



The Effect of Authoritative and Permissive Parenting Styles on Student's Learning Achievement at Elementary School

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Abstract. The involvement of families, especially parents in educating and parenting influences the child's stage of emotional development, behavior, and knowledge. An increased achievement in learning critical and creative thinking skills is needed by children in century 21, which is also affected by the role of parents in parenting. Researchers are interested in analyzing the effect of authoritative and permissive parenting on students' learning achievement. This study is intended to identify the impact of authoritative and permissive parenting on students' learning achievement in elementary schools and describe the impact of authoritative and permissive parenting on students' learning achievement. This research used mixed methods with a quantitative and qualitative approach with a multiphase design. The sample of this research was 150 students in the fifth grade of an elementary school in the Boyolali district through a stratified random sampling technique. Data collection techniques that used by questionnaires, reviewing documents, and interviews. Data analyses use the ANOVA test to measure how authoritative and permissive parenting would affect students' learning achievement. Research indicated that authoritative parenting has a positive impact on students' learning achievement and authoritative parenting has influences better than the permissive style on students' learning achievement. The conclusion is authoritative parenting has a positive impact on students' learning achievement and authoritative parenting has influences better than the permissive style on students' learning achievement. Parents should be equipped with appropriate knowledge and skills so they could provide better guidance for their children's positive development, especially in academic achievement better for parents to equipped with appropriated knowledge and skills so they could provide better guidance for their children's positive development, especially in academic achievement.

Keywords: Parenting Style, Parents, Authoritative, Permissive, Learning Achievement

1 Introduction

Education has a pivotal role to play in the economy and social development of any nation. The importance of education is the need of the hour to promote the academic achievement of students, who form the concrete foundation for the country's progress. Currently, for the satisfaction felt by parents, not a few parents use their power to suppress and force their children to fulfill the wishes of their parents. As a result, the child becomes depressed, and uncomfortable, and even commit dishonest act to fulfill the wishes of their parents. The family was a place where students get their first knowledge and spend more time than at school (Asbari et al., 2019). A good student's learning achievement depends on their result at the end of the semester by test. It also could be influenced by several factors, such as external and internal factors. One of the internal factors is motivation learning and environmental factors are the most factors that influence students' learning achievement. In this 21 century, there were skills that students must have such as critical thinking, creativity, and problem-solving (Lamb et al., 2017). Accordingly, parenting has a role in increasing their ability on motivation learning (Besharat et al., 2011). It also given an impact on students' learning motivation (Fleischmann & de Haas, 2016). Learning achievement is used to measure the level of student's achievement in the learning process and whether they could accept and apply the knowledge obtained properly. Students learning achievement in school doesn't only depend on their ability but is also influenced by many situations.

Iswianto (2017), parenting is the best technique for parents to educate their children as a symbol of responsibility to their children. According to Theresya et al., (2018), parenting is the ability of parents in nurturing children to control their emotions and goals. Wang et al., (2022) parenting is the way parents treat their child's demands, including the way they give a gift, negotiate, set rules, and punishment for their children. Khadaroo & MacCallum (2021) states that parenting is behavior, manners, and values that affect the relationship between parent and children. Hayek et al. (2022) also state that parenting is an emotional context that parents use to express their behavior to socialize with their children. It can be stated that parenting is the ability of parents to educate their children by using the best techniques so they have a good development influence on children through the interaction of children and parents.

Pintrich and de Groot revealed factors that influence learning achievements such as differences in children's characteristics in terms of motivation, self-regulation, and social and cognitive condition of children (Theresya et al., 2018). The new curriculum more depends on students' 21st skills such as critical thinking, numeration, literation, and IT. The teacher can't achieve these goals without the help and cooperation of parents on accompanies their children at home. The parenting type chosen by parents also affects the development of children in understanding learning and achieving abilities by children at school.

The right type of parenting could help children develop properly. The contribution of parents in directing children to act during the learning process has an important role in achieving the expected performance (Carlo et al., 2018; Juwariyah & Slamet, 2019). Authoritative parenting is a parenting style that is nurturing, supportive, and responsive to children but still provides firm boundaries. Authoritative parents control children's

schedule of activities (Inam et al., 2016). They use a style of punishment, restrictive, and a strict level of discipline. The characteristics of this parenting style are involvement, sensitivity, reasoning, strict rules, and a high drive for autonomy (Ahmad, 2014). Permissive parenting has characteristics where parents don't demand much from their children, do not restrain or control their children's actions, and the punishment given is relatively small (Theresya et al., 2018). Based on observations, parents who apply the permissive parenting process tend to give freedom to children on doing everything and provide little or even no rules. They give full affection and are very responsive to their children.

