

The Influence of the Role of Parents on the Learning Achievement of Students of SDN Margorejo III Surabaya

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Abstract

This study aims to examine the influence of parental roles on students' academic achievement and identify specific roles that contribute to academic success. Using a non-experimental quantitative approach with a survey method, this study ensures the validity of the data through normality tests (Shapiro-Wilk) and homogeneity tests (Bartlett). A simple linear regression analysis was used to measure the influence of variable X (parental role) on variable Y (student academic achievement). The results showed a correlation between parental roles and academic achievement, although the effect was not statistically significant. These findings are expected to provide more in-depth insights into the factors that affect students' academic success and serve as a basis for further research.

Keywords

Academic Achievement, Parental Roles



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INTRODUCTION

Student learning achievement is often considered the main benchmark of the success of the education system, but there are differences in the achievement of learning outcomes among students which are influenced by various backgrounds, abilities, and experiences. As said by Afni & Jumahir (2020), student learning achievement does not only come from the learning process while at school, but there is also the role of parents at home. Psychological and social support from parents is also important when students face learning challenges. In the Schmid & Garrels (2021) study, parents' social psychological support seems to be especially important when their motivation is low or when they face challenges during the learning process.

The role of parents in supporting student learning achievement can be categorized into four main roles: as teachers, motivators, facilitators, and guides. Fadilah & Afriansyah (2021) said that parents who act as teachers for their children are parents who when students have difficulty understanding the material, people will give explanations in language that students understand better. As motivators, they provide encouragement and attention; As facilitators, they provide learning needs; And as directors, they give good direction. The research of Sholihah et al. (2021) underscores the importance of parental support and encouragement in shaping students' learning motivation, by stating that students who receive positive support from their parents, both in the form of praise and encouragement, tend to have higher motivation to achieve academic success.

The difference in research results shows that although there are various factors that affect student learning achievement, the role of parents is still recognized as the main factor. Parents who support their children at home can help achieve the educational standards expected by the school. Otani (2020) research shows that a positive relationship between parental roles, student attitudes, and student motivation will be able to create a positive learning atmosphere. Thus, this study aims to explore the role of parents in supporting student learning achievement and how this role can be optimized to achieve better academic outcomes.

METHOD

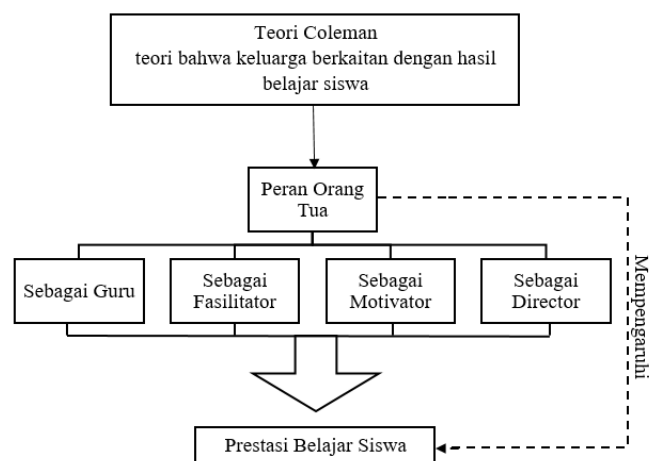
The research approach used in this study is a non-experimental quantitative approach with a survey method. According to Sugiyono (2021), survey research covers both small and large populations, where the data analyzed comes from samples taken from the population. This study aims to describe the role of parents in supporting the learning achievement of grade 6 students at

SDN Margorejo III Surabaya.

This research was carried out from January 2024 to February 2024 at SDN Margorejo III Surabaya. This location was chosen because of the characteristics of students who are in accordance with the needs of research and there has been no previous research on the role of parents in this school. The population of this study is grade 6 students who have an average score of above 90, with a total of 43 students. The census method was used to determine the sample, so that the number of samples was equal to the number of the population, which was 43 students.

The data collection technique used is a questionnaire method with an instrument in the form of a questionnaire using the Likert scale. The scale consists of five categories of responses: strongly agree, agree, hesitate, disagree, and strongly disagree, with a positive rating from a score of 5 to 1 and vice versa for negative statements. This instrument is filled by students simultaneously in class, with the help of researchers to avoid misunderstandings in interpreting questions. The validity of the instrument was tested through a validator with a validation sheet, while the reliability was tested using SPSS version 23 calculations to ensure the consistency of the results provided by the research instrument.

The following research framework is in the form of a concept map to provide a clear overview of the research structure and the relationships between the variables studied, so that readers can more easily understand the flow of this research.



FINDINGS AND DISCUSSION

Findings

Table 1 is the result of statistical analysis of a sample of data consisting of 43 students. There is no missing or incomplete data in this sample. The average of the data is 93,844, which illustrates the median value of the entire distribution. The median, which is the middle value of the data when sorted, has a value of 93,500, which is close to the average, which means that the distribution is relatively symmetrical. The minimum value in the sample is 90.1, signifying the lowest point of the data range, while the maximum value is 97.8, representing the highest point of the data range.

Table 1. Table of results of descriptive statistical analysis of report card scores using SPSS

N	Valid	43
	Missing	0
Mean		93.844
Median		93.500
Minimum		90.1
Maximum		97.8

Table 2 shows that the highest average score is for the category of parental role as a teacher (17.53), while the lowest score is for the category of parental role as a director (14.60). In addition, the standard deviation shows the level of variability in each category, where the Teacher category has the lowest standard deviation (1,804) and the Motivator category has the highest standard deviation (2,372). Valid N indicates that no data is missing or incomplete in this analysis, as the number of valid samples (43) is the same for each category.

