



The Influence of Parents Democratic Parenting on Character Based Learning Achievement

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Abstract

This study aims to determine and analyze the effect of parenting democratic parenting on character based learning achievement in class students XI IPS MA Al-Fatah Natar. This research is included in quantitative research using a correlative pattern. The population in this study amounted to 40 students who were divided into 2 classes in MA Al-Fatah. The sample used in this study were all students, totaling 40 students. Data was collected by means of a questionnaire. The analysis used is simple regression analysis. The results of this study indicate that the relationship between democratic parenting of parents with learning achievement in students MA Al-Fatah Natar Lampung, The hypothesis can be accepted from the results of the t-test table showing that the value of t_{count} (28,392) greater than t_{table} (2.023), with significant level 0,00 (p -value < 0,05). This shows that the better the democratic parenting of parents, the better the learning achievement of students.

Keywords: *Democratic Parenting; Learning Achievement; Character*

Introduction

Parents become the main and first educators for their children, because it is from them that children receive their first education. Thus the first form of education is found in family life. Parents are said to be the first educators because it is from them that children get education for the first time and are said to be primary educators because education from parents is the basis for the development and life of children in the future. Parents are role models for children. Parents have a very strong influence on childrens behavior so that an understanding of educational behavior is needed and the consequences of positive and negative behavior from parents.

Educational institutions do not only affect cognitive or intellectual development, but also affect the development of the child's personality, where he will socialize with fellow friends, teachers, and the environment in the educational institution concerned. Parenting patterns also affect the character of the child. The level of student intelligence is indeed one of the factors that affect learning achievement, but it is not the main factor, there are other factors that support student achievement.

The family environment is often referred to as an informal educational environment that affects various aspects of child development. Sometimes this takes place through utterances, directives given to

indicate what the child should be shown or done. Sometimes parents behave or act as a benchmark, for example to be imitated and what is imitated will seep in him. And become part of the habit of behaving and behaving or part of his personality. Parents become the most important factor in instilling the basic personality which also determines the style and picture of a person's personality after adulthood.

Parenting means education, while education is conscious guidance by educators on the physical and spiritual development of students towards the formation of the main personality (Ahmad dalam Danny, 1991:94). Parents are biological mother and father; people who are considered old (smart, clever, expert) (Depdikbud, 1988:885). So in general, parenting is a relatively permanent tendency of parents in providing education, guidance and care to their children. where parents intend to stimulate their children by changing the behavior, knowledge and values that are considered the most appropriate by parents, so that children can be independent, grow and develop in a healthy and optimal manner.

according to Marcolm and Heyes (in Poebakawatja, 1976:163) suggested four kinds of parenting by parents in the family, namely:

- a. Autocratic (authoritarian), characterized by rigid rules from parents and children's freedom is very limited.
- b. Democratic, characterized by an open attitude between parents and children.
- c. Permissiveness is characterized by the existence of unlimited freedom for children to behave according to their own wishes.
- d. Laissez faire is characterized by the indifference of parents to their children.

Democratic parenting is a way of educating children, where parents determine the rules but by paying attention to the circumstances and needs of the child. Democratic parenting is a form of parenting that pays attention to and respects children's freedom, but that freedom is not absolute and with understanding guidance between parents and children (Munandar, 1982:98).

The characteristics of democratic parenting are as follows:

- a. Determine rules and discipline by paying attention and considering reasons that can be accepted, understood and understood by the child.
- b. Provide guidance on good deeds that need to be maintained and which are not good to be abandoned.
- c. Provide guidance with understanding.
- d. Can create harmony in the family.
- e. Can create a communicative atmosphere between parents and children as well as fellow families.

Achievement is the result that has been achieved from what has been done or done or done. Thus, achievement is the result of an activity that has been carried out, created either individually or in groups (Depdikbud, 1988:700). Achievement is a student's mastery of certain subject matter that has been obtained from the results of learning tests expressed in the form of scores (Gagne in Gofur, 1983:9).

