



The Relationship of Parenting Patterns to Student Achievement in Elementary School

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ABSTRAK

Abstract: This study aims to determine the parenting applied by the parents of students, student achievement, the relationship between parenting parents with student achievement. The research was conducted at SDN 45 Talaga, Enrekang District, Enrekang Regency. This type of research is *ex post facto* using a quantitative approach. The research population was 183 students of SDN 45 Talaga. The number of samples is 33 students with a non-probability sampling technique, namely purposive sampling. Data collection was done by observation, documentation and questionnaires. Data analysis was carried out by observation, documentation and questionnaires. Descriptive data analysis, prerequisite test and hypothesis submission with the help of SPSS version 20.0 for windows. The results of this study indicate that there are 3 types of parenting, namely: democratic parenting, permissive parenting, authoritarian parenting. Learning achievement is in 4 categories, namely less, low, medium, and high. Parenting style has a significant relationship with student achievement at SDN 45 Talaga.

Abstrak: Penelitian ini bertujuan untuk mengetahui pola asuh yang diterapkan oleh orang tua siswa, prestasi belajar siswa, hubungan antara pola asuh orangtua dengan prestasi belajar siswa. Penelitian dilaksanakan di SDN 45 Talaga Kecamatan Enrekang Kabupaten Enrekang. Jenis penelitian adalah *ex post facto* dengan menggunakan pendekatan kuantitatif. Populasi penelitian adalah siswa SDN 45 Talaga sebanyak 183 siswa. Jumlah sampel 33 siswa dengan teknik *non probability sampling* yaitu *purposive sampling*. Pengambilan data dilakukan dengan observasi, dokumentasi dan angket. Analisis data dilakukan dengan observasi, dokumentasi dan angket. Analisis data secara deskriptif, uji prasyarat dan pengajuan hipotesis dengan bantuan program SPSS versi 20,0 *for windows*. Hasil penelitian ini menunjukkan ada 3 jenis pola asuh yaitu : pola asuh demokratis, pola asuh permisif, pola asuh otoriter. Prestasi belajar berada pada 4 kategori, yaitu kurang, rendah, sedang, dan tinggi. Pola asuh orang tua memiliki hubungan yang signifikan dengan prestasi belajar siswa SDN 45 Talaga.

INTRODUCTION

Long Education is a conscious and planned effort to create a learning atmosphere and learning process for students to actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves and society. Education can be interpreted as a conscious and systematic effort to achieve a standard of living or for better progress. In simple terms, the definition of education is a learning process for students to be able to understand, understand, and make people more critical in thinking. Education

can be obtained both formally and non-formally (Cleopatra, 2015). Formal education is obtained by following programs that have been planned, structured by an institution, department or ministry of a country. While non-formal education is knowledge obtained from everyday life from various experiences either experienced or learned from others.

In the world of education, education can occur in every environment called the educational trilogy, namely education in the family, school, and community. The three educational environments must work together in improving the learning process experienced by students. Of the three educational environments, education in the family is the first education experienced by children. So that education that occurs in the family should be done well, so that the education received by the next child can run well too. As stated by Gunarsan (1978: 9) that "the family has a function that is not only limited to the successors of descendants, but involves in various fields such as the field of education where the family is the main source of education".

The education provided by parents in the family environment for their children can occur from the parenting pattern given by parents to their children (Kurniawan et al., 2020). Parenting patterns must be in accordance with the needs of the child so that the child can develop well and maximally. Achievement in the learning process that will be experienced by the child will run more optimally. Basically, learning achievement can be influenced by several factors, namely internal factors and external factors. Internal factors are factors that come from within the child himself, while external factors are factors that occur outside the child's personality but the environment around him, one of which is the family environment. In other words, families with parenting patterns can affect children's learning achievements (Sudirman et al., 2022).

Based on the results of observations made by researchers and interviews with several students and teachers of SDN 45 Talaga, researchers are interested in conducting research at SDN 45 Talaga because there is one interesting class, namely class V. It is interesting here because most of the student achievement in this class is low so that some students' achievement in this class is below the KKM score. In addition to low student achievement, in this class there are also some children who like to make noise inside and outside the classroom so that these children are often called to the principal's office. While outside the school based on observations, these children already hold their own cellphones and there are even children who are allowed to bring their own motorbikes to play. According to researchers this is not suitable for elementary school children. This problem will not occur if parents supervise their children's activities, especially in the neighborhood. This study aims to determine the relationship between parenting styles on student achievement at SDN 45 Talaga. From here, the authors raised research related to parenting patterns in order to find out whether there is a relationship between parenting styles and student achievement.

