

The Influence of Parent Parenting Patterns on Student Learning Achievement

Esteran Damanik¹ Rini Sugiarti² Erwin Erlangga³

Postgraduate, Universitas Semarang, Semarang City, Central Java Province, Indonesia^{1,2,3}

Email: esterandamanik694@gmail.com¹ riendoe@usm.ac.id² erwinerlangga@usm.ac.id³

Abstract

Every parent dreams of children who always get very good achievements, both in the school environment and outside of school. To get good achievements, of course, cannot be separated from parental support, how parents nurture and educate children so that children can develop well and get good achievements too. At an early age is the right time to develop all aspects of development because children experience the process of growing and developing rapidly. The family is the first social environment that individuals encounter since they were born into the world, therefore the role of parents is very influential for children to get good development, both physically and academically. The purpose of this study is to find out how the influence of parenting patterns on children's learning achievement in grades 4 & 5 of EFATA Elementary School in Baloi Permai, Batam. The method used in this research is descriptive qualitative with data collection techniques using interviews, observation, and documentation, after which it is processed through data triangulation. The population of this study were parents of students from grades 4 & 5 at EFATA school. Based on the results of this study, it shows that there is an influence of parenting patterns on student learning achievement at school, good parenting has a big influence on increasing student learning achievement. The conclusion of this research is that of the four types of parenting patterns, only one is significant,

Keywords: Parenting Style, Learning Achievement, Student



This work is licensed under a [Creative Commons Attribution-NonCommercial 4.0 International License](https://creativecommons.org/licenses/by-nc/4.0/)

INTRODUCTION

The first family environment is the father, mother and the individual himself. The relationship between the individual and his parents is a reciprocal relationship in which there is interaction. Every parent, of course, has the same desire, to be able to apply the best parenting style for their children, starting at the best early age. There is no school to implement proper early childhood parenting. Therefore, parents need to learn continuously. Being parents, some of us of course work hard to be able to meet the needs of children. However, not a few choose to adopt early childhood parenting by prioritizing training children to be disciplined and independent. While others, there are also giving freedom and allowing children to grow through personal experiences. Every family has a pattern of family life with different cultures, roles played as family members, and different methods of education. Parents have an important role in the upbringing, care and education of children. Life in the family will fundamentally affect the parenting pattern of their children, family parenting style is very influential on children's learning achievements.

Education can be obtained anywhere, at school, in society and within the family. Basic education, however, is the education that is acquired in the family. However, family and education are two inseparable concepts, because where there is a family, there is also education. If there are parents who want to educate their children, there are also children who want education from their parents. Hence the term "family education". This means that education that takes place in the family is seen by parents as their duty and responsibility to raise children in the family (Syaiful, 2014).

Learning achievement is the result of learning after participating in a learning program expressed by a score or value. In order to know the learning achievement of students, it is necessary to hold an evaluation which aims to find out how far the learning and learning process is taking place effectively. The effectiveness of the learning process will be seen in the ability of students to master the subject matter (Suparno, 2022). Learning achievement is the level of success of learning which is expressed in the form of scores and changes in good behavior after a person has carried out the learning process. The success rate of students in learning the subject matter is expressed by their learning achievements. According to Djamarah (2018). Parents do not have the ability to provide qualified parenting. Every parent has a different way of managing, managing, disciplining. All of that can be through a process that is not for a moment. Because the personality of each child also influences parents in providing parenting to children.

All parents love their children and want them to be happy people in life and always find the best opportunities in life. Parents also pay attention to as much information as possible when choosing a training location for their children, so that their children do not choose the wrong one and end up choosing the wrong one. That is the nature and instinct of every parent. Therefore, it is safe for all parents to find the best school for their children in the hope that their children will get a good education and excel. However, a person's ability to face the challenges of the times does not only depend on the value of his academic achievements. However, other skills are also needed, such as courtesy, politeness, tolerance and other skills. These skills can be acquired through the example of parents in the family.

