to all components to form a conducive climate in the organization. So that the final estuary of a leadership is to form a strong organizational culture; as the overall form of the organization as a social system. In particular Yukl [6] understands leadership as a process of influencing within a group to achieve organizational goals together. Leadership is broadly defined as influencing processes, which influence the interpretation of the followers' events, the choice of goals for the group or organization, the organization of those activities to achieve these goals, the motivation of the followers to achieve the goals, maintenance of cooperative and teamwork relationships, and the acquisition of support and cooperation from people outside the group or organization. The above quote provides an explanation that leadership is the processes of influencing, motivating, organizing activities, cooperative relations and team work to achieve organizational goals and objectives. Here it can be understood that leadership includes the relationship of leaders with members of the organization to achieve the stated goals. Studies of leadership, indeed around the 60s, have developed among behavioral scientists, which specifically goes deeper into understanding leadership in the context of rigid leader behavior. The tendency to understand leadership organically; leadership such as "machine", ignores the socio-cultural side of the organization; ignore the invisible culture. From here it was born the understanding that a strong leader is very required in a strict and rigid bureaucratic system. So that the emphasis of leadership is always on the attitude of leaders who are rigid in influencing organizational members. Whereas today the notion of leadership, in a number of studies, has a stronger socio-cultural content. This is based on the strong sociological image of the organization so that it is seen as a social system that has a socio-cultural dimension. Leadership is no longer understood organically, but it is an organizational dimension, which contributes to building a healthy organizational culture. According to Hord & Sylvia (2019), leadership. Has a socio-cultural dimension as explained below. For although leaders deal directly with individuals, they are group, established relationships, and vested interests groups, which are their main concerns. Clearly, the problems, dilated, and inconsistencies of the organizations of the problems of the leaders[7]. They constitute the leadership setting. From the above quotation, it can be understood that leadership is directly related to group habits, making relations, and attention to interest groups in an organization. Leaders should strive to build a group tradition through working relationships with members of the organization by trying to solve problems and society. Owens (1991) asserted leadership is a dimension of social relations in organizations in order to exert influence between individuals or groups through social interaction[8]. He identified leadership is a function of

group, not individual. We speak, of course, of individuals who are leaders of people interacting. In interacting process, one of the ways to think and behave in certain desired ways. That brings up the second key point, which in influence. Leadership involves intentionally exercising an influence organization that operates from others people. While specifically that leadership in schools has an emphasis on the importance of leadership positions to improve the quality and effectiveness of schools. Sergiovanni (1973) explains of the course of the educational organization are more complex for effectiveness to be attributed to any single dimension. Nevertheless, leadership quality owns a fair share of responsibility for effectiveness. Unlike other factors beyond control of the school ... the nature and quality of leadership seems readily (amenable) to improvement. Of the three excerpts the explanation emphasizes the socio-cultural dimension of leadership. Where in leadership takes place individual or group interactions (students, teachers, principals, parents, communities, and employees). And the grand ending of this interaction is the formation of a strong school organizational culture so that education can take place effectively and efficiently[4]. That is why emphasizing the leadership of the principal is very important for the realization of an effective school organization. According to Stone & Wilson (1985), that leadership for each unit is an absolute thing, especially for every family, because they are always together, and feel they have a partner and family. The problem faced by husband and wife, arises from the attitude of the human soul which is reflected in the joy or frown of the face. So that compatibility and disputes can appear instantly, but may also disappear instantly and everywhere. Conditions like this require a leader. Thus the husband's leadership is functional, not structural, or even if the wife's family has advantages over the husband, can be a leader in certain fields in the family environment. The implication is that the nature of the husband and wife's dignity remains parallel, but is sorted according to their respective duties and roles. Likewise in prayer, the most entitled to become a priest is a husband. However, it is possible for the wife to be more worthy of being a priest in prayer if indeed the knowledge and reading power of the wife is more eloquent than the husband. The function of the husband as a leader in the household is to rectify the wife's mistakes, increase the devotion of the wife, guide in the knowledge of religion. It is commonly understood that husbands are the heads of households, and wives are housewives. This logic cannot be replaced by the contrary. The plan is what is meant by the head of the household and what is meant by the housewife[9]. Here, what is generally accepted in our society is that the head of the household takes care of "big" matters in the household, while which concerns livelihoods, maintaining household relations with the community, and other matters involving households with social life. Meanwhile the definition of housewives is that a mother has small-scale household management tasks, such as housing and furniture arrangements, arrangement of kitchen affairs, arrangement of household financial affairs, welfare arrangements of household members and child arrangements. Apparently, the task the housewife is mild and small, but in reality, a housewife is spent her time busy in the household. This is where sometimes a head of household is less aware of housewife duties. So, if the husband is honest with him alone, the husband will realize that a wife's concrete tasks are heavier than the duties of a husband. Family can be considered as a miniature of a

