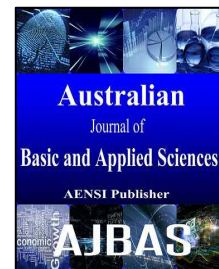




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Parenting Style and Learning Motivation and its Impact on Student's Learning Achievement and Autonomy at SMA Negeri 1 Boyolangu Tulungagung

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ABSTRACT

Background: Parents have fundamental influence on the development of children's education. Education is expected to improve the quality of education as well as the human dignity in Indonesia. Parenting is an important and fundamental part due its significance to prepare the, educate and guide the children with the aim to become a good member of society. **Objective:** This study aimed to assess the relationship between parenting style and learning motivation and outcomes of the students at SMA Negeri 1 Boyolangu Tulungagung. **Method:** This research employed analytic correlational research design with cross-sectional, which involved students of SMAN I Boyolangu Tulungagung as the research population with a sample of 137 students which was decided through proportional random sampling techniques. The data of the research were analyzed by using SEM analysis (Structural Equation Modeling) by AMOS Program. **Results:** The results showed no significant relationship between parenting style on the student's achievement with a coefficient of 1.515 and p-value of 0.000. There was significant influence between motivation and student's achievement with a coefficient of 0.471 and p-value of 0.016. Similarly, learning achievement has significant influence to the student's autonomy with a coefficient of 0.823 and p-value of 0.000. **Conclusion:** Based on the results of the study, it was proven that the parenting style and student's motivation to learn have significant influence on the learning achievement and impact on independence.

INTRODUCTION

In order to achieve the goals of the National Education (Tilaar, 1998), family particularly the parents have fundamental influence on the development of children's education, so that children can grow with character and personality (Abror and Abdur, 1993). Personality is an educational aspect that should be developed in every human being from the early age as a starting point so that the learners can actualize themselves to become more mature individuals (Tasmara, 2001). For some context, the core of educational change lies on the moral development of the children. As an effort to improve the quality of human resources, education plays an important role (Soemanto, 1990). Education is expected to improve the quality of education as well as the human dignity in Indonesia. The strategy to develop human resources should be conducted through conscious effort through the primary education, secondary education as well as higher education. Basically parenting can

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be interpreted entire way of treatments by parents who applied to their children (Sukadi, 2005). Parenting is an important and fundamental part due its significance to prepare the, educate and guide the children with the aim to become a good member of society (Ahmadi, 1991). The parenting style that showed the public education is commonly applied by parents, which is upbringing the children in the form of a process of interaction between parents and children. Such interactions include treatments such as sufficiency of nutrition, driving the success and protection, as well as disseminating that teach behavior that is accepted by the society in general (Papalia et al., 2003). Parenting can realized through education. The way parents educate their children is called parenting. Interaction between children and parents, children tend to use certain methods that are suitable for the children. In this case there may be some differences in parenting styles (Munandar, 1992). On one hand, parents should be able to determine the appropriate parenting style by considering the needs and circumstances of the children; while on the other hand, parents should also have the desire and hope to shape the personality of the children. Parenting style is key factor that determines the success of the students in learning achievement. There are several parenting styles by the parents such as that authoritarian, democratic and permissive parenting. One of the parameters used to measure the success rate of education is student achievement.

In relation to the description above, there are many students at the Senior High School 1 Tulungagung Boyolangu (SMAN 1 Boyolangu) who have been away with their parents who work as international migrant workers (TKI) in some destination countries such as Saudi Arabia, Malaysia, Hong Kong and other countries. Thus the students are from many parenting style that are not their biological parents during their time at the high schools. There are many students among them, however, who have good study outcomes and have a good self-characteristic and autonomy; some are the opposite as well.

Observing the fact mentioned above, families with different background will perform different parenting style which, as the consequence, will shape various personalities and autonomy of the students in terms learning outcomes (Agoes, 2004; Agung, 2006). There has never been any research conducted at SMA Negeri 1 Boyolangu Tulungagung concerning with the relationship between parenting style and learning motivation and outcomes of the students at that school. Parenting is a complex activity including many specific behaviors that worked individually and together to influence the formation of character (Fenia and Yusiana, 2012). Parents are the power and play wider rule in the growth and development of their children". Therefore, this study aimed to assess the relationship between parenting style and learning motivation and outcomes of the students at SMA Negeri 1 Boyolangu Tulungagung.