There are several factors that affect children's learning achievement, not only formed and influenced by education that occurs at school, but also influenced by other factors, namely family. Family factors include: how to educate children, parent-child relationships, parental attitudes, family economy and the atmosphere in the family. In educating children, school is a continuation of children's education that has been done at home. The success or failure of education in schools depends on and is influenced by education in the family. The results of education obtained by children in the family determine the child's further education, both at school and in society.

In the parenting process, attitudes and interactions between parents and children will cause different responses in children, this of course depends on how parents treat their children. The

application of parenting methods that tend to be authoritarian or permissive will have an unfavorable effect on the child's personality development. It is the democratic parenting pattern that is expected to be applied to children, so that the influence on the child's personality development will tend to be good (Komsu et al., 2018).

For school-age children, being high achievers is very much needed and expected, so that children expect parenting patterns that are not too restrictive which make them afraid of their parents and make children hampered in socializing with the environment, or vice versa, namely ignoring, because it makes children feeling neglected and unable to control yourself (Mahyuddin et al., 2022; Sudirman, 2021). Children expect their parents to act with the aim of helping them to complete general developmental tasks and complete educational tasks in particular, so the school period is a time when children really need support and direction from their parents.

Parents who tend to be authoritarian, have characteristics of a rigid attitude and set strict discipline, strict rules and controls, always demand obedience from children so that children cannot be free to do things according to their own wishes and abilities. If the child violates the rules of the parents, the child will be subject to physical punishment or reproach, parents rarely give praise or gifts, and communication between parents and children is poor so that children feel constrained to do a desire in their development and social motivation, timid, anxious, attractive. self-disciplined, less adaptive, less sharp, suspicious of others, easily stressed, and lose the opportunity to learn how to control their own behavior.

The role of parents that is manifested from the application of parenting patterns is very important, because the parenting patterns applied to children will affect the child's personality. The role of parents becomes very decisive in the child's learning experience because the child is in an emotional relationship which means dependence on parents. If used properly, this dependency condition can accelerate the transmission of attitudes and values adopted by parents to children, including positive attitudes in learning.

METHOD

This study uses a quantitative approach which aims to determine the relationship between one variable and another and the variable that wants to be known is "The Relationship between Parenting Patterns and Student Achievement at SDN 45 Talaga." While the type of research carried out in this study is ex post facto research because the data obtained are data resulting from events that have already taken place. Ex post facto research is research conducted after differences in the independent variables occur due to the natural development of an event. It is also called a retrospective study because this research is a research that traces back to an event or an event and then traces back to find out the factors that can cause the incident.

According to Sugiyono (2016: 60) a variable is an attribute or nature or value of a person, object or activity that has a certain variation set by researchers to study and then draw conclusions. The research variables consist of the independent variable (parenting pattern) and the dependent variable (student learning achievement). The variables in this study are the independent variable and the dependent variable. The independent variable is the variable that affects other variables while the dependent variable is the variable that is influenced by the independent variable. The independent variable (X) is parenting style. The dependent variable (Y) is student learning achievement. While the design This study uses an associative design, which is a design that asks for the relationship between two or more variables. In a research design, a researcher must know

for sure, whether there are factors that appear, or do not appear, or change as predicted by the researcher.

The technique used in data collection is to use a Likert scale questionnaire as a measuring tool for the parenting style questionnaire and the documentation method for student achievement at SDN 45 Talaga. Questionnaires or questionnaires are data collection tools that contain a number of questions or statements that must be answered by research subjects (Endang, 2011: 28). In this study, a closed questionnaire was used, for which the answers had already been provided, so that the respondents just had to choose. The answers include, Very Appropriate (SS), Appropriate (S), Not Appropriate (TS), and Very Unsuitable (STS). The form of the questionnaire in this study is in the form of 4 (four) answer scale options that must be chosen by the subject. There are two types of statements in this questionnaire, namely favorable and unfavorable statements. Favorable statements are statements that contain positive things about the attitude object. And conversely, an unfavorable statement is a statement that contains negative things about the attitude object, which is neither supportive nor contrarian to the attitude object to be disclosed. The questionnaire used in this study is a closed questionnaire with a Likert Scale module as a measuring tool for parenting parenting questionnaires. The interval used on the Likert Scale starts from very appropriate to very inconsistent with parenting applied by parents. The questionnaire used in this study is a closed questionnaire with a Likert Scale module as a measuring tool for parenting parenting questionnaires. The interval used on the Likert Scale starts from very appropriate to very inconsistent with parenting applied by parents. The questionnaire used in this study is a closed questionnaire with a Likert Scale module as a measuring tool for parenting parenting questionnaires. The interval used on the Likert Scale starts from very appropriate to very inconsistent with parenting applied by parents.

