

THE RELATIONSHIP OF PARENTING PATTERNS WITH LEARNING OUTCOMES OF STUDENTS OF CLASS V ELEMENTARY SCHOOL INPRES 1 DONGGULU

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Received : 14-08-2021

Accepted : 21-10-2021

Published: 17-01- 2022

Abstract

This study aims to determine the relationship between parenting styles and student learning outcomes in grade V SD Inpres 1 Donggulu as well as differences in the average student learning outcomes of the three types of parenting. The parenting style in question is authoritarian, democratic and permissive upbringing. This study uses a quantitative type of experimental research method. The sample in this study were students of class V. The data collection techniques used were questionnaires and documentation. The data obtained were analyzed using correlation test and ANOVA test. The results of data analysis show that: (a) the significance value of authoritarian parenting is greater than 0.05 ($0.600 > 0.05$), (b) the significance value of democratic parenting is greater than 0.05 ($0.442 > 0.05$), and (c) the significance value of permissive parenting is greater than 0.05 ($0.862 > 0.05$). So H_0 is accepted and H_a is rejected, meaning that there is no relationship between parenting styles and student learning outcomes in grade V SD Inpres 1 Donggulu. The results of data analysis using one way ANOVA show that the significance value $0.137 > 0.05$, which means that the average student learning outcomes of the three parenting styles are "the same", so that the average difference in student learning outcomes between the three types of parenting are insignificant.

Keywords: Relationship, Parenting Style, Student Learning Outcomes

INTRODUCTION

Education is seen as a very useful process in life which is not merely a preparation to continue to a higher level, but education plays an important role in preparing quality human resources. According to (Sujana, 2019) education is an effort to help the souls of students both physically and mentally, from their natural nature towards a human and better civilization. In addition, Rizal & Dewi, (2020) stated that building education means building the nation's future through the preparation of human resources in accordance with the demands of the times. And of course rooted in the cultural values of the nation and Pancasila in accordance with the goals of education in Indonesia. To achieve this goal, of course, in the world of

education, it will not be separated from things related to learning.

Learning is a form of investment in education that will be felt in the future. Slameto in Oktavia, (2017) explains the notion of learning is a business process carried out by a person to obtain a new change in behavior as a whole, as a result of his own experience in interaction with his environment. In addition, (Sinaga & Maya Rani, 2018) said that one person differs from one another in terms of their learning ability. The principles of learning according to Agus Suprijono (Astuti, 2018) are divided into 3, namely changes in behavior, learning is a process, and learning is a form of experience. So learning can be done almost any time, anytime, anywhere, and doing anything, for example at school, at

home, on the street, at the market, on the bus, at work, playing, and so on.

In carrying out an activity of course there are results to be obtained. Likewise with learning, when someone carries out learning activities he will get the output / learning outcomes from the learning process he has done. According to Winarti & Azizah (2016), learning outcomes are something that is obtained, mastered, or owned by students after the learning process takes place. In line with that, according to Sudjana (Oktavia, 2017) learning outcomes are the learning experience abilities that students have after learning takes place. Learning outcomes have an important role in every learning process, the assessment process can provide information to teachers on learning outcomes in achieving learning goals and student progress, (Azizah & Wanda Sari, 2020).

The learning process in the classroom is basically the core of an educational process in which there is a process of interaction between interrelated components, namely: teachers, subject matter and students, (Irsadi, Firmansyah, & Rizal, 2020). produce maximum learning, (Yusdin, 2013). However, in the learning process, not all children get satisfactory learning outcomes because each individual has different cognitive developments.

The factors that influence student success in achieving learning outcomes are grouped into two factors, namely internal factors and external factors. Internal factors are factors that come from within the individual including health, intelligence, talent, motivation and so on. While external factors are factors that come from outside the individual, including the family environment, the surrounding environment, how to educate parents, the family's economic situation and so on (Hasanah, 2016; Fitriani, W., Haryanto, H., & Atmojo, S. E. 2020). One of the factors that will be discussed in this study is the family environment, especially the parenting style applied to children.

The family has a very important contribution to the world of education because the family is one of the factors that can affect the achievement of one's learning outcomes at school. Hedyanti, Sudarmiati, & Utaya (2016) said that the family is the first institution in a child's life, where he learns and declares himself as a social being. In a family, parents are the first and foremost educators. Therefore, parents should think about the condition of their children to consider ways to educate their children, so that they can then decide what type of parenting style will be applied to their children.

