

# The Influence of Parent Parenting Patterns and Learning Motivation on The Learning Outcomes of Citizenship Participants in Class V Elementary School in Gugus Sultan Agung, Guntur District, Demak Regency

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**Abstract:** The aims of this study were: 1) to determine the effect of parenting on the learning outcomes of fifth-grade students in the Sultan Agung Gugus, Guntur District, Demak Regency, 2) to determine student learning motivation on student learning outcomes in fifth-grade students in the Sultan Agung Group, Guntur District, District. Demak, 3) to find out the effect of parenting and student motivation on the learning outcomes of fifth graders in the Sultan Agung Group, Guntur District, Demak Regency. The results of this study obtained: 1) Parenting patterns affect the learning outcomes of citizenship education students in fifth-grade elementary schools in the Sultan Agung Group, Guntur District, Demak Regency, 2) learning motivation affects the citizenship education learning outcomes of fifth-grade elementary school students in the Sultan Agung cluster, Guntur district, district. Demak, 3) Parenting patterns of parents and learning motivation simultaneously on the variable student learning outcomes of 83.50% while the remaining 16.50% is explained by other factors outside the variables included in this study.

**Keywords:** Learning model, TGT, TAI, elementary school

## 1. Introduction

Parenting has a considerable influence on the success of learning. Parents who pay attention to children's learning activities enable the child to get good learning outcomes (Kuppens & Ceulemans, 2019). On the other hand, parents who have poor parenting and are indifferent to their children's education will find it difficult for children to get good learning outcomes (Spera, 2005).

According to Law No. 20 of 2003 concerning the national education system, civics is an effort to equip students with basic knowledge and abilities related to citizen relations and education that is the precursor to defending the State to become citizens who can be relied on by the nation and the state (Nurdin, 2015). From the definition and characteristics of civics, it is interpreted that civics is a subject that aims to shape the characteristics of citizens in terms of, especially building the nation and state by relying on basic knowledge and abilities from civics subjects with the main material being political democracy or the role of citizens in aspects of life (Komara, 2017).

Motivation is one of the most important factors to encourage students' enthusiasm for learning. In motivation, there are also high desires and ideals (Rahardjo & Pertiwi, 2020). So that students who have learning motivation will understand what is the goal in learning, besides that the condition of students who are good in learning will cause these students to be enthusiastic in learning and able to complete tasks well. Student learning motivation is strongly influenced by parenting style. Parents who support their children to learn will usually complement their children's school needs and provide the best learning facilities for their children so that they can succeed in learning at school (Hasan et al., 2021).

To see the originality and novelty of this research plan, the researcher presents the results of research that has been carried out by other researchers, namely: First, the research conducted by Prihartono et al. (2021) with the title The

Influence of parenting styles on student achievement. This study uses a literature review. The results of this study indicate that the results of this literature review prove that there is an influence of parenting styles on students' learning achievement. Good parenting from parents will have a major impact on increasing student achievement in school. Based on the three types of parenting parents, the democratic type of parenting is considered the most appropriate and very dominant in its influence on learning achievement (Prihartono et al., 2021).

Based on the observations of fifth-grade students of Public Elementary School No. 2 Bumiharjo, students' learning motivation is still lacking. This is evidenced by the declining learning outcomes of 36 students in the class, 10 students do not complete Civics learning. This is influenced by parents who do not participate actively in student learning at school. According to one statement, the student stated that his parents never checked the school's learning outcomes book. His parents are busy working in the fields which affect the learning outcomes of these students who get poor learning outcomes at school.

The Sultan Agung Cluster, Guntur District, Demak Regency is a combination of several elementary schools. The Sultan Agung Cluster in Guntur District, Demak Regency has a pretty good achievement in school. For this reason, researchers want to examine the factors that influence learning outcomes, one of which is parenting. The family environment has a big role in motivating students to excel in school.

