THE INFLUENCE OF FAMILY ENVIRONMENT AND ATTITUDES OF BUDDHIST SUNDAY SCHOOL TEACHERS ON THE CHARACTER OF GENERATION Z IN THE GLOBALIZATION ERA IN MAKASSAR

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Abstract
Globalization and technological advancements have influenced the character of Generation Z, who grew up exposed to foreign cultures through social media. The values that Generation Z receive often conflict with local culture and religious teachings, including Buddhism. In this regard, families and Buddhist Sunday School (SMB) teachers play an important role as moral and spiritual educators. However, weak family communication and teachers' inconsistency in conveying religious values pose obstacles. Initial studies at several monasteries in Makassar indicate that their roles are still not optimal. This study aims to examine the influence of the family environment and SMB teachers' attitudes on the character of Generation Z in the context of Buddhist religious education in the era of globalization. This study uses a quantitative method with a regression approach to analyze the influence of the family environment and SMB teachers' attitudes on the character of Generation Z. This study concludes that the family environment and the attitudes of Buddhist Sunday School teachers have a positive and significant influence on the character of Generation Z in Makassar, both individually and collectively, with a combined contribution of 26.2%. Character strengthening can be achieved through the active role of families and teachers, as well as synergy between monasteries, schools, and families in educational programs and development based on Buddhist values.
Keywords: Family Environment, Teacher Attitude, Buddhist Sunday School, Generation Z Character, Globalization Era

Abstrak
Arus globalisasi dan kemajuan teknologi telah memengaruhi karakter Generasi z yang tumbuh dengan paparan budaya luar melalui media sosial. Nilai-nilai yang Generasi z terima sering bertentangan dengan budaya lokal dan ajaran agama, termasuk ajaran Buddha. Dalam hal ini, keluarga dan guru Sekolah Minggu Buddha (SMB) memiliki peran penting sebagai pembina moral dan spiritual. Namun, lemahnya komunikasi keluarga dan ketidakkonsistenan guru dalam menyampaikan nilai keagamaan menjadi kendala. Studi awal di beberapa vihara di Makassar menunjukkan peran keduanya masih belum optimal. Penelitian ini bertujuan mengkaji pengaruh lingkungan keluarga dan sikap guru SMB terhadap karakter Generasi z dalam konteks pendidikan agama Buddha di era globalisasi. Penelitian ini menggunakan metode kuantitatif dengan pendekatan regresi untuk menganalisis pengaruh lingkungan keluarga dan sikap guru SMB terhadap karakter Generasi z. Penelitian ini menyimpulkan bahwa lingkungan keluarga dan sikap guru Sekolah Minggu Buddha berpengaruh positif dan signifikan terhadap karakter Generasi z di Makassar, baik secara individu maupun bersama, dengan kontribusi gabungan sebesar 26,2%. Penguatan karakter dapat dilakukan melalui peran aktif keluarga dan guru, serta sinergi antara vihara, sekolah, dan keluarga dalam program edukatif dan pembinaan berbasis nilai-nilai Buddha.
Kata Kunci: Lingkungan Keluarga, Sikap Guru, Sekolah Minggu Buddha, Karakter Generasi z, Era Globalisasi

INTRODUCTION

Adolescence is a transitional stage from childhood to adulthood, accompanied by various physical, emotional, and social changes and developments within the individual. During this phase, adolescents are quite vulnerable to the emergence of deviant behavior, especially due to negative influences from the environment outside the family. As the fourth industrial revolution develops, adolescents also face various challenges, such as promiscuity, premarital sex, technology addiction, and drug abuse, all of which have the potential to damage the character development of Generation Z or Generation Z.[1]

Technological advancements and the abundance of information available through the internet have had a significant impact on the lives of Generation Z. Generation Z is accustomed to communicating using gadgets, accessing various information from around the world, playing games, and even shopping using only one device that Generation Z always holds in their hands: a smartphone. Almost all members of Generation Z, both wealthy and poor, living in urban and rural areas, own and use this smartphone. In other words, Generation Z has almost entirely been exposed to digital technology.Daily smartphone use. Generation Z's dependence on smartphones is higher than on television. Generation Z would be more upset if they couldn't access the internet than if they lost their pocket money.[2]

The increasingly rapid development of globalization has had a significant impact on various aspects of human life. Globalization not only expands access to information and cross-cultural interactions, but also significantly impacts the mindsets, values, and behaviors of the younger generation. In Indonesia, this phenomenon often influences how young people view local culture, social customs, and the values of obedience that have long been the foundation of social life.

