



THE RELATIONSHIP BETWEEN PARENT PARENTING PATTERNS AND LEARNING ACHIEVEMENT IN V-GRADE SCHOOL CHILDREN AT SDN KERONCONG MAS PERMAI

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Research Report

ABSTRACT

Introduction: Parenting is a comprehensive interaction between parents and children. School age in Indonesia is between 7 and 12 years old. This study aims to determine the relationship between parenting parents and learning achievement in fifth grade school children at SD Keroncong Mas Permai. **Methods:** This research is quantitative with a cross sectional study design with a sample of 104 students, The sampling used was Proportional Stratified Random Sampling. Data collection used a questionnaire on parenting patterns and the results of fifth grade students' even semester report cards. The analysis used is bivariate Pearson correlation with a significance level of $\alpha < 0.05$. **Results:** This research shows that some parents apply authoritarian parenting with a percentage of 49.0% and permissive have no percentage, while most parents apply democratic parenting with a percentage of 51.0%, so parents have an adequate role. major in educating children with the achievement of student achievement in school. The results of the Pearson correlation test with a significance level of $\alpha < 0.05$ obtained $r = 0.000$, where $\alpha < 0.05$ means there is a significant relationship between parenting patterns and learning achievement in class V school children at SDN Keroncong Mas Permai. **Conclusions:** Based on the results of the analysis above, it was found that there was a relationship between parenting parents and learning achievement in fifth grade school children at SDN Keroncong Mas Permai.

ARTICLE INFO

Received August 14, 2023
Accepted Oktober 10, 2023
Online Oktober 31, 2023

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Keywords:
Parenting Pattern, Learning
Achievement

INTRODUCTION

According to Afrilyanti, parenting style is the attitude of parents in interacting with their children. Parenting. There are 3 types of parenting patterns, namely permissive parenting, authoritarian parenting, and democratic parenting (richard oliver dalam Zeithml., 2021).

According to a survey conducted by researchers at SDN Keroncong Mas Permai, it was found that 51 or 49.0% of students applied an authoritarian parenting style in achieving learning achievement, found that 53 or 51.0% of students applied a democratic parenting pattern in achieving learning achievement, while there were no students who had a permissive parenting style. in achieving learning achievement at school.

A parenting style that can develop children's potential through homeschooling is a democratic parenting style that prioritizes children, cares for them, encourages positive things and separates them from other negative parenting patterns.

It can be concluded that parenting styles have a huge influence on children's development,

especially from a socio-emotional perspective. Different parenting styles also affect children very differently, especially socially and emotionally.

Learning achievement is what happens when students have achieved mastery of a given task or topic over a certain period of time. The success or failure of a person depends on his efforts to learn. However, to achieve satisfactory learning requires a learning process (Saya, 2020). Sometimes a child's academic performance is normal, some are below potential and some are above potential. A child is said to be normal if he succeeds in achieving or achieving according to his abilities as determined by an intelligence test (Ibid, hlm. 24-25 dalam Muslim, 2020). Factors that cause learning disabilities are factors that come from within oneself, factors that come from the environment, and factors that come from the community environment.

According to Ambawati., dkk dalam Purnomo, (2019) explains the impact of academic success in democratic and non-democratic education and the impact of learning outcomes in supportive and unsupportive learning



environments. Democratic parenting has been shown to lead to better academic outcomes. A conducive learning environment provides space to achieve optimal learning goals, including learning outcomes. A supportive learning environment provides a variety of support and access to help students better achieve their academic goals, including achievement.

The family environment is the first place where children learn, the family referred to here is the learning environment created by parents. Because family learning must be seen from how parents educate their children at home (Airlanda, 2021).

