

The Influence of Parental Communication Against the Learning Achievement of Children in *Madrasah Ibtidaiyah* (MI)

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Abstract: The national education system is implemented through two channels, namely the school education channel and the non-school education channel. Family education, parent communication to their children is part of out-of-school education that is held in and by the family. The school education pathway consists of basic education, secondary education and higher education. The purpose of this study is: (1) to find out how much father's attention in building children's learning has an effect on children's learning achievement; (2) to find out how much the mother's attention in building children's learning has an effect on children's learning achievement; (3) to find out how much the frequency of communication between father and son in guiding children's learning has an effect on children's learning achievement; and (4) to find out how much the frequency of communication between mother and child in guiding children's learning affects children's learning achievement. This study uses quantitative research, and the population in the study of 76 Because the population is less than 100, this study research population and taken all 76 students. Analysis of the data in this study uses path analysis.

Keywords: parental attention, parental communication, child learning achievement

1. INTRODUCTION

National Development in the field of education is an effort to educate the nation's life and improve the quality of Indonesian people in realizing an advanced, just and prosperous society based on Pancasila and the 1945 Constitution, which enables its citizens to develop themselves as fully Indonesian people. The national education system is implemented through two channels, namely the school education channel and the non-school education channel. Family education, parent communication to their children is part of out-of-school education that is held in and by the family. The school education pathway consists of basic education, secondary education and higher education.

Schools should also have the ability to accommodate various demands that develop in the community, because schools need the support of the community. Schools as educational institutions as well as social institutions will be more effective if the structure and function are in accordance with the level of development of the supporting community. Schools will fail, if the ways to accommodate the various expectations are not in line with the level of development of the supporting community. One form of

support expected by schools is the participation of parents creating intensive communication with their children as a form of implementing school functions (Abustam, 1996).

But very few schools are fortunate to have parents who give great attention to the school and their children. Most parents give up and entrust all of their children's education to the school and to the children themselves. There are not many parents who continuously observe their children's learning behavior, except at certain times such as at the time of receiving report cards, and during meetings between school and parents of students (Suyata, 1996). Schools can develop the situation and with that situation parents come to "go to school", participate in learning or at least be observers of diligent and earnest learning (Suyata, 1996).

In addition, schools can work together with community groups who have concern for child development and education in general. How big is the real role of parent and child communication in improving student achievement? Suyata (1996) explains that the results of the education world study present a controversy about the school's share and family share in achieving good quality education. One argument state that the quality of learning (student achievement) depends on the condition

of the student's family. Various opinions regarding the many factors that affect student achievement. But basically, all does not differ in principle.

Broadly speaking, Suryabrata (1993) distinguishes factors that influence student learning achievement into two, namely: factors from inside and outside factors of students. But the target of the study in this research is external factors. External factors are social and non-social factors. Social factors include the family environment including how to educate, the atmosphere of the house, the community, playmates, teachers and staff at school. While the non-social aspects include the location of the house, the location of the school, the surrounding natural environment and others.

Aspects of the social environment that affect more learning activities are parents and other family members. The results of Coleman (2000) research that parents are the most influential factor on social behavior and children's learning achievement and work status of children in the future. According to Patterson & Loeber (Shah, 1995) habits that are applied by parents of students in managing a wrong family, such as negligence of parents in monitoring children's learning activities both at home and outside the home, can have a negative impact on student achievement.

This means that if parents can manage the family in the sense of creating active communication in student learning activities, it will obtain optimal results (high learning achievement). Learning achievement is the result of an education system, so that the success rate is determined and influenced by elements of the system itself such as raw input, instrumental input, and environmental input. This is in line with the opinion of Tirtaraharja (2000) that education is an interrelated system between raw input, instrumental input, and environmental input, each of which influences the success of education.

Communication as a process through which a person (communicator) conveys stimulus (usually in the form of words) with the aim of changing or shaping the behavior of other people (audiences). Communication is a process of delivering information, ideas, emotions, skills, and others through the use of symbols such as words, pictures, numbers, and others. Meanwhile, according to Weaver Communication is the whole procedure through which a person's mind can influence the thoughts of others. (Riswandi, 2009).

Attention according to Slameto (2015) is an activity carried out by someone in relation to the selection of stimuli that come from their environment. According to Tu'u (2004) learning achievement is the mastery of knowledge or skills developed by subjects, usually indicated by test scores or grades given by the teacher. So, student achievement is focused on the value or numbers achieved by students in the learning process at school. The value is mainly seen from the cognitive side, because this aspect is often assessed by the teacher to see the mastery of knowledge as a measure of student learning achievement.

