

The Influence of Parenting Patterns on Learning Interests of Class II MI Islamiyah Sumberwudi Students

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ABSTRACT

Parenting is the entire treatment of parents that is applied to children. At MI Islamiyah Sumberwudi, parents face several obstacles in giving attention to children, including limited costs so that they prioritize work, lack of time with children, and a lack of understanding of parents in parenting their children properly in carrying out tutoring. Some believe that when a child is sent to school, the parent's duty to educate their children is released. This study aimed to determine the effect of parenting style on the learning interest of class II students at MI Islamiyah Sumberwudi. This study uses a quantitative approach with a correlational type. The method used is observation, interviews, questionnaires, and documentation. Data analysis used a normality test, simple linear regression test (simple regression correlation test, correlation coefficient test, determinant coefficient test, t-test), and hypothesis t-test. The study's findings indicated that class II pupils at MI Islamiyah Sumberwudi's parenting style impacted their enthusiasm for learning. Strength was rated as "moderate" or "sufficient" for Sumberwudi at 0.452. The coefficient of determination is also 0.204, or 20.4%, in value. It is the value of the contribution given by the independent variable to the dependent variable, which has an effect of 0.204 or 20.4% on the independent variable. The t-test statistic (2.863) illustrates how independent factors have an impact. Which means the dependent variable affects student learning interest. Test the hypothesis; it is known that $F_{count} > F_{table}$ ($8,195 > 4.14$). This indicates that H_0 is rejected while H_a is accepted, leading to the conclusion that parenting style greatly affects students' learning interest in class II MI Islamiyah Sumberwudi.

Introduction

Parents are the first basis for forming a child's personality and shaping the good and bad of the child's behavior. The parenting style parents give to children can be physical or psychological treatment, reflected in the words, attitudes, behavior, and actions given. Through parents, children can adapt and get to know the world around them and the social patterns in life that exist in their environment. Samsudin, (2019) said that good education in a family will play an important role in developing the child's personality. Thus, it can be said that parents are the first and foremost educators in forming a child's personality.

Education for a child is one of his needs for the future (Yanto, 2021). A child's first education at the beginning of his life comes from a family. The family is said to be the first educational environment because it is in this family that children first receive education and guidance. It is also said to be the main educational institution because most of a child's life is in the family, so most children receive education in a family. Therefore, as the first environment in the child's education process, parents must be aware and prepare the family to become the main basis for their child's education.

The family has an important role in forming a child's personality regarding parents' parenting practices for their children (Lesmana, 2021). As caregivers and mentors, parents play a very important role in laying the foundations of behavior for their children. Parents' attitudes, behavior, and habits are always seen, assessed, and imitated by children, which then become habits for their children. Therefore, parents must be good role models for their children. Apart from providing learning infrastructure, parents are also a source of encouragement for interest in learning.

In Hurlock's view, in Tridhonanto (2014), parents' treatment of children will influence their attitudes and behavior. Parents' attitudes greatly determine family relationships because they tend to last once they are formed. Parents should be able to understand their children well and recognize the unique perspectives and talents that their children have, develop and nurture their personalities without forcing them to be someone else. When communicating with a child, it is best not to threaten or judge but rather use loving or motivating words so that the child can achieve success in building the child's character. Therefore, a child's behavior is closely related to the parenting style given to him by his parents, where a child's behavior will be influenced by the parenting style given by his parents.

Parenting can be interpreted as all how parents treat children. Every parenting style that parents apply to their children has an influence, both positive and negative, on the child. Therefore, as parents, you must be able to care for and educate your children well. The types of parenting styles that we know are democratic, authoritarian, and permissive parenting. The influence of parenting styles arises because parents are models for children. The treatment of parents towards children becomes an experience and sticks with children in their development into adults.

Each parenting style has advantages and disadvantages that parents know and understand. Therefore, parents must be selective in choosing a parenting style that can positively influence a child, especially when children enter class II. At that age, children go through an important (crucial) development period in forming their character and personality, also called the critical period of growth or the golden period. This period is marked by the development of children's intelligence capacity, which reaches 50 percent and increases to 80 percent at the age of 8 years. Therefore, it is important to stimulate the optimal development of the body's organs, especially the child's brain or cognitive abilities.

Stimulation that is applied well will impact the formation of basic attitudes and behavior and the development of various dimensions of intelligence, such as intellectual, emotional, social, spiritual, kinesthetic, and artistic (Rifa'i, 2018). This period occurs in humans once in a life (lifetime). Therefore, parents must understand these times because success or failure in developing a child's intellectual, emotional, social, and spiritual intelligence lies in the parents' ability and awareness to take advantage of opportunities during this golden age. The level of continuous and consistent (steady) optimization of the role of parental care in the child's growth and development during that period greatly determines the quality of the child's interest in learning.