Besharat et al. (2011) revealed authoritative maternal style was positively associated with children's learning achievement. Theresya et al. (2018) also revealed that authoritative parenting styles proved best in encouraging students' learning achievement in school compared to other parenting style. Dagnev (2018) revealed that parents play a significant role in determining the level of academic achievement among students. Also, Kordi & Baharudin (2010) revealed that parents have a significant influence on the student's learning achievement. Researchers are interested in analyzing the effect of authoritative and permissive parenting on students' learning achievement and focus on authoritative and permissive styles in elementary school which has not been done much in previous research. This study is intended to identify the impact of authoritative and permissive parenting on students' learning achievement in elementary schools and describe the impact of authoritative and permissive parenting on students' learning achievement.

2 Method

2.1 Research Design

This research used mixed methods (Creswell, J. W; Plano Clark, 2018). It was used because the level of interaction between the quantitative and qualitative strands in this research was kept independent or interacted with each other. It used a multiphase design (Brevik, 2017) by combining the sequential collection of quantitative and qualitative data sets over multiple phases of the effect of authoritative and permissive parenting styles on students' learning achievement.

2.2 Participant

The participant of this research consisted of 150 children (75 girls and 75 boys) in elementary school fifth grades in the Boyolali district. It was purposely selected because the criteria and the condition of the participants met the criteria, there was a fifth-grade of elementary school who has an authoritative parenting style and a permissive style, and the parent came from different late education. It was conducted over three months, starting from April to June.

2.3 Sampling Technique

Determination of participants through a field survey used purposive sampling (Ilyasu & Etikan, 2021), which means the selection of the samples using certain criteria based on a special section (Karmila, 2018). The research has certain criteria that the sample has an authoritative or permissive parenting style that causes their learning achievement.

2.4 Instrument

Parenting styles were obtained through a questionnaire regarding perceptions of it. It was divided into two parts there are authoritative and permissive parenting. This variable consisted of 30 questions and statements (15 questions for authoritative and 15 for permissive). It used a Likert scale on the google form. Students learning achievement is obtained through their learning outcomes in class V report cards in semester 1. The questionnaire item is based on the aspect of Baumrind parenting as follows (Sumargi et al., 2020).

Table 1. Parenting Questionnaire Indicator

Variable	Sub Variable	Indicator	Sub Indicator	Data collection	No. questionnaire	
Parenting	Authoritative	1 There is a cooperation between children and parents	1) Parents always give advice	Questionnaire	1.2	
			2) Children's schedule is arranged together	Questionnaire	3.4	
		2 The child's personality is recognized	1) Children's opinions heard	Questionnaire	5.6	
			2) Always provide support to children	Questionnaire	7.8	
		3 Provide guidance and direction	1) Guidance	Questionnaire	9.10	
			2) Parents provide support	Questionnaire	11.12	
		4 Control in children is not rigid	1) Consider child	Questionnaire	13.14	
			2) Paying enough attention	Questionnaire	15	
		Permissive	1 Child dominates	1) Children set their own schedule	Questionnaire	16.17
				2) Parents surrender to children	Questionnaire	18,19
2 Loose in giving freedom to children	1) Parents don't care about their children		Questionnaire	20.21		
	2) When a child makes a mistake, leave it alone		Questionnaire	22.23		
1) Lack of guidance to children	Questionnaire		24.25			
Questionnaire	26.27					

Variable	Sub Variable	Indicator	Sub Indicator	Data collection	No. questionnaire
	3	Does provide guidance direction	not and	2) It doesn't matter when the child gets into trouble	Questionnaire 28
			1) Lack of parental attention	Questionnaire	29.30
	4	Lack attention control in children	of and in	2) Assume the child is always right	

2.5 Data Collection

Data collection was done by collecting quantitative and qualitative data simultaneously with a direct survey. The data interview and observation were collected for qualitative data obtained from parents and fifth-grade children who met the criteria as informants. While quantitative data used parenting questionnaires using a google form, it was given to student parents through cooperation and assistance from the fifth-grade teacher. Results of the fifth-grade semester test were used for students' learning achievement data.

2.6 Data Analysis

The obtained data were analyzed by multiphase design which goes through three stages, which can be explained in figure 1.