Research conducted by Wahyu Erdiana (2002) concluded that students have a good achievement index because of the very fulfillment of the demands needed / expected. Conversely, students who have an achievement index lack or very less get what is expected / needed. The research shows that the family environment can build an atmosphere that can eliminate the burden of children's feelings and thoughts. By removing barriers to learning, children are expected to develop themselves so that they get good achievements.

The role of the family in spurring children's learning achievement is not small, especially seen from the affection, attention, and understanding in understanding their children given by both parents. Parents take the time to accompany their children, provide guidance, direction, and advice. Spending time together is an absolute prerequisite for creating good communication between parents and children. Because of this time together, intimacy and intimacy can be created among family members. Parents must be able to foster an interest in their children to study harder and be more enthusiastic. Because then the child will be more confident with his future, because he gets attention and affection from his parents. Such communication conditions are expected to produce learning achievements of children who are growing and developing well.

Researchers reason in researching this problem is the lack of family attention to children's education can be seen from a few simple events, such as parents unable to take the time to be able to attend to meet the invitation of the school. Based on the authors' observations and interviews with teachers in several MI schools in Pasuruan, only 40% of parents can fulfill the school invitation every time a meeting is held. Research in America conducted by Norton in 1980, showed that out of 75 invitations sent to parents of students, only 2 respondents: (1) some cases in MI schools in Pasuruan Regency, not a few children who show that they are smart and have high intelligence, but poor learning achievement; and (2) the average value of learning outcomes achieved by students at MI Darul Ulum Rembang is still low in each semester. That is one indicator, that the effectiveness of learning communication in students in MI Darul Ulum is not optimal. The latest data shows the average value of UAN (Final Examination) for the 2015/2016 Academic Year is still very low.

2. METHOD

This research was conducted to determine the effect of parental communication on the learning of children of Madrasah Ibtidaiyah (MI) in Pasuruan Regency, Indonesia. So, this study wants to know the causal relationship between the variables that exist with proven through hypothesis testing. The description of the design of this study is as shown below (Figure 1).

The research location was conducted at MI Darul Ulum Rembang, MI Roudlotul Banat Kejayan, MI Darul

Ulum Gondang Wetan. This research was conducted in December 2019. The population in this study was 76 students. Because the relatively small population is less than 100, so that in order to make it easier in this study, the number of samples in this study were taken by all 76 students. Path analysis is used to determine the magnitude of the influence of a variable on other variables both direct and indirect influence. Steps in analyzing data using path analysis in accordance with the modification of Rasjid in Sitepu (1994).

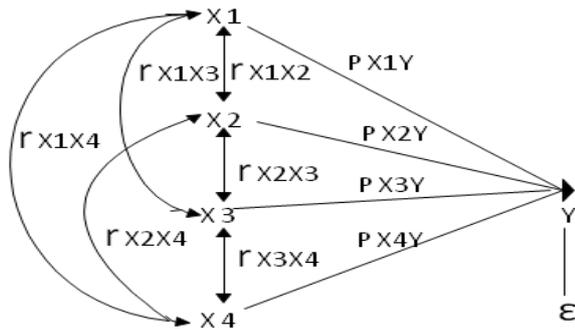


Figure 1 Pathways Research Framework

3. RESULTS AND DISCUSSION

The attention of fathers in supervising children’s learning does not cause the learning achievements of their children to increase. This is due to the limited time the father has. Daddy’s busy life looking for a living for the family makes the father not to supervise or control the activities of children associated with his studies at school. Likewise, fathers do not understand their children’s material, so they cannot overcome their child’s problems related to their studies at school.

Mother’s attention in supervising children’s learning can support children’s learning achievement in their lessons at school, this happens because: mothers understand the character of each child so that they are able to package messages conveyed to children, also convey messages that are carried out in a dialogical way that motivates children in improving his learning achievement.

The frequency of communication made by the father to the child directly determines the learning achievement achieved by the child, because it turns out that the frequency of communication between the father and the child is limited causing the learning achievement to be non-optimistic.

The high frequency of mother and child communication does not determine a child’s learning achievement to be high. On the contrary, high communication causes children’s learning achievement to be down. The high frequency of communication between mother and child is mostly caused by the mother, so that housewives, do not work so that the time to meet with the child is very much.

4. CONCLUSION

National Development in the field of education is an effort to educate the nation’s life and improve the quality of Indonesian people in realizing an advanced, just and prosperous society based on Pancasila and the 1945 Constitution, which enables its citizens to develop themselves as fully Indonesian people.

The national education system is implemented through two channels, namely the school education channel and the non-school education channel. Family education, parent communication to their children is part of out-of-school education that is held in and by the family. The attention of fathers in supervising children’s learning does not cause the learning achievements of their children to increase. The high frequency of mother and child communication does not determine a child’s learning achievement to be high. On the contrary, high communication causes children’s learning achievement to be down.

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