

THE EFFECT OF EDUCATIONAL BACKGROUND LEVEL AND AGE OF PARENTS TOWARDS STUDENTS' LEARNING OUTCOMES IN ONLINE LEARNING

Shinta Rosiana Dewi, Almuntaqo Zainuddin

Program Studi Pendidikan Guru Sekolah Dasar, Fakultas Keguruan dan Ilmu Pendidikan,
Universitas Muhammadiyah Surakarta, Indonesia

Received : 21-11-2021

Accepted : 29-12-2021

Published: 17-01- 2022

Abstract

This research aims to determine the effect of parents' educational background level and the age on the elementary school students' learning outcomes in the implementation of online learning during the Covid-19 pandemic. The research was conducted at Kutowinangun 08 State Elementary School, Kutowinangun Lor, Tingkir, Salatiga City. The research was carried out in July for two weeks. The research sample was determined by using a cluster sampling consisting of all parents of fourth grade students. Multiple linear regressions test was employed to analyze the data. The findings showed that 1) There is an effect between the level of the parents' educational background level on the students' learning outcomes which shows the obtained of $t_{count} 2.441 > t_{table} 2.052$ and the significance value shows $Sig. 0.022 < 0.05$; 2) There is an effect between the age of parents on the students' learning outcomes which shows the obtained of $t_{count} 2.181 > t_{table} 2.052$ and the significance value shows $Sig. 0.038 < 0.05$; 3) There is an effect between the parents' educational background level and the parents' age on the students' learning outcomes which shows the obtained of $F_{count} 17.804 > F_{table} 3.34$ and the significance value shows $Sig. 0.000 < 0.05$.

Keywords: parents' educational background level; parents' age; students' learning outcomes.

INTRODUCTION

Learning outcomes are a crucial element in learning activities used to measure the success of a learning process. According to Arikunto (1990) learning outcomes are the evidence of changes after going through a learning process with evidence of final results, the changes meant is the difference regarding something done which can be known through observation and measurement. Meanwhile, W. Winkel (1989) argues that the attainment of students' achievement success in school can be interpreted in the form of numbers.

An attainment process of student learning outcomes is the result of a learning process. In the implementation of learning process, there are two factors affecting it namely internal factors and external factors. The internal factors are factors caused by

the student self. Whereas external factors are factors caused by something out of the students self as environment including family, school and community (Slameto, 2010).

Factors affecting students' learning outcomes by family, especially parents, are caused by several things. One of them is parenting patterns in guiding their children. Parents have a crucial responsibility in educating their children. This statement is in line with Djamarah (2004) which states that parents are have a great responsibility in providing education. Educating children can be realized by implementing good parenting patterns. Every parent has the right to determine how to raise their children. The implementation of parenting patterns can affect student learning outcomes.

Attitudes and attention of parents towards their children can affect children's learning outcomes attainment. Walgito (1990) explains that attention is an effort made to focus the children's mind and attention on certain objects from all the individual activities they do. Focusing children on the object referred can be realized by showing attention when children is learning and providing motivational support for them. In addition, parents need to build children's characters and provide the examples of being kind to their children since one of parents' roles are becoming figures providing well-behaved attitude for their children.

Moreover, motivational encouragement is also very necessary in an effort to improve learning outcomes. The most affecting and motivational encouragement is found in the family environment since family is a place where children experience a process of growth and development in their life. As explained by Ahmadi (2007) initial developments of a child's personality is formed by the family environment. Family participations and the parents in providing learning guidance and direction can increase children's enthusiasm. The motivational encouragements provided in learning process by parents aim to obtain high learning outcomes. It is also intended to realize the children that parents' advice is important.

The provision of complete learning facilities is also found as a factor affecting children's learning outcomes. According to Umar (2015), parents roles as a facilitator to provide the needs of learning facilities. The facilities can be tuition and other children's learning needs.

However, there are parents who are not able to provide proper facilities to support their children's learning activities since economic conditions. A research by Dinah Ani-Asamoah Marbuah (2016) shows that cost spent by parents in their children's education can affect the quality of schools which leads to children's learning

achievement. Besides, parents' decisions to support their children's education up to university level are also affected by parents' income.

The low economic condition requires parents to work and earn sufficient income. However, working causes the parents to have their own business. Most parents face difficulties in managing their time to work and do learning assistance for their children. Kun Sila Ananda (2019) argues that not all parents provide intensive attention and assistance for their children's learning. There are various reasons of it. One of the reasons is parents' business which causes exhaustion and closing their eyes to responsibility in assisting children to learn. Thus, children's learning assistance is inadequate.

