

The Relationship of Parenting Patterns With Student Learning Outcomes

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ABSTRACT

Families, especially parents, give an example to their children and also give good treatment to the children in learning in order to obtain a good learning result and can achieve the desired goals, and can be useful for their families in the days to come. However, of the phenomena that occur in the field can be seen many deviations behavior of children and adolescents. One reason is the lack of parenting good parenting on children, such as failure to adequately monitor children, disciplining children are less effective, and the lack of parental affection to their children and lack of responsibility to provide for the actions of their children. This study classified quantitative descriptive correlational study. This sample is 2 Padang SMP students numbering 125 people. This research instruments such as questionnaires about parenting parents and student learning outcomes in the form of grades 1 semester of school year 2013/2014. Data were analyzed using statistical techniques Product Moment Correlation through assistance programs Microsoft Office Excel and SPSS version 16.0

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1. INTRODUCTION

Families, especially parents, set an example for their children and also give good treatment to their children in learning so that they get good learning results and can achieve the goals they want and can be useful for their families in the future. So that students can achieve the goals they want, according to (Shochib, 1998) says that "the family is the first institution in a child's life, where he learns and expresses himself as a social being". The family provides the basis for the formation of behavior, character, morals and education for children. Furthermore (Hurlock, 1950) explains that "parents must be able to provide appropriate treatment according to the development of their children, so that children can perceive the parenting style given to them well so that they can motivate their learning". Parenting for children is the action of parents in guiding their children (Clark, 1993; Juwariyah et al., 2019). Parenting style for a child will influence how the child perceives, evaluates, and also influences the child's attitude towards parents and affects the quality of the relationship that develops between them.

Likewise in learning, parents have an important role in the student learning process. Learning is a process that causes a change in new behavior and interacts with the environment (Purwanto, 2014). Learning is very necessary for every individual, to develop self-potential and gain knowledge about what is learned. In addition, learning can also acquire skills and shape the attitude of children to become more mature both in thinking and behaving.

The student learning process does not only aim to gain new understanding, but learning is a process of changing attitudes. According to (Sudjana & Rivai, 2017) states that "learning is a process characterized by changes in a person. Change as a result of the learning process is shown in various forms such as changes in knowledge, changes in attitudes, skills, abilities and abilities. Meanwhile (Dimiyati & Mudjiono, 1999) explains that "learning is a complex thing as an action, so learning is only experienced by the students themselves". Furthermore (Slameto, 2003) also suggests that "learning is a process of effort that is carried out by someone consciously to obtain a new change in behavior as a whole as a result of one's own experience in interaction with the environment".

So the learning process of students is not only influenced by themselves but also influenced by factors outside of themselves, one of which is family factors. According to (Slameto, 2003) "one of the external factors that influence the student learning process is family factors which consist of the way parents educate their children, family member relations, home atmosphere, economic conditions, and family background". Parents' parenting style towards students in learning has a very big influence on students' success in learning. Because the first education obtained by students is from the family. According to (Hurlock, 1950; Santrock, 2011) explains that "the treatment of a child by parents affects how the child perceives, evaluates, and influences the child's attitude towards parents and affects the quality of the relationship that develops between them". The family is the first social group where children can interact.

The influence of the family in the formation and development of personality is very significant. Many factors in the family are influential in the process of child development. One of them is in the student learning process. Parents have various ways of raising their children in learning. According to (Habibi, 2011) In raising their children, parents are influenced by the culture in their environment. In addition, parents are also colored by certain attitudes in nurturing, guiding, and directing their children in learning. This attitude is reflected in different parenting patterns for their children, because parents have parenting styles such as providing learning tools, support, parental assistance, and parental actions in helping children learn.

In the learning process students also need guidance from parents in order to obtain the expected learning outcomes. Because the treatment of parents can make students able to learn well at home or at school. According to Stewart and Koch (Habibi, 2011), parental parenting consists of three tendencies, namely (a) authoritarian parenting, for example rigid, firm, punishing, lack of affection and sympathy, parents force children to obey on their values, and try to shape behavior according to their behavior and tend to curb children's desires, and parents do not encourage and provide opportunities for children to be independent and rarely give praise, (b) Democratic parenting pattern, characterized by techniques democratic parental care will foster confidence and self-confidence as well as encourage

independent actions to make their own decisions which will result in the emergence of responsible independent behavior and (c) permissive parenting is characterized by attitudes and treatment of parents who tend to give freedom to children without giving control at all and the child is only slightly held responsible for the actions he does.

The accuracy of parents in treating their children will affect their children's learning outcomes. The expected learning outcomes are something new and normative in both cognitive and attitudinal aspects, and skills (Kraiger et al., 1993). Achievement of learning outcomes student learning outcomes are also determined by the treatment of parents. However, from the phenomena that occur in the field, it can be seen that there are many deviations in the behavior of children and adolescents. One reason is poor parenting styles for children, including failure to monitor children adequately, disciplining children who are less effective, and a lack of parental affection for their children and a lack of responsibility for their children for their actions (Arendell, 1997; Bornstein & Lansford, 2010; Brooks, 1981).