government system, which requires a leader, aims to create an advanced, safe and prosperous country [10]. Likewise with the family, which requires a leader who is usually called the head of the household to create a dreamed family, namely a family that is *sakinah, mawaddah wa rahmah*. God has determined the difference between men and women. Now, the functions and obligations of each sex, as well as the background of that difference, are alluded to by this verse by stating that: men, namely sex or husband are *qawwamun*, leaders and the person in charge of the women, because Allah has exaggerated some of them over others and because of them, that is, men in general or husbands have spent part of their assets to pay and the cost of living for their wives and children. Thus, the husband will be responsible for the family, because the husband is the leader. The problem faced by husband and wife, often arises from a mental attitude that is reflected in the cheerfulness of the face or pouting, so that adjustments and disputes can appear instantly, but may also disappear instantly. Conditions like this require the existence of a leader, exceeding the needs of one company that deals with numbers, not with feelings, and is bound by detailed agreements that can be resolved through the court. Differences between men and women physically and psychologically and natural phenomena above are actually regulated in such a way by God to support each other's duties. It is natural not to judge a woman's very subtle feelings as weaknesses. That is precisely one feature that is not and is not understood by men. This privilege is very much needed by the family, especially in the context of nurturing and guiding children[3].

2.2 Family Education

The process of teaching and learning success is influenced by various factors. According to Slameto (2011) internal factors are factors that exist in the individual, while external factors are factors that exist outside the individual. According to Hurlock in Yusuf (2007) Family education is one form of education outside of school that has a large influence on student success in learning[11]. And maximum family education, has a tendency to increase the interest of students in learning, which in turn will also affect the learning of students. In line with the efforts to improve the quality of social students, if we look at the reality that exists in SMP Negeri 3, the Social Value of students has not been implemented well. So that in this case the fundamental problem in social values is the low level of education taught in the family in the family. Then According to Erikson (2005) that education in the family that influences the lives of children in the future is determined by (1) security, (2) a sense of autonomy, (3) a sense of initiative. While the weakness of family education has a tendency to weaken the interest of students in learning and will also weaken the learning achievement of students[12]. Family environment is the first educational environment, because it is in this family that children first get education and guidance. It is also said to be the main environment, because most of a child's life is in the family, so the education most received by children is in family. The main task of the family for children's education is as a foundation for moral education and religious life views. The nature and character of children are mostly taken from both their parents and from other family members[13]. For a child a family is a fellowship of living in a family environment where he becomes personal or self. Family is also a place for children in the context of their learning