The aims of this study were: 1) to determine the effect of parenting on the learning outcomes of fifth-grade students in the Sultan Agung Gugus, Guntur District, Demak Regency, 2) to determine student learning motivation on student learning outcomes in fifth-grade students in the Sultan Agung Group, Guntur District, District. Demak, 3) to find out the effect of parenting and student motivation on the learning outcomes of fifth graders in the Sultan Agung Group, Guntur District, Demak Regency.

## 1.1 Conceptual Framework

Parenting is the treatment of parents to meet needs, provide protection, and educate children in everyday life which is the attitude and behavior of parents in interacting with children. The differences in parenting patterns of each parent result in different characters in children. The negative actions of parents, even the slightest, play a big role in the negative behavior of their children, and the positive behavior of parents also influence the positive behavior of their children (Meiliawaty et al., 2020). Hurlock in Adawiah (2017) divides parenting into three types, namely:

### 1.1.1 Permissive Parenting

Permissive parenting can be interpreted as a pattern of parental behavior in interacting with children, which frees children to do what they want to do without realizing it. This parenting pattern does not use strict rules and even less guidance is given, so there is no control or control and suspension of the child (Jago et al., 2011).

### 1.1.2 Authoritarian Parenting

Authoritarian parenting is parenting where parents apply rules and limits that absolutely must be obeyed, without giving children the opportunity to have an opinion, if the child does not comply they will be threatened and punished (Jadon & Tripathi, 2017). This authoritarian parenting pattern can result in a loss of freedom in children, and a lack of initiative and activity, and children become insecure in their abilities.

### 1.1.3 Democratic Parenting

Suggests that in instilling discipline in children, parents who apply democratic parenting show and respect freedom that is not absolute, with understanding guidance between children and parents, giving explanations rationally and objectively if the wishes and opinions of children it is not by (Schofield & Weaver, 2016). In this Parenting Pattern, children grow a sense of responsibility, can act and according to existing norms.

## 1.2 Research Objectives

Parenting patterns and student learning motivation were used by researchers to determine whether there was any influence on the learning outcomes of fifth-grade elementary school students at Gugus Sultan Agung Elementary School, Guntur District, Demak Regency.

## 2. Methodology

This research uses ex post facto research with a quantitative approach. Ex post facto research is a study conducted to examine events that have occurred and then look back to find out the factors that can lead to these events (Simon & Goes, 2013). Quantitative research methods can be interpreted as research methods based on the philosophy of positivism, used to examine certain populations or samples, sampling techniques are generally carried out randomly, data collection uses research instruments, data analysis is quantitative/statistical in nature to test hypotheses that have been determined (Sugiyono, 2012).

The use of research methods will affect the process and research results. The research method is a technique used in

research. This research uses ex post facto or comparative causal research methods. According to Braga et al. (2011), ex post facto is examining causal relationships that are not manipulated or treated by researchers. This research was conducted on programs, and activities that have taken place or have occurred, and in this method, there is no variable control and no pre-test.

In preparing this thesis the writer uses an associative approach. the associative approach is a study that seeks a causal relationship between one independent variable (X) and the dependent variable (Y) by using a hypothesis. Hypothesis testing is done by using statistical calculations that are used to test variable (X) on variable (Y).

This study uses quantitative research which aims to test the hypothesis from the data that has been collected by previous theories and concepts. Quantitative research is research conducted using an inductive-deductive approach that departs from a theoretical framework, expert ideas, or the understanding of researchers based on their experience which is then developed into problems and their solutions proposed to obtain justification in the form of empirical data support in the field (Molewijk et al., 2004).

This research was conducted in elementary schools in the Sultan Agung cluster, Guntur sub-district, Demak regency, which consists of 3 public elementary schools in the Guntur sub-district. The elementary schools are Public Elementary School No. 2 Bumiharjo, Public Elementary School Turitempel, and Public Elementary School No. 1 Tlogorejo.