The parenting style received by each student is very diverse, this depends on the way the parenting style is applied by parents to their children. According to Papalia (Laa, 2018) parenting is the best way that parents can take in educating children as an embodiment of a sense of responsibility to children. Furthermore, Yaumil Achir CA (Muslim, 2017), parenting patterns are divided into three parts, namely authoritarian parenting (children do not have the right to voice), permissive (no clear boundaries from parents), and authoritative (parents give freedom to parents). children but under parental supervision).

Accordingly, Baumrind classifies parenting styles into three, namely authoritative, authoritarian, and permissive. The following are some of the characteristics of the type of parenting style according to Diana Baumrind (Najibah, 2017), including:

1. Authoritarian type of parenting

Authoritarian parenting is the type that places strict boundaries, applies coercion and punishment and generally believes that children must be totally obedient to their parents. Parents will be emotional and angry if children do things that are not in accordance with what their parents want. The rules carried out by parents are very strict and there are sanctions or penalties if children violate them. Mental and physical punishment will

often be accepted by children on the grounds that children continue to remain obedient and disciplined and respect the parents who have raised them.

2. Democratic type of parenting

In this type of parenting, parents direct behavior more rationally. Parents will provide explanations to children for all the decisions they take. In addition, parents are more responsive to the needs and views of children and appreciate the independence and personality of the child. In this type of parenting, parents tend to have a warm and loving attitude towards their children, parents tend to give praise and advice to the behavior of the child even though it has wrong elements. Parents will ask their children for opinions or ideas about problems at school or small problems at home.

3. Permissive parenting type

In this type of parenting, parents never give punishment and enforce rules strictly, and tend to ignore and forgive the child's problematic behavior. In permissive parenting, parents actually give freedom to children to carry out their activities so that their creativity can develop, but parents do not provide clear limits on what can and cannot be done, so that children find it difficult to distinguish what is right and wrong, and what is wrong. the good and the bad.

Each parenting style has a different character. Differences in parenting patterns indirectly affect children's habits, both at home and at school. Parents who familiarize their children to always study at home will affect the child's learning outcomes at school. But in reality, students often only study when there will be tests and exams, so sometimes the results are far from expected, even lessons understood overnight will be less lasting in memory than if studied more often and gradually.

Based on the results of observations obtained by researchers, it shows that most of the fifth grade students of SD Inpres 1 Donggulu have low learning outcomes. This can be seen during the daily test, there

are still many students who get scores below the KKM, so they have to take a re-exam or remedial so that the score reaches the KKM. In addition, many parents think that after their children are handed over to teachers at school, their rights and obligations to provide education are released. All responsibilities have shifted to teachers in schools, whether to be smart or not smart, to be naughty or to have good character, then it becomes the business of teachers in schools.

The solution to these problems is that students' study habits need to be developed little by little in order to achieve optimal learning outcomes. For that every parent must be able to nurture, care for and educate their children properly because the parenting applied by parents can cause positive and negative feelings from the child. The better the student's study habits at home, the better the value of learning outcomes. Students who get high learning outcomes will certainly be able to become children who excel. .

From the description above, the researcher is interested in conducting a study with the title "The relationship between parenting styles and learning outcomes of fifth grade students of SD Inpres Donggulu".

METHOD

Methods in this study, the researcher used a quantitative type of experimental research method. Quantitative research can be interpreted as a research method based on the philosophy of positivism, used to examine certain populations or samples, data collection using research instruments, quantitative/statistical data analysis, with the aim of testing predetermined hypotheses (Sugiyono, 2018).

The research design used is a correlational design. Correlational design is a correlation analysis that relates one independent variable (x) and one dependent variable (y). If in the study the correlation is significant, it can be concluded that the independent variable affects the dependent variable.



Description:

X : Parenting Pattern

Y : Student learning outcomes

The sample in this study was class V SD Inpres Donggulu. The instruments used for data collection are questionnaires and documentation. The measurement instrument used in this study is the Likert scale with four scales, namely Strongly Agree (SS), Agree (S), Disagree (TS), and Strongly Disagree (STS).

To determine the type of parenting applied by each parent, that is by looking at the dominant student answers in the questionnaire provided using the instrument grid above. While the learning outcomes used are student learning outcomes obtained through the odd

Table 1. Percentage of Parenting Patterns and Student Learning Outcomes

Variable	Parenting Pattern Style	Percentage	Average Learning Outcomes
Parenting Pattern	Authoritarian	31,2%	72
	Democratic	37,5%	74
	Permissif	31,2%	70

Based on the table above, it can be seen that the percentage of parenting parents with authoritarian parenting style or percentage is 31.25% and the average learning outcome is 72. Democratic parenting style or percentage is 37.5% and the average learning outcome of 74. Permissive parenting style or a percentage of 31.25% with an average learning outcome of 70.

