

THE RELATIONSHIP BETWEEN DEMOCRATIC PARENTING STYLE AND STUDENT ACHIEVEMENT OF GRADE ONE STUDENTS IN THE FULL-DAY ELEMENTARY SCHOOL PROGRAM

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Abstract

The aim of this study was to determine the relationship between democratic parenting style and student achievement of the first grade students in a full-day elementary school program. The hypothesis of this study was there is a positive relation between democratic parenting style and student achievement of grade one students in the full-day program. 72 students (36 students from 1A class and 36 from 1B class) were taken for the sample of this study. The data collection we used in this study was primary data in the form of scale to assess democratic parenting style and secondary data in the form of report cards of the students to understand their learning achievements. The data are then analyzed using Product Moment with Kendall's tau-b technique in SPSS 15 and the analysis result was no relationship between democratic parenting style and learning achievement of first grade students in the full-day school program. From the analysis testing, the value of correlation coefficient (r) = -0.030 with $p = 0.711$ ($p > 0.05$), hence we concluded that there is no relationship between democratic parenting and learning achievement of students. Thus, the proposed hypothesis is rejected.

Key words: Democratic Parenting Style, Student Achievement, Full-day Elementary School Program

INTRODUCTION

Family is the smallest unit of the society which is formed because of a legal marriage based on religion and law. In order to obtain the ideals of the children, the influence of family plays an important role because family is the first place of learning for children. One of supports which is given by family to their children is a good education since early stage.

Elementary education is the most basic level of formal education in Indonesia. There are six grades in the elementary school which should be taken within six years of education.

Elementary school students in Indonesia are generally aged 7 to 12 years.

Elementary school education is divided into two systems of regular and full-day. Nowadays, many of private schools offer a full-day school choice which provide school with a full daily activities at school.

One of benchmark for people's success can be seen from learning achievements which have been done by them. Based on Purwanto's opinion (1998), there are some factors which affect learning achievement which are divided into two groups, internal factors and the external ones. The example of internal factors are physiological and psychological

factors. While one of external factors which affects learning achievement is parenting style.

According to Baumrind (Gustiany, 2003), parenting style is divided into 3 forms: authoritarian style, where parent attempts to shape, control, and evaluate the behavior and attitudes in accordance with a set standard of conduct. Democratic style, a parenting style which is tailored to children's development. Permissive style, where parent attempts to behave in a nonpunitive, acceptant, and affirmative manner towards children's choice. Among these three parenting styles, the democratic one is the most effective style to be applied because its parenting style runs in accordance with the growth and the development of the children, thus it can improve children's learning achievement.

Learning achievement is what have been obtained by people which is also shown on their report cards, therefore learning achievement can also be seen on children's report card comments (Purwanto, 2011).

Learning achievement's aspects according to Syah (2011):

- a. Cognitive domain includes: observation, memory, understanding, application, analysis and synthesis.
- b. Affective domain includes: acceptance, response, appreciation, internalization, characteristics.
- c. Psychomotor domain. Psychomotor ability is an ability related to muscular activities and physical power.

In Syah's opinion (2011), there are some factors which affect leaning achievement including internal factor consists of physiological and psychological aspects and external factor consists of social and non-social environment.

Parenting style is a way, form, or strategy in familial education which is done by parents to their children. Hence, it is a right and obligation for parents as main caregivers to educate their children (Shochib, 2010).

Based on Baumrind's opinion (Gustiany, 2003), democratic parenting style is when parents can appropriately consider their children as growing and developing individuals who have their own initiatives. Parents give controlled freedom to their children. This parenting style emphasizes the educational aspect in guiding children. Hence, parents often give them understanding, explanation, and reasoning in order to help their children understand why such behaviors are expected (Hurlock, 2004).

According to Hurlock (2004), there are four aspects of democratic parenting style: parents' view of their children, communication, discipline, and fulfilment of children's needs. Added by Waruan (Utami, 2009), democratic parenting style's aspects are affection, communication, control, and maturity demand. While factors affecting democratic parenting style according to Watson (Windyasti, 2001) are value which is adopted by parents, personality, socio-economy, and educational degree.

Hypothesis which was given to the study was there is a positive correlation between democratic parenting style and learning achievement of first grade students in a full-day school program. The higher democratic parenting style, the higher learning achievement of the children.

RESEARCH METHOD

In this study, we used quantitative approach with learning achievement as dependent variable and democratic parenting as independent variable.

Subjects of this study were grade one of full-day program students in SD IT Nur Hidayah who already had report cards for the first and the second semester. The number of samples in this study was 72.

The collecting data method we used in this study was using a scale of democratic parenting style and students' report cards of the first and the second semester as secondary data.

Based on assumption tests consisting normality and linearity tests, we could understand that from linearity testing, the

value of $F=0.064$ with significance (p)= 0.801 ($p>0.05$). This result indicated that there was no linear correlation between independent variable (democratic parenting style) and dependent variable (learning achievement), hence, this study could not be tested by using Pearson's product moment correlation analysis. Therefore, we used non parametric statistical analysis with hypothesis testing by using Kendall's tau-b technique. The value of correlation coefficient was -0.030 ; $p=0.711$ ($p>0.05$) which means there was no relationship between democratic parenting style with learning achievement of the students. Effective contribution of democratic parenting style variable to learning achievement of the students was 0.09% , which means there was still 99.01% which affected learning achievement of the student beside democratic parenting style such as physical condition, attitude, intelligence, aptitude, interest, residence, learning tools, learning duration, the location of school, and peer-groups.

