GLOBAL ACADEMIC EXCELLENCE

THE INFLUENCE OF PERSONALITY AND SCHOOL ENVIRONMENT ON STUDENTS' MORAL: A REVIEW ON INTERNATIONAL SCHOOL USING CONVERGENCE THEORY

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Abstract:

Moral formation begins with the personality of the individual and the environmental factors around the individual. Consequently, an individual's propensity to be good or bad depends on internal and external factors that motivate him or her to act through his or her conduct. It is necessary to create a situation that may lead to the application of good moral values to students by a conducive education. This can ensure a motivated generation committed to fulfilling their responsibilities to themselves, their families, their peers, society and the country. This study uses Convergence Theory to examine the extent of the influence of personality and school environment in shaping the morals of Malaysian students who attend international schools in the Klang Valley.

Keywords:

Student's Moral; Personality; School Environment; International School; Convergence Theory; Malaysian Students; Secondary Students

Introduction

Virtuous morals are the catalyst for the progress and perfection of life, but bad morals are effective destroyers and pests that destroy civilization and ultimately humanity (Haron, 2019). Based on this understanding, education must be clearly underlined as it has an enormous impact on the life of an individual. Thus, the Ministry of Education Malaysia (MOE) has made it compulsory for Islamic Education and Moral Education to be taught in all schools in Malaysia to inculcate religious values and moral values in students (Ministry of Education Malaysia, 2019).

The Malaysian Education Development Plan 2013-2025 was developed to improve the quality of educational curriculum delivery in Malaysia (Husin, Ahmad, Panessai, Majid, & Sulam, 2020). A quality education is capable of complementing the process of personal and moral building of the individual. It is well understood that morality can be influenced by personality on oneself from family, peers, various culture influences, surrounding society and mass media (Ibrahim, et al., 2012; Sharif & Roslan, 2011; Hamat, Hussin, Yusoff, & Sapar, 2013; Allen, Gray, Baumeister, & Leary, 2021).

The mission of Malaysia's education is to fulfill the country's aspirations by preserving the quality of the education system to be free from shortcomings and weaknesses in order to equip the students holistically to allow them to succeed in the 21st century (Ministry of Education Malaysia , 2013). Equally important, Malaysian students must be steeped in values, ethics and a sense of national belonging, allowing them to make the right choices for themselves and their families and the country in the prospect of confronting and overcoming the inevitable challenges of life. Hence, the national philosophy of education provides a clear picture in the development of the educational system to produce an intellectually, emotionally, physically and spiritually balanced individual.

The need for the formation of noble moral values increasingly prerequisite to be emphasized because of the social problems that arise in line with economic development and the decline of world progress (Rahman, 2013; Zhongying & Jianke, 2021). Starting with disciplinary issues at the school level that involves various types of misconduct such as drug abuse, extortion, stealing, smoking, sexual misconduct, murder and joining a gang (Polis Diraja Malaysia, 2019) to white collar crimes among the highly educated person such as bribery, corruption and fraud (Satar, 2020). This negative phenomenon must be curbed from the beginning and all this can be realized by combining knowledge in science and the formation of noble moral values through education among students to create a sustainable Malaysian generation to face moral erosion which is a burning issue in society particularly for Malaysian in this era of globalization (Zaidin, 2015).

As a result, Malaysian students in international schools should strive to strengthen their moral by practicing a positive personality in daily life. A conducive school environment can contribute to the formation of creative thinking skills and individual spiritual aspects (Ghazali, Zaini, Rabi, & Othman, 2019). According to Nadaraj (2015) students should abide by established school ethics and be sensitive to changes in the environment, increase self-motivation to achieve excellence and commitment in performing responsibilities to self, family, peers, society and country.

Literature Review

Moral in Education

Morality is character, temperament, behaviour, personality or habit and prophet Muhammad was sent to perfect noble morality (Ismail, 2018). The most important application of morality is through education (Husain & Kadir, 2011; Suti'ah & Mardiana, 2021). Education according to Siti Alfiah through an article entitled Konsep Pendidikan Islam Anak Usia Dini Perspektif

Al-Ghazali dan Abdullah Nashih Ulwan (2020) states that education can be divided into two meanings namely education in general which involves adult concern for children in order to achieve their maturity and also education in particular that carries the meaning of a process of development of all aspects of human personality.

