

Differences of Parenting Patterns on Self-Confidence and Learning Achievement in Children of Female Workers and Indonesian Workers Abroad

Richma Hidayati ^{1,*}, Nur Hidayah ¹, M. Ramli ¹, IM. Hambali ¹

¹*Faculty of Education, Universitas Negeri Malang, Malang, Indonesia*

^{*}*Corresponding author. Email: richma.hidayati.1901119@students.um.ac.id*

ABSTRACT

This study aims to examine empirical findings of the influence of parenting on self-confidence and learning achievement of children where their parents work as Female Workers (TKW) and Indonesian Workers (TKI). This research using a quasi-experimental study with a non-equivalent control group design. The subjects of the study involved 45 children of Indonesian Labor (TKI) and Female Workers (TKW) in Kudus. Data obtained by test and non-test, then analyzed using the MANOVA statistical technique. The results of this study indicate that the results obtained indicate that there is a significant influence in parenting patterns on children's self-confidence and learning achievement.

Keywords: parenting pattern, self-confidence, learning achievement, female workers, indonesian workers

1. INTRODUCTION

Indonesia is a country that supplies a large number of workers to other countries. The National Agency for the Placement and Protection of Indonesian Workers (BNP2TKI) in 2018 explained that 204,836 workers had been channeled to become Indonesian Migrant Workers (TKI). As many as 51% of TKI are placed in the informal sector and as much as 69% of the total TKI are women workers (Subadi, 2010). Meanwhile, 39% of the total TKI are still unmarried. This means that most of the workforce are parents with married or divorced status.

With the large number of TKI and TKW spread throughout Indonesia, the government launched a Desmigrative program (Innovative and Productive Migra Villages). As in Kayen Pati Village, there is a descriptive program which is one of the villages with a very high level of employment as TKW and TKI. With the help of the village government and BNI, a Desmigrative (Migra Innovative and Productive Village) was formed. Desmigrative is not only targeting villagers so they can be independent and have independent businesses, but also children who are abandoned by their parents who become TKW and TKI. The emergence of many problems that occur to children who are left behind because the TKI and TKW prefer to work abroad and the main task of educating children is neglected.

Law Number 23 of 2012 Article 26 paragraph 1 states that the obligations of parents to children are to care for,

nurture, educate, and protect children, develop children according to their abilities, talents, and interests, and prevent marriage at the age of children. When one of the parents decides to work abroad, the obligations cannot be fulfilled optimally. Their children become deprived of the right to be cared for and receive protection. As a result, the main role of these parents is replaced by foster parents or guardians. However, this role cannot be fully replaced by foster parents. Children who should be accompanied by their father and mother must temporarily lose their companion figure so that the children of migrant workers become vulnerable parties (Syamsudin, 2017). Considering that migrant workers have not received more attention to obtaining social security, migrant workers' children are often placed on a minimum quality of life.

A study shows that as many as 40% of TKI children have poor psychosocial development, such as decreased children's achievement or development has not increased much, they do not have many friends and/or close friends, and so on (Suharto & Nurwati, 2018). Another problem experienced by children of TKI and TKW is self-confidence. Lack of self-confidence makes children tend to be pessimistic (Selmi et al., 2018), feel inferior when there are among their friends (Tymes et al., 2016), children consider themselves useless (Cook et al., 2015), cannot do good things because they are always hesitant if they want to do something (Franz et al., 2019; Gürler, 2015; Rezaei, 2012), children always feel anxious about

the response they receive for the actions they have taken. Child development becomes stunted and less than optimal, in other words, the child becomes a weak person.

Problems with the confidence of children from TKI and TKW often occur in the school environment, especially when children are ordered to come forward and speak in front of the class. Not a few of them feel afraid, nervous, and confused when in front of the class (Rezeki et al., 2017), or even they feel very embarrassed when seen by their classmates (Campos & Zagalaz, 2015). Not only that, but the problem of low self-confidence in children also hinders the development of their potential, turns off the creativity that is in the child (Oney & Oksuzoglu-Guven, 2015), or can even dull their talents (Reinhardt & Reinhardt, 2016). Conversely, if a child has high self-confidence, of course, this will greatly help him to achieve more (Tymes et al., 2016) in all respects and makes it easier for children to achieve success in the future.