Furthermore, the lack of parents' awareness in providing attention can also affect children's learning outcomes. Assisting and paying attention to children's learning activities are parents' role. The lack of parental attention and assistance lead to the low of children motivation in learning activities. Besides, an effort to improve student learning outcomes requires parents' encouragement and motivation. An observation conducted by Y. Shukla et al (2015) shows that students have better confidence in mastering learning and are more able to achieve learning objectives when their parents provide greater encouragement than parents who do not.

The awareness of parents in providing motivational attention and encouragement is caused by a fairly low level of awareness. Parents' awareness to provide the best learning quality is influenced by the parents' understanding and knowledge about the important of it for their children's future. Therefore, parents will pay more attention towards the learning process and its outcomes. This understanding is affected by parents' educational background. The higher educational background of parents is, the higher children's learning outcomes is expected. A research conducted by Sunain

(2017) states that parents' educational level affects children learning achievements at school. The high of parents' educational status has a great chance for their children to get high learning outcomes. On the other hand, the low educational status of parents has chances to low children's learning outcomes.

High educational backgrounds parents are considered to have broad knowledge thus parents can assist their children whom face difficulties in understanding learning material by providing in-depth explanations. Furthermore, parents' understanding towards learning materials and the way of assistance is also affected by parents' age. This statement is in line with Hertzog & Bleckley (2001) that ability to receive and understand information will decrease when someone get older. Salthouse (1991) explains that the decline in age can affect changes in the speed of information processing. This statement is evidenced by the psychometric tests he did.

During the Covid-19 pandemic, the implementation of learning process is carried out online at home. In the online learning process, parents act as educators to replace the teacher's role. Consequently, parental guidance is absolutely needed to maximize children's learning achievement during online learning. This research was conducted to find out the effect of parents' educational background and the age

Table 1. t-test of Parents' Educational Level Variables

		Coefficients ^a				
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	29.315	6.797		4.313	.000
	Pendidikan (X ₁)	.356	.146	.432	2.441	.022

Based on the table 1 above, there is a t_{count} value = 2.441 and the t_{table} value = 2.052. Since t_{count} 2.441 > t_{table} 2.052, it can be concluded that H_0 is rejected and H_a is accepted. It means that the educational

towards elementary school students' learning outcomes in the online learning implementation during Covid-19 pandemic.

METHOD

Data of this research were analyzed by using multiple linear regressions since this analysis is used to find out the effect between variables (Raharjo Sahid, 2017). Multiple linear regressions is applied as the existence of more than one independent variable that affected the dependent variable. In this research, the independent variable (X) is the level of parental education (X₁) and the parents' age (X₂), whereas the dependent variable (Y) is students' learning outcomes.

The research data needed included the documentation method which was used to obtain fourth grade students' final examination scores. Besides, a questionnaire was also used to obtain information related the effect of educational level and parental age in facing online learning. The questionnaire was provided for fourth grade students' parents of Kutowinangun 08 Elementary School, Salatiga.

RESULTS AND DISCUSSION

a. The effect of parents' educational background on students' learning outcomes.

Based on the multiple linear regression analysis, the results are presented in the following Table 1.

level of parents affects students' learning outcomes. Meanwhile, when it is viewed from the results of the significance value (*Sig*) with a probability of 0.05, the value is *Sig*. 0.022 < 0.05. It can be concluded that

there is a significant effect between the educational level of parents and students' learning outcomes.

In addition, data regarding the category of parental education were obtained as the following: 1) It was found 11 parents with basic educational background, 2 of them or 6.7% belong to Elementary School educational background parents and the rest, 9 parents, or 30% belong to Junior High School educational background parents; 2) It was found 16 or 53.3% parents with secondary, Senior High School and Vocational High School, educational background, ; 3) It was found 1 or 3.3% parents with a higher education level in the associate's degree and 2 or 6.7% parents with bachelor educational background. Based on this data description, it can be seen that most parents' educational background is included in the secondary education category, Senior High School and Vocational High School, that is 16 parents with a percentage of 53.3%.

If it is compared with the students' learning outcomes attainment, students with higher educational background parents, associate's degree and bachelor, obtained the highest score. Therefore, it can be concluded that the high level of parents' educational background is better in providing assistance for their children during online learning implementation thus the children got high learning outcomes. It Table 2. t-test of Parents' Age Variables

is proved by the result of coefficient value on parents' educational background level variable of 0.356 which means that if the educational background level variable increases, the students' learning outcomes will increase. Meanwhile, if the variable value of parents' educational background level is getting lower, the students' learning outcomes will also decrease. This result is in line with a research by Novianto (2019) which states that parents' educational background level and the students' learning outcomes shows a correlation with value contribution of 36.2%. In addition, a research by Qi & Wu (2020) also states that parents' education can affect children's learning outcomes as proved by the differences in children's learning outcomes. Parents with a high educational background level can certainly have broad knowledge and insight. It thus affects the way in guiding and educating the children. Parents' awareness towards children's education can be realized by providing motivation to learn, providing support, and paying attention to the potential development of children, and always providing guidance and direction for children when they carry out an activity.

b. The influence of parental age on student learning outcomes.