Generation Z, born between 1997 and 2012, grew up amidst the rapid development of digital technology. They had ample opportunity to access a wide variety of information, cultures, and global lifestyles through the internet and social media. This brought benefits in broadening their horizons, but also presented new challenges. ValuesThe values that Generation Z acquires from global culture are not always aligned with local culture or religious teachings, potentially influencing their character development. This character distortion can be seen in a low sense of social responsibility, increased individualism, and decreased adherence to norms.

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[1] Kalis Stevanus dan Vivilia Vivone Vriska Macarau, "Peran Pendidikan Agama Kristen Dalam Keluarga Terhadap Pembentukan Karakter Remaja Di Era 4.0," *Jurnal Dinamika Pendidikan* 14, no. 2 (2021): 117–30, https://doi.org/10.51212/jdp.v14i2.56.

[2] Lasti Yossi Hastini dkk., *Apakah Pembelajaran Menggunakan Teknologi dapat Meningkatkan Literasi Manusia pada Generasi Z di Indonesia?*, 10, no. April (2020): 12–28, https://doi.org/10.34010/jamika.v10i1.

In the family context, the challenges faced are increasingly complex. Parents' busy schedules, the influence of social media, and reduced intergenerational communication often weaken the family's role as the primary social unit in shaping children's character. Yet, parenting, discipline, and the instilling of religious values within the family environment are crucial for Generation Z to develop strong mental health and character integrity. Yoanita emphasized several important things families can do, such as maintaining togetherness, building open communication, setting a good example in parent-child relationships, and fostering children's independence.[3]

In addition to families, religious teachers, particularly Buddhist Sunday School teachers, also play a crucial role in shaping the character of Generation Z. Religious teachers are tasked with instilling moral values and Buddhist teachings as a bulwark against outside influences that are inconsistent with Dharma. Implementing religious education requires consistency and collaboration between teachers, as well as synergy with families, to ensure the ongoing character development of the younger generation.

However, previous studies have generally focused more on family environmental factors or the role of teachers in general contexts, such as psychology, parenting, mental health, or public service. There is limited research specifically exploring the influence of family environment and the attitudes of Buddhist Sunday School teachers on the character development of Generation Z in the era of globalization, particularly in the context of Buddhist religious education in Makassar. Important variables such as spiritual motivation, social status, family ties, and involvement in temple activities have also not been thoroughly investigated.

Thus, this study contributes to filling this gap by providing a more comprehensive understanding of the factors influencing Generation Z's character within a Buddhist religious context. The results are expected to strengthen strategies for character formation in Generation Z through the role of families and Buddhist Sunday School teachers, while also making a positive contribution to the development of religious education in the era of globalization.

Researchers have also conducted preliminary research to find character problems in Generation Z through a questionnaire by providing 10 questions with 20 respondents.respondents (5 questions about family and generation z, 5 questions about Buddhist Sunday school teachers and generation z) at 3 Viharas on December 5, 2024 by distributing questionnaires with the following results:

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[3] Desi Yoanita, "Pola Komunikasi Keluarga Di Mata Generasi Z," *Scriptura* 12, no. 1 (2022): 33–42, https://doi.org/10.9744/scriptura.12.1.33-442.