The results of interviews with the management of the Indonesian Manpower Services Company (PJTKI) also found the same thing. Children, where one or both parents work abroad and are only cared for by their grandparents and some, are even entrusted to an uncle or aunt near the house who have self-confidence problems and low learning achievement. Based on the results of observations in Kayen Village, it was found that children who were abandoned by their parents had problems in self-confidence and learning achievement at school caused by differences in parenting styles in which TKI and TKW children were not educated and cared for directly by their parents. This will also be different for children whose parents work abroad and children are cared for by their grandparents (Azkeskin & Guven, 2013). The role of parents in educating children is completely lost (Hakim et al., 2012). Grandmothers and grandfathers in caring for their grandchildren will prioritize the happiness of the grandchild, but often without limits that appear too loving and obeying all the wishes of their grandchildren without seeing and considering the good and bad effects (Sultana & Fatima, 2017). This parenting style will have an impact on children who are not directly cared for by their parents.

Without direct parental care, psychosocial, self-confidence, character, and also the child's psychology, obstacles will emerge that will interfere with further development. Children who are abandoned by their parents will have confidence that is far different from normal children who are usually fully cared for by their parents (Syamsudin, 2017). Children who are abandoned by their mothers who become migrant workers in other countries and do not come home for years are only cared for and educated by their father. Children do not know affection, therefore the tendency of children to easily seek attention outside even at school with various kinds

of behavior can be a big problem. The father will raise two big things in the child, first, the father teaches complete independence to the child which will form a strong positive character of independence in the child, both fathers will educate with anxiety and overprotective because the father thinks he can hold two the role of mother and father at the same time and will form the character of a child who is less confident and is always filled with fear when he will do something. The coaching integrity and parenting styles of both parents will overlap and often lead to children having wrong perceptions about the duties and responsibilities of the parents. The child will learn the love of the mother and learn about the mental strength and independence of the father.

2. METHOD

This research is a quasi-experimental research type using a 2 x 2 factorial version non-equivalent control group design. The research subjects were determined by a random group (intact-group). The research subjects were 45 children of TKI and TKW in Kudus who became the experimental group as well as the control group. The method used in this study is a Quasi Experiment with a nonequivalent control group design. The research instrument used was the scale of parenting (democratic, permissive and authoritarian), the scale of self-confidence (with indicators: confident in one's abilities, optimistic, objective, responsible and rational thinking), and the learning achievement scale (based on cognitive, affective and psychomotor) The data analysis used was MANOVA. Manova is one of the multivariate analyzes and is also an extension of the univariate that can be used to simultaneously examine the relationship between several independent variables with a nominal or ordinal measurement scale and expressed as a treatment with two or more dependent variables which have an interval or ratio measurement scale and are expressed as the dependent variable.

To test the hypothesis, a prerequisite analysis is needed, namely: (1) normality test, which aims to determine whether the data is normally distributed or not; and (2) homogeneity test, which aims to determine whether the research subject comes from a population that has homogeneous variance or not. If the analysis prerequisite test is fulfilled, then hypothesis testing with MANOVA analysis can be continued using the help of SPSS 17 software. The level of significance set is $\alpha = 0.05$, while the decision-making procedure is by looking at the p or sig value. If the value is sig. $< \alpha$, then H_0 is rejected, and if the value is sig. $> \alpha$, then H_0 fails to be rejected.

3. RESULT

The results of the prerequisite analysis test in the form of a normality test and a homogeneity test on the learning outcome variables are shown in Table 1 and Table 2.

Table 1 Normality Test Results

		SELF CONFIDENCE	LEARNING ACHIEVEMENT
<i>N</i>		80	80
Normal Parameters,b	Mean	69.09	103.33
	Std. Deviation	5.629	7.231
Most Extreme Differences	Absolute	.088	.093
	Positive	.061	.094
	Negative	-.088	-.062
Kolmogorov-Smirnov Z		.865	.839
Asymp. Sig. (2-tailed)		.622	.681

Table 2 Homogeneity Test Results

Parenting Pattern	F	Df1	Df2	sig	Note
Democratic	2.463	3	45	.62	Homogen
Authoritarian	2.681	3	45	.60	Homogen
Permissive	1.329	3	45	.275	Homogen

Table 3 Hypothetic Trial Results

Source	Dependent Variable	F	Sig.	Keterangan (H0)
TRM	Democratic	4.941	.046	Failed to be rejected
	Authoritarian	.263	.665	Failed to be rejected
	Permissive	1.278	.289	Rejected
KA	Democratic	9.390	.005	Failed to be rejected
	Authoritarian	7.976	.007	Rejected
	Permissive	.566	.476	Failed to be rejected
TRM * KA	Democratic	4.343	.090	Rejected
	Permissive	1.223	.472	Failed to be rejected

Based on Table 1, it is known that the sig value. for each data greater than 0.05, so data are normally distributed. Based on Table 2, it is known that the sig value. from Levene’s Test of Equality data on learning outcomes of knowledge, skills, and attitudes are greater than 0.05. Due to the sig. > 0.05, it can be concluded that the variance of each group is homogeneous. The results of the prerequisite analysis showed that the data were normally distributed and the variance between groups was homogeneous, so hypothesis testing with MANOVA analysis could be continued. Based on the Tests of Between-Subjects Effects table in the MANOVA analysis, the results of testing the nine research hypotheses are summarized in Table.