Interest is a passion that drives someone to do what they want. A person's interest in learning is not innate, and there must be habituation, so the child needs to learn. Therefore, the role of parents in this case is very important in providing habituation for their children, explaining the importance of learning, and understanding the consequences of people who never learn.

Based on initial observations conducted by researchers at MI Islamiyah Sumberwudi, parents face several obstacles in giving attention to their children, including limited funds. Hence, they prioritize work, lack time with their children, and lack understanding in properly caring for them in conducting tutoring. This results in a child's low interest in learning, creating a passive condition in the child. However, among busy working parents, some parents have a lot of free time to pay attention to their children so that children feel complete love and attention from their parents. This situation has a positive impact on children. Some parents also think that when their child is sent to school, the parent's responsibility is released regarding educating the child. Based on the explanation of the problem above, researchers are interested in conducting this research to find out how various parenting patterns increase interest in learning in class II students at MI Islamiyah Sumberwudi.

Parenting is a pattern of interaction between parents and children, namely the ways, attitudes, or behavior of parents when interacting with children, including how to apply rules, teach values or norms, give attention and affection, and show good attitudes and behavior so that they become a role model or example for their children (Madyawati, 2016). Prihatin, (2023) says parenting style is how parents treat children through interaction in care,

meeting a child's needs, protection, teaching behavior, and socializing. Each parent's parenting style is different in educating and caring for children. Parenting patterns describe parents' attitudes and behaviors in interacting and communicating with children in everyday life (Siswanto, 2020).

So, parenting style is the typical treatment parents give in caring for children, demonstrated through fulfilling the child's needs, educating, guiding, supervising, and disciplining the child. In parenting, children will have very good development if the parenting style applied by their parents is to the needs and conditions of each child. Therefore, parents must be more careful in responding to their role towards their children and must apply good parenting patterns in caring for their children because a child is an asset in the family that must be looked after, guided, and directed so that in the future he can become a child with a noble personality and development – high intellectual.

Parenting patterns consist of three parenting tendencies, namely, authoritarian parenting, democratic parenting, and permissive parenting. Authoritative parenting prioritizes shaping the child's personality by setting absolute standards that must be followed, usually accompanied by threats (Tridhonanto, 2014). Titi Rahmah (2022) said that applying an authoritarian parenting style is a parenting style that is a traditional discipline. Authoritative parenting usually has a bad impact on children; this kind of parenting usually produces the characteristics of being timid, quiet, introverted, liking to oppose, violating norms, and having weak personalities (Badriah & Fitriana, 2018).

This type of democratic parenting always prioritizes collective interests above the child's; democratic parents rationally consider every decision (Syaiful, 2014). Democratic parenting is a pattern of parents giving children the freedom to choose and carry out actions following mutually agreed boundaries. Parents encourage children while maintaining boundaries (Khairi, 2021). The application of rules in the form of democratic parenting means that there is a warm and open relationship between parents and children, as well as an attitude of mutual respect. Titi Rahmah (2022) believes that permissive parenting can be interpreted as parental behavior towards children that frees children to do what they want. This type of parenting has no strict rules or guidance, so the child has no control (supervision).

Menurut Sukardi dalam Susanto, (2013) Interest is a liking, fondness, or pleasure for something. Interest can also be interpreted as a condition that occurs when someone sees characteristics connected to their desires or needs (Sardiman dalam Susanto, 2013). Therefore, whatever a person sees will certainly arouse his interest as long as what he sees is related to his interests. Learning is a change in behavior in an individual with his environment (Buston dalam Suardi, 2018). Thursan Hakim dalam Restian (2020) says learning is a process of change in a person's personality, and this change can be seen in increasing the quality and quantity of behavior, such as skills, knowledge, attitudes, habits, and so on.

Method

In this research, researchers used a quantitative approach type of correlational research. Asriandi (2022) says correlational research is a statistical analysis technique regarding the relationship between two or more variables without any attempt to influence these variables so that there is no variable manipulation. The relationship between the two variables in this research is parenting style and interest in learning.

The type of sample in the research was taken using the purposive sampling method. The purposive sampling method is a non-random sample selection because the sample is selected based on certain considerations (Rachman & Wati, 2022). The sample in this research was class II students at MI Islamiyah Sumberwudi. The data collection technique for this research is observation, interviews, questionnaires, and documentation. This research instrument uses a questionnaire. Research instruments are tools used by researchers to collect data, see and measure a phenomenon, and analyze data according to the problem being observed (Kurniawan, 2021). The assessment questionnaire sheet uses a Likert scale with the categories Strongly Agree (SS), Agree (S), Disagree (TS), and Strongly Disagree (STS). Before the questionnaire was distributed, validity and reliability tests were carried out randomly on 24 class II students at MI Islamiyah Sumberwudi.