In general, students in Indonesia between the ages of 6 and 12 start their formal education at elementary school. Children at this age are in an active phase of cognitive development, both physically and psychologically. Especially here, children are already able to think rationally, such as reasoning to solve some (real) problems, so that growth and development really needs attention at this time (Lusiani, 2019). School age is the period when children are subject to fundamental knowledge in order to successfully adapt to the way of life with their parents and deal with the current situation. According to the World Health Organization (WHO) school-age children are between the ages of 7 and 15 years, while in Indonesia they are usually aged between 7 and 12 years. According to Wong (2009), school children are between the ages of 6 to 12 years, which means that school children serve as their primary learning environment and a period of time in which they develop their sense of self and begin to form close bonds with family members, friends, close, and others (Yazia & Suryani, 2022). The school-age stage is the stage where children have whole foods to support their growth and development (Emmett Grames, 2020).

Parenting patterns that have existed in the community can be found in researchers at the location of Keroncong Mas Permai Elementary School in grade 5 students who apply the learning process at school in the form of authoritarian, democratic, and permissive parenting styles. In parenting the most dominant parenting style is democratic with a positive impact on students in obtaining excellent learning achievement, while in authoritarian parenting it has a positive impact with good learning achievement.

According to the United Nations Educational, Scientific, and Cultural Organization (UNESCO), the number of school-aged children is estimated at 2 billion. According to the 2021 census, there are 79 million school-age children in Indonesia, which represents the number of children (0-17 years), (Anak, 2022).

According to data from the Ministry of Education and Culture (Kemdikbud) for the 2022/2023 Even Semester, the number of elementary school-age children in Tangerang City is estimated to reach 161 thousand students. The scope of the family includes all aspects of childcare, such as in terms of how children are raised, the culture is liberal, democratic and permissive, it is very important for early childhood development to be trained at home to achieve academic success at school.

Learning physical skills, forming healthy attitudes, learning to adapt, starting to form social roles, basic skills learning to read, write and count, form the understanding, conscience, character and attitudes needed are very important for the development of elementary school children. social groups and achieve freedom (Hurlock in Yazia & Suryani, 2022).

Therefore, parenting is the relationship between families in caring for a child, raising and teaching a child, including setting rules, teaching norms and values, showing affection for children, and recommending appropriate activities for their children (Dau, 2019). Various effects of this parenting style can manifest children's behavior such as (Tridhonanto. Al & Beranda Agency, 2014) : *Authoritarian Parenting, Permissive Parenting, and Authoritative Parenting.*

Based on the perceptions of students at their educational level and age, for the 2020/2021 school year for the male elementary level 52.17% and 47.83% for female, and for the male junior high school level 51.41% and 48.59% female, and for the male high school level 45.10% and 54.90% for female, and for male vocational high school level 57.93% and 42.07% female (Hartono, 2021).

Thus the success of learning means the evaluation of results in studying knowledge at below average and above average potential. A child is said to be normal if he succeeds in achieving or achieving according to his abilities as determined by an intelligence test (Muslim, 2020). Satisfaction with the achievement of learning outcomes is the pride of students who master the teaching-learning process by choosing and completing instructions given by the teacher as a result of learning at school (Maola & Kusumadewi, 2019). Basic education is education that best understands student development (Aulia Rahman, 2021).

The academic achievement of Indonesian school-age children ranks 69th in the world. The academic achievement of Indonesian school-age children is very low. Thus it can be concluded that the academic results of school-age children are still very low and concerning. According to Ahmad Tafsir in (Yazia & Suryani, 2022), Learning

outcomes or indicators are learning goals or objectives which include 3 aspects, namely knowing, knowing (knowing), being able to do or do what is known (doing), and applying what is known routinely and as a result (being). Declining academic results make it difficult for students to place in classes and get into the next college.

The author interviewed two students of Keroncong Mas Permai Elementary School in their home environment on April 12, 2023. It turned out that in the interview material there were children who did not want to study. According to the children, there is very little time for studying at home and parents don't only ask about their child's school activities, sometimes parents don't ask. According to the child, this may be because the parents are tired after a long day of work, so they don't have time to ask about their child's school activities.