The techniques used in field research are specifically carried out by the authors in subsequent chapters. The data collection techniques are:

a. Observation

According to Rolfe & Emmett (2010), observation is direct observation of an object that is in the ongoing environment, which includes various activities of attention to the study of objects using sense. In this study, researchers observed students to find out the state of parenting and student learning motivation by looking at previous learning outcomes.

b. Questionnaire or questionnaire

According to Patten (2016), a questionnaire is a written statement that is used to obtain information from respondents, in the sense of personal reports or things that they know. Meanwhile, according to Sugiyono (2008) a questionnaire or questionnaire is a data collection technique that is carried out by giving a set of questions or written statements to respondents to answer. This questionnaire will be given to students to find out the influence between Parenting and learning motivation on student learning outcomes in Civic subjects.

c. Documentation

According to Caudle (2004), documentation is finding and collecting data on matters in the form of notes, transcripts, books, newspapers, magazines, minutes, report cards, agendas and so on.

An instrument is a measuring tool in research that can be in the form of a questionnaire containing questions to be responded to by the respondents. The preparation of grades must be based on the literacy that has been prepared previously, then it will be developed into indicators that will be outlined in the questions.

Hypothesis testing is carried out after fulfilling the normality and homogeneity test requirements. The hypothesis testing in this study was carried out using one-way analysis of variance (One ANOVA) using SPSS 22.0 Version. The researcher aims to use one-way, one-analysis, namely to see the contribution of the independent variables (parenting style and learning motivation) to the dependent variable (student learning outcomes). Decision-making in this one-way ANOVA analysis is done by looking at the significance value. If the significance value is  $<0.05$  then, there is a significant difference, otherwise, if the significance value is  $> 0.05$  then there is no significant difference.

### 3. Findings and Discussion

#### 3.1 Findings

Data collection was carried out using a questionnaire. Questionnaires are used to determine parenting patterns of parents' learning motivation and student learning outcomes. The method used in this analysis is one-way ANOVA. It is intended that researchers can see the large contribution of the independent variables (parenting style and learning motivation) to the dependent variable (student learning outcomes). The following is an analysis of the description of the data for each variable studied:

Based on the respondents' questionnaire answers, the researcher made a distribution of questionnaire answers to determine the score of the answers and determine the number of students in each parenting pattern. The data obtained are as follows.

The normality test aims to find out whether the data is normally distributed or not. In this study, the normality test was carried out using SPSS Version 23.0. by the Kolmogorov-Smirnov test. The provisions for making decisions in this normality test are normally distributed data if the P-value  $>0.05$ . Following are the results of calculations with SPSS. The following are the results of the researchers.

**Table 1.** Parenting style

No.	Parenting Category	Frequency	Percentage
1	Democratic	48	51.06%
2	Permissive	43	45.74%
3	Authoritarian	3	3.19%
<b>Total</b>		<b>94</b>	<b>100%</b>

Data on motivation to learn was obtained from a questionnaire that was distributed to predetermined samples. The number of items in the questionnaire is 16 questions with answers 1 to 4. So descriptively the range of values is between 16 to 64. The smallest or minimum respondent value is 16 and the largest or maximum value is 64.

Based on the respondents' questionnaire answers, the researcher made a distribution of questionnaire answers to determine the score of the answers and determine the number of students in each learning motivation. The data obtained are as follows.

**Table 2.** Learning motivation

No.	Learning motivation	Frequency	Percentage
1	Motivated	79	84.04%
2	Not Motivated	15	15.96%
<b>Total</b>		<b>94</b>	<b>100%</b>

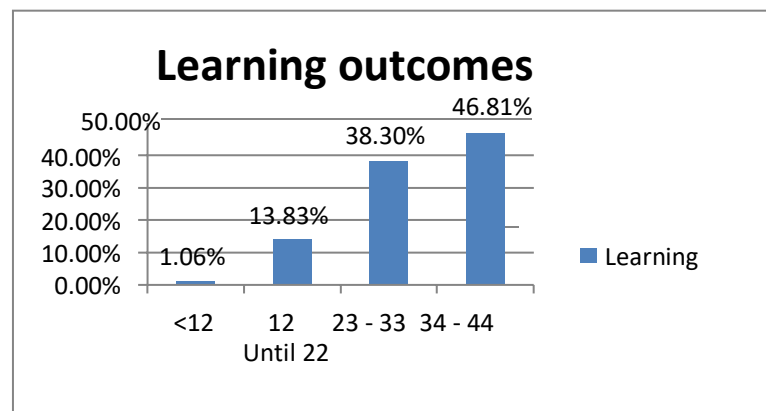
Learning outcome data were obtained from questionnaires that were distributed to predetermined samples. The number of items in the questionnaire is 11 questions with answers 1 to 4. So descriptively the range of values is between 11 to 44. The smallest or minimum respondent value is 11 and the largest or maximum value is 44.