The results of Amir's research (2021) in parenting children require strategies to provide education using exemplary methods, habituation, attention, advice and punishment methods. This proves that strategies in parenting are very important to provide an appropriate education for the child. The results of Rabiatul Adawiah's research (2017) state that parenting is determined by parents' understanding of children's education. When parents understand how to care for or educate children, parents are more inclined or pay more attention to the process of developing the child's behavior.

Based on the studies above, the ability of parents to raise children greatly influences the behavior and development of the child's thought process. Parenting strategies and parenting styles that are appropriate to the child's development are also needed in parenting. When the parenting style is not in accordance with the child's development, the child will absorb it and consider something that is not in accordance with values and norms as normal or ordinary. Therefore, in this study, researchers will discuss "The Influence Of Parents' Parenting Pattern On Students' Learning Achievement" which will discuss several parenting styles at SD EFATA Batam that affect student achievement.

RESEARCH METHODS

The approach used in this research is qualitative. The definition of qualitative research can be found in a lot of literature. Among other things, Ali and Yusof (2011) define qualitative research as: Any investigation which does not use of statistical procedures is called "qualitative" nowadays, as if this were a quality label in itself. The definition of Ali and Yusof emphasizes the absence of the use of statistical tools in qualitative research. This is of course to make it easier to distinguish the use of qualitative methods with the use of quantitative methods. The subjects in this study were the parents of 4th and 5th grade students at the EFATA school totaling 45 people. The data collection technique used by the author is through observation, interviews, documentation, and data analysis. Observation data collection techniques, the authors observe parents in raising their children, through the process of interaction between parents and children. The interview method that will be carried out by the

author is to ask questions to informants based on written interview guidelines that have been prepared in advance completely and carefully, with an informal atmosphere. When collecting interview data, the writer uses a cellphone recorder which already supports camera and voice recorder applications, this is to anticipate if in the future the writer forgets the results of the interview. As for the analysis of the data obtained, it was carried out from the start of the research to the preparation of the final research manuscript. The concept used in this study is flow analysis (flow model analysis), namely the concept of analysis which includes the following stages; data display, inference and verification (Huberman, 1992). In this case the researcher conducted a thorough examination of the criteria for the level of credibility. Through these criteria, data triangulation is then used to develop data through in-depth analysis (Moleong, 2005). In this study, the authors used triangulation, namely the concept of analysis which includes the following stages; data display, inference and verification (Huberman, 1992). In this case the researcher conducted a thorough examination of the criteria for the level of credibility. Through these criteria, data triangulation is then used to develop data through in-depth analysis (Moleong, 2005). In this study, the authors used triangulation, namely the concept of analysis which includes the following stages; data display, inference and verification (Huberman, 1992). In this case the researcher conducted a thorough examination of the criteria for the level of credibility. Through these criteria, data triangulation is then used to develop data through in-depth analysis (Moleong, 2005). In this study, the authors used triangulation.

RESULTS AND DISCUSSION

Kinds of Parenting Patterns

In parenting there are various patterns as follows:

1. Conditional parenting or what is called conditional love, means that children must get it by behaving in ways that we or their parents think are appropriate, or doing things according to the standards the parents want.
2. Unconditional parenting or unconditional love, i.e. this love doesn't depend on how they behave, whether they are successful or being good or anything else.

Parenting and educating is the biggest and toughest challenge for parents. This is also a noble task that God has given to parents. Parents are not enough to meet their daily needs for the survival of their children. Children need deeper attention and more intensive management, both through formal (school) and non-formal (family) education. Through this educational facility, parents can influence the formation of a child's personality and character that he will carry to adulthood. 20 out of 45 parents prefer to raise children with conditional care where children have to act according to what has been determined by their parents. In this case it is difficult for children to make decisions on their own because everything faced by these children is options that they must or must follow because these things have been predetermined.

