

Parent Education Levels on Student Learning Achievements

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Abstract—This study aims to examine the relationship between the level of parent education and the student learning achievement. The method used is quantitative approach. The data was collected using the students' personal document and the students' semester academic report. The population is the seventh grade students of Muhammadiyah Pleret Middle School in Bantul Regency. The random sampling technique was used. The educational background undertaken by parents is influenced by a guided environment, especially the educational experience in schools so as to achieve social skills and develop responsible personalities.

Keywords—parent education; learning achievements

I. INTRODUCTION

Learning achievement is a measure of success obtained by students during the learning process. The success of student learning achievements is strongly influenced by external factors and internal factors. One of the external factors referred to here is the level of education of parents, which is a determining process in the success of their children. Parents as the first teacher for their children because education devoted by parents greatly determines children's development.

Educational background of parents can affect their attention to children's education. By having the provision of knowledge and skills through the education process of parents who have graduated from elementary school, graduated from junior high school, and graduated from high school, at least they can help solve all the problems faced by children in their school. Based on the facts, parents who have an educational background graduating from elementary school, graduating from junior high school and graduating from high school have a narrow insight into education. This means that the knowledge capacity of parents is low resulting in the ability to educate children also have an adverse impact.

In addition to low knowledge capacity, which has not been supported by adequate educational capabilities, it is feared that the needs of children are inadequate in the success of their education. Parents of students who graduated from elementary school, graduated from junior high school and graduated from high school still tended to traditional things so they ignored the importance of children's physical health.

The important role of parents at home is to provide needs for children's health. This is commensurate with the results of [1] that 45 students (45.34%) experienced health problems, so that they were influential in helping to obtain good achievements. Information obtained from picket teachers or

guidance and counseling teachers is a lot of events faced by students in schools regarding health problems, such as: nausea, headache, fever, even fainting during ceremonies on Monday.

In addition to health conditions, students in learning will greatly need learning support facilities, to meet these supporting facilities sometimes students are still difficult to fulfill because of very expensive costs. The results of [2] explain that 56 students (35%) who study without being helped by facilities often get obstacles in completing learning activities, this is because learning facilities cannot be ignored in learning problems.

Unlike the case with students with a background of highly educated parents, they certainly have skills in mastering science and technology. Even parents are able to help solve learning problems and can meet all the needs of facilities needed by children. A total of 67 students (40.2%) whose parents graduated from Higher Education (78% of fathers and 45% of mothers), tended to direct and guide their children to achieve their goals according to their abilities and were supported by interest. Many parents want their children to get higher education or at least the same as the education that is owned by their parents.

With an adequate life even more than enough, parents are able to buy communication tools. Parents buy their children communication tools in the form of mobile phones with the aim of facilitating communication between parents and their children outside of school, but with this communication tool many students abuse it.

The electronic media in the form of mobile phones create social inequality with a modern-style appearance following the times. Using mobile phones in the school environment can show learning chaos, inhibiting learning activities in the classroom. In addition to mobile media, students who have a low interest in the subject matter explained by the teacher. Students' low interest in subject matter causes less readiness of students to take part in classroom learning activities, such as delays in learning, student attitudes that lack confidence in answering questions, cannot complete their tasks properly, students' responses are low in answering questions from teacher, there is no enthusiasm of students in the knowledge of the material being discussed.

Students do not have special study time that is routinely done at home because they prefer to do fun things like playing online games, opening Facebook, twitter which results in students becoming less likely to read textbooks and unable to

use the electronic media appropriately. In addition to mobile media, students also have a low interest in the subject matter explained by the teacher. Students with low learning achievement, because students rarely do homework given by the teacher and result in a lack of understanding of the work. The results of [3] study that 93 (93.2%) students with diverse school conditions, there are students who are quick and easy to receive lessons. For example, there are students who are able to quickly receive lessons when the teacher provides material in an unregistered class that does not pay attention and often plays alone when the lesson takes place.

When teaching and learning activities, student learning activities have not been effective because they are too oriented towards memorizing the mastery of subject matter rather than having to master the theory. This is one of the causes of students' learning abilities being hampered. Other causes found are student independence is relatively low. One of them is that students do not take advantage of empty hours if the teacher cannot attend class during class hours. [6] research reveals that the higher the social support from parents, the higher the self-direction in learning, and conversely the lower the social support from parents will make self-direction in learning in children is low.

Referring to the information discussed in this section, the authors are interested in the level of affiliation of parents' education on student achievement. This study aims to determine the level of affiliation of parents' education on student achievement.