Then using the documentation method, the data collected by this method is original so that it can be used directly. This examination technique is specifically used to collect data on learning achievement. The technique of collecting data on learning achievement is to take data that is already available, namely the grades of first semester student report cards as research subjects which are the results of assessments by academics. Data from learning achievement is collected by looking at the results of the first semester report cards from all research samples. The assessment of learning achievement is the result of an evaluation of a formal learning process which is expressed in quantitative form (numbers) consisting of 1 to 100.

RESULTS AND DISCUSSION

Research data on the relationship between parenting patterns and student achievement at SDN 45 Talaga, Enrekang District, Enrekang Regency, were obtained through documentation, interviews and questionnaires/questionnaires. Observation, the researcher made observations and recorded data including: learning achievement (value report cards for semester 1). Questionnaire, researchers distributed written statements to students to be given to each parent about parenting. Respondents in the study were taken from the parents of class V students, totaling 33 people. The research data consisted of the independent variable, namely parenting style (X) and the dependent variable, namely learning achievement (Y). After the data was obtained through a questionnaire given to students, then the data was processed in the form of a table which was then analyzed for data.

Variable data on parenting patterns were obtained from a questionnaire/questionnaire instrument with 13 statements and 33 respondents. Based on the parenting style variables analyzed, the highest score was 49 and the lowest score was 25, so the range was 24. The mean value was 38.9, the median was 40, and the mode was 49 and the standard deviation was 7.2. The next step is to make a table of trend scores for the variable parenting style. The trend table is used to find out between the range of scores and the number of respondents who enter the high, moderate, and low levels. The calculations in the appendix are as follows: the ideal mean (Mi) is 39.5 and the ideal standard deviation (Sdi) is 4.17, while the ideal high score is 56 and the lowest ideal score is 14.

Tendency to Score Variable Parenting Patterns

No	Skor Range	Category	Sum	Frequencies (%)
1	25 – 31	Low	5	16
2	31 – 37	Not enough	14	41
3	37 – 43	Currently	8	23
4	43 – 49	Tall	6	20
Amount			33	100

Based on the table above, it is known that Parenting Parenting in the low category is 5 students (16%), less category is 14 students (41%), medium category is 8 students (23%), and 6 students are in the high category. (20%). The histogram of the trend table on parenting patterns can be seen in Figure 3.

Learning achievement variable data obtained from data collection techniques obtained through the average value of the final report card of the even semester 2016/2017 Academic Year semester 1 of the number of respondents 33 students. Based on the learning achievement variables analyzed, the highest score was 91 and the lowest score was 65, so the range was 16. The mean value was 80.69; median 80, and mode 82 and standard deviation 2.67. The next step is to make a table of trend scores for learning achievement variables. The trend table is used to find out between the range of scores and the number of respondents who enter the high, moderate, and low levels. The calculations in the appendix are as follows: the ideal mean (Mi) is 83 and the ideal standard deviation (Sdi) is 2.67.

Tendency of Learning Achievement Variable Score

No	Score Range	Category	Amount	Frequency (%)
1	65 – 70	Low	5	16
2	70 – 80	Not enough	12	38
3	80 – 85	Currently	9	22
4	85 – 91	Tall	7	24
Amount			33	100

Based on the table above, it is known that learning achievement in the low category is 5 students (16%), the less category is 12 students (38%), the medium category is 9 students (22%), and 7 students are in the high category (24 %). Analysis of the contingency correlation data calculated using the SPSS 20.0 program and the classification of categories and amounts are

described in table 3 below:

Contingency Coefficient Correlation Data Parenting Parenting Patterns Against Learning Achievement

Variable	Value	Sig
The relationship between parenting patterns and learning achievement	0.867	0.527

By using calculations through the program SPSS 20.0 shows Approx. Sign of 0.527 < 0.05 means that H1 is accepted and Ho is rejected. Meanwhile, based on the value of 0.867, the coefficient of determination is 0.867, which means that the contribution of parenting parents to achievement is 82%. While the remaining 18% is influenced by other factors.

Based on the results of research that has been carried out using contingency coefficient analysis, it proves that parenting has a significant relationship with student achievement at SDN 45 Talaga by 82%, this is because of the 33 students who are the research subjects, 9 students choose type 1 parenting, while 17 students who choose the type of parenting 2, and 7 students who choose the type of parenting 3. So that the dominance in one type of parenting greatly affects whether or not there is a relationship between parenting and learning achievement. The contribution of parenting in this study is very large, namely 82% and the remaining 18% is influenced by other factors such as the interests and goals of the individual concerned. So parenting style has a direct relationship with student achievement at SDN 45 Talaga.