MATERIAL AND METHOD

The research was conducted at SMAN 1 Boyolangu in Tulungagung for ten months, starting from September 2013 to June 2014. The rationale for the research location were: 1) the schools is the best public school in Tulungagung Regency 2) the school has ideal ratio number of the students and the school infrastructure, 3) many of the parents have profession as migrant workers working overseas, and 4) many students are oriented to the parenting style.

Method:

This study used explanatory research approach through survey method (Usman and Akbar, 1998). The research aimed to explain the relationship between parenting style and learning motivation and outcomes of the students at SMA Negeri 1 Boyolangu Tulungagung. The survey was conducted to obtain the required information of the data related to the study variables.

RESULTS AND DISCUSSION

Parenting Style Variable (X_1):

Parenting Styles were measured according to four indicators, namely parent's education background ($X_{1,1}$), economic condition ($X_{1,2}$), environment ($X_{1,3}$), and culture ($X_{1,4}$). The indicator for parent's education background ($X_{1,1}$) has an average scale of 4.04, for economic condition indicator of the parents ($X_{1,2}$) has an average scale of 3.95, for indicator of the environment ($X_{1,3}$) has an average scale of 3.75 and cultural indicator ($X_{1,4}$) has an average of 3.90, which was categorized into good. Overall average scale of variable for parenting styles (X_1) has an average scale of 3.93 which includes into good category.

Learning Motivation Variable (X_2):

Learning motivation was measured according to eight indicators, namely teacher's expectation ($X_{2,1}$), direct instruction ($X_{2,2}$), teacher's feedback ($X_{2,3}$), praise and rewards ($X_{2,4}$), punishment ($X_{2,5}$), score provision ($X_{2,6}$), competition ($X_{2,7}$), learning result disclosure ($X_{2,8}$). Punishment indicator ($X_{2,5}$) has an average scale of 3.14, the score provision indicator ($X_{2,6}$) has an average scale of 2.93, and result disclosure indicator ($X_{2,8}$) has an average scale of 3.14. The three indicators of learning motivation are categorized into good, while the teacher's

expectation indicator ($X_{2,1}$) has an average scale of 3.52, direct instruction indicator ($X_{2,2}$) has an average scale of 4.14, for praise and reward indicator ($X_{2,4}$) has an average scale of 3.98, and the indicator of learning competition ($X_{2,7}$) has an average scale of 3.52, which the four indicators are included into good. Indicator feedback ($X_{2,3}$) has an average scale of 4.23, which is included into very good category. Overall score for learning motivation variable indicator (X_2) has an average scale of 3.55 which is included into good category.

Student's Achievement Variable (Y):

Student achievement was measured according to two indicators, namely internal factor (Y_1) and external factor (Y_2). Internal factor (Y_1) has four items of questions, each of which is intelligence ($Y_{1,1}$), talent ($Y_{1,2}$), interests ($Y_{1,3}$), and motivation ($Y_{1,4}$). For the external factor (Y_2) has three items of questions, namely family circumstances ($Y_{2,1}$), school condition ($Y_{2,2}$) and communities ($Y_{2,3}$). The indicators for internal factors (Y), intelligence item ($Y_{1,1}$) has an average scale of 2.98, talent item ($Y_{1,2}$) has an average scale of 3.18, interest item ($Y_{1,3}$) has an average scale of 3.28, which are included into quite good category. For the motivation item ($Y_{1,4}$) has an average scale of 3.47, which is included into good category. The indicators for external factor (Y_2), indicator of family circumstance ($Y_{2,1}$) has an average of 3.85 scales, community environment item ($Y_{2,3}$) has an average of 3.92 scale, which are included into good category. The school condition item ($Y_{2,2}$) has an average scale of 3.05 and it is categorized into quite good category. Overall score for student's achievement (Y) has an average scale of 4.22, which is included into the very good category.