Education is the best means of shaping the human personality, capable of developing the full physical and spiritual potential of human beings (Qiptiyah, 2020). Moral education aims to change reprehensible morals into good ones and improve existing good morals so that they become better (Safar, Marzuki, & Wan Embong, 2014; Lubis, et al., 2021). The understanding of moral education is further strengthened with the introduction of Bloom's Taxonomy, better known as The Three Domain of Education; Cognitive, Affective and Psychomotor (Gogus, 2012; Lalchhuanmawii & Vadhera, 2021). Moral education has an impact on each of these domains and their respective taxonomies. We need knowledge, desire, willpower and physiological capacities for moral development (Althof & Berkowitz, 2006; Agustini, 2021). Darling-Hammond, Flook, Cook-Harvey, Barron and Osher (2020) emphasized that knowledge of right and wrong alone cannot alter our feelings, abilities or willingness to act. Even when right and wrong are obvious, the value, psychomotor controls and moral commitment may not be enough to translate this knowledge into action (Alosaimi, 2016). Therefore, in moral education, the emotional, psychomotor and conative domains should be considered together with the cognitive domains, because they are necessary in the moral process (Mukhsen, 2020). Morality needs balance, support, exercise and attention to thrive.

The three main methods used in the educational world to shape morals according to Qiptiyah (2020) are:

i.   Cognitive - that is, the construction of a thought process to think intelligently that is able to distinguish good and bad things.
ii. Affective - related to feelings or emotions that are able to form emotional intelligence.
iii. Psychomotor - things related to actions, behaviours, actions and so on.

These three methods of education are what shape a person's morals (Kiswanto, 2013; Helsa, Arian, & Kenedi, 2021). The cognitive (knowledge), effective (appreciation) and psychomotor (practice) aspects of the knowledge taught to a student will shape the student's personality which in turn gives the term "human" which is a being endowed with a full mind. Referring to these methods of education as well, it can be concluded that through education, an individual

will impart useful knowledge which in turn will form a good attitude and will behave well in accordance with what he or she knows and practices.

Factors That Affect Morality

The description of the factors that influence morality can next be explained with reference to three main theories, namely the Theory of Nativism. Empiricism Theory, and Convergence Theory (Fauziyah, 2017).

i. The theory of Nativism was introduced by Schopenhauer (1788 - 1860) (Yahya, 2008; Saidin, Bakar, & Harun, 2021). This theory explains that the most influential factors in the formation of an individual's self are internal factors

    that refer to talents, inclinations, intellect and so on (Musdalifah, 2019). The word Natives means "disposition" which will shape the personality of a child (Nadirah, 2013). According to Schopenhauer, this temperament will not be able to be changed by external influences (Saidin, Bakar, & Harun, 2021). An individual who has the disposition and inclination towards good things then he in itself will be a good human being (Arifin, 2015).

ii. Empiricism theory states that external factors such as environment, self - development, social environment as well as education received are the main factors in the formation of one's self (Fauziyah, 2017). The main figures for this Theory of Empiricism were Francis Bacon (1561- 1626) and John Locke (1632-1704) (Friedolin Lingg, 2021). If the education and coaching given to the child is good, then the child is good. Similarly, if on the contrary, the crime committed by a person is the result of external influences that he received (Musdalifah, 2019). This theory is clearly so convinced of the role played by the world of education and teaching in shaping the moral form of a student.

iii. Convergence Theory was introduced by William Stern (1871-1939) who argued that moral formation is influenced by a person's internal factors such as talents, tendencies and also external factors consisting of education and development made specifically, or through interaction in the social environment (Helsa, Arian, & Kenedi, 2021). Purwanto (2017) added that personality is not only shaped by internal and external factors but also the activities carried out by a person also play a role.

This Convergence Theory refers to the importance of education in shaping the personality of an individual, especially at the beginning of their lives, namely in childhood.

