

Reality of Communication Patterns Between Parents and Elementary School Students in Facing the Era of Industrial Revolution 4.0

Sukardi^{1,*}, Aliyn Nafisha¹, Bevi Anisa Devi¹

¹ Department of Elementary School Teacher Education, Faculty of Education, Universitas Negeri Semarang, Semarang, Indonesia

* Corresponding author. Email: sukardipgsd@mail.unnes.ac.id

Abstract: This study describes the reality of communication patterns that occur in the world of basic education to meet the era of industrial revolution 4.0. Communication Parents have an important role in determining children's learning success. Communication patterns and backgrounds of parental education are factors that influence children's learning outcomes. This study aims to examine the relationship between communication patterns and the background of parental education on the Civics Education (PPKn) learning outcomes of fourth grade students of Shinta Elementary School in West Semarang District, Indonesia, and in the Diponegoro Group of Penawangan Subdistrict, Purwodadi. This type of research is correlation. The research sample consisted of 100 students. The results showed that: (1) parental communication patterns were considered sufficient; (2) the background of parental education is classified as good; (3) learning outcomes are classified as good; (4) there is a positive and significant relationship between parental communication patterns towards PPKn learning outcomes with 0.652 - 0.688; (5) there is a positive and significant relationship between the educational background to the PPKn learning outcomes with 0.404 -0.05; (6) there is a positive and significant relationship between the communication pattern and the background of parental education on the PPKn learning outcomes with 0.05 - 0.667; (7) the contribution of communication patterns and background of parental education to student PPKn learning outcomes by 44.5% - 52%.

Keywords: communication patterns, educational background, PPKn learning outcomes

1. INTRODUCTION

Education is an important requirement for human life in this era of industrial revolution 4.0. The educational objective according to Law Number 20 Year 2003 article 1 is that students actively develop their potential and have religious spiritual strength, self-control, personality, intelligence, noble character and skills needed by students in society, nation, and state. Development of science and technology today inevitably requires the community to have a mindset that develops in all aspects. Various subjects found in formal schools since elementary to tertiary education are used to prepare students to face these developments. The aim of the PPKn subjects is that students can think critically, rationally, and creatively in responding to problems involving both citizenship and daily life.

One form of achievement of educational goals is the learning process can take place well. The learning process can be said to be successful if student learning outcomes

are in accordance with predetermined criteria. Learning outcomes are behavioral changes that include cognitive, affective, and psychomotor aspects as a result of following the learning process. Learning outcomes are influenced by two factors, namely internal factors and external factors. Internal factors come from within students and external factors come from outside of students.

One of the external factors that influence children's learning is family. One of the factors that comes from the family according to Slameto (2010), is the way parents educate children. Parents who pay less attention to their child's learning or even be indifferent to their child's learning can cause children to lack or not succeed in learning. Based on this opinion, parents and children should have smooth communication. Not only for learning activities but also for daily activities communication between parents and children is very necessary. But every family certainly has a different communication pattern. Communication patterns can be interpreted as a pattern of relationships between parents and children, namely

mothers with fathers, mothers with children, fathers with children, and children with children.

In addition to communication between parents and children, family circumstances too have an impact on children's learning success. According to Purwanto (2013), family circumstances affect children's learning. There are families consisting of educated mother fathers and some who lack knowledge. It is this atmosphere and family situation that is diverse which can determine how and to what extent the learning process is experienced and achieved by the child. In line with Purwanto opinion, Cholifah (2016) states that the background of parents' education level is positively correlated with the way they care for children, while parenting is related to child development. This means that the higher the level of education the parents will be the better the way they care for their children and as a result the development of affected children goes positively.

Based on observations made at SD Shinta, Semarang, Indonesia, student learning outcomes varied. Lack of communication between parents and children. Parents are less concerned about the development of their child's learning. This can be seen from the results of interviews with parents of students, the parents admitted that when children do not have homework parents tend to leave or not wait for learning. Parents tend to include their children for tutoring, because parents are busy with their work. Parents also rarely ask questions about their child's learning activities at school.

The level of education of parents of students also varies, there are only a few who graduated from elementary, middle, high school, and parents who are highly educated. The research was conducted by Cholifah, et al (2016), the results showed that there was a significant effect between the background level of parental education, namely mothers on student learning outcomes the magnitude of the calculated F value of $(7.695) >$ from F table (3.879). Another study was conducted by Baiti (2014), the calculation results show a relationship between the pattern of Communication with children's learning discipline, based on regression correlation which states that the pattern of communication of parents-children affects the discipline of children's learning can be accepted. Based on the description above, the researcher aims to analyze relationship between the communication pattern and the background of parental education on the learning outcomes of the fourth grade PPKn students at SD Gugus Shinta.

2. METHOD

This research is a type of quantitative research with correlation method. The study was conducted at SD Gugus Shinta, West Semarang District. The population of this study was fourth grade students of SD Gugus Shinta, West Semarang District, totaling 145 students. The sample used was 100 students using the proportionate stratified random sampling technique. The variables of this study consisted

of two independent variables (dependent), namely the parental communication pattern (X1) and parental education background (X2), and one dependent variable (independent) namely the PPKn learning outcomes.