However, 25 out of 45 parents choose to care for their children with unconditional parenting. Where children are faced with freedom of choice in front of them, but parents will direct and provide input to children. So that children have freedom in acting and behaving. In this parenting style, when children are faced with an obstacle in front of them and they have to make decisions on their own and without supervision, this can also result in something that greatly impacts the child's behavior. Therefore, in this parenting pattern, parental supervision must still exist.

Parenting Style of Parents to Children

There are four different parenting styles commonly adopted by parents, namely permissive, authoritative, authoritarian, and disengaged parenting. Here's the explanation:

1. **Permissive Parenting Pattern** Permissive parenting can be referred to as tolerant or patient parenting. The characteristics of this parenting style are having few rules or standards of behavior, rules can be inconsistent, don't expect too much from children, and continue to nurture and love children. The effect of this parenting style is that children will lack self-discipline, have poor social skills, will be very demanding and insecure. 10 out of 45 parents use this parenting style. This has a very significant impact on children's independence. Where the child is still very dependent on the parents so that the child cannot determine what the child must do.
2. **Authoritative Parenting Style** This parenting style is also known as democratic parenting, where parents and children always talk together to find a solution for both parties. Parenting like this encourages children to have the courage to think and be confident. Children feel valued, because parents are open to listening to children's opinions. This is also what then glues the relationship between children and parents. Parents can also encourage children to be disciplined and independent, and teach children how to make the best choices. Many studies say that authoritative parenting is the best for children. 20 out of 45 children where parents will be together with children to achieve common goals. In this case parents do not demand each other but complement each other so that they get a solution or a target is achieved. So that most children with this parenting style have a very high level of independence and initiative.
3. **Authoritarian Parenting Style** This parenting style is characterized by rigid parental rules and high expectations for children to follow unconditionally. The characteristics of this parenting style are generally that parents have strict rules, are very demanding but unresponsive, and don't give children a choice. Be careful, the effects of this parenting style can make children have more aggressive behavior outside the home, have difficulty in social situations, and are insecure around other people. In fact, children who are exposed to this style of parenting are at risk of not doing well in school. Also read: Parenting Styles for Children to Grow Up Happy. 15 out of 45 parents choose to use this parenting style where parents are in full control of their child's life.
4. **Uninvolved Parenting** Uninvolved parenting or inattentive parenting is the most dangerous parenting style. In this parenting style, parents are neglectful and do not meet the needs of their children, both physically and psychologically. Parents hope that children can raise themselves. Parents with this parenting style tend to have little or no knowledge of what their children are doing or wanting. Most of these cases are due to a parent's mental health condition or substance abuse. Children who are exposed to this parenting style are certainly not happy in their lives, tend not to do well in academics, and lack self-confidence.

The stages of internalizing children's independence are carried out by parents of grade 4 & 5 SD EFATA Batam students

Includes the following stages: **Value Transformation Stage** At this stage parents provide information about values about the importance of diligent learning to children by giving examples of the lives of other people who always like to learn and get good achievements, on the other hand parents also provide examples of the lives of people who have This independence is important to give to children in order to create a sense of motivation for children to be able to regulate themselves and be able to learn to solve learning problems they encounter.

Value transaction stage In this value transaction stage parents do not only provide knowledge related to the importance of improving learning achievement, but in terms of value transactions parents provide real examples in everyday life how adults who have achievements in their lives, and children can see successful people have a good future. They got that because

they really studied and kept fighting when they were still in school. And the life of parents can also serve as an example for their children. It is hoped that the parents will later follow the example their parents have set so that the children are able to accept and apply independence in everyday life so that they get good achievements.

Transinternalization stage At the transinternalization stage, parents have the hope that children do not look at style or physical appearance, but build a child's psychological attitude and mentality so that they have a strong sense of self-confidence in building independence and continue to struggle in learning and will get good achievements. At this stage parents and children synergize in active communication. Then the children understand that their parents are not only able to give directions but also follow and become good role models for their children.