Student's Autonomy Variable (Z):

Student's autonomy was measured according to two indicators with four items of questions, namely indicator of endogenous factors (Z_1) with maturity age ($Z_{1,1}$) and gender ($Z_{1,2}$) items. Indicator of exogenous factor (Z_2) includes cultural items ($Z_{2,1}$) and family items ($Z_{2,2}$). Maturity age item ($Z_{1,1}$) has an average scale of 3.37, cultural item ($Z_{2,1}$) has an average scale of 3.15 and the family item ($Z_{2,2}$) has an average scale of 3.05, which are included into quite good category. Gender item ($Z_{1,2}$) has an average scale of 3.69 which is included into good category. The overall average score for student's autonomy variable (Z) is categorized into quite good as it has an average scale of 3.32.

Testing SEM Assumptions:

SEM analysis was preceded by several assumptions including normality, outliers, and linearity. Multivariate normality assumption was tested with the assistance of AMOS version 18 software. The results of the analysis are presented in Appendix 4, showing that the multivariate data distribution obtained were normal. It was based on the value of the critical ratio of 1,685 compared with the critical value Z statistic for α 5% was equal to 1.96, because the absolute value of CR ($|1.685|$) was less than 1.96 then the multivariate normality assumption was met.

Tests for outliers can be observed through Mahalanobis Distance (Md). Mahalanobis distance is a distance which measures center points of an "averaged" data with each point of observation. In this case the observation point was the number of questionnaires from respondents (Sudjono, 1999). The observation to the multivariate outliers was done by using a multivariate outliers Mahalanobis criteria at the level of $p < 0.05$. Mahalanobis distance was evaluated by using X^2 at particular independent degrees of many parameters in the model used was 132, based on statistical tables obtained $X^2_{132} = 159,813$. The rules for decision-making if Md observation point is greater than 159, 813, the observation point is an outlier, whereas when Md from the observation point is less than 159, 813, the observation point is not categorized into outlier. Based on the Mahalanobis distance analysis, it was noted that the observations of the most distant point is the respondent to 100 with a value of less than Md = 43,739 less than 159,813. Thus, it was concluded that all is not an outlier observation point that requires further analysis.

Linearity assumption testing was conducted through curve fit method and calculated with SPSS software. Linearity test results are presented in Appendix 4. The reference used is the principle of parsimony, i.e. if the whole model used as the basis for testing has either significant or non significant results it means the model is linear. The specification of the model used as the basis for testing are namely linear, quadratic, cubic, inverse, logarithmic, power, compound, growth, and exponential models.

The value of the loading factor of four variable indicators, in particular parent's education background ($X_{1,1}$) is 0.409, parent's economic situation variable ($X_{1,2}$) is 0.159, environment variable ($X_{1,3}$) is -0.270, and the cultural variable ($X_{1,4}$) is 0.488. Significance of each indicator can be seen from the p-value; if the p-value is less than α (0.05), then the indicators have significant influence. Parent's education background indicator ($X_{1,1}$), parent's economic condition ($X_{1,2}$), and environment ($X_{1,3}$) are less than 0.05, so they have significant influence on the parenting styles variable (X_1). For cultural indicator ($X_{1,4}$), however, declared as fixed. Parent's education background ($X_{1,1}$), parent's economic condition ($X_{1,2}$) and cultural variables ($X_{1,4}$) have positive standardized significant coefficient indicator, meaning the higher the standardized coefficient, the measurement results of the parenting style variable (X_1) will also increase. For environment indicator ($X_{1,3}$) has negative standardized

coefficient, which means that the higher the value of the variable will decrease the measurement variables of parenting style (X_1). The highest value of SEM standardized coefficient was cultural indicator ($X_{1.4}$), so it becomes the strongest indicator variable to measure the parenting style (X_1).

Furthermore, learning motivation variable (X_2) which was measured by the eight indicators resulted loading factor values as follows: teacher's expectation indicator ($X_{2.1}$) amounted to 0.321, direct instruction indicator ($X_{2.2}$) of 0.329, teacher's feedback indicator ($X_{2.3}$) of 0.196, praise and rewards indicator ($X_{2.4}$) of 0.785, punishment indicator ($X_{2.5}$) of 0.417, score provision indicator ($X_{2.6}$) of -0.156, competition environment indicator ($X_{2.7}$) of 0.840, and result disclosure indicator ($X_{2.8}$) of 0.025.