Table 1. Preliminary Research Questionnaire

Question	Yes	No	% Yes	% No
Do you know how families shape and practice the daily moral values of Generation Z?	8	12	40	60
Has your family formed ethical habits and manners in Generation Z amidst the influence of modern culture?	10	10	50	50
Does your family play a major role in building the character of Generation Z to grow into strong and integrated individuals?	13	7	65	35
Has your family helped Generation Z understand and overcome the negative impacts of social pressure?	11	9	55	45
Does the family instill the values of responsibility and empathy as part of the character formation of Generation Z?	12	8	60	40
Do you know that understanding moral values is conveyed well in the educational environment for Generation Z?	11	9	55	45
What are the main challenges for Buddhist teachers in increasing spiritual understanding among Generation Z?	14	6	70	30
Can Buddhist teachers help Generation Z face modern challenges without forgetting religious values?	15	5	75	25
Are there any approaches that Buddhist teachers use to enhance Generation Z's understanding of moral challenges in the digital age?	14	6	70	30
Do Buddhist teachers work with families to ensure that Generation Z character building is consistent?	11	9	55	45

Based on the results of the preliminary research questionnaire, it appears that the role of the family in shaping the character of Generation Z still faces several weaknesses. As many as 60% of respondents stated that families do not fully understand how to shape and practice moral values in everyday life. In fact, family efforts to instill ethical habits and etiquette amidst the influence of modern culture still show balanced results, with only half of respondents feeling that such habits have occurred. Nevertheless, the majority of respondents (65%) still believe that the family plays a major role in building the character of Generation Z so that they grow into strong individuals with integrity.

Furthermore, more than half of respondents acknowledged that their families have made efforts to help Generation Z cope with social pressures and instill values of responsibility and empathy, although a significant number, around 40–45%, indicated otherwise. This indicates that the family's role is not yet evenly distributed, and there are still gaps in the application of core values within the home environment.

On the other hand, the role of Buddhist religious teachers is considered more dominant in guiding Generation Z in facing the challenges of globalization. Seventy percent of respondents stated that teachers face significant challenges in improving students' spiritual understanding. However, their role remains positive, as 75% of respondents believe teachers are capable of helping the younger generation face the influence of modernization without neglecting religious values. Furthermore, the majority of respondents (70%) acknowledged that teachers use a specific approach in guiding Generation Z, particularly regarding the moral challenges of the digital age.

An educator has a very crucial role in ensuringIn order for the teaching and learning process to achieve its desired goals, teachers have a role that goes beyond the classroom, including active involvement in the community. In Buddhist education, the values contained in the Buddha's teachings, as stated in the Tipitaka scripture, ideally serve as the basis and inspiration for delivering learning materials in schools.[4]

Behavioral autonomy refers to an individual's ability to act independently, demonstrating freedom of behavior and decision-making. This ability can be developed from an early age with the guidance of Buddhist Sunday School teachers, who play a crucial role in fostering the mental development of Generation Z Sunday School children.[5]

However, collaboration between Buddhist religious teachers and families remains suboptimal. Only 55% of respondents reported synergy between the two, while 45% assessed that this collaboration was inconsistent. This suggests that the success of character development for Generation Z depends heavily on the integrated roles of families and religious teachers.

Overall, the questionnaire results indicate that families play a fundamental role that is not yet optimal in instilling moral values, while Buddhist teachers are more prominent in assisting Generation Z in facing modern challenges. Therefore, closer collaboration between families and teachers is needed to ensure the consistent and sustainable character formation of the younger generation in the era of globalization.

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[4] Jansen Lingga dan Haudi, "Analisis Metode Pembelajaran Guru sebagai Fasilitor di Sekolah Minggu Buddha (SMB) Trisaranagamana Pekanbaru," *Jurnal Ilmu Agama dan Pendidikan Agama Buddha* 2, no. 2 (2020): 83–102.

[5] Winja Kumari dkk., "Pelatihan Kemandirian Peserta Didik Sekolah Minggu Buddha Melalui Loka Shanti Camp Di Vihara Loka Shanti Kota Medan," *Jurnal Pengabdian Kepada Masyarakat Bodhi Dharma* 1, no. 1 (2021): 1–10, https://doi.org/10.56325/jpmb.v1i1.26.