CONCLUSION

Parenting style greatly influences children's learning achievement. Therefore parents pay attention not only materially but also the spiritual and psychological needs of the child so that children can grow and have good achievements wherever they are, both at school and outside the school environment. So that when parents already know and understand how parenting patterns are in accordance with the child's personality. Children can grow to be independent individuals and can make their own choices and want to continue learning for a good future. When the child is able or allowed to make choices, parents still have to monitor and supervise the child so that they don't get off the path they should be. In this study the conclusions that can be drawn are 1.) Parents must understand and understand their child. 2.) Parenting style greatly influences children's learning achievement. 3.) parents must continue to monitor and supervise children even though the child has been given permission to make their own choices. A scientific study to be able to educate the public requires efforts to be made including the following: 1.) For institutions as reference material in socializing parenting patterns to children. 2.) For students as a reference to develop and review research similar to this research.

BIBLIOGRAPHY

- Adawiah, R. (2017). Parenting patterns and their implications for children's education: Studies on Dayak Communities in Halong District, Balangan Regency. *Journal of Citizenship Education*, 7(1), 33-48.
- Agency, Home and Tridhonanto, Al. 2014. *Developing Democratic Parenting*. Jakarta: Gramedia
- Agus Sujanto, et al, 2004. *Personality Psychology*, Jakarta: Earth Script.
- Al Tridonanto, 2002. *Making Children with Character*. Jakarta: Elex Media Komputindo, Gramedia.
- Al Tridhonanto. 2014. *Developing Democratic Parenting*. Jakarta: PT Elex Media Komputindo.
- Alfie Kohn, Don't Hit Me New Paradigm of Parenting (Bandung: Mizan Learning Center (MLC), 2006), 15.
- Ali, AMD, & Yusof, H. (2011). Quality and qualitative studies: The case of validity, reliability, and generalizability. *Issues in Social and Environmental Accounting*, 5(1/2), 25-26
- Ayun, Q. (2017). Parenting patterns and parenting methods in shaping the child's personality. *ThufuLA: Journal of Teacher Education Innovation Raudhatul Athfal*, 5(1), 102-122.
- Darajat, Z. 1982. *Child Mental Care*. Jakarta: Crescent Moon NV.
- Desi Ranita Sari, AZR (2019). The Role of Parents in Early Childhood Independence. *Journal of Education : Early Childhood*, 3(1), 1-12
- Harbeng Masni, nd "The Role of Parents' Democratic Parenting Patterns in the Development of Students' Self Potential and Creativity,"



- M. Shochib, Parenting Style of Parents (Jakarta: Rineka Cipta, 2000), 15.
- Safitri, N., & Aini, W. (2018). Description of Cultivating Independence in the Family. *Journal of Out-of-school Education*, 1(1), 85. <https://doi.org/10.24036/Spektrumps.V1i1.9005>
- Santrock, JW (2009). *Educational Psychology Educational Psychology*. Third Edition Book 1. Translated by Diana Angelica. Salemba Humanika.
- Suparno, Agnesia, H & Ardianti, S. (2022) Factors affecting student achievement during the covid-19 pandemic in Class VII C Citizenship Education subjects at SMP Negeri 2 Tempunak
- Suryana. 2007. *Stages of Qualitative Research in Qualitative Data Analysis Course*.
- Syaiful Bahri Djamarah, *Communication Patterns of Parents and Children in the Family* (Jakarta: Rineka Cipta, 2004), p.2.
- Syamsu Yusuf LN. 2012. *Psychology of Child and Adolescent Development*. Bandung: PT. Rosdakarya youth.
- Utami, K. (2018). *The Relationship between Parenting Patterns and the Independence of Pre-aged Children*
- Wiyani. 2013. *Early Childhood Character Building*. Yogyakarta: AR-RUZZ Media.