Table 2. Table of results of descriptive statistical analysis of parental roles using SPSS

Descriptive Statistics						
	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Guru	43	14	20	17.53	1.804	3.255
Fasilitator	43	11	18	15.09	1.716	2.944
Motivator	43	11	20	15.60	2.372	5.626
Pengarah	43	10	19	14.60	2.259	5.102
Valid N (listwise)	43					

Table 3. Correlation value table

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.067 ^a	.005	-.020	1.9878
a. Predictors: (Constant), Peran Orang Tua				

Table 3 shows the magnitude of the correlation/relationship (R) value, which is 0.067. From the table, a determination coefficient (R square) value of 0.005 was also obtained, which means the influence of the role of parents on 0.5%.

Tabel 4. Tabel nilai koefisien regresi

Coefficients ^a					
		Unstandardized Coefficients		Standardized Coefficients	
Model		B	Std. Error	Beta	t
1	(Constant)	92.267	3.655		25.243
	Peran Orang Tua	.025	.058	.067	.433
a. Dependent Variable: Rata-rata Nilai Rapor					

It is known that the constant (a) is 92.267, while the value of the parent role (b / regression coefficient) is 0.025, so the regression equation can be written as follows: $Y = a + bX$ $Y = 92.267 + 0.025X$. The equation translates as:

- A constant of 92,267 means that the consistent value of the learning achievement variable is 92,267.
- The value of the regression coefficient X of 0.025 states that for every 1% increase in the value of the parent's role, the learning achievement value increases by 0.025. The regression coefficient has a positive value so it is said that the direction of the influence of Variable X on Y is positive.

Decision making in the Simple Linear Regression Test based on the significance value of the table, obtained a significance of $0.667 > 0.05$. so it can be concluded that variable X has no effect on variable Y.

Decision-making is based on a score of $0.433 < 2.020$, so it can be concluded that the Parent Role variable (X) has no effect on the learning achievement variable (Y).

The regression coefficient value is positive, meaning that the X variable and the Y variable are still related or still have a relationship. So, when parents play an increasingly important role, learning achievement will also increase. However, the X variable cannot significantly affect the Y variable.

Discussion

The Influence of Parents' Role on Student Learning Achievement

A simple linear regression analysis showed a positive relationship between the role of parents and student learning achievement with a correlation value of 0.067. These results show that every 1% increase in parental roles correlates with a 0.025% increase in student achievement. However, this effect is not statistically significant, consistent with the findings of Cook (2021) who also found that parental involvement did not significantly affect learning achievement. Nonetheless, students with more active parents tended to have higher scores, supporting the findings of Coleman et al. (1966) regarding the relationship between parental roles and learning outcomes. This study also shows that external factors such as the school environment, as explained by Yandi et al. (2023), can affect student learning achievement. In addition, students with high intrinsic motivation or independent learning abilities may not rely too much on parental support, as revealed by Rahman (2021).

The Role of Driving Student Learning Achievement

The results showed that the role of parents as teachers had the highest average (17.53), indicating that this role was more dominant in influencing student achievement. This role includes direct monitoring, guidance, and teaching, which is routinely carried out, in accordance with the views of Ayuningrum & Rusdiyana (2021) and Aziza & Yunus (2020). On the other hand, the role of parents as directors has the lowest score (14.60) because it is not done routinely like the role of teachers, in line with Nisa et al. (2022) explaining the more sporadic role of directors in developing children's interests and talents.

Other Factors Affecting Learning Achievement

The school environment, which includes a calm and safe atmosphere, also affects student achievement. Yandi et al. (2023) and Desryani & Mustika (2022) showed that a conducive learning environment can increase learning motivation and effectiveness. The researcher also noted that internal factors such as student intelligence, which can be seen from the speed of response when filling out questionnaires, play a significant role. According to Magdalena et al. (2020),

responsiveness indicates a higher level of intelligence, which contributes to better learning achievement.

CONCLUSION

Based on the results of the study, it was found that the role of parents in student education at SDN Margorejo III Surabaya had a positive influence, although not statistically significant on student learning achievement. Although regression analysis showed a positive correlation, the effect exerted by parental roles on student learning achievement was not strong enough to be considered a major factor. This is in line with the findings of Cook (2021) which shows that parental involvement does not always have a significant effect on student learning achievement. In addition, external factors such as the school environment and students' intrinsic motivation also play an important role. Other research shows that a conducive school environment and students' internal motivation can influence learning achievement more predominantly than the role of parents alone.

Overall, although the role of parents as teachers had a greater impact compared to other roles, the effect was not statistically significant in this study. Internal factors of students and the school environment may also affect student learning achievement. Therefore, to improve learning achievement, it is necessary to pay more attention to the school environment and the development of students' intrinsic motivation. Further research is also needed to explore other factors that may be more influential and to gain a deeper understanding of the relationship between parental roles and student learning achievement.

These findings emphasize the importance of the role of parents in education, although the influence is not statistically significant. Schools are advised to create a safe and comfortable learning environment, as well as develop programs to increase students' intrinsic motivation and independent learning abilities. Further research is needed to identify other factors that are more significant in influencing student learning achievement.

This study has several limitations, such as a small sample size and limitations in the research area that may affect external validity. In addition, other factors such as socio-economic background and teaching quality that are not taken into account can affect the internal validity of the research.

Schools need to improve policies to create an optimal learning environment. The development of programs that focus on intrinsic motivation and students' independent learning abilities is also recommended. Follow-up research with larger samples and more comprehensive

analysis methods, including the use of multivariate approaches and more diverse data collection methods, can provide deeper insights into the relationship between parental roles and student learning achievement.

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