Relevant Research

1. The educational process occurs through learning activities. Learning can be done independently or with teacher guidance, through books or electronic media, and can take place in various places such as schools.Participating in the learning process at school, at home, in the workplace, and in society has the potential to shape and transform individuals. Much of this transformation occurs through learning activities.[6]

2. The family serves as the primary and fundamental educational institution and has a significant influence on the future direction of family life. Children acquire the primary foundation for their growth and development through interactions within the family. Therefore, the family plays a crucial role in character and personality formation, given that a child's mental and behavioral development is heavily influenced by parental care. Personality itself is a person's unique characteristics, reflected in their behavior, speech, and thought patterns.[7]

3. The main power of kThe quality of human resources is a key element in determining the success of an educational institution. Achievement is used as a benchmark in assessing the level of organizational achievement. The higher the achievement, the greater the organization's chances of success. Teacher competence in improving student learning outcomes, especially in mastery of material, has a direct impact onoverall student understanding. Qualified teachers tend to produce superior students. As a vital human resource in education, teachers play a strategic role in fostering student learning progress. In classroom management, teachers act as coaches, leaders, mentors, organizers of the learning atmosphere, active participants, planners, trainers, motivators, and facilitators, all of which are important skills and roles of teachers in the learning process..[8]

4. The quality of education is largely determined by the quality of its teaching staff. Students' potential will develop when teachers successfully create a comfortable and inspiring learning environment. Efforts to explore and develop this potential must be carried out in a planned, directed, and systematic manner to achieve educational goals and

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[6] Farhan Saefudin Wahid dkk., "Pengaruh Lingkungan Keluarga Dan Sekolah," *Syntax Literate : Jurnal Ilmiah Indonesia* 5, no. 8 (2020): 555–64.

[7] Galih Mairefa Framanta, "Pengaruh Lingkungan Keluarga Terhadap Kepribadian Anak," *Jurnal Pendidikan dan Konseling (JPDK)* 2, no. 1 (2020): 126–29, https://doi.org/10.31004/jpdk.v1i2.654.

[8] Pipin Sukandi dan Ruly Susilawati, "Pengaruh Gaya Mengajar Guru dan Sikap Guru terhadap Prestasi Belajar Siswa," *JIIP - Jurnal Ilmiah Ilmu Pendidikan* 6, no. 4 (2023): 2749–53, https://doi.org/10.54371/jiip.v6i4.1860.

positively impact student development. Therefore, implementation must be optimal and structured to produce superior students who are able to compete globally.[9]

5. Generation Z, which in 2023 will be between the ages of 11 and 26, is a generation that has grown up with the rapid pace of technological advancement and the internet. Generation Z often utilizes the internet and social media in their daily activities and social interactions. However, the use of digital media by Generation Z also presents a number of challenges, especially because not all Generation Z members, especially in Indonesia, are able to sort out accurate and hoax-free information. Furthermore, many Generation Z members still do not fully understand the importance of digital ethics, namely how to behave properly when using digital media. According to a 2021 Microsoft survey, Indonesia ranked 29th out of 32 countries in terms of civility of its citizens in the digital world..[10]

RESEARCH METHODS

This study uses a quantitative method with regression analysis to determine the extent to which the family environment (X1) and the attitudes of Buddhist Sunday School teachers (X2) influence the character of Generation Z (Y). Regression was chosen because it can estimate which variables are most influential in shaping student character. Data were collected through a Likert-based questionnaire with five answer options, from "strongly disagree" to "strongly agree."

The research was conducted over six months, from October 10, 2024, to April 10, 2025, at three Buddhist Sunday School locations in Makassar: the Sasanadipa Temple, the Vimalakirti Temple, and the Maitreya Buddha Temple. The research process was divided into three stages: the initial stage (proposal development, questionnaire trials, and proposal hearing), the implementation stage (data collection and analysis), and the final stage (report development, hearing, and revision).