Thus it can be concluded that one of the determinants of student success at school in grade 5 children is due to the lack of attention and/or encouragement from parents when children are in the family environment. The phenomena experienced by parents and children in their learning deserve to be studied, because the contribution of this work can then be used in the implementation of educational aspects that can support better learning to increase the role of parents in the development of students. school especially at school. Research purposes : 1. General Purpose Knowing the relationship between parenting style and learning achievement in fifth grade school children at Sdn Keroncong Mas Permai. 2. Special Purpose : a. Knowing the characteristics of research respondents at Sdn Keroncong Mas Permai. b. Knowing the parenting style of school children in class V at Sdn Keroncong Mas Permai. c. Knowing the learning achievement of fifth grade school children at Sdn Keroncong Mas Permai. d. Knowing the Relationship between Parenting Parents and Learning Achievement in Class V School Children at SDN Keroncong Mas Permai

MATERIALS AND METHODS

This research is quantitative with a cross sectional study design with a sample of 104 students, The sampling used was Proportional Stratified Random Sampling. Data collection used a questionnaire on parenting patterns and the results of fifth grade students' even semester report cards. The analysis used is bivariate Pearson correlation with a significance level of $\alpha < 0.05$. The questionnaire has been tested for its validity and reliability journals in books (Najibah, 2017) Based on the results of testing the parenting questionnaire instrument, of the 41 items with a

total of $n = 36$, it was found that 0.329 contained 17 items that were invalid in the validity test, then the valid items would be rearranged and used for actual research. Based on the results of the reliability test, r alpha was obtained at $0.763 > 0.60$, so it is said to be reliable and good for use as a research instrument.

The method of data collection was carried out by researchers on class V students by distributing questionnaire sheets with 24 questions and consent sheets being respondents, how to fill out the questionnaire sheets by writing their name, class, and putting a check mark on the answers strongly agree, agree, disagree, strongly don't agree. Completed questionnaire data is collected directly during learning. After that, the researcher obtained learning achievement data from the learning results of class V students in the form of even semester report cards.

Inclusive criteria are active students at Keroncong Mas Permai Elementary School, present at the time of the research, fifth grade students at Keroncong Mas Permai Elementary School, willing to be research respondents. The time frame for the research was conducted in May-July 2023, The population used in this study were all 112 class V students in 2022-2023 at Keroncong Mas Permai Elementary School. The instrument used in the variable parenting parents using a measuring tool in the form of a 24-question questionnaire sheet, the measuring method used is a Likert scale. and on the learning achievement variable using a measuring tool in the form of student learning outcomes by using even semester report cards with the average student report card value, the measuring method used is a ratio scale. Data analysis was carried out by collecting data by distributing questionnaires, making observations, and processing data using the bivariate Pearson two-tailed correlation analysis technique with the results of data analysis obtained a significance level of 0.000 ($p < 0.05$), the results showed that there was significant positive relationship between parenting parents and learning achievement in V-abcd grade school children at Keroncong Mas Permai Elementary School, Tangerang City". Data Source: Questionnaire data used from journals in books (Najibah, 2017). Data Analysis: Univariate analysis was carried out for each variable from the survey results, including the percentage and frequency of each variable, parenting style and learning achievement. Bivariate analysis was performed on two estimated variables that were correlated or related. The analysis included the distribution and percentage of each parenting pattern variable. age and learning achievement using a statistical test, pearson bivariate correlation test, because

the two variables used are categorical types. Correlation Test: Test the bivariate correlation coefficient of research using SPSS 25 software.

RESULTS

Table 1. Characteristics of Respondents Based on Gender, Age, and Class

Characteristics	Frequency	Percentage (%)
Gender		
Woman	52	50.0
Man	52	50.0
Total	104	100.0
Classes		
5A	29	27.9
5B	23	22.1
5C	25	24.0
5D	27	26.0
Total	104	100.0
Age		
11 Year	83	79.8
12 Year	20	19.2
10 Year	1	1.0
Total	104	100.0

Based on Gender at SDN Keroncong Mas Permai Year 2023, it can be seen that the characteristics of the respondents based on gender, the majority of students are female and male as many as 52 students with an amount of 50.0%. Based on Classes at SDN Keroncong Mas Permai in 2023, it can be seen that the characteristics of the respondents based on class, most of the students in class 5a are 29 students/i with 27.9%, class 5b are 23 students/i with 22.1%, class 5c are 25 students/i with 24.0 %, class 5d as many as 27 students with 26.0%. Based on Age at SDN Keroncong Mas Permai in 2023 it can be seen that the characteristics of the respondents are based on age, most of the 11 year old students are 83 students with a total of 79.8%, 12 year old students with 20 students with a total of 19.2%, 10 year old with 1 student by 1.0%.