Based on multiple linear regressions analysis, the results are presented in the following Table 2.

		Coefficients ^a				
		<i>Unstandardized Coefficients</i>		<i>Standardized Coefficients</i>		
Model		B	Std. Error	Beta	t	Sig.
1	<i>(Constant)</i>	29.315	6.797		4.313	.000
	Usia (X ₂)	.552	.253	.386	2.181	.038

Based on the table, it can be seen value of $t_{\text{count}} = 2.181$ with $t_{\text{table}} = 2.052$. Since $t_{\text{count}} 2.181 > t_{\text{table}} 2.052$, it can be stated that H_0 is rejected and H_a is accepted. This result means that the parents' age

affects the students' learning outcomes. Moreover, based on the result of the significance value (Sig) with a probability of 0.05, the Sig value shown is $0.038 < 0.05$. Since the value of Sig. is smaller than the

probability of 0.05, it can be concluded that the parents' age and the students' learning outcomes have a significant effect. By this parents' age variable calculation result, the coefficient value is 0.552 which means if the value of the age variable is increased, then the students' learning outcomes will increase. Meanwhile, if the number of parents' age is getting lower, then the students' learning outcomes will also decrease. Therefore, it can be concluded that elderly parents show a level of maturity in dealing with all problems. When the children carry out an online learning, elderly parents are able to handle it. The maturity of age meant is usually shown by parents in the term of finance which leads to the fulfillment of students' learning facilities. Therefore, the learning process with adequate learning facilities can improve students' learning outcomes. Meanwhile, the young age of parents will affect students' learning outcomes which are decreasing since younger parents tend to be unable to manage finances properly (Setyowati et al., 2017; Fitriani, W., Haryanto, H., & Atmojo, S. E. 2020).

Based on the data description related to the parents' age, it can be concluded that parents' age of the students

Table 3. Simultaneous Significance Test (Test F)

ANOVA ^a						
Model		<i>Sum of Squares</i>	Df	<i>Mean Square</i>	F	<i>Sig.</i>
1	<i>Regression</i>	692.897	2	346.449	17.804	.000 ^b
	<i>Residual</i>	525.403	27	19.456		
	Total	1218.300	29			
a. Dependent Variable: Hasil Belajar Y						
b. Predictors: (Constant), Usia X2, Pendidikan X1						

Based on the result, it can be seen that the calculated F_{count} value is 17.804 with F_{table} of 3.34. Since the calculated value is $F_{count} 17.804 > F_{table} 3.34$, it can be stated that H_0 is rejected and H_a is accepted. It can be interpreted that parents' educational background level and the parents' age is affected concurrently towards the students' learning outcomes.

belongs to young age category. It can be seen from the average age of students' parents, 30-45 years. Meanwhile, it was found that there were only 3 people aged 45 to 50 years old. Moreover, it was found a parent aged more than 50 years old. This age belongs to the oldest age that is 51 years old. Related to age factor, an effort used to improve children's learning outcomes during the implementation of online learning is assisting or paying attention to children's learning patterns, providing learning facilities needed by the children, and learning technology. Parents' understanding of technology can control the students' activities in operating technology. Therefore, it can minimize the bad impact of technology which affects students' poor learning outcomes (Satrianawati, 2017)

c. The effect of parents' educational background level and parents' age on students' learning outcomes.

Based on multiple linear regressions test, decision making to determine the effect between variables simultaneously can be seen through the F_{count} result. The calculation results are presented in the following Table 3.

Moreover, to find out the effect between significant variables, it can be seen on the comparison results of the significance value (Sig.) with a probability of 0.05. Through calculations using the SPSS program, it was obtained the value of Sig. $0.000 < 0.05$. Since the value of Sig. is smaller than the probability of 0.05, it can be concluded that the parents' educational background level and the parents' age

significantly affect the students' learning outcomes. Besides, the value of constant (a) is 29.315. It can be interpreted that if the variables of parents' educational background level and parents' age are considered constant, it can increase the value of learning outcomes.

Table 4. Coefficient of Determination Test (R²)

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.754 ^a	.569	.537	4.411

a. Predictors: (Constant), Usia X2, Pendidikan X1

Based on the table above, the result of *R Square* is 0.569 or 56.9%. This value means that 56.9% of the variables of educational background level and parents' age affect the students' learning outcomes. Besides, the remaining or 43.1% means that there are other variables not included in this research which also affect the students' learning outcomes during online learning implementation.