The study population was 70 Buddhist Sunday School students from grades 10 to 12 at the three monasteries. Using the Slovin formula and a 5% margin of error, a sample size of 60 students was obtained, selected proportionally from each monasteries. The research instrument was a questionnaire with 20 items for each variable. The family environment variable was measured through indicators such as parenting patterns and cultural values, the teacher attitude

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[9] Redina Sinaga dkk., "Pengaruh Sikap Guru Terhadap Kompetensi Guru Sekolah Dasar Budi Murni 2 Medan Tahun," *Jurnal Educatio FKIP UNMA* 6, no. 2 (2020): 356–62, https://doi.org/10.31949/educatio.v6i2.500.

[10] Hartanto Wardani Ayu, Hayati kumala, Suprayitno Dede, "Jurnal Artikel Gen Z dan 4 Pilar Literasi Digital," *Jurnal pengapdian kepada masyarakat nusantara* 4 No 4, no. 4 (2013): 3995–4002.

variable covered aspects of teaching and role models, while the Generation Z character variable included honesty, responsibility, empathy, and tolerance.

Data collection in quantitative research is carried out by obtaining information in the form of statistical figures that can be measured quantitatively. This data is represented in the form of variables that have been operationalized using specific measurement scales, such as nominal, ordinal, interval, or ratio scales.[11]

RESULTS AND DISCUSSION

The Influence of Family Environment (X1) on the Character of Generation Z (Y)

Testing of the questionnaire questions from the Family Environment variable (X1) with a comparison of the calculated r and table r treatments is shown in Table 2.

Table 2. Results of the validity test of the family environment instrument

Variables	Family Environment	r Count	r Table	Valid
X1.1	LKGA 1	0.498**	0.2542	V
X1.2	LKGA 2	0.666**	0.2542	V
X1.3	LKGA 3	0.622**	0.2542	V
X1.4	LKGA 4	0.407**	0.2542	V
X1.5	LKGA 5	0.525**	0.2542	V
X1.6	LKGA 6	0.631**	0.2542	V
X1.7	LKIK 1	0.652**	0.2542	V
X1.8	LKIK 2	0.603**	0.2542	V
X1.9	LKIK 3	0.485**	0.2542	V
X1.10	LKIK 4	0.524**	0.2542	V
X1.11	LKKK 1	0.695**	0.2542	V
X1.12	LKKK 2	0.549**	0.2542	V
X1.13	LKKK 3	0.621**	0.2542	V
X1.14	LKPDKA 1	0.676**	0.2542	V
X1.15	LKPDKA 2	0.569**	0.2542	V
X1.16	LKPDKA 3	0.652**	0.2542	V
X1.17	LKNNYD 1	0.571**	0.2542	V
X1.18	LKNNYD 2	0.572**	0.2542	V
X1.19	LKNNYD 3	0.364**	0.2542	V
X1.20	LKNNYD 4	0.542**	0.2542	V

The following is an explanation of the abbreviations above:

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[11] W. I. Ischak dkk., *Modul Riset Keperawatan* (Jurusan Keperawatan Poltekes Kemenkes Gorontalo, 2019).

LKGA = Family Environment Parenting Style

LKIK = Family Environment Family Climate

LKKK = Family Environment Family Communication

LKPDKA = Family Environment Participation in Religious Activities

LKNNYD = Family Environment Values that are instilled

The validity test results in Table 4.3 show that all results are valid. Where r count > t table. This means that the entire contents of the family environment variable questionnaire as a measuring tool function to assess the aspects that are the focus of the measurement.

Table 3. Output of the Summary Model of the Simple Linear Regression Test X1 against Y

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.421[a]	.177	.163	.48297

a. Predictors: (Constant), Lingkungan Keluarga

Source: Processed by researchers using SPSS 25

Based on the simple linear test above, the R Square (R^2) figure obtained for the family environment variable is 0.177, states that the percentage contribution of the influence of the family environment variable (X1) on the character of Generation Z (Y) is 17.7%, with 82.3% contributed by other variables that influence the character variable of Generation Z (Y) which are not discussed in this thesis.