4. DISCUSSION

Based on the research results, children whose parents apply authoritarian parenting will tend to have low self-confidence and learning achievement. Parents force children to obey rules and punish them strictly for breaking them (Behavior et al., 2013). They are more distant and less warm than other parents. As a result, brand children tend to become more dissatisfied and withdrawn (Haryono, 2015). Parents only prioritize their opinions and thoughts which are considered the most correct and do not give opportunities to the wishes of the child. This will make children feel afraid of their parents or their social environment, feel less confident, and study achievement and less courageous in their opinions.

Furthermore, children whose parents apply democratic parenting will make children have self-confidence and their learning achievement tends to be high. Parents with a democratic style encourage children to be free but still provide limits and control their actions (Jongerden & Bögels, 2015). In democratic parenting, there is more interaction between parents and children, where parents will often invite children to have discussions and provide understanding accompanied by a sense of responsibility for something that can have a more positive influence on children’s self-confidence and learning achievement. And can help in developing children’s understanding of the importance of having self-confidence and learning achievement in him (Cimermanová, 2018).

Democratic parenting also has more attention than authoritarian and permissive parenting. In this case, will make children feel that they have parents who can act like the people they trust the most. So that children can control themselves and dare to have opinions and make the right decisions. Then parents who apply permissive parenting will make children have self-confidence and moderate learning achievement. In this parenting style, the parents do not care about the psychological development of the child. Children are allowed to develop on their own, and parents are more concerned with their interests than the interests of their children. The development of children’s personalities is neglected,

many parents are too busy with their activities for various reasons. Parents who apply permissive parenting will more often let their children do anything without supervision so that this can make children more likely to interact with their friendly environment, and result in a person having self-confidence and low learning achievement in him. So that communication with his family is less established (Build et al., 2018).

Based on the explanation above, it can be seen that parenting has a very important role in children's self-confidence and learning achievement. The development of self-confidence in adolescence is influenced by several factors, including parenting style, age maturity, gender, physical appearance, family relationships, peers (House & Raja, 2019; Pettersson, 2018).

Parents who apply authoritarian parenting make children have self-confidence and low learning achievement, while parents who apply democratic parenting will make the child have high self-confidence, then parents who apply permissive parenting will make children have self-confidence and moderate learning achievement. So it can be concluded that democratic parenting should be applied by parents for their children because it will make children have self-confidence and high learning achievement (Komara, 2016), dare to express opinions, and dare to ask questions.

Parenting patterns influence the growth of self-confidence and learning achievement in descriptive children. The better the parenting style that is applied, the higher the level of self-confidence and learning achievement in children, and vice versa, the worse the parenting style of the parents, the lower the level of self-confidence in a person. So, it can be concluded that the parenting style is closely related to the child's self-confidence and learning achievement. Individuals who have good parenting styles will be able to develop self-confidence and learning achievement in themselves as well (Walid et al., 2015).

5. CONCLUSION

Based on the findings of this study, it can be concluded that parenting styles, both democratic parenting, authoritarian parenting, and permissive parenting, have a significant effect on the self-confidence and learning achievement of children of TKI and TKW. Even though it is only in the early stages, this research is very important to do because a large number of Indonesians become migrant workers and TKW, which causes many children to be abandoned and cared for by their grandparents or guardians. This different parenting style often raises problems in physical, psychological, social, self-confidence, learning achievement, and psychosocial. This research is urgent. This research will provide an understanding of the importance of parenting that guardians do to children of TKI and TKW so that it has an impact on their self-confidence and learning

achievement. Children will also understand the importance of having self-confidence and good learning achievements for the future. From here, the relationship and proper parenting between guardians and children of TKI and TKW will begin. For educators, this research can also help to better understand the conditions and situations of the students they serve. Less than optimal learning achievement can be caused by parenting styles and low self-confidence is also influenced by the parenting styles of their parents or guardians. Therefore, educators must be able to see the root of the main problems that occur in students so that they can provide appropriate treatment. Here also for counselors or BK teachers in schools, this research is urgent because this is the realm of counseling work.

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