process to develop and shape themselves in their social functions. Besides that the family is a place of learning for children in all attitudes to serve God as a manifestation of the highest value of life. Thus it is clear that people who are first and foremost responsible for the survival and education of children are parents. According to Lillie (2007) Social and legal values have a very close relationship[14]. Value considered important by humans must be clear, must be increasingly believed by individuals and must be applied in action. Social problems are identified with good deeds and bad deeds, which is how to measure them through the values contained in these actions. Basically values, social, and law have a function, namely to serve humans. First, it serves to remind people to do good for themselves and others as part of society. Secondly, it draws attention to social problems that are not addressed by humans. Third, it can attract human attention to the symptoms of "emotional habituation". Furthermore according to [15] The family is a very important container between individuals and groups, and is the first social group in which children become members. And the family, of course, is also the first place to hold a socialization of children's lives. Mothers, fathers, and siblings and other families are the first people where children make contact and the first to teach children as he lives with others. According to [16] Families as one of the tri education centers tasked with forming positive habit formation as a strong foundation in informal education. With habituation children will follow/adjust themselves to the example of their parents. Thus the child occurs positive socialization in the family. The purpose of family education is to maintain, protect children so that they can grow and develop properly. The family is the main unit of living together known by children so that it is called the main educational environment. The family function according to Soelaeman [7] is: (1). Educative functions are those that direct the family as the first and foremost educational vehicle for their children to be able to become healthy, resilient, advanced and independent human beings in accordance with the demands of higher development needs. (2). The function of socializing children is that families have the duty to deliver and guide children to adapt to social life, so that their presence will be accepted by the wider community. (3). The protection function (protection) is that the family functions as a vehicle or a place to get a sense of comfort, peace and peace for all members of the family. (4). The function of affection (feeling) of the family as a vehicle to grow and foster a sense of love and affection between fellow family members and the community and their environment. (5). The religious function of the family as a vehicle for the development of faithful and fearful men of God Almighty, having Social, enduring and noble character in accordance with his religious teachings. (6). Economic function is a family as a vehicle for fulfilling physical and material economic needs which simultaneously educates families to live efficiently, economically and rationally. (7). The function of recreation, the family must be an environment that is comfortable, pleasant, bright, cheerful, warm and full of enthusiasm. (8). The biological function, the family as a vehicle for distributing healthy reproductive needs for all family members[17]. The approach to family education is integrated, balanced between the endogenous approach and conditioning (whispering, influencing from the outside) and enforcement. Strategies that can be used by people to develop their social and skills, namely: a). Help the child to find out for himself the purpose of his life. b). Help children develop behaviors needed

to achieve their life goals. c). Be an ideal figure for children to behave. d). Encourage and encourage children's hearts to behave praiseworthy. According to Popov et al (2005: 173) parents can act as: 1). Educator is able to create and realize the teach able moment in the family. 2). Authority is that it can develop normative boundaries. 3). Guide is that you can share your skills with children. 4). The counselor is able to provide support to children when experiencing a Social[18]. Understanding the value of social, according Suseno (2008) is a measure of the merits of a person, both as individuals and as citizens, and citizens. Whereas Social education is education to spawn human children with social and humane. According to Keraf (2005), Social is a value that becomes a benchmark that is used by the community to determine the good or bad of human actions as humans, perhaps as members of the community or as people with certain positions or certain professions. Lickona (2007) underlines Novak's thinking. He argues that the formation of character children can be done through three frameworks, namely the concept of Social, Social attitudes, and Social behavior[19]. Thus, the results of the formation of child character attitudes can also be seen from three aspects, namely the concept of Social, Social attitudes, and Social behavior. Lickona's thinking seeks to be used to shape the character of children, so they can have the character of democracy. Therefore, the material must touch three aspects of theory[20]. Social concept includes social awareness, knowledge of social values, foresight, social reasoning, decision making, and self knowledge. Social attitudes include the words of heart, self-confidence, empathy, kindness, self-control, and humility. Social Behavior includes ability, will and habits. Based on the description above, it can be concluded that the notion of the value of Social. Sciences is a demand for good behavior that is owned by an individual as a social principle, which is reflected in thoughts, attitudes, and behavior[21]. The family is often surprised by the child's refusal to give advice, arguing that what the parents say is different or contrary to the "rules" conveyed by their friends.

a. Influence of authority figures on the development of individual Social values.

The problem is that almost no one sees the importance of helping children to eliminate the confusion that exists in their minds or heads. Almost no one who views the importance of helping children to solve and solve these dizzying thoughts.

b. Effect of communication media on the development of social values

Recent communication certainly will focus on developing a focused view of life so as to provide stability to children. But the media actually presents a variety of life views that are very varied in children.

c. Influence of the brain or thinking about the development of Social values

The experience contributes significantly to the maturation process, so the teacher can and must guide the child through a continuous process through developing problematic situations that enrich the opportunity to think.