Data collection techniques: questionnaires, documentation, and tests. Questionnaires are used to retrieve research data in the form of parental communication patterns that will be filled by students and parents. Documentation to retrieve data on the background of parental education and photos of research evidence. The test is used to retrieve research data in the form of PPKn learning outcomes. The instrument trial was conducted outside the population with the number of respondents 31 students.

The trial was conducted to test the validity and reliability of the instruments that will be used for research. Test the validity and reliability of the instrument carried out using the help of SPSS version 16 and Ms. Excel. The analysis technique in this study consisted of a prerequisite test of the final data analysis and analysis. Pre-test analysis includes normality test, linearity test, and multicollinearity test. The final data analysis is used to test the hypothesis consisting of correlation analysis, significance test, and coefficient of determination.

3. RESULT AND DISCUSSION

Based on the descriptive analysis that has been done, the results of the percentage of each research variable are obtained, namely the parental communication pattern, parental education background, and PPKn learning outcomes as follows (Table 1, Table 2, Table 3).

Table 1 Score of Parent Communication Pattern Variables

Interval	Criteria	Frequency	Percentage
224 – 243	Very good	10	10%
204 – 223	Good	32	32%
184 – 203	Medium	42	42%
164 – 183	Less	16	16%
Amount		100	100%

Table 2 Score Variables Background on Parent Education

Interval	Criteria	Frequency	Percentage
4	Very Good	6	6%
3	Good	58	58%
2	Medium	26	26%
1	Less	10	10%
Amount		100	100%

Table 3 Score of PPKn Learning Outcomes Variables

Interval	Criteria	Frequency	Percentage
80-100	Very Good	42	42%
66-79	Good	45	45%
56-65	Medium	12	12%
40-55	Less	1	1%
30-39	Failed	0	0%
Amount		100	100%

Prerequisite Test for Analysis

The prerequisite test for the analysis consisted of normality test, linearity test, and multicollinearity test. The normality test aims to find out whether the data used is normally distributed or not. The normality test in this study used SPSS version 16, the One Sample Kolmogorov-Smirnov Test. The test results obtained values on the communication pattern variable of 0.906; background variable of 0.327; and the learning outcome variable is 0.648. The results of the three variables obtain a value of more than 0.05, which means that the data from the three variables are normally distributed.

The linearity test aims to find out whether or not one variable has a linear relationship or not. The results of the testing on the significance of linearity obtained a value of 0.00. Because the results obtained are less than the significance level of 0.05, then between variables with one another has a linear relationship.

Multicollinearity test is used to find out whether there is a linear relationship between the independent variables in the regression model. Between one and the other independent variables must not have a strong linear relationship. The test results show that the value obtained in the Tolerance is 0.818 on the variable communication pattern of parents and parents' educational background. While the value obtained on the VIF is 1,223. Because the tolerance value obtained is more than 0.1 and the VIF value is less than 10, the independent variable from this study does not have a multicollinearity relationship.

Final Data Analysis

Test the correlation in this study using the help of the SPSS version 16 namely Product Moment. Determination of the hypothesis is accepted or rejected by comparing and with a significance level of 5% that is equal to 0.195. Relationship between Parents' Communication Patterns and PPKn Learning Outcomes Based on the calculation of the correlation index numbers obtained between Parent communication pattern variables and PPKn learning outcomes are 0.652 - 0.688 which means Ha1 can be accepted because the value is more than the value ($0.652 > 0.195$) with the value of sig. (2-tailed) of 0.00 and included in the strong category.

The relationship that occurs between the variables of parental communication patterns and learning outcomes of PPKn is significant, because r counts 0.652 more than the product moment r_{table} of 0.195 at the significance level of 5%. Parent communication pattern variables contribute to student PPKn learning outcomes by 42.5% while 57.5% is determined by other factors. The research that supports this research is Hasbullah (2013) which shows that there is a positive influence of family communication on students' mathematics learning achievement with a simple correlation coefficient score $r = 0.762$ which is significant with t_{count} and determination coefficient score = 58.1%.

Another research that supports this is research conducted by Muslih and Fauziyah (2015) which showed

that family communication patterns and parenting patterns had an influence of 57.4% on students' prosocial behavior and the remaining 42.6%. Another research that supports is research conducted by Mahuro and Hungi (2016). The results showed that parental participation played an important role in motivating children to improve their academic values. The research conducted by Jenifer (2015) explained that the intensity of high family communication was very instrumental in increasing the learning interest of high school students.

Relationship between Background of Parent Education and Learning Outcomes of PPKn

Based on the calculation of the index numbers obtained at 0.404 - 0.05, which means Ha2 can be accepted because the value is more than the value ($0.404 > 0.195$) with the value of sig. (2-tailed) of 0.00 and included in the category is quite strong. The relationship that occurs between parental education background and PPKn learning outcomes is significant, because r counts 0.404 more than 0.195 product moment r_{table} at the 5% significance level. Parental education background variables contributed to students' PPKn learning outcomes by 16.3% while 83.7% was determined by other factors.