Character education has the same essence and meaning as moral education and moral education. The goal is to shape the child's personality, so that he becomes a good human being, a citizen, and a good citizen. As for the criteria for a good human being, a good citizen, and a good citizen for a society or nation, in general are certain social values, which are heavily influenced by the culture of the community and nation. Therefore, the essence of character education in the context of education in Indonesia is the education of values, namely the education of noble values originating from the culture of the Indonesian nation itself, in order to foster personality so that good behavior can be realized (Ramli, 2003:1). Substantively there are three behavioral performances that are interrelated with each other, namely moral concepts (*moral knowing*), moral attitudes (*moral feeling*), and moral behavior (*moral behavior*). Based

on these three components, it can be stated that good character is supported by knowledge of goodness, the desire to do good, and do good deeds (Lickona, 2004).

Method Research

This research is a quantitative research with a correlative pattern type to determine and analyze the effect of democratic parenting parents on character based learning achievement in grade students XI IPS MA Al-Fatah Natar. The population in this study amounted to 40 students who were divided into 2 classes in MA Al-Fatah. The sample used in this study were all students, totaling 40 students. The sampling technique used was the census technique. Data collection techniques used are observation, interviews, questionnaires, literature study, documentation.

This research consists of two variables, namely parenting style and learning achievement. The parenting style of parents is called the independent variable (hereinafter denoted by X) and learning achievement is called the dependent variable (hereinafter denoted by Y).

Result and Discussion

1. Data Description of Democratic Parenting Patterns

The frequency of parenting that is quite democratic is 14 respondents with a percentage of 35%. In the frequency of democratic parenting, there are six respondents with a percentage of 15%. In the frequency of parenting patterns that are lacking, there are 15 respondents with a percentage of 37,5%. And on the frequency of undemocratic parenting, there are 5 respondents with a percentage of 12,5%.

Table 1. Respondents Score Category

Category	Frequency	Percent	Valid Percent	Cumulative Percent
Pretty Democratic	14	35,0	35,0	35,0
Democratic	6	15,0	15,0	50,0
Less Democratic	15	37,5	37,5	87,5
Not Democratic	5	12,5	12,5	100,0
Total	40	100,0	100,0	

Source: Data Processing 2021

2. Description of Student Achievement Data

The frequency of student learning achievement is very good, there are 9 respondents with a percentage of 22,5%. In the frequency of good student achievement, there are 31 respondents with a percentage of 77,5%.

Table 2. Respondents Score Category

Category	Frequency	Percent	Valid Percent	Cumulative Percent
Very good	9	22,5	22,5	22,5
Well	31	77,5	77,5	100,0
Total	40	100,0	100,0	

Source: Data Processing 2021

3. Descriptive Statistical Analysis

Respondents amounted to 40 students. Of the 40 respondents, the minimum score on the total score of the questionnaire was 29 and the maximum score was 55, the difference in the range in the results of this study is 26. The mean value of the total score of the respondent's questionnaire is obtained at 42,28. Std value. deviation of 6,312 and the value of variance is 39,846. While the minimum score on the report card value is 75 and the maximum score is 85, the difference in the range of the results of this study is 10. In the mean value of the total score of the respondent's questionnaire, it is obtained by 78,67. Std value. deviation of 2,443 and the value of variance is 5,969.

Table 3. Parenting Descriptive Statistical Analysis

Descriptive Statistics	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
Total Score Questionnaire (X)	40	26	29	55	42,28	6,312	39,846
Learning achievement	40	10	75	85	78,67	2,443	5,969
Valid N (Y) (listwise)	40						

Source: Data Processing 2021

4. Data Analysis Prerequisite Test

a. Normality Test

The normality test aims to determine the confounding variance or residuals that are normally distributed and to avoid bias in the regression model. Testing the normality of the data in this study used the Kolmogorov-Smirnov (K-S) non-parametric statistical test. By making a hypothesis, if the significant value is greater than 0.05 then H_0 is accepted, whereas if the significant value is less than 0.05 then H_0 is rejected.