II. METHOD

Data processed and the results of data analysis are further discussed with a qualitative description. The research design uses descriptive design with a one-short model approach. Processing and analysis of data is done by focusing attention on the variable level of education of parents, in terms of the last education of parents who show affiliation with the variable learning achievement. The research data that can be used as an indicator to identify is documentation of odd semester grades.

The population is imposed on the seventh grade students of Muhammadiyah Pleret Middle School in Bantul Regency, totaling 131 students. The sample in this study was taken as many as 95 students. Sampling uses random sampling technique.

Data collection techniques are a method used by researchers to collect and obtain data [7]. Data collection techniques in this study used documentation techniques in the form of a list of foster students and midterm scores.

Data analysis techniques [8] are a way to process data to get the right conclusions. Data analysis techniques are interpreted as a way to process data that aims to test hypotheses for both variables. The data analysis technique in this study uses product moment correlation techniques which are then calculated using the help of statistical software.

III. RESULTS AND DISCUSSION

Regarding father's level of education, here the author takes the latest data on the education of fathers who have been taken until graduating in formal education institutions. Central tendency description of father's education data obtained minimum score of 9, maximum score of 20, mean of 14.14, and standard deviation of 2.53. The frequency distribution of the last education level of most fathers graduated at S1 level was 40.6%, graduated from high school as much as 37.5%, passed DIII as much as 6.3%, graduated S2 as much as 4.2%, graduated S3 as much as 3.1%. The data was analyzed using SPSS program computer assistance.

The central tendency for the mother's education level obtained a minimum score of 6, a maximum score of 20, a mean of 13.42, and a standard deviation of 2.85. Continued with data on the frequency distribution of the last education level of most mothers graduating from high school as much as 43.8%, graduating S1 as much as 27.1%, graduating DIII as much as 10.4%, graduating junior high school as much as 8.3%, graduating S2 as much as 6.3 %, graduating from elementary school as much as 3.1%. Graduated to S3 level as much as 1%.

Final semester exam report is given to measure students' ability after one year of study with several basic competencies. This is often used to determine the achievement of a predetermined learning goal. The results of report cards usually have to be known by parents of students on the ability of children during learning, parents better understand the competence of children and can provide guidance and direction if found the value of children in the report card whose value is not in line with expectations.

The domain of learning outcomes assessment is grouping assessment of learning outcomes by referring to three types of inherent domains, including: (1) cognitive domains, (2) affective domains, (3) skill domains [9]. The cognitive domain is a domain that includes mental activities that include thinking activities, such as problem solving skills by giving explanations or giving more detailed descriptions in answering questions in their own words. Affective domain is an attitude that is related to the intensity of feelings to respond positively or negatively to all conditions. The realm of skills is related to skills in the form of the ability to act after a person receives certain learning experiences during the learning process.

The central tendency of learning achievement is a minimum score of 1.20, a maximum score of 4.00, a mean of 3.06 and a standard deviation of 0.40. For the frequency distribution of learning achievements in this case the researcher uses high, medium, and low intervals. With moderate intervals, the highest frequency data is 83.3%, low intervals are 10.4%, and high intervals get the least data at 6.3%.

The purpose of normality test is to refer to whether the research sample under study is normally distributed or not and to measure ordinal, interval and ratio data. This normality test was analyzed using the SPSS program assistance. If the analysis uses parametric methods, then the requirements for

normality must be fulfilled, i.e. the data comes from a normal distribution.

The results of the final education normality test of parents with learning achievement show the following data: father's last education shows $p > \sigma$ which is $0.421 > 0.05$ and the last education of the mother shows $p \text{ value} > \sigma$ that is $0.502 > 0.05$ with learning achievement showing value $p > \sigma$ which is $0.061 > 0.05$. Education of parents' education level, in terms of the education of the last father and mother with learning achievement shows the results of normal research data.

The linearity test has the purpose of knowing the relationship of two variables that really have a linear or not relationship. Linear testing is done through a statistical F test with the target criteria used when $F_{\text{count}} > F_{\text{table}}$ at a significance level of 5% then linear while $F_{\text{count}} < F_{\text{table}}$ with a significance of 5% is said to be non-linear.

The results of the latest educational affiliation linearity test of parents with learning achievement show the value of $F_{\text{count}} > F_{\text{table}}$ which is $0.223 > 0.05$ with a value of $p > \sigma$ which is $0,801 > 0.05$. The results of the data show linear research.