The research that supports this research is the research conducted by Pawestri (2018). The results of the study show that there is a correlation between the level of education of parents and the interests and student achievement. Another supportive study was a study conducted by Rana Muhammad in 2015. Analysis of data from the study showed a significant positive relationship between parental education level and student academic achievement.

Another supportive research is the research conducted by Kaukab (2016). The results of the data analysis showed that the involvement of parents has a significant influence on academic performance that is better than their children. Another research that supports is research conducted by Oktaviani (2017). The results of the study show that family education has an influence on the characteristics of students during accounting lessons. Family education contributed 10.11%.

4. CONCLUSION

Based on the results of research and discussion, it can be concluded that parent communication has an important role in determining the success of children's learning. Communication patterns and backgrounds of parental education are factors that influence children's learning outcomes. This study aims to examine the relationship between communication patterns and the background of parental education on the PPKn learning outcomes of fourth grade students of SD Shinta in West Semarang District and in the Diponegoro Group of Penawangan Subdistrict, Purwodadi. This type of research is correlation.

The research sample consisted of 100 students. The results showed that: (1) parental communication patterns were considered sufficient; (2) the background of parental education is classified as good; (3) learning outcomes are classified as good; (4) there is a positive and significant relationship between parental communication patterns towards PPKn learning outcomes with 0.652 - 0.688; (5) there is a positive and significant relationship between the educational background to the PPKn learning outcomes with 0.404-0.05; (6) there is a positive and significant relationship between the communication pattern and the background of parental education on the PPKn learning outcomes with 0.05 - 0.667; and (7) the contribution of communication patterns and background of parental education to student PPKn learning outcomes by 44.5% .- 52%.

REFERENCES

- [1] Baiti, E. 2014. Effect of Parent-Child Communication Patterns on Student Learning Discipline. PPKn Scientific Journal IKIP Veteran Semarang. Vol 2 (1).
- [2] Cholifah, Tety Nur, et al. 2016. Effect of Background on Parent Education Levels and Learning Styles on Student Learning Outcomes in Class IV of SD Sananwetan Sub-District, Blitar City. Education Journal. Vol 1 (3). EISSN: 2502-471X.
- [3] Djamarah, Syaiful Bahri. 2017. Parenting Parents and Communication in the Family. Jakarta: Rineka Cipta..
- [4] Hasbullah. 2013. Effects of Family Communication on Mathematics Learning Achievement. Journal of Education. Volume 8 (2).
- [6] Kaukab, Syeda Rakshanda. 2016. The Impact of Parent / Family Involvement On Student ‘Learning Outcomes. Volume 4 (10).
- [7] Klaus Martin Schwab, 2017. The Fourth Industrial Revolution. New York: Crow.
- [8] Khan, Rana Muhammad Asad, et al. 2015. The influence of the Parents Educational level on Academic achievements in District Secondary School Rajanpur. Journal of Education and Practice. Volume 6 (16).
- [9] Mahuro, G.M, et al. 2016. Parental participation Improves student academic achievement: Case of Iganga and Mayuge districts in Uganda. Volume 3.
- [10] Muslih, Imam and Nurul Fauziyah. 2015. Effect of Family Communication Patterns and Authoritative Care Patterns on Prosocial Behavior of Students in MTS Darussalam Ngoro Jombang 2014/2015 Academic Year. Al Ta'dib Journal. Volume 5 (1).
- [11] Oktaviani, Charina. 2017. Effect of Family Education and Social Environment for Students. Volume 12 (1).
- [12] Pawestri, Novita. 2018. Parent’s Education Level Relates to Students’ Interests and Learning Achievements in Primary Schools.
- [13] Purwanto, Ngalim. 2013. Educational Psychology. Bandung: PT Remaja Rosdakarya.
- [14] Prestiadi, D., Hardyanto, W., & Pramono, S. E. (2015). Implementasi Total Quality Management (TQM) dalam Mencapai Kepuasan Siswa. Educational Management, 4(2).
- [15] Prestiadi, D., Zulkarnain, W., & Sumarsono, R. B. (2019, December). Visionary Leadership in Total Quality Management: Efforts to Improve the Quality of Education in the Industrial Revolution 4.0. In the 4th International Conference on Education and Management (COEMA 2019). Atlantis Press.
- [16] Slameto. 2010. Learning and the Affecting Factors. Jakarta: Rineka Cipta.
- [17] Sugiyono. 2013. Statistics for Research. Bandung: Alfabeta.
- [18] Sugiyono. 2015. Educational Research Methods Quantitative, Qualitative and R & D Approaches.Bandung: Alfabeta.
- [19] Watilu, Jenifer. 2015.The Role of Family Communication in Increasing High School Students’ Interest in Learning in Warukapas Village, Dimembe District, North Minahasa Regency. Acta Diurna E- Journal Journal.