The discussion on the factors of moral formation has been explained by the theories stated above. Therefore, it can be concluded that Convergence Theory is very appropriate to refer to this study as this theory explains that moral construction is influenced by two main factors namely internal factors which refer to inherited physical, intellectual and spiritual potential and external factors involving all elements-elements of an individual's upbringing environment such as parents, teachers, friends, time media, school curriculum, society and including figures

who become their idols. Convergence is termed as a meeting point by Yahya (2008) and Xu, et al. (2021) who found external factors and internal factors that shape an individual's personality (refer to Figure 1.0).
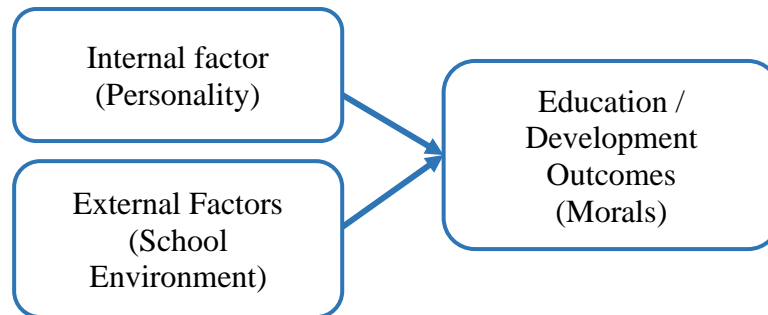

Figure 1. Research Framework

Research Framework

Three constructs referring to Convergence Theory by William Stern (1871-1939) relate to personality, school environment to student morale were established the authors for the current study. This theory explains that a student's morals are influenced by his or her personality and environment. Morality is manifested through behaviors, traits and personalities that reflect the strengths or weaknesses of morality that it possesses (Lestari, 2017; Desa@Man, Puji, & Mohamad, 2018).

Based on figure 1, the researcher has formed a model centered on the understanding and relevance of reflection from Convergence Theory. This model means that although a student's morals are considered to remain in himself or his soul as explained by (Jónsson, Harðarson, Sigurðardóttir, Jack, & Jóelsdóttir, 2021), but individual personality refers to internal factors Purwanto (2017) and school environment factors known as external factors become a source of learning can also influence the process of shaping a student's morals (Stapa, Ismail, & Yusuf, 2012; Anwar, Hassan, Hamzah, Amin, & Khir, 2020).

Methodology

Research design refers to the overall strategy chosen to integrate the different components of a study in a coherent and logical manner to ensure that researchers will be able to address research problems effectively (De Vaus, 2001; Pace, 2021); it is an action plan for data collection, measurement, and analysis (Cresswell, 2007; Kumatongo & Muzata, 2021). The overall design and rationale for the research served as a guideline for the ongoing study. It features an argument of the primary research design, data collection, sample selection and method of management, reliability and validity issues, principled considerations and data analysis strategy. In this study, the study design used is a survey study using quantitative methods. Quantitative research is a form of research that uses statistics and is numerical in nature with measurable parameters aimed at identifying the influence of student personality and the school environment on morality (Singh & Dubey, 2021).

The survey method is one of the non - experimental research methods used in various fields, especially in the social sciences based on the views of Ishak, Abdullah and Ishak (2019) as the research method is done on what is happening (Snyder, 2019). The information obtained can explain the nature of various data including aspects of views and attitudes (Lau & Kuziemsky, 2017). One of the advantages of the survey method is that it can collect data directly from the respondents of the study and can make generalizations to the population for a research (Cresswell, 2007; Kumatongo & Muzata, 2021).

Based on these characteristics, researchers have chosen to use the survey method because the data collection process will be carried out only once using a questionnaire and this method is able to provide an effective and practical explanation to study a phenomenon (Creswell, 2009; Kumatongo & Muzata, 2021). Grounded on the views of Darus and Hamid (2018), the design of the survey study is in line with the aim to generalize the findings of the study based on a large sample of studies. The process of data collection can be controlled efficiently by the researcher and information can be obtained quickly and the data can be explained appropriately to answer the questions of this research study. The current study quantitative method will follow the 7 steps methodology which consist of 1) define measure; 2) data collection; 3) sample size; 4) sampling; 5) administration; 6) data management and; 7) data analysis (refer to figure 2).
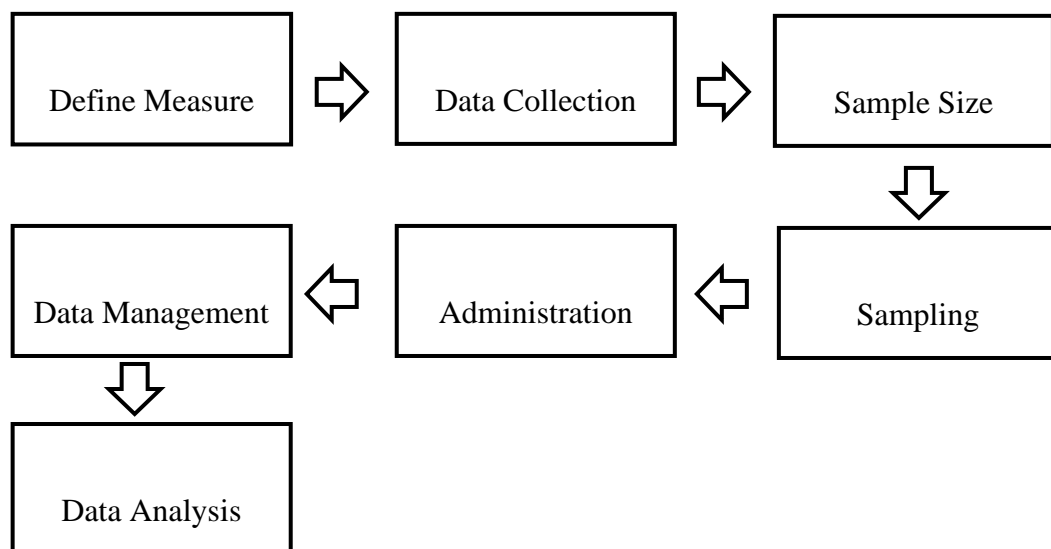