Based on the respondents' questionnaire answers, the researcher made a distribution of questionnaire answers to determine the score of the answers and determine the number of students in each learning outcome. The data obtained are as follows.

**Tabel 3.** Learning outcomes

No.	Learning outcomes	Frequency	Percentage
1	<12	1	1.06%
2	12 - 22	13	13.83%
3	23 - 33	36	38.30%
4	34 - 44	44	46.81%
<b>Total</b>		<b>94</b>	<b>100%</b>

To make it clearer and easier for the reader, the data will be presented in the form of a bar chart as follows:

**Fig. 1.** Learning outcomes

Based on the data above, it can be seen that the learning outcomes of students less than 12 are 1 student (1.06%), scores 12-22 are 13 students (13.83%), 23-33 are owned by 36 students (38.30%), and the remaining 34 -44 students or

46.81%. So, it can be seen that the highest score of 34-44 has the most frequency. Thus, it can be concluded that students get learning outcomes with a score of 34-44 which is more dominant in the learning outcomes of fifth-grade elementary school students in Gugus Sultan Agung, Guntur District, Demak Regency.

The normality test aims to find out whether the data is normally distributed or not. In this study, the normality test was carried out using SPSS Version 23.0. by the Kolmogorov-Smirnov test. The provisions for making decisions in this normality test are normally distributed data if the P-value > Following are the results of calculations with SPSS. The following are the results of the researchers.

**Table 4.** Normality test results

One-Sample Kolmogorov-Smirnov Test		Unstandardized Residual
N		94
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	3.08356185
Most Extreme Differences	Absolute	.155
	Positive	.142
	Negative	-.155
Test Statistic		.155
Asymp. Sig. (2-tailed)		.087 <sup>c</sup>

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

The homogeneity test is used to find out whether the distribution of the data is homogeneous or not, namely by comparing the two variants. This test is usually performed as a prerequisite in ANOVA analysis. The decision-making provisions in this homogeneity test are that the two variants are the same or are homogeneous if the P-value > 0.05. The following is the result of calculating the homogeneity test with the help of SPSS Version 23.0.

**Table 5.** Homogeneity results

Test of Homogeneity of Variances	Levene Statistic	df1	df2	Sig.
Learning motivation	1.952	14	74	.094
Learning outcomes	.846	14	74	.619

### 3.1.1 Hypothesis Testing

Testing the hypothesis in this study using the one-way ANOVA analysis method. The variables in this study are parenting patterns, learning motivation, and learning outcomes. The purpose of using the one-way ANOVA method is to see the contribution of the independent variables (parenting style and learning motivation) to the dependent variable (learning outcomes).

The hypothesis proposed in the one-way ANOVA test in this study is the working hypothesis (Ha) and the null hypothesis (Ho). The criteria for accepting the working hypothesis (Ha) and the null hypothesis (Ho) are as follows:

a. Ho is accepted if the P-value > 0.05 or F-count < F-table

b. Ha is accepted if the P-value < 0.05 or F-count > F-table

**Table 6.** One Way ANOVA test results

		Sum of Squares	df	Mean Square	F	Sig.
Parenting	Between Groups	1239.914	29	42.756	9.819	.000
	Within Groups	278.692	64	4.355		
	Total	1518.606	93			
Learning motivation	Between Groups	7479.778	29	257.923	19.003	.000
	Within Groups	868.648	64	13.573		
	Total	8348.426	93			

### 3.2 Discussion

Parenting style has a big influence on student learning outcomes. Based on the results of the study, parenting style has an effect on the citizenship education learning outcomes of fifth-grade elementary school students in Gugus Sultan Agung, Guntur District, Demak Regency with the results of the t-test, namely the significant result is 0.012, which has a significance below 0.05 or count 8.825 above table, namely 1.661, so  $H_a$  is accepted, that is, there is a significant difference between parenting parents on learning outcomes.