Lack of parenting style for their children is also suspected of making children get low learning outcomes. So that children are not disciplined and have no enthusiasm in learning and prioritize playing which will make children lazy and even often skip school. On the other hand good and effective treatment of children will get high learning outcomes in learning. So that children will get the expected achievements and can achieve the goals they want.

From the results of interviews with 6 students, it was revealed that as many as 5 students did not receive good treatment or attention from their parents. Another thing from the student's acknowledgment that in repeating lessons at home is not paid attention to and told by parents, so students become lazy and enjoy playing as they please. And there are also parents of students who are busy working all day and cannot pay attention to their children.

Then from the results of interviews with 4 subject teachers, it was said that student learning outcomes were still not satisfactory or still lacking. At school the teachers have given attention and motivated students in learning. But in reality students often do not complete the homework assignments that have been given by the teacher, often go out during class hours. So it can be seen that there is a lack of parenting style at home for student learning outcomes. Then from the results of interviews with 3 counseling teachers on September 16 2013, it was said that student learning outcomes were low in learning because parents were busy at work from morning to evening where the majority of parents' jobs were office employees. So that the lack of encouragement and guidance given by parents in learning. This makes some students get low learning outcomes in learning. This makes some students get low learning outcomes in learning. Based on the background of the problems above, this research is entitled, "The Relationship Between Parenting Patterns and Student Learning Outcomes "

2. METHODS

This study uses a quantitative method with a correlational descriptive approach, because it aims to describe and determine the relationship between research variables. (Yusuf, 2005, 2016) states that "correlational research is a type of research that looks at one or several changes with one or several other changes. This research

aims to help explain the importance of human behavior or predict an outcome. Based on the opinion of the above, this study aims to look at the relationship between parental treatment and student learning outcomes. (Yusuf, 2016) explains that "the population is the entire object of the research to be studied"

In this study, the population was students of SMP Negeri 2 Padang grades VII and VIII who were enrolled in the 2013/2014 academic year. However, due to the school's decision and policy not to include class IX in this study on the grounds that class IX must be focused on taking the National Examination. So the researcher only took the research population from class VII and class VIII, totaling 503 students. The samples in this study were class VII.4, totaling 31 students, class VII.6, totaling 31 students, and class VIII.1, totaling 32 students. students and class VIII.5 totaling 31 people. So the total sample is 125 people .

The tool used to collect data in this study is a questionnaire, which is a set of questions that must be answered by the respondent in writing which is used to obtain various information provided by the respondent directly into data. (Sugiyono, 2017a, 2017b) explains that "a questionnaire is a data collection technique that is carried out by giving a set of written questions to the respondent to answer". Item statements are made by observing the Likert scale, that is, each respondent can choose an answer by marking a checklist (✓) on the answer sheet. The answer choices for each question item consisted of four alternative answers, namely, strongly agree (SS), agree (ST), disagree (KS), disagree (TS), and strongly disagree (STS). N = number of respondents

The criteria used are those put forward by (Arikunto, 2013), namely:

81 % - 100 % = Very good

61 % - 80 % = Good

41 % - 60 % = Pretty good

21 % - 40 % = Not good

0 % - 20 % = Not good

(Riduwan & Achmad, 2007), namely:

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

Information :

N = number of respondents

r_{xy} = correlation coefficient between variables X and Y

X = raw score of variable X

Y = raw score of variable Y

\sum_{xy} = sum of research results for each original score of variables X and Y

\sum_x = the sum of the original scores of variable X

\sum_y = sum of the original scores of variable Y

Then to test the significance of 0.05 it can be seen by using the Critical Price Table of (r) Product Moment. If, $r_{count} \geq r_{table}$ H_0 is accepted, it means that the independent variable has a significant relationship with the variable. If, $r_{count} < r_{table}$ H_0 is rejected, it means that the independent variable has no significant relationship with the variable.

3. RESULTS

The discussion emphasizes the parenting style of students at SMPN 2 Padang, student learning outcomes at SMPN 2 Padang and the relationship between parenting styles and student learning outcomes at SMPN 2 Padang.

3.1 Authoritarian Parenting

The research findings revealed that in general the authoritarian parenting style at SMPN 2 Padang was in the unfavorable category with a percentage of 24.3%. This means that only 24.3% of students think that their parents have an authoritarian parenting style. This can be seen from parents not hugging students if students feel sad and even though there are no school assignments, parents demand that students keep studying. In addition, parents will scold students if students don't do the homework given by the teacher at school and parents don't hug students if they feel sad and parents arrange all their study schedules. The results of this study are supported by (Hurlock, 1950) "that in authoritarian parenting, because of the restraint of parents, children always hold back emotional turmoil so that children appear tense. If the child has the opportunity and finds a way out, this emotional turmoil arises and can lead to maladaptive behavior. Authoritarian parenting style applies discipline rigidly and violence in applying discipline can use corporal punishment and threats. Parents also give punishment by avoiding the effect of children for a certain time, away from children or not wanting to talk to them, lack of warmth for children, authoritarian parenting patterns from parents also use full supervision and control, so that children are not encouraged to develop opinions due to regulatory restraints. set by the parents.