Table 2. Frequency Distribution of Respondents based on the Variable Parenting Pattern of Class V School Children at SDN Keroncong Mas Permai in 2023.

Characteristics	Frequency	Percentage (%)
Parenting Style		
Authoritarian	51	49.0
Democratic	53	51.0
Permissive	0	0
Total	104	100.0

Based on the table above, it can be seen that the score of parenting parents is divided into 3 types of parenting parents, namely authoritarian as many as 51 students with a percentage of 49.0%, democratic as many as 53 students with a percentage of 51.0%, and permissive does not get a percentage of students. So from these data,

parenting style obtained the highest percentage, namely 51.0%. So it can be concluded that from the questionnaire distributed to students of class V-ABCD at SDN Keroncong Mas Permai Tangerang City, the dominant parenting style used by parents is democratic parenting.

Table 3. Frequency Distribution of Respondents based on the Learning Achievement variable for Class V School Children at SDN Keroncong Mas Permai in 2023.

Characteristics	Frequency	Percentage (%)
Learning achievement		
Very well	102	98.1
Good	2	1.9
Pretty good	0	0
Not good	0	0
Very Less Good	0	0
Total	104	100.0

Based on the table above, it can be seen that the learning achievement score shows very well, there are 102 students with a percentage of 98.1%, both there are 2 students with a percentage of 1.9%, and the learning achievement score is quite good, not good , it is very unfavorable that there are no students who get this score. So that the learning achievements of grade 5 students at Keroncong Mas Permai Elementary School get very good and good learning achievement scores.

Table 4. Normality Test Results - Kolmogorov – Smirnov

Variable	Monte Carlo.Sig	Information
Authoritarian Parenting	0,204	Normal
Democratic Parenting	0,465	Normal
Permissive Parenting	0,438	Normal
Student achievement	0,081	Normal

Based on the table of normality test calculation results using Kolmogorov – Smirnov above, the data is normally distributed : The authoritarian parenting style shows the number 0.204 > 0.05 which means that it is normally distributed, The type of democratic parenting shows a number of 0.465 > 0.05 which means that it is normally distributed, The permissive parenting style shows the number 0.438 > 0.05 which means it has a normal distribution, and The student achievement variable shows the number 0.081 > 0.05 which means that it is normally distributed.

Table 5. The homogeneity test results of each parenting style with student achievement show that:

Characteristics	Levene Statistic	Sig.
Authoritarian Parenting	1.698	0,080
Democratic Parenting	1.646	0.093
Permissive Parenting	1.595	0,088
Student achievement	1.652	0.092

Based on the table above, the results obtained from the homogeneity test calculation show that the data has the same or homogeneous variance, which will be explained below : Authoritarian parenting style shows a significance of homogeneity of $0.080 > 0.05$ so that the variable of authoritarian parenting is said to be homogeneous with the Levene Statistic of 1.698, Democratic parenting shows a significance of homogeneity of $0.093 > 0.05$ so that the variable of democratic parenting is said to be homogeneous with Levene Statistics 1.646, Permissive parenting shows a significance of homogeneity of $0.088 > 0.05$ so that the variable of permissive parenting is said to be homogeneous with Levene Statistics 1.595, and Parenting style shows a significant homogeneity of $0.092 > 0.05$ so that the parenting style variable is said to be homogeneous with Levene Statistics 1.652.