Based on the ANOVA table 4.18 below, the Sig value obtained is 0.001, which is smaller than the significance criterion (0.05). This means that the regression equation model based on research data on family environment variables is significant.

Table 4. ANOVA output of Simple Linear Regression test X1 (family environment)

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2.912	1	2.912	12.486	<.001[b]
	Residual	13.529	58	.233		
	Total	16.441	59			

a. Dependent Variable: Karakter Generasi Z
b. Predictors: (Constant), Lingkungan Keluarga

Processed by researchers using SPSS 25

The simple linear regression coefficient test on the variable of the influence of the family environment on the character of Generation Z, concluded that the significance value of less than 0.05 indicates that there is sufficient evidence that variable X1 has an effect on variable Y.

Based on the results of a simple linear regression analysis, a significance value of $0.001 < 0.05$ was obtained, indicating that the family environment variable (X1) significantly influences the character of Generation Z (Y). Thus, the first hypothesis (H1) is accepted. This influence is positive, as indicated by the regression coefficient value of 0.463. This means that the better the family environment, the more positive the character development of Generation Z.

The Influence of SMB Teachers' Attitudes (X2) on the Character of Generation Z (Y)

Testing of the questionnaire questions from the SMB Teacher Attitude variable (X2) with a comparison of the calculated r and table r treatments is shown in table 5.

Table 5. Results of the validity test of the SMB teacher attitude instrument

Variables	SMB Teacher Attitude	r Count	r Table	Valid
X2.1	SGSMBKP 1	0.528**	0.2542	V
X2.2	SGSMBKP 2	0.711**	0.2542	V
X2.3	SGSMBKP 3	0.608**	0.2542	V
X2.4	SGSMBKP 4	0.425**	0.2542	V
X2.5	SGSMBKP 5	0.648**	0.2542	V
X2.6	SGSMBKP 6	0.739**	0.2542	V
X2.7	SGSMBK 1	0.674**	0.2542	V
X2.8	SGSMBK 2	0.647**	0.2542	V
X2.9	SGSMBK 3	0.557**	0.2542	V
X2.10	SGSMBK 4	0.478**	0.2542	V
X2.11	SGSMBIDAD 1	0.731**	0.2542	V
X2.12	SGSMBIDAD 2	0.681**	0.2542	V
X2.13	SGSMBIDAD 3	0.646**	0.2542	V
X2.14	SGSMBIDAD 4	0.696**	0.2542	V
X2.15	SGSMBPT 1	0.548**	0.2542	V
X2.16	SGSMBPT 2	0.566**	0.2542	V
X2.17	SGSMBPT 3	0.578**	0.2542	V
X2.18	SGSMBPT 4	0.598**	0.2542	V
X2.19	SGSMBPT 5	0.430**	0.2542	V
X2.20	SGSMBPT 6	0.599**	0.2542	V

The following is an explanation of the abbreviations above:

SGSMBKP   = SMB Teachers' Attitudes towards the Quality of Teaching

SGSMBK = Exemplary Attitude of SMB Teachers

SGSMBIDAD = Attitude of SMB Teachers in interacting with students

SGSMBPT = SMB Teachers' attitudes towards using technology

The validity test results in Table 6 show that all results are valid. Where r Calculated > t Table. With this, the entire contents of the SMB Teacher Attitude variable questionnaire as a measurement instrument are used to assess according to the desired objectives.

Table 6. Output of the summary model of the simple linear regression test X2 against Y

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.418ᵃ	.175	.161	.48363

a. Predictors: (Constant), Sikap Guru SMB

Processed by researchers using SPSS 25

Based on the simple linear test above, the R Square (R^2) figure obtained for the SMB teacher attitude variable is 0..175, states that the percentage contribution of the influence of the SMB teacher attitude variable (X2) on the character of Generation Z (Y) is 17.5%, with 82.5% contributed by other variables that influence the character variable of Generation Z (Y) which are not discussed in this thesis.