The results of the correlation analysis regarding the level of parent's educational affiliation with student achievement have a value of $p < \sigma$ which is $0,000 < 0,05$ so that it can be concluded that there is a significant relationship with the direction of positive correlation.

The results of the correlation analysis can be seen the level of affiliation of parents' education in terms of father and mother education (X) with learning achievement (Y), obtained by the direction of positive correlation because the correlation of two variables together has increased indicating the same direction. Obtained the direction of positive correlation which shows that the level of education of parents is positively and significantly related to student learning achievement, the higher the education of parents, the higher the learning value of students as well as the lower the level of education of parents, the lower the value of student learning achievement. The results of the correlation analysis read an alternative hypothesis (H_a) there is a positive affiliation of the level of education of parents with "acceptable" learning achievement, while (H_o) there is no positive affiliation of the level of education of parents with "rejected" learning achievement.

The results of product moment correlation analysis show that $r_{\text{count}} > r_{\text{table}}$ with $p > \sigma$. The coefficient of determination (R^2) is the square of the correlation coefficient. Based on the calculation results obtained the value of the coefficient of determination is 0.025. This shows the many variations of learning achievement that can be explained by the variable level of education of parents of 2.5% and the remaining 97.5% of learning achievement in the high and low categories caused by other variables beyond the level of education of parents in the form of supporting and inhibiting factors internally and externally to achieve learning achievement.

The result shows that the hypothesis of this study is accepted that there is a positive affiliation of the level of education of parents with learning achievement in students.

The level of education is defined as the stages of education that are set based on the level of development in accordance with age, the goals to be achieved and the capabilities developed. The educational background undertaken by parents is influenced by a guided environment, especially the educational experience in schools so as to achieve social skills and develop responsible personalities.

Through language and values of behavior and living habits is the formation of the human personality. With the maintenance and improvement of people's lives, devices with social groups independently have awareness, responsibility in the process of implementation. This is reinforced by [10] which states that the notion of education is a conscious and planned effort to create a learning atmosphere and a process of teaching so that students actively develop their potential to have the power religious spiritual, self-control, personality, intelligence, noble character and skills needed for the community, nation and state.

Self-spiritual development potential related to children, the role of parents is very necessary. Parents cannot give up their children to get religious education at school, parents give examples to their children when they are worshipping, are religious or cannot be influenced by the way parents. Learning achievement according to [11] as a result of the learning process expressed in quantitative form in the form of numbers, specifically given for the evaluation process, such as report cards, which are given to students at the end of the semester.

Parents cannot give up their children to get religious education at school. Parents can support their children's schooling by attending school function and responding to school obligations (parent-teacher, conference, for example). They can become more involved in helping their children improve, their schoolwork-providing encouragement, arranging for appropriate study time and space, modeling desired behavior, monitoring homework, and actively tutoring their children at home [12]. The school community is very diverse, the current progress of education in some schools is not based on religion, religious studies are given according to their respective beliefs.

Research conducted by [7] about "the relationship between the level of education of parents and the work of parents with PAI learning achievement". Data analysis obtained the results of the r_{y12} correlation coefficient = 0.687 at the significance level $\alpha = 0.01$ and the coefficient of determination $r^2_{y12} = 0.472$. The results show there is a positive correlation between the level of education of parents and the work of parents with PAI learning achievement.

The education system and school environment that can protect the desire in each child to develop pride in themselves, to always try to achieve the best ability. To develop the quality and skills needed as students and parts of global society. Parents play a role in helping children who experience learning difficulties by providing assistance in the form of tutoring. The same thing was expressed by [6] about the level of education which is the level of education pursued by students through guidance or conscious leadership by educators on educated physical and spiritual development towards the formation of the main personality.

IV. CONCLUSION

The conclusion that can be drawn by the author in this case is that there correlation between level of affiliation of parents' education with student achievement.

Parents should not give up their children's education completely at school, this is because the time of existence of students in schools has limited time. In addition, parents also hold interactive communication, attention and affection with their children at home.

Subject teachers are expected to be more sensitive to their students, such as the behavior of students in the classroom, monitoring the values that have been obtained by their students, treatment of subject teachers must be balanced between students who excel with students who do not. The goal in this case is that students feel cared for by their teacher, there is no gap in the treatment.

Guidance and counseling teachers can collaborate intensely with subject teachers, homerooms and parents about the overall personality of the students, including also the learning achievements obtained during one semester. In addition, guidance and counseling teachers can provide periodic guidance and counseling to students who have high learning achievement and students who have not had high academic achievement.

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