Table 6. The results of the Bivariate Correlation Test using the Pearson Correlation Two Tailed of 2 parenting variables with student achievement show that:

Characteristics	Pearson Correlation	Sig.(2-tailed)
Authoritarian parenting - learning achievements	0.994	0.000
Democratic Parenting - learning achievements	0.926	0.000
Permissive Parenting- learning achievements	0.994	0.000
Student achievement- learning achievements	1.000	0.000

Based on the correlation calculation table above, it shows that the correlation is very strong with positive significance results. There is a relationship between parenting parents and learning achievement in fifth grade school children at SDN Keroncong Mas Permai. The following explanation will be explained below : Sig. Authoritarian parenting style. (2-tailed) between authoritarian parenting (x) and learning achievement (y) is $0.000 < 0.05$, which means there is a significant correlation between authoritarian parenting and learning achievement variables.

The table above shows the relationship or correlation between the relationship between authoritarian parenting and learning achievement in fifth grade school children of 0.994% and is categorized as a very strong correlation, Sig. Value democratic parenting style. (2-tailed) between democratic parenting style (x) and learning achievement (y) is $0.000 < 0.05$, which means that there is a significant correlation between democratic parenting style and learning achievement variables. The table above shows the relationship or correlation between the relationship between democratic parenting and learning achievement in fifth grade school children of 0.926% and is categorized as a very strong correlation, Sig. (2-tailed) between permissive parenting (x) and learning achievement (y) is $0.000 < 0.05$, which means there is a significant correlation between permissive parenting and learning achievement. The table above shows the relationship or correlation between the relationship between permissive parenting and learning achievement in fifth grade school children of 0.994% and is categorized as a very strong correlation, and Sig. parenting style. (2-tailed) between parenting style (x) and learning achievement (y) is $0.000 < 0.05$, which means that there is a significant correlation between parenting style and learning achievement. The table above shows the relationship or correlation between parenting style and learning achievement in fifth grade school children of 1,000% and is categorized as a very strong correlation.

DISCUSSION

In research (Najibah, 2017) Explaining that authoritarian parenting styles get a percentage of 62.9%, democratic parenting styles get a percentage of 69.2% and permissive parenting styles get 58.4%. So this is in line with the results of the study that parenting parents were divided into 3 types of parenting parents, namely authoritarian as many as 51 students with a percentage of 49.0%, democratic as many as 53 students with a percentage of 51.0%. , and permissive does not get a percentage of students. So from these data, parenting style obtained the highest percentage, namely 51.0%. So it can be concluded that from the questionnaire distributed to students of class V-ABCD at SDN Keroncong Mas Permai Tangerang City, the dominant parenting style used by parents is democratic parenting.

In research (Maola & Kusumadewi, 2019) Explains that there is a relationship between reading interest and learning achievement, but the level of correlation of variable X to variable Y is moderate. So this is in line with the results of the

study that the correlation is very strong with positive significance results that there is a relationship between parenting parents and learning achievement in fifth grade school children at SDN Keroncong Mas Permai.

In research (Airlanda, 2021) Explains that parenting styles (X2) affect psychosocial development (Y). This is reinforced by a significant difference of 0.00 to less than 0.05 and a magnitude of 14.9%. This means that 85.1% is the influence of other factors that have an influence on Psychosocial Development. The results of this study are in line with the relationship between parenting parents and learning achievement in fifth grade school children at SDN Keroncong Mas Permai. Due to the results of Sig. (2-tailed) 0.000 <0.05, if significant (sig.) <0.05 then H_a is accepted, H_o is rejected.

CONCLUSIONS

Based on the research results obtained from the results of the analysis carried out above, the following conclusions can be drawn: There is a significant relationship between authoritarian parenting and learning achievement in fifth grade school children at SDN Keroncong Mas Permai, There is a significant relationship between democratic parenting and learning achievement in fifth grade school children at SDN Keroncong Mas Permai, There is a significant relationship between permissive parenting and learning achievement in fifth grade school children at SDN Keroncong Mas Permai, There is a significant relationship between parenting style and learning achievement in fifth grade students at SDN Keroncong Mas Permai, There is a positive significant relationship between parenting style and learning achievement in fifth grade school children at SDN Keroncong Mas Permai, And parenting style, which is dominant in democratic parenting, has the highest percentage of 51.0%

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