3 METHOD

As this study in Gorontalo. Research time in four months from January to April 2019. Variables are the most important indicator that determines the success of the study. Variables are objects of research or are the focus of research. The variable in this study is the influence of family leadership

(variable x) which is measured by the family leadership questionnaire instrument using a Likert scale. Whereas (variable y) is the value of s ssial teenager. Population according to Arikunto [22] is research that involves all individuals in a group to be the subject or object of research. While the sample is part of all individuals who are the object of research. As for the population in this study, adolescents numbered 150 people. While that will be sampled by the study is 25% of the total population, as many as 38 teenagers in the scatter in random sampling. To find answers to the problems raised in the hypothesis in this study, it is necessary to do an analysis of the data obtained by using several technical analyzes including descriptive analysis techniques and hypothesis analysis. In this hypothesis analysis the formula used is the Pearson formula Product Moment.

4 RESULT

In the following description will be described on the data results Questionnaire family education and the value of s ssial. This data is presented in two groups of data, namely the results of the family leadership questionnaire (variable X) and the value of s ssial (variable Y). In general the description of the data from the results of the family leadership questionnaire and the social values of the two groups can be presented in the following table.

Table. 1
Descriptions of family leadership questionnaire results and social values

Data Source	N	Score Min	Score Max	Mean	Mode (Mo)	Median (Me)	St.Dev (s)	Variance (s ²)
X	38	12	24	19,24	20,32	19.88	3.02	9,12
Y	38	13	24	19.48	20.05	19.65	2.96	8.76

a. Family Leadership Questionnaire Results Data (X)

Data from the family leadership questionnaire obtained a minimum score of 12, a maximum score of 24, a range of 12, many classes (K) 7, interval classes (P) 2, from this information a frequency distribution table was created.

Table. 2
Frequency Distribution of Family Leadership Questionnaire Results Data (X)

Interval Class	Frequency (f)	Cumulative Frequency	Frequency Relative (%)
12-13	2	2	5.26
14-15	4	6	10,53
16-17	3	9	7.89
18-19	7	16	18.42
20-21	16	32	42.12
22-23	3	35	7.89
24-25	3	38	7.89
total	38		100.00

From Table 2 the average family leadership score is 19.24, with standard deviation (SD) 3.02. The next calculation is obtained the price mode (Mo) 20.32 and median (Me) 19.88. If we pay attention to the mode price (Mo) 20.32 and the median (Me) 19.88 is greater than the average price of 19.24 then based on the norm reference score obtained from the results of the family leadership questionnaire tend to be higher than the average score obtained from family leadership. Social Value Aggregate Results Data (Y) Data from the Social Value Questionnaire obtained a minimum score of 13, a maximum

score of 24, a range of 11, many classes (K) 7, interval classes (P) 2, from this information a frequency distribution table was created.

Table. 3

Frequency Distribution of Data on Social Value Questionnaire Results

Interval Class	Frequency (f)	Cumulative Frequency	Frequency Relative (%)
12-13	1	1	2.63
14-15	1	2	2.63
16-17	6	8	15.79
18-19	10	18	26.32
20-21	13	31	34.21
22-23	5	36	13.16
24-25	2	38	5.26
total	35		100.00

From Table 3 is the average score value social amounting to 19.48, with a standard deviation (SD) of 2.96. The next calculation is obtained the price mode (Mo) 20.05 and median (Me) 19.65. If you pay attention to the mode price (Mo) 20.05 and median (Me) 19.65 greater than the average price of 19.48 then based on the norm reference the score obtained social value tends to be high. As explained that the data analysis used in this study is simple correlation analysis. As a requirement for using this analysis, it is testing data normality, testing the linearity of data. More clearly, the test can be described as below. The normality test is carried out on the results of the family leadership questionnaire and Social values, in this case there are two groups of data that will be tested for normality of distribution. The normality testing of this data is done by the Estimated Error Error Normality Test with a significance level of 5% and degrees of freedom (db) = n where n is the number of respondents for each sample group. The test criterion is to reject the null hypothesis that the population is normally distributed if other circumstances the null hypothesis is accepted. The two groups in question are: (1) data on the results of the family leadership questionnaire (X); (2) data on the results of the Social Value Questionnaire (Y). The results of the calculation with the Estimated Error Normality Test indicate that the two groups of data have the normality of the data as presented in table 4 below.