The data collection techniques used in this research were observation, interviews, questionnaires, and documentation. Observations were carried out looking at the learning process at MI Islamiyah Sumberwudi. Interviews were conducted with resource persons, namely the MI Islamiyah Sumberwudi school's principal and the class II teacher at MI Islamiyah Sumberwudi. Furthermore, the questionnaire in this research is a Likert scale with four answer scale options that must be chosen by the subjects, namely parents and class II students at MI Islamiyah Sumberwudi: strongly agree, agree, disagree, and strongly disagree. There were 34 parenting style questionnaires and 22 interest in learning questionnaires. The next data collection technique was documentation, which was used to collect data such as a description of the school environment, school profile, organizational structure, vision, mission, goals, and the number of MI Islamiyah teachers and students. Sumberwudi. In conclusion, the research analyzed the data obtained through descriptive tests by carrying out normality tests, simple linear regression tests, and hypothesis tests.

Results and Discussion

Results

Based on research that has been carried out through the distribution of questionnaires on parenting patterns and students' interest in learning in class II MI Islamiyah Sumberwudi, the results of the data analysis tests in this research are as follows:

1. Normality Test

The normality test aims to determine the normality of data in research.

In this research, Kolmogorov Smirnov was used with the help of SPSS. Determining the normality of research data is:

- a. The research data is normally distributed if the significant value is > 0.05 .
- b. If the significant value is < 0.05 , then the research data is not normally distributed.

Table 1. Normality Test Results

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		34
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	7.55979963
Most Extreme Differences	Absolute	.089
	Positive	.089
	Negative	-.065
Test Statistic		.521
Asymp. Sig. (2-tailed)		.949

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

The table above depicts the normality test results using the Kolmogorov-Smirnov Technique for confounding or residual variables from the influence of parental parenting on students' interest in learning. A p-value of 0.949 was obtained because the p-value was > 0.05 , so the confounding or residual variables were influenced by parental parenting. Children's interest in learning is said to be a normal distribution. The normality test in this study used the Kolmogorov-Smirnov technique with the help of SPSS.

2. Simple Linear Regression Test

a. Simple Regression Correlation Test

The simple regression correlation test determines the relationship between one variable and another in a study.

Table 2. Regression Correlation Test Results

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1.(Constant)	34.637	11.045		3.136	.004
Pola Asuh Orang Tua	.338	.118	.452	2.863	.007

a. Dependent Variable: Minat Belajar

This means that the value (a) or constant is 34.637. This value shows that when the parent's parenting style (X) is 0 or does not increase. So, the value (Y) will still have a value of 34.637. The regression coefficient value (b) is 0.338 (positive), which shows a unidirectional influence, which means that if parental parenting improves, interest in learning will increase by 0.338.

b. Correlation Coefficient Test

The analysis carried out on the correlation coefficient aims to determine the strength of the relationship between one variable and other variables.

Table 3. Correlation Coefficient Test

Correlations			
		Minat Belajar	Pola Asuh Orang Tua
Pearson Correlation	Minat Belajar	1.000	.452
	Pola Asuh Orang Tua	.452	1.000
Sig. (1-tailed)	Minat Belajar	.	.004
	Pola Asuh Orang Tua	.004	.
N	Minat Belajar	34	34
	Pola Asuh Orang Tua	34	34

Based on the results of these calculations, it can be seen that the correlation value of 0.452, when seen from the table above, is in the interval 0.400 - 0.599 with a moderate (quite strong) level of relationship. So, it can be said that the relationship between parenting styles and interest in learning is an average or quite strong level of connection. In this research, a person correlation coefficient approach was used with the help of SPSS.

c. Determinant Coefficient Test

In this research, the determinant coefficient determines how much the independent variable contributes to the related variable.

Table 4. Determinant Coefficient Test

Model Summary^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.452 ^a	.204	.179	7.677

a. Predictors: (Constant), Pola Asuh Orang Tua
b. Dependent Variable: Minat Belajar

Based on these calculations, it is known that the coefficient of determination is $0.204 \times 100\% = 20.4\%$, which means that the parenting

variable contributes 20.4% to the learning interest variable. In contrast, the remaining 79.6% was caused by other factors not researched by the author.

d. Test (t)

In this research, the (t) test was used to determine the effect of the independent variable, namely parental parenting (X), on the dependent variable of students' learning interest (Y).