P-value indicator showed the results ($X_{2.8}$) as fixed, while the other seven indicators have p-value of less than 0.05. It means the indicators become significant measurement to the learning motivation variable (X_2). Given the standardized coefficient is positive, it indicates that the higher value of learning motivation (X_2), the teacher's expectation ($X_{2.1}$), direct instruction ($X_{2.2}$), teacher's feedback ($X_{2.3}$), praise and rewards ($X_{2.4}$), punishment ($X_{2.5}$), competition environment ($X_{2.7}$), result disclosure ($X_{2.8}$), the measurement results of learning motivation variable (X_2) will also be higher. Giving the score provision indicator ($X_{2.6}$) is negative, it indicates that the higher value of the indicator will further decrease the value of the student's motivation to learn (X_2). Competition environment indicator ($X_{2.7}$) is the dominant indicator to measure the student's learning motivation (X_2).

In terms of student's achievement variable (Y), there are two indicators. The value of standardized indicator coefficient of internal factors (Y_1) is 0.486, external factors (Y_2) is 0.238. P-value of the internal factors (Y_1) showed fixed while the p-value of external factors (Y_2) is less than 0.05. It can be concluded that all of these indicators are significant to measure the student's achievement variable (Y). The standardized indicator coefficient of internal factors (Y_1) and external factors (Y_2) is positive which indicates the higher the value of the standardized indicator coefficient, the measurement results of student's achievement variable (Y) will also be higher. The highest value of SME coefficient is information of internal factors (Y_1) which means having the strongest influence to measure the student's achievement variable (Y).

There are two indicators for the student's autonomy variable (Z). The value of standardized indicator coefficient of endogenous factors (Z_1) is 0.789, exogenous factors (Z_2) is 0.761. P-value of endogenous factors (Z_1) is less than 0.05, so it can be concluded that it becomes significant indicator to measure student's autonomy variable (Z) while the value of the exogenous factors (Z_2) is fixed. The standardized coefficient is positive which indicates the higher the value indicator endogenous factors (Z_1) and exogenous factors (Z_2), the results of student's autonomy variable (Z) measurement will be higher. Of the values of standardized SME coefficient, the highest value is endogenous factors (Z_1) means significant to measure the student's autonomy variable (Z_2).

Analysis of Structural Equation Modelling:

In a structural equation model, there are three hypotheses (direct influence) of the relationship among the influential variables namely parenting style variable (X_1), student's motivation to learn variable (X_2) on the student's achievement variable (Y), the influence of student's achievement variable (Y) on the student's autonomy (Z) at SMAN 1 Boyolangu. The following is presented the complete results of the testing of the relationship between the variables.

Discussion:

Based on the findings and discussion, there are some conclusions as follows. It was proven that parenting style is a significant factor in improving the student's achievement (Rusyan, 1994; McMunn and Butler, 1999). It was proven that parenting style at SMAN 1 Boyolangu Tulungagung is protective due to the unfavorable environment caused by the proliferation of cafeteria in Tulungagung Regency, ranging from urban to the suburban areas.

In addition to parenting style influences student's learning motivation, it also has an important role in improving student's achievement (Brammer, 1995). It was proven that the student's achievement has an influence on the student's autonomy. There is a model of the relationship among parenting style, student's motivation to learn and academic achievement, and student's autonomy.

Recommendation:

For the development of the knowledge, we expected there will be further research concerning with the efforts to increase student's achievement in terms of other variables, so that it may enrich the strategies of increasing student's achievement, considering the absence of the parents, neither teachers want their children fail in learning. While for educational institutions, it is expected to provide reference books and encourage college students to conduct research with the topic of learning achievement and autonomous behavior of the students.

For program and practical development, specifically for parents, it is expected that parents always consider the ways of parenting according to the situation and development of the child's environment because particular

parenting style may have negative impact on the student's learning achievement. Otherwise for school Institution, it is expected to make a plan or program on a regular basis for meetings with parents to give constant reminder and pay attention to their children. Given the success or the achievements of the child (student) is not solely the responsibility of the school. As the concept of Three Educational Center by Ki Hajar Dewantara is that the education center should be family, school and social environment.

Conclusion:

Based on the results of the study, it was proven that the parenting style and student's motivation to learn have significant influence on the learning achievement and impact on independence.

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