Before testing the hypothesis, first the assumption test or prerequisite test is carried out. Prerequisite test includes normality test and homogeneity test. Based on the table of results of the calculation of the normality test using the Kolmogorov-Smirnov above, the data is normally distributed.

a. The type of authoritarian parenting shows the number $0.111 > 0.05$, which means that it is normally distributed.

semester final grades in the cognitive domain of five subjects, including Civics, Indonesian Language, Mathematics, Natural Sciences, and Social Sciences. Then look for the average value to determine the results of the next calculation of the five subjects. The data obtained were analyzed using correlation test and ANOVA test.

RESULTS AND DISCUSSION

In this study, there were three parenting styles that became the research study. The parenting pattern is authoritarian, democratic and permissive parenting. The percentage of students based on parenting styles and average student learning outcomes is presented in the following table:

- The type of democratic parenting pattern shows the number $0.985 > 0.05$ which means that it is normally distributed.
- The type of permissive parenting pattern shows the number $0.985 > 0.05$, which means that it is normally distributed.

The homogeneity test in this study used the help of SPSS with a significant level of $\alpha = 0.05$. Based on the results of calculations with the help of SPSS obtained a significant value for student learning outcomes in the type of authoritarian, democratic and permissive parenting, which is 0.505. So based on the results of the homogeneity test with a significant level ($\alpha = 0.05$), from these results it can be seen that $0.505 > 0.05$. Based on the results of these calculations, it can be concluded that there is no difference in variance between authoritarian parenting,

democratic parenting and permissive parenting.

Hypothesis testing in this study was carried out using the Product Moment correlation analysis technique with the help of the SPSS 24 application. The following

Table 2. Results of the Correlation Coefficient of Parenting Parenting and Student Learning Outcomes

Variable	r_{hitung} / r_{xy}	r_{tabel}	Sig.
Authoritarian parenting with student learning outcomes	0,319	0,878	0,600
Democratic parenting with student learning outcomes	0,392	0,811	0,442
Permissive parenting with student learning outcomes	0.109	0,878	0,862

Based on the results of data interpretation, the results of this study indicate that there is no relationship between parenting patterns and learning outcomes of fifth grade students of SD Inpres 1 Donggulu. This is because the value of r_{count} (r_{xy}) is smaller than r_{table} and the significance value is more than 0.05. The results of data interpretation on each parenting style of parents, namely authoritarian parenting with student learning outcomes have an r arithmetic value smaller than r table ($0.319 < 0.878$) and a significance value of 0.600, which means more than 0.05 ($0.600 > 0.05$) indicates that there is no relationship between authoritarian parenting and student learning outcomes.

Democratic parenting with student learning outcomes has an r arithmetic value smaller than r table ($0.392 < 0.811$) and a significance value of 0.442, which means more than 0.05 ($0.442 > 0.05$) indicates that there is no relationship between democratic parenting with the learning outcomes of fifth graders of SD Inpres 1 Donggulu. Meanwhile, the permissive parenting pattern with student learning outcomes has an r arithmetic value smaller than r table ($0.109 < 0.878$) and a significance value of

is the data from the product moment correlation analysis of parenting style variables (authoritarian, democratic and permissive) with student learning outcomes.

0.862, which means more than 0.05 ($0.060 > 0.05$) indicates there is no relationship between the pattern permissive parenting with the learning outcomes of fifth graders of SD Inpres 1 Donggulu.

After it was known that there was no relationship between parenting styles (authoritarian, democratic, and permissive) with student learning outcomes, a one-way ANOVA test was conducted to determine the average student learning outcomes and the difference in the average student learning outcomes of each parenting style. Based on table 1 above, it can be seen that the highest average learning outcomes are students who are raised with a democratic parenting style, which is 74.00, followed by an authoritarian parenting style and the last is a permissive parenting style.

Then, the basis for decision making for ANOVA analysis is if the significance value (sig) > 0.05 then the average student learning outcomes are the same. Conversely, if the significance value (sig) < 0.05 , the average student learning outcomes are different. The following is the result of ANOVA analysis on parenting style variables (authoritarian, democratic and permissive) with student learning outcomes.