**Table 4. Normality Test
One-Sample Kolmogorov-Smirnov Test**

		Unstandardized Residual
N		40
Normal Parameters ^{a,b}	Mean	,0000000
	Std. Deviation	2,19363736
Most Extreme Differences	Absolute	,104
	Positive	,104
	Negative	-,065
Test Statistic		,104
Asymp. Sig. (2-tailed)		,200 ^{c,d}

Source: Data Processing 2021

Based on the table above, the results of the normality test show the Asymp value. Sig. (2-tailed) $0.200 > 0.05$. From these results, the significant value with the one sample Kolmogorov-Smirnov test for all variables is greater than 0.05, so it can be concluded that the data in this study are normally distributed.

a. Simple Linear Regression Test

Table 5. Simple Linear Regression Test

Model	Unstandardized Coefficients		Standardized Coefficients
	B	Std. Error	Beta
(Constant)	68,396	2,409	
Parenting	,248	,056	,582

Source: Data Processing 2021

Based on the table above, the coefficient results are looking at simple linear regression equations and hypothesis testing with t statistics for the independent variables.

$$\hat{Y} = a + bX$$

or

$$\hat{Y} = 68,396 + 0,248 (X)$$

The above equation is translated, among others:

- 1) The constant is 68.396, which means that the consistent value of the student achievement value variable is 68.396.
- 2) The X regression coefficient of 0.248 states that for every 1% addition to the score of democratic parenting, the value of student learning achievement increases by 0.248 and the regression coefficient is positive. It can be concluded that the direction of the influence of the variable X on Y is positive.

b. Uji F

Simultaneous test (F test) was conducted to describe whether the independent variable has a significant effect simultaneously with the dependent variable. The basis for making the decision is:

1. If the significant value is < 0.05 , it can be said that there is a significant effect between the independent variables on the dependent variable simultaneously.
2. If the significant value is > 0.05 , it can be said that there is no significant effect between the independent variables on the dependent variable simultaneously.

The results are as follows:

Table 6. F Test Results

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	95,930	1	95,930	19,424	,000 ^b
	Residual	187,670	38	4,939		
	Total	283,600	39			

Source: Data Processing 2021

Based on the table above, it shows that the calculated F value is 19.424 with a significance level of 0.00. While the F table is 4.09 with a significance level of 0.05. This indicates that the regression

model can be used or feasible to predict the Student Achievement variable because the value of Sig. < alpha ($\alpha = 5\%$). This indicates that the Democratic Parenting Parenting variable simultaneously has an effect on Student Achievement.

c. Hypothesis testing

The t-test difference test was used to test how far the influence of the independent variables used in this study individually (partial) in explaining the dependent variable. The basis for making t-test decisions are as follows:

- a. If $t_{\text{count}} > t_{\text{table}}$, H_a is accepted
- b. If $t_{\text{count}} < t_{\text{table}}$, H_o is rejected

The research results are as follows:

**Tabel 7. Hasil Uji T
Coefficients^a**

Model	T	Sig.
1 (Constant)	28,392	,000
Parenting	4,407	,000

Source: Data Processing 2021

The hypothesis in this study has a significant effect between the independent variable and the dependent variable. In the results of the T test, it was concluded that the Democratic Parenting Parenting (X) variable had an influence on the Student Achievement variable. From the results of the table above, it shows that the t-count value (28.392) is greater than the t-table (2.023), with a significant level of 0.00 (p-value <0.05) then H_a is accepted and H_o is rejected, meaning that there is a significant influence between Democratic Parenting Parenting on Student Achievement.

This study aims to determine the relationship between democratic parenting of parents and student achievement MA Al-Fattah Natar Lampung. Based on the results of the correlation analysis, there is a very significant influence between democratic parenting of parents and learning achievement (the hypothesis is accepted). This positive relationship indicates that the better the democratic parenting of parents, the better the learning achievement. On the other hand, the less good the democratic parenting style of the parents, the less student achievement will be.

This is in accordance with the results of hypothesis testing which proves that the hypothesis in this study is that there is a relationship between democratic parenting of parents and student achievement MA Al-Fattah Natar Lampung. These results are indicated by the value that the t_{count} value (28.392) is greater than the t_{table} (2.023), with a significant level of 0.00 (p-value <0.05), it is concluded that there is a significant influence between Democratic Parenting Patterns on Student Achievement.

Conclusion

Based on the results of data analysis and the previous discussion, it can be concluded that there is a very significant relationship, namely the relationship between democratic parenting of parents and student achievement MA Al-Fattah Natar Lampung, the hypothesis can be accepted from the results of the t-test table showing that the t-count value (28.392) is greater than the t_{table} (2.023), with a significant

level of 0.00 (p -value < 0.05). This shows that the better the democratic parenting of parents, the better the learning achievement of students.

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