DISCUSSION

This study aims to examine the relationship between parenting styles and student achievement at SDN 45 Talaga, Enrekang District, Enrekang Regency. The discussion of the research results is as follows. The results showed that the most widely applied parenting style to the students of SDN 45 Talaga based on 33 samples was 17 students permissive parenting, while 9 students' parents who chose democratic parenting and the least applied parenting by parents were parenting styles. authoritarian as many as 7 students. As parents, they must be able to apply appropriate parenting patterns to their children to be able to help children in the learning process. Parents must also set good examples and norms for their children. Because the behavior of parents greatly affects the development of the child itself.

Parents who apply authoritative parenting will fully involve their children in the division of responsibilities at home. Meanwhile, parents who apply authoritarian parenting, namely parents demand and control children only so that children obey their parents and also limit their children. Another is permissive parenting. where the child becomes out of control because the child is not taught to be responsible, only given the freedom to act.

Parenting according to Handayani (2008) is the basic concept of how to treat children. The difference in this concept is that when the child is seen as a developing person, the concept of parenting given is the concept of developmental psychology. When the concept of parenting maintains the ways that are embedded in society, the concept used is traditional. From the description above, it can be concluded that parenting is a pattern of interaction between parents and children including the way parents give rules, punishments, affection and pay attention to children.

Based on the data obtained through the documentation method, it can be seen that from the number of respondents 33 students, it is known that learning achievement in the low category is 5 students, the less category is 12 students, the middle category is 9 students, and those who enter the high category are 7 students. Learning achievement in the field of education is the result of a measurement of students which includes cognitive, affective and psychomotor factors. Which after following the learning process is measured using a test instrument or relevant instrument. This is in accordance with what was stated by several experts. Arif (2010: 77) suggests that: "learning achievement is the maximum effort achieved by a person after carrying out learning efforts". Besides that, Anwar (2005: 8-9) argues about the learning achievement test when viewed from the goal of revealing someone's success in learning. Poerwanto (2011: 65) provides an understanding that "learning achievement is the result achieved by someone in an effort to learn as stated in the report card". This statement is reinforced by Winkel in Ghullam (2011:83) saying that "learning achievement is a proof of learning success or a student's ability to carry out learning activities according to the weight he has achieved". This learning achievement has the aim of knowing the level of success achieved by students after participating in the learning process.

Learning achievement in the field of education is the result of measurements of students which include cognitive, affective and psychomotor factors after participating in the learning process. So learning achievement is the result of measurement from the assessment of learning efforts expressed in the form of symbols, letters and sentences that tell the results that have been achieved by each child in a certain period. measured using the relevant test instrument.

Based on the results of research that has been carried out using contingency coefficient analysis, proving that parenting has a significant relationship with student achievement at SDN 45 Talaga by 82%, this is because of the 33 students who were the research subjects, 17 students chose type 1 parenting. So that the presence of dominance in one type of parenting greatly affects whether or not there is a relationship between parenting patterns and learning achievement. The contribution of parenting in this study is very large, namely 82% and the remaining 18% is influenced by other factors such as the interests and goals of the individual concerned. So parenting style has a direct relationship with student achievement at SDN 45 Talaga.

It can be said that parenting is related to learning achievement. Parenting patterns affect the way children learn, if parents use democratic parenting, the children will be independent and responsible. Children also learn without coercion so that children become active in learning to improve their learning achievement. This is in accordance with some expert opinions which say that parenting applied by a family affects the level of children's independence, behavior, learning achievement and others.

The way parents in educating children can affect the high and low learning achievement of children. This is in accordance with what was stated by Sugihartono et al (2007: 31) that the characteristics that exist in children are in accordance with the type of parenting applied by parents. Authoritarian parenting, the attitude of parents in raising their children focuses on power, discipline and obedience to parents. So it can be said that the attitude of parents like this the child must always follow it and implement it because most parents like this will give a fairly harsh punishment or reprimand to their own children if the child does not follow the rules or orders of the parents. And children who are raised with this parenting pattern can become aloof, experience a decline in maturity, hesitate in acting, get nervous easily, and slow to initiate. The attitude of parents who apply permissive parenting in raising their children can be said to be less authoritative,

less assertive, too liberating for children and sometimes not caring or indifferent to children. This parenting style is not very good and is not recommended because the child will become arbitrarily and as he pleases. And the nature of this family is usually aggressive, unable to cooperate with others, less adaptable, unstable and has a suspicious attitude towards others. While democratic parenting, this parenting pattern is highly recommended in educating children because by using this parenting pattern children are taught how to be responsible, and are more able to adjust or adapt to new environments, can be flexible, can control themselves,

CONCLUSION

From the results of the research described in the previous chapter, it can be concluded that: The parenting styles applied by the parents of SDN 45 Talaga are democratic parenting, permissive parenting and authoritarian parenting. The learning achievement obtained by the students of SDN 45 Talaga is in the medium category, the less category, the low category, and the high category. There is a positive and significant relationship between parenting styles and student achievement at SDN 45 Talaga.

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