3.2 Democratic Parenting

Based on the results of the study, it was revealed that in general the democratic parenting style of parents at SMPN 2 Padang was in the good category with a percentage of 79.9%. This can be seen from the application of democratic treatment of children synonymous with instilling values and norms of mutual respect and respect for children's rights, prioritizing discussion compared to instructions, freedom of opinion and always motivating children to be better. In terms of learning, democratic parents respect independence, give encouragement and praise.

This is in accordance with the opinion of Baumrind (Syamsu, 2010) expressing the attitudes or democratic parenting patterns of parents as follows: (1) "acceptance" and high control (2) being responsive to children's needs (3) encouraging children to express opinions or question (4) provides an explanation of the impact of good and bad actions.

The belief that children have potential and are able to direct themselves in a better direction is the cornerstone of this democratic parenting style. So the belief in children that they have the ability to act and solve problems is instilled from an early age with the guidance of high love and intimacy.

So thus it can be concluded that democratic parenting style means that parents tend to provide the results of deliberations to children to carry out the trust that has been given to them, where parents are able to provide opportunities for children to express opinions and express ideas that are raised.

3.3 Permissive Parenting

Based on the results of the study, it was revealed that in general, the permissive parenting style of parents at SMPN 2 Padang was in the unfavorable category with a percentage of 30.75. The results of this study are reflected in the permissive treatment by parents who make few demands and suppress little discipline. Children who are given this permissive parenting style are allowed to regulate their own behavior, the absence of parental supervision results in children with a permissive parenting style who are low in responsibility and very free.

The results of this study are in line with Maumrid's opinion (Conger, 2023) that permissive parenting is the result of parents pampering children, so this parenting style is characterized by no supervision, no demands and relatively warm parents. This parenting style accepts and is relative to the child. But little supervision and discussion of attitudes and behavior. So it can be concluded that permissive parenting is parenting that does not provide supervision and direction on children's behavior, parents are warmly responsive to children. This parenting style is weak in discipline and does not train children's independence.

3.4 Student Learning Outcomes of SMP N 2 Padang

Regarding student learning outcomes at SMP N 2 Padang, based on research results obtained by measuring based on the average score of odd semester report cards for all subjects of students at SMP N 2 Padang for the 2013-2014 academic year, it was found that students at SMP N 2 Padang had varied learning, most of them are in the high category. This means that in general students of SMPN 2 Padang have learning outcomes in the high category.

With regard to the abilities acquired as a result of learning Nawawi suggests that learning outcomes are the level of success of students in learning lessons at school which is expressed by the value obtained from the test results regarding a certain amount of material. Then (Sudjana & Rivai, 2017) explains that learning outcomes are the level of achievement of learning efforts, namely improvements and changes in individuals manifested in behavior and skills seen through learning outcomes achieved from school. In addition, Bloom (in Sardiman, 2004:23) divides learning outcomes into three domains, namely: the cognitive domain, the affective domain, and the psychomotor domain.

Furthermore (Gerung, 2012) suggests that learning outcomes are the level of success of students in learning subject matter or carrying out training activities at school which will be expressed in the form of scores obtained from test results regarding a number of subject matter.

3.5 Parenting Relationships with Student Learning Outcomes of SMP N 2 Padang

Furthermore, this research was conducted to determine whether there was a relationship between parenting styles and student learning outcomes at SMPN 2 Padang. After performing a correlation test analysis using the SPSS (*Statistic Product and Service Solution*) computer program for Windows release 16.0. Or using the *Pearson Product Moment Correlation formula*, the results of the study show that there is a positive and significant relationship between parenting parents and student learning outcomes at SMPN 2 Padang, with a correlation coefficient value of the X

and Y variables, namely 0.817 with a significant level of 0.01 with a total of 125 students. as well as with the level of closeness of the relationship is in the very strong category.

4. CONCLUSION

Based on the findings from research on the relationship between parenting style and student learning outcomes at SMPN 2 Padang, the following conclusions can be drawn: 1) The parenting style of students at SMPN 2 Padang as a whole is in the fairly good category. Where authoritarian parenting style is in the bad category, and democratic parenting style is in the good category and permissive parenting style is in the bad category. 2) The learning outcomes of SMPN 2 Padang students are in the fairly high category. 3) There is a significant relationship between parenting style and student learning outcomes at SMPN 2 Padang with a significant level of 0.817 and the level of closeness of the relationship is in the very strong category.

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