This is in line with research conducted by Prihartono et al. (2021) who researched the influence of parenting styles on student achievement. This study uses a literature review. The results of this literature review prove that there is an influence of parenting patterns on student achievement. Good upbringing from parents will have a major impact on increasing student learning achievement at school. Based on the three types of parenting parents, the type of democratic parenting is considered the most appropriate and very dominant in its influence on student achievement.

Learning motivation has a great influence on student learning outcomes. Based on the results of the study, learning motivation influences the citizenship education learning outcomes of fifth-grade elementary school students in Gugus Sultan Agung, Guntur District, Demak Regency with the results of the t-test, namely the significant result is 0.000, which has a significance below 0.05 or count 9.136 above table, namely 1.661, then  $H_a$  is accepted that is, there is a significant difference between parenting parents on learning outcomes.

Research conducted by Yulianti et al. (2019) researched parenting patterns on learning motivation. This study uses quantitative research. Based on research that has been conducted on seventh-grade students at Christian Middle School 2 Salatiga, it is concluded that there is no significant effect of parenting style on the learning motivation of class VII students at Christian Middle School 2 Salatiga. Parenting style only contributed 3.9% with Sig 0.097 > 0.050 on learning motivation. While the remaining 96.1% is influenced by other factors not examined in this study.

Based on the explanation above, it can be concluded that the indicators of learning outcomes consist of cognitive, affective, and psychomotor domains. The three domains are used to measure the extent to which students are competent during learning activities. Learning outcomes do not only concern aspects of knowledge (cognitive), but learning outcomes also pay attention to changes in behavior that are better than students (affective) and have qualified skills or skills (psychomotor), even though the cognitive domain is a general domain that is the focus of attention teachers in assessing learning outcomes (Aziz et al., 2012).

The one-way ANOVA test above shows that the P-value of parenting style is 0.000. This shows that the P-value is smaller than 0.05, namely 0.000 < 0.05. Therefore, it can be concluded that  $H_0$  is rejected, which means that there is a significant difference between parenting parents and learning motivation on learning outcomes, and the results of the simultaneous determination coefficient obtained the magnitude of the R coefficient simultaneously of 0.916 and the Adjusted R Square value of 0.835. This means that the parenting style and learning motivation variables affect student learning outcomes by 83.50% while the remaining 16.50% is explained by other factors outside the variables included in this study.

## 4. Conclusions and Recommendations

Parenting patterns affect the citizenship education learning outcomes of fifth-grade elementary school students in Gugus Sultan Agung, Guntur District, Demak Regency, as evidenced by the results of the t-test, namely the significant result is 0.012, which has a significance below 0.05 or count 8.825 above table, namely 1.661, then  $H_a$  is accepted, namely Parenting patterns affect the citizenship education learning outcomes of fifth-grade elementary school students in Gugus Sultan Agung, Guntur District, Demak Regency

Learning motivation affects citizenship education learning outcomes of fifth-grade elementary school students in Gugus Sultan Agung, Guntur District, Demak Regency with the results of the t-test, namely the significant result is 0.000, which has a significance below 0.05 or count 9.136 above table, namely 1.661,  $H_a$  is accepted, learning motivation influences on the citizenship education learning outcomes of fifth-grade elementary school students in Gugus Sultan Agung, Guntur District, Demak Regency.

Parents' upbringing and learning motivation together with the variable student learning outcomes amounted to 83.50% while the remaining 16.50% was explained by other factors outside the variables included in this study.

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### Conflict of Interest

The authors declare no conflicts of interest.

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