Based on the table7 ANOVA below, the significance value (Sig) obtained is 0.001 smaller than 0.05. This indicates that the regression equation model built from the research data is stated to be significant on the SMB teacher attitude variable is significant.

Table 7. ANOVA Output Simple Linear Regression Test X1 (family environment)

ANOVAᵃ

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2.876	1	2.876	12.294	<.001ᵇ
	Residual	13.566	58	.234		
	Total	16.441	59			

a. Dependent Variable: Karakter Generasi Z
b. Predictors: (Constant), Sikap Guru SMB

Processed by researchers using SPSS 25

Testing the simple regression coefficient of the variable influencing the attitude of SMB teachers towards the character of Generation Z can be concluded that the sig value (0.001) < 0.05 means that the X2 variable provides sufficient evidence against the Y variable.

The results of a simple linear regression analysis show that the attitude variable of Buddhist Sunday School teachers (X2) has a positive and significant influence on the character of Generation z (Y), with a significance value of 0.001 < 0.05. The regression coefficient value of 0.427 indicates that the better the teacher's attitude in guiding and being a role model, the more positive the character of Generation z will be. Thus, the second hypothesis (H2) is also accepted.

These results support previous research by Suryani (2021), which stated that teacher attitudes, particularly in the context of religious education, play a significant role in the internalization of moral values and character in students. Yuliani's (2018) research also demonstrated that the role of religious teachers in conveying virtuous values is crucial for character formation in children in religious schools.

The Influence of Family Environment (X1) and SMB Teacher Attitudes (X2) on Generation Z Character (Y)

Testing of the questionnaire questions from the Generation Z character variable (Y) with a comparison of the calculated r and table r treatments is shown in Table 8.

Table 8. Results of the validity test of Generation Z characters

Variables	SMB Teacher Attitude	r Count	r Table	Valid
Y.1	KGZM 1	0.451**	0.2542	V
Y.2	KGZM 2	0.702**	0.2542	V
Y.3	KGZM 3	0.637**	0.2542	V
Y.4	KGZM 4	0.527**	0.2542	V
Y.5	KGZM 5	0.646**	0.2542	V
Y.6	KGZM 6	0.692**	0.2542	V
Y.7	KGZM 7	0.644**	0.2542	V
Y.8	KGZS 1	0.724**	0.2542	V
Y.9	KGZS 2	0.585**	0.2542	V
Y.10	KGZS 3	0.464**	0.2542	V
Y.11	KGZSP 1	0.642**	0.2542	V
Y.12	KGZSP 2	0.736**	0.2542	V
Y.13	KGZSP 3	0.672**	0.2542	V
Y.14	KGZSP 4	0.757**	0.2542	V
Y.15	KGZE 1	0.570**	0.2542	V
Y.16	KGZE 2	0.673**	0.2542	V
Y.17	KGZE 3	0.712**	0.2542	V
Y.18	KGZE 4	0.659**	0.2542	V
Y.19	KGZE 5	0.545**	0.2542	V
Y.20	KGZE 6	0.624**	0.2542	V

The following is an explanation of the abbreviations above:

KGZM   = Generation Z Character Morality

KGZS   = Social Generation Z Character

KGZSP = Spiritual Generation Z Character

KGZE = Emotional Generation Z Character

The validity test results show that all results are valid. Where r count > t table. Thus, the entire contents of the Generation Z character variable questionnaire as a measuring tool measure what is intended to be measured.

Table 9. Output Model Summary of Multiple Linear Regression Test X1 and X2 against Y

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.512^a	.262	.236	.46143

a. Predictors: (Constant), Lingkungan Keluarga, Sikap Guru SMB

Source: Processed by researchers using SPSS 25

Based on the simple linear test above, the R Square (R^2) figure obtained for the SMB teacher attitude variable is0.262, this shows that the percentage of family environment variables (X1) and SMB teacher attitudes (X2) has an influence of 26.2% on the character formation of Generation Z (Y), while the remaining 73.8% comes from other variables that are not analyzed and discussed in this study.