Assisting and paying attention to children's learning patterns by maximizing motivational encouragement and paying attention to the children's potential development by providing learning facilities needs can increase the attainment of students' learning outcomes. In addition, parents' understanding towards technology is also needed to carry out online learning. Parents thus can overcome the obstacles faced when they guide and assist the online learning process.

CONCLUSION

Based on the data analysis and the discussion above, this research can be concluded into the following statements. The parents' educational background level has a significant effect on the students' learning outcomes. The increasing level of parents' educational background can affect the increase of students' learning outcomes. Meanwhile, the decreasing level of parents' educational background can affect the decrease of students' learning outcomes. The parents' age has a significant effect on

The effect level between variable X and variable Y can be seen by using the Coefficient of Determination test (R²) which is presented in the following Table 4.

the students' learning outcomes. The increasing age of parents will affect the increase of students' learning outcomes. Meanwhile, younger parents can affect the decrease of students' learning outcomes. The educational background level and the parents' age significantly affect the students' learning outcomes simultaneously or concurrently. If the parents' educational background level and the parents' age are constant, the students' learning outcomes will increase.

REFERENCES

- Dinah Ani-Asamoah Marbuah. (2016). *Influence of Parental Income and Educational Attainment on Children's Years of Schooling*.
- Djamarah, S. B. (2004). *Pola Komunikasi Orangtua dan Anak dalam Keluarga*. Rineka Cipta.
- Fitriani, W., Haryanto, H., & Atmojo, S. E. (2020). Motivasi berprestasi dan kemandirian belajar mahasiswa saat pembelajaran daring. *Jurnal Pendidikan: Teori, Penelitian, dan Pengembangan*, 5(6), 828-834.
- Hertzog, C., & Bleckley, M. K. (2001). Age differences in the structure of intelligence: influences of information processing speed. *Intelligence*, 29(3), 191-217.
[https://doi.org/10.1016/S0160-2896\(00\)00050-7](https://doi.org/10.1016/S0160-2896(00)00050-7)
- Kun Sila Ananda. (2019). 4 Alasan Orangtua Perlu Temani Anak Belajar.

- Kompas.Com.*
<https://edukasi.kompas.com/read/2019/04/19/21371771/4-alasan-orangtua-perlu-temani-anak-belajar>
- Novianto, wisik agung. (2019). *Hubungan Pekerjaan dan Tingkat Pendidikan Orang Tua dengan Hasil Belajar Siswa Kelas IV SDN Gugus Kenanga Kabupaten Pekalongan.*
- Qi, D., & Wu, Y. (2020). Family's social economic status and child educational outcomes in China: The mediating effects of parenting practices and children's learning attitudes. *Children and Youth Services Review, 118*, 105387.
<https://doi.org/10.1016/j.chilyouth.2020.105387>
- Raharjo Sahid. (2017). *SPSS Indonesia.*
<https://www.spssindonesia.com/p/referensi.html>
- Salthouse. (1991). *Theoretical perspectives on cognitive aging.* Lawrence Erlbaum Associates.
- Satrianawati. (2017). Dampak Penggunaan Handphone terhadap Aktivitas Belajar Siswa Sekolah Dasar. *Profesi Pendidikan Dasar, 4*(1), 54–61.
- Setyowati, Y. D., Krisnatuti, D., & Hastuti, D. (2017). Pengaruh Kesiapan Menjadi Orang Tua dan Pola Asuh Psikososial Terhadap Perkembangan Sosial Anak. *Jurnal Ilmu Keluarga Dan Konsumen, 10*(2), 95–106.
<https://doi.org/10.24156/jikk.2017.10.2.95>
- Slameto. (2010). *Belajar dan Faktor-Faktor yang Mempengaruhi.* Rineka Cipta.
- Sunain, S. (2017). Pengaruh Tingkat Pendidikan Orang Tua Terhadap Tingkat Kecerdasan dan Keaktifan Siswa dari Kelas Satu Sampai dengan Kelas Enam Pada Semester I. *PEDAGOGIA: Jurnal Pendidikan, 6*(2), 160.
<https://doi.org/10.21070/pedagogia.v6i2.942>
- Umar, M. (2015). Peranan Orang Tua Dalam Peningkatan Prestasi Belajar Anak. *JURNAL EDUKASI: Jurnal Bimbingan Konseling, 1*(1), 20.
<https://doi.org/10.22373/je.v1i1.315>
- Y. Shukla, S., K. Tombari, A., D. Toland, M., & W. Danner, F. (2015). Parental Support for Learning and High School Students' Academic Motivation and Persistence in Mathematics. *Journal of Educational and Developmental Psychology, 5*(1), 44–56.
<https://doi.org/10.5539/jedp.v5n1p44>