Figure 2. **7 Steps Quantitative Methodology**

Population and Sample Size
Population is defined as a large group that can be formulated by the researcher to give a clear picture of the results of the study. Cresswell (2012) explained that a group of people who have characteristics and criteria similar to the motives of the study is known as a population. However, the similarity of characteristics and criteria found in a population should be observable and measurable (Konting, 2005; Andrade, 2021).

In this study, the population involved is all Malaysian students aged 13 to 17 years and schooled in 99 secondary schools in international schools in the Klang Valley which is a total of 21, 021 people as shown in Table 1.

Table 1: The Study Population of Malaysian Students Aged 13 to 17 Years in International Schools in the Klang Valley

State	Number of School	Number of Student
Putrajaya	2	1,023
Kuala Lumpur	28	7,589
Selangor	69	12,409
Total	99	21, 021

Source: Ministry of Education Malaysia Private Educational Institutions Division (2019)

The sample selected should be representative of the entire population. Once the researcher has identified the study population, then the determination of a complete and sufficient number of study samples for field study can be known to enable the statistical procedures of the study can be performed by the researcher. Sample size is closely related to the effectiveness of a study (Hua, 2016). Based on Krejcie and Morgan's (1970) table of a population of 21, 021, then the total sample is 378 (refer to Table 2).

In this study, the researcher will utilize the survey research technique in the form of simple random sampling in the process to select the school study sample while stratified random sampling will be used in the process of selecting the student sample. The justification for the use of this sampling is based on the fact that each individual in the population has characteristics that are homogeneous to the study in addition to having the same opportunity to be selected as the study sample (Konting, 2005; Andrade, 2021).

Table 2: Sample Size Table Based on Population

Population Size (N)	Sample Size (n)
20 000	377
30 000	379
40 000	380
50 000	381
75 000	382
>1 000 000	384

Source: Krejcie and Morgan (1970)

Data Analysis

For this study, the data analysis process used Statistical Package for Social Science (SPSS) version 26 to obtain the reliability of Cronbach's alpha instrument and construct validity through exploratory factor analysis (EFA). Next, for the analysis of the actual study data later is to use descriptive analysis and inferential analysis. Descriptive analysis will be used to identify students' perceptions of the three main constructs of this study, namely personality, school environment and morals, and also to describe the background of the respondents.

Conclusion

The study aims to examine the influence of students' personality and school environment on morals and further identify the extent to which the morals possessed by the students in facing daily life, learning process and future. The study will be conducted among Malaysian students aged 13 to 17 years old who attended lower secondary and upper secondary levels in international schools in the Klang Valley.

The researchers chose a location in the Klang Valley which involves the districts of Selangor, Putrajaya and the Federal Territory given the number of the majority of international schools in these locations compared to other districts and states. Accordingly, in understanding the morals of school students, researchers need to know the elements contained in learning such as the attitudes and minds of students and their learning environment such as school rules and regulations in addition to school curriculum and what can be learned in the school environment by the students. The patterns derived from students 'speech and behavior are a reflection of what they inherit and derive from their environment. Therefore, educators, school administrators, legislators, parents and even the surrounding community need to acknowledge that the moral patterns of future generations are the result of the input given to them today.

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