Based on the table10 ANOVA below, the significance value of 0.001 less than 0.05 shows that the regression equation model produced from the research data is feasible and statistically significant on the family environment variables and the attitudes of SMB teachers are significant.

Table 10. ANOVA output of multiple linear regression test X1 and X2 against Y

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4.305	2	2.153	10.110	<.001^b
	Residual	12.136	57	.213		
	Total	16.441	59			

a. Dependent Variable: Karakter Generasi Z

b. Predictors: (Constant), Lingkungan Keluarga, Sikap Guru SMB

Processed by researchers using SPSS 25

The multiple linear regression coefficient test on the variables of the influence of the family environment and the attitudes of SMB teachers towards the character of Generation Z entrusting ancestral nameplates (A case at Ksitigarbha Sala Vihara Dharma Agung Makassar) concluded that the sig value (0.001) <0.05 means that variables X1 and X2 are sufficient evidence against variable Y.

Multiple regression analysis shows that the family environment (X1) and the attitude of SMB teachers (X2) together have a significant influence on the character of Generation z (Y), with a significance value of 0.001 < 0.05 and an R² value of 0.262. This means that both independent variables simultaneously contribute 26.2% to the formation of Generation z character. The regression coefficient of each variable is 0.316 for X1 and 0.346 for X2, which indicates a positive influence. Thus, the third hypothesis (H3), is also accepted, which means that the collaboration between the role of the family and the attitude of teachers greatly determines the formation of the character of Generation z children, especially in the Buddhist religious context.

CONCLUSION

Based on the results of research and discussion regarding the influence of the family environment and the attitudes of Buddhist Sunday School teachers on the character of Generation Z in the era of globalization in Makassar, researchers drew several conclusions:

1. The influence of the family environment on the character of Generation Z shows a significant relationship. The test results show that there is sufficient evidence to state that the family environment influences the formation of the character of Generation Z. The direction of this influence is positive, which means that the better the conditions and support from the family environment, the more positive the character formed in Generation Z.

   The level of influence is considered quite strong, indicating that the family environment plays a significant role in shaping children's values and behavior in today's era. However, the influence of the family environment is not entirely decisive, as much of character formation is also influenced by factors outside the family, which were not discussed in this study. Therefore, it can be concluded that the family environment makes a significant contribution to shaping the character of Generation Z, particularly in instilling moral values, discipline, and responsibility from an early age.

2. The influence of Buddhist Sunday School teachers' attitudes on the character of Generation Z in the era of globalization in Makassar shows strong evidence that teacher attitudes contribute to the development of student character. The relationship between these two variables is positive, meaning that the better the teacher's attitude in guiding,

assisting, and serving as a role model, the more positive the character development of Generation Z.

The level of influence is considered strong, reflecting that the role of teachers is not limited to delivering religious material but also in instilling moral and spiritual values that shape students' overall behavior. The regression equation shows a linear and positive relationship between teacher attitudes and Generation Z's character.

However, it's important to recognize that much of Generation Z's character development is also influenced by factors beyond teacher attitudes, which are not addressed within the scope of this study. Overall, however, these results underscore the importance of religious teachers in the character education process, particularly in the context of spiritual development for young people in temple settings.

3. The results of the analysis show that the family environment and the attitudes of Buddhist Sunday School teachers together have a significant influence on the character of Generation Z. There is sufficient evidence to state that both variables simultaneously influence character formation, as shown by statistically significant test results.

The relationship between family environment and teacher attitudes toward Generation Z's character is very strong, indicating that collaboration between parents and educators has a significant impact on shaping attitudes, behaviors, and moral values in the younger generation. The direction of the relationship is positive, meaning that the better the family environment and the more positive the teacher's attitudes, the better the character formation in Generation Z.

The resulting regression equation illustrates that both independent variables contribute to the dependent variable, although other factors beyond this study also influence Generation Z's character. These findings reinforce the importance of the role of families and religious institutions in character education, particularly in the context of the spiritual and social life of Buddhists in the era of globalization.

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