Table. 4

Results of Test for Normality of Family Leadership Data and Social Values

Group	N	L ₀	L _{t(0.05/n)}	Conclusion
X	38	0.0446	0.1437	Normal
Y	38			

The results of the calculations with the Data Linearity Test show that the two groups of data have a linearity level of data as shown in the following table 5.

Table. 5

Family Leadership and Social Value Data Linearity Test Results.

Group	N	F ₀	F _{t(9/23)}	Conclusion
X	34	0,6002	2.32	Linear

Y	34			
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Hypothesis testing is done to process the research data that will be used to answer the problem formulation, so that it can produce conclusions that can answer the formulation of the problem proposed logically and systematically. The statistical test used is the Product Moment Correlation test which is used to test the Influence hypothesis, the formula used is as follows:

Simple Correlation Test

$$r_{xy} = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{[(n \sum x^2 - (\sum x)^2)(n \sum y^2 - (\sum y)^2)]}}$$

$$r_{xy} = \frac{38(14329) - (734)(732)}{\sqrt{[38(14338) - (73)^2][38(14518) - (732)^2]}}$$

$$r_{xy} = \frac{(544502) - (537288)}{\sqrt{[(544844) - (535824)][(551684) - (5338756)]}}$$

$$r_{xy} = \frac{7214}{\sqrt{(9020)(12928)}}$$

$$r_{xy} = \frac{7214}{\sqrt{116610560}}$$

$$r_{xy} = \frac{7214}{10798,637}$$

$$r_{xy} = 0,6681 \text{ or } 66,81 \%$$

Coefficient Analysis Determination.

This analysis aims to determine the magnitude of the influence of family leadership on the social value, then it can be calculated using the coefficient of determination formula, namely:

$$KD = (r)^2 \times 100\%$$

$$= (0,6681)^2 \times 100\%$$

$$= 0,4462 \times 100\%$$

$$KD = 44.62 \%$$

Significance T Test.

$$t = \frac{r \sqrt{N-2}}{\sqrt{(1-r^2)}}$$

$$t = \frac{0,6681 \sqrt{(38-2)}}{\sqrt{(1-(0,6681)^2)}}$$

$$t = \frac{0,6681 \sqrt{36}}{\sqrt{(1-(0,4462)}}$$

$$t = \frac{0,6681(6)}{\sqrt{0,553713}}$$

$$t = \frac{4,008284}{0,744119}$$

$$t = 5,386618.$$

5 DISCUSSION

From the research results the researchers obtained the impression that the effect of the leadership of the family by reviewing the indicators sense of security, a sense of autonomy and sense of initiative of the value of social reviewing the indicators concept social, attitude social and behavior social, then obtained a correlation coefficient (r) = or 66.81% is a positive number. This shows the influence of between leadership families on the value of the social is positive and is in the interpretation between 0.60 - 0.799 which

is interpreted as a level of strong influence. The value $KD = 44.62\%$ shows the influence of the leadership of the family against the value of social, amounting to 44.62%. While the value of t count = 5.386618, with degrees of freedom (db) = $38 - 2 = 36$ and a significance level of $0.05 = 2.02$ so that, t count more than t table or $5.386618 > 2.02$ then the correlation what happens is meaningful or significant so that the correlation is the influence of the leadership of the family against the value of social. With thus the hypothesis is accepted.

6 CONCLUSION

Based on the results of data analysis that has been obtained in the previous chapter, this study can be summarized as follows: The value of the correlation coefficient (r) = or 66.81% is a positive number. This shows the influence of between leadership families on the value of social are positive and are in interpretation between 0.60 to 0.799 which is interpreted by the level of influence. The value $KD = 44.62\%$ shows the influence of the leadership of the family against the value of social, amounting to 44.62%. While the value of t count = 5.386618, with degrees of freedom (db) = $38 - 2 = 36$ and a significance level of $0.05 = 2.02$ so that, t count more than the t table or $5.386618 > 2.02$ then the correlation is meaningful or significant so that the correlation is the influence of the leadership of the family against the value of social. Thus the hypothesis is accepted.

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