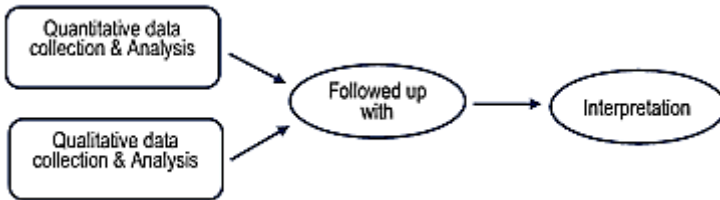


Fig. 1. Mixed Methods Design (Creswel 2012)

Stage 1

Quantitative, data on the impact of authoritative and permissive parenting applied in educating their children were obtained through questionnaires for the parents and students of fifth grade. The results were analyzed using ANOVA to measure the level of influences of authoritative and permissive on students' learning achievement.

Stage 2

Qualitative, data on the impact of authoritative and permissive parenting applied in educating their children were obtained from interviews with parents and fifth graders. Documentation of the results of the 5th semester 1st exam. Then, it is compared with the criteria for authoritative and permissive parenting in theory and based on the results

of previous research. The data is then analyzed to get strong data based on triangulation. Data for Student achievement based on the report of semester 1. Then, it is compared with the criteria for authoritative and permissive parenting in theory and based on the results of previous research.

Stage 3

Integrating and drawing conclusions from the two stages in the form of qualitative and quantitative analysis results grouped based on the variables analyzed. It is used to answer and provide reinforcement regarding how the process of authoritative and permissive parenting of parents on children's learning achievement seen from the results of integration with existing theories as well as several similar research results.

3 Finding and Discussion

Findings related to the effects of the authoritative and permissive on student achievement are provided in Table 2.

Table 2. ANOVA test Result for Authoritative and Permissive on Student's Learning Achievement

ANOVA						
Source of Variation	SS	Df	MS	F	P-value	F crit
Between Groups	7511,882	1	7511,882	49,77307	4,79E-12	3,857056
Within Groups	90251,72	598	150,9226			
Total	97763,6	599				

Table 2 shows that Authoritative and Permissive given different influenced on students' learning achievement ($P\text{-value}=4,79E-12 < 0,05$). It's also proved that Authoritative and Permissive have a significant effect on Student's learning achievement ($F=49,77 > F\text{ table } 3,86$). They have a different effect on students' learning achievement. The relationship between Authoritative and Permissive to Student's learning achievement was a test based on regression through Table 3.

Table 3. Regression Analysis of Authoritative and Permissive on Student's Learning Achievement

	Coefficients	Standard Error	t Stat	P-value
Intercept	79,01962	1,340595	58,94371	6E-166
Authoritative	0,059447	0,025143	2,364349	0,018705
Permissive	0,003018	0,019893	0,151705	0,879523

Table 3, there is a positive relationship between the authoritative and permissive on students' learning achievement. It's also proved that the Authoritative parenting style has a significant effect to students' learning achievement ($p\text{-value}=0,02 < 0,05$). And

Permissive parenting style didn't have a significant effect to students' learning achievement.

According to the findings obtained in the research, parenting styles that listed as authoritative and permissive. It's had a positive effect to the student's learning achievement. Checa et al. (2019) in their study showed that behavior problems and sensitive parenting styles were related to academic outcomes. The fact that Authoritative has a positive relationship between it to the student's learning achievement and has a significant effect to it. Furthermore, according to Kösterelioğlu (2018) the authoritative also has positive effects to the student's learning achievement. Authoritative style has a direct effect to the student's learning achievement (Carlo et al., 2018). authoritative style predicts mastery approach positively (Asanjarani et al., 2022). The way parents parenting their children give an effect that could influence children's way on studied and that could be seen on their learning achievement. It could be thought that the Authoritative style has a positive and significant effect on the student's learning achievement.

The permissive style has a different result than the Authoritative one. The result proved that Permissive also has a positive relationship with students' learning achievement but it given an undirected effect on the student's learning achievement. It's the same as Besharat et al. (2011) that proved the permissive style didn't have a significant effect on students' learning achievement. The permissive style has a positive relationship but didn't give a direct signification effect better than the Authoritative style on the student's learning achievement. It proved that the findings of the present study implied that parents play a significant role in determining the level of academic achievement among students (Dagneu, 2018). Thus, parents must be equipped with appropriate knowledge and skills so that they can provide better guidance for their children's positive development, especially in academic achievement.

4 Conclusion

Based on the result, the following conclusions can be drawn that the authoritative parenting has a positive impact on students' learning achievement and it has influences better than the permissive style on students' learning achievement. Parents should be equipped with appropriate knowledge and skills so they could provide better guidance for their children's positive development, especially in academic achievement. It is suggested to the parents should be equipped with appropriate knowledge and skills so they could provide better guidance for their children's positive development, especially in academic achievement better for parents to equipped with appropriated knowledge and skills so they could provide better guidance for their children's positive development, especially in academic achievement.

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