Table 3. Data Analysis of ANOVA Test Results

ANOVA					
Student learning outcomes					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	48.138	2	24.069	2.321	.137
Within Groups	134.800	13	10.369		
Total	182.938	15			

Based on the results of the ANOVA test above, it can be seen that the significance value is $0.137 > 0.05$ so it can be concluded that the average learning outcomes of the three parenting styles are "the same". Then to determine the average comparison of student learning outcomes from the three parenting patterns that is

significant in the amount of analysis of variance, the Tukey HSD test is carried out, namely the multiple comparison test. If the significance value is greater than 0.05 then the average learning outcomes are the same. The following is the data from the analysis of the Tukey HSD test.

Table 4. Results of the Tukey HSD . Test Analysis

(I) Parenting Pattern	(J) Parenting Pattern	Sig.
Authoritarian	Democratic	0,574
	Permissive	0,542
Democratic	Authoritarian	0,574
	Permissive	0,117
Permissive	Authoritarian	0,542
	Democratic	0,117

Based on the results of the analysis in the table above, we can know the difference in the following average student learning outcomes:

1. Authoritarian parenting and democratic parenting

Authoritarian parenting and democratic parenting have sig values. of $0.574 > 0.05$, it can be concluded that the average student learning outcomes in authoritarian and democratic parenting are the same.

2. Authoritarian parenting and permissive parenting

Authoritarian parenting and permissive parenting have a sig value. of $0.542 > 0.05$, it can be concluded that the average student learning outcomes in authoritarian and permissive parenting are the same.

3. Democratic parenting and permissive parenting

Democratic parenting and permissive parenting have sig values. of $0.117 > 0.05$, it can be concluded that the average student learning outcomes in democratic and permissive parenting are the same.

Based on the results of the research that has been done, it can be concluded that the results of statistical calculations using Product Moment correlation analysis show that "There is no relationship between parenting patterns and learning outcomes of fifth grade students of SD Inpres 1 Donggulu". Then the one way ANOVA test was carried out. From the results of data analysis shows that of the three parenting styles, it is known that the average student learning outcomes are "the same", so that the difference in the average descriptive student learning outcomes between the three types of parenting is not significant..

Based on the results of the research that has been done, it can be concluded that

the results of statistical calculations using Product Moment correlation analysis show that "There is no relationship between parenting patterns and learning outcomes of fifth grade students of SD Inpres 1 Donggulu". This is in line with the research conducted by Wahyudi & Nurhayati. In the contingency coefficient analysis, the result is 0.362. So there is no significant relationship between parenting style and learning achievement of class VI students at SDN Kalipecabean Candi Sidoarjo with a contribution of 1.31% and the remaining 98.86% is influenced by other factors.

From the results of research conducted at SD Inpres 1 Donggulu, it was found that the most dominant parenting pattern used was democratic parenting. In addition, students who are raised with a democratic parenting style have the highest average learning outcomes. So this study proves that children who are educated with democratic parenting will have a positive impact on the development and personality of children, so that it will spur children to obtain satisfactory learning outcomes. This is in line with the opinion (Laa, 2018) which states that children who are raised with democratic parenting techniques will live cheerful, fun, creative, intelligent, confident, open to parents, respect and respect parents, not easily stressed and depressed, good performance, liked by the environment and society.

CONCLUSION

The purpose of this study was to determine the relationship between parenting styles and learning outcomes, the average learning outcomes and differences in the average student learning outcomes of each parenting style of fifth grade students at SD Inpres 1 Donggulu. Based on the results of hypothesis testing using correlation analysis assisted by SPSS 24, there is no relationship between parenting patterns and learning outcomes of fifth grade students of SD Inpres 1 Donggulu.

Based on the calculation results, the percentage of parents who apply authoritarian parenting is 31.25% but there

is no correlation between authoritarian parenting and student learning outcomes. The percentage of parents who apply democratic parenting is 37.5% but there is no correlation between democratic parenting and student learning outcomes. While the large percentage of parents who apply permissive parenting is 31.25% but there is no correlation between permissive parenting and student learning outcomes.

This study proves that the highest average student learning outcomes are obtained by democratic parenting styles. Therefore, children who are educated with democratic parenting patterns will have a positive impact on the development and personality of children, so that it will trigger children to obtain high learning outcomes.

ACKNOWLEDGEMENT

The researcher expresses his deepest gratitude to the Chancellor of Tadulako University, the Dean of FKIP Tadulako University, the Coordinator of the PGSD Study Program at Tadulako University, the Principal and teachers of SD Inpres 1 Donggulu and all parties involved in carrying out the research.

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