Based on the analysis, the empirical average of democratic parenting style was 156.36 and its hypothetical average was 112.5 , hence democratic parenting style which was experienced by subjects was high-categorized. The average of learning achievement variable was 38.88 , which means learning achievement of the students was very good-categorized.

RESULT AND DISCUSSION

Based on the result of the study, we can understand that there was no relationship between democratic parenting style with learning achievement in 1A and 1B classes of SD IT Nur Hidayah. It can be seen on its correlation coefficient (r)= -0.030 with $p=0.711$ ($p > 0.05$). Effective role or contribution of democratic parenting style to learning achievement was 0.09% , which means there was still 99.01% of other variances might affect learning achievement in addition to democratic parenting style.

Democratic parenting style's degree of subjects was high-categorized. It is shown by its empirical average of democratic parenting style variable 156.36 and hypothetic average 112.5 . While learning achievement's degree of subjects was categorized as very good. It is shown by its average value 88.13 .

Based on nonparametric statistical calculation result with Kendall's tau_b analysis, it can be obtained that its correlation coefficient (r) = 0.030 ; $p = 0.711$ ($p>0.05$) which means there was no relationship between democratic parenting style and learning achievement. Hence, the hypothesis of the study could not be accepted. Thus, there is no relationship between democratic parenting style with learning achievement.

Despite the result of this study indicates that high-categorized democratic parenting style was related to good learning achievements, there was no relationship between democratic parenting style with learning achievement. This was because there were so many other factors which affected students' learning achievement beside democratic parenting style itself. This study was conducted in SD IT Nur Hidayah where the classes ended at 01.00 p.m. while in the regular elementary school at 10.00 a.m., the difference of duration could affect the amount of lessons which would be delivered during the classes where full-day school students would get more lessons than the regular ones, hence the full-day school students became more skilled and smarter. Nevertheless, there is no relationship between democratic parenting style with learning achievement, because from this study we can understand that the effective contribution of democratic parenting style variable to learning achievement was 0.09% shown by its correlation coefficient $(-0.030)^2$ times 100% . Therefore, there was still 99.01% of other variables which affected learning achievement beside democratic parenting style such as physical condition, attitude, intelligence, interest, residence, learning tools, learning duration, the location of

school, and peer-group.

This is consistent with Clark's theory (Sujana, 2009), 70% of learning achievement at school are affected by children's ability and 30% are affected by environment. According to Syah (2011), children's ability is an internal factor where internal factor itself specifically has two aspects i.e. physiological which is a general physical condition affecting students' spirit and intensity to learn. While psychological aspects can affect the quantity and quality of learning such as intelligence, attitude, aptitude, and interest. Environment is an external factor which consists of social and non-social environment. Social environment consists of family, society, neighborhood, and peer-groups. While non-social environment consists of students' residences and their locations, learning tools, learning duration, and the location of school.

One of benchmark of students' success can be seen on their learning achievements. Learning achievement itself is a result which have been obtained by a student and is written in numbers or grades as a learning value after doing tests or examinations. According to Purwanto (1988), one of external factors which affects learning factor is parenting style. Parenting style is basically formed because of daily interactions between parents and children. Based on analysis result, we can understand that the empirical average of democratic parenting style was 156.36 while its hypothetical average was 112.5. This result indicates that democratic parenting style for subjects was high-categorized. This high condition can be interpreted that subjects basically had attitudes which had been formed by affection, warmth, praises for children's achievements, communications between parents and children where parents were willing to be good listeners for their children, also prioritized children's problems, wishes, and needs. Control aspect was an attempt from children's parents to balance children's activities which made the children turn into responsible persons and consciously obey their parents' rules. Maturity demand aspect

had a function to give understanding to the children to obtain certain level of intellectual, social and emotional ability.

The mean of learning achievement of children in this study was 88.13. Thus, children's learning achievement could be categorized as very good. This very good condition can be interpreted that subjects of this study basically already had cognitive aspects i.e. observation, memory, understanding, application, analysis, synthesis, affective aspects such as acceptance, giving good responses, appreciation, internalization, and characteristic, also psychomotor aspects i.e. capabilities which are related to muscular activities and physical capabilities such as capability to move and act i.e. coordinating the movement of eyes, hands, legs, also verbal and non-verbal capabilities such as speaking and expressing something.

CONCLUSION AND SUGGESTION

Based on democratic parenting style scale's categorization, it can be seen that 31.94% (23 children) of subjects had experienced medium-categorized democratic parenting; 62.5% (45 children) of subjects high-categorized; 5.6% (4 children) of subjects very-high categorized. People with democratic parenting style is depicted as parents who can consider their children in appropriate way as the growing and developing children who have their own initiative because parents give controlled freedom to their children (Hurlock, 2004).

Based on the categorization of learning achievement, it can be understood that there was 25% (18 persons) who possess good-categorized learning achievement; 75% (54 persons) who possess very good-categorized learning achievement. Majority of the subjects possessed very good-categorized learning achievement which means subjects would be able to obtain maximal result though their learning process

which is shown by test results (Winkel, 1996).

Based on the explanation above, it can be concluded that democratic parenting style has no significant influence to learning achievement of the students, but the generalization of this study is limited to the population where the study took place. Thus, more study to such application with different conditions should be done by using or adding other variables which have not been used to this study or by expanding the scope of the study.

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