Table 5. Test Results (t)

		Coefficients ^a				
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	34.637	11.045		3.136	.004
	Pola Asuh Orang Tua	.338	.118	.447	2.863	.007

a. Dependent Variable: Minat Belajar

Based on these calculations, it can be seen that the calculated t value 2.863 > t table 2.03693 follows the criteria if t calculated > t table. Ho is rejected, and Ha is accepted. This means that parental parenting has a positive and significant influence on interest in learning.

3. T-test (Hypothesis)

To test the hypothesis in this study regarding "the influence of parenting patterns on the learning interest of class II Mi Islamiyah Sumberwudi students," the simultaneous test formula (F) was used. In this study, the ANOVA model was used with the help of SPSS. Taking into account the following matters:

- Ho is rejected if the calculated F is > or the significant value is < 0.05.
- Ho is accepted if the calculated F is < or the significant value is > 0.05.

Table 5. Hypothesis Test Results

ANOVA ^b					
Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	483.002	1	483.002	8.195	.007 ^a
Residual	1885.969	32	58.937		
Total	2368.971	33			

a. Predictors: (Constant), Pola Asuh Orang Tua

b. Dependent Variable: Minat Belajar

In the F test table above, the calculated F value is 8.195, while the F table

is 4.14. Thus, the calculated F analysis test results show that the calculated F is greater than the F table ($8,195 > 4.14$), meaning H_a is accepted, and H_o is rejected. So, it can be concluded that parenting patterns significantly influence the learning interest of class II students at MI Islamiyah Sumberwudi.

Discussion

The results of the discussion of this research can be described following the research objective, namely to find out whether there is an influence of parental parenting on the learning interest of class II students at MI Islamiyah Sumberwudi.

1. Parenting (x)

Based on the results of observations, interviews, and questionnaires, there are three types of parenting patterns that researchers carried out at MI Islamiyah Sumberwudi. It can be seen that parents prefer democratic parenting patterns compared to permissive and authoritarian parenting patterns. The results of the questionnaire show that democratic parenting is a type of parenting that is widely applied by parents to class II students at MI Islamiyah Sumberwudi, with a percentage of 71.9% and a total score of 1,168. In contrast, permissive parenting received a rate of 68.3%, with a total score of 1,115. The authoritarian pattern obtained a percentage of 66.3% with a total score of 902.

This is in line with the results of interviews, which show that the dominant parenting used at MI Islamiyah Sumberwudi is parenting that directs children to rational behavior, frees children according to boundaries that have been created together, and parents who always provide explanations to children about what the children do. From this, it can be seen that parenting styles influence interest in learning. This follows what Djamrah Syaiful Bahri said: that the democratic type of parenting always prioritizes collective interests above the child's individual interests. These democratic parents rationally consider every decision taken. Researchers argue that democratic parenting encourages children to be independent but still sets limits and control over their actions. There is deliberation, and it shows warmth or affection.

Titi Rahmah (2023) said Permissive parenting can be interpreted as parental behavior towards children that frees children to do what they want. This type of parenting has no strict rules or guidance, so the child has no control (supervision). Researchers believe permissive parenting is characterized by attitudes and behavior that do not care about pampering children without power, which can result in children lacking independence because parents' indifference causes children to be unable to differentiate between right and wrong.

Authoritarian parenting prioritizes shaping the child's personality by setting absolute standards that must be followed, usually accompanied by threats (Tridhonanto, 2014). Researchers believe that authoritarian parenting can result in children becoming less independent because the parents' attitude tends to be restrictive because they are afraid to free the child and the parents'

harsh and overprotective attitude has an impact on the child's psychological development so that the child tends to be timid, dependent on others, quiet and worried. However, there is a positive side behind all this: children become disciplined and obedient to their parents.

2. Interest in Learning (Y)

Interest has a big influence on learning because if learning material is studied without students' interest, students will not learn as well as possible because there is no attraction for them. He will be reluctant to learn and will not get satisfaction from the lesson. Learning materials that attract students' interest will be easier to understand and store because interest increases learning activities.

From the research conducted by the researcher, the interest in learning in class II students at MI Islamiyah Sumberwudi, as seen in the results of the questionnaire answers that the researcher distributed to 34 respondents, can be said to be in the medium or quite a good category.

3. The Influence of Parenting Patterns on the Learning Interest of Class II MI Islamiyah Students.

Parental parenting patterns can influence students' interest in learning because, with good parenting patterns, students will have a high interest in education. Interest development depends on the environment and adults who closely interact with the students. Play environment, peers, and parenting patterns influence the development of a person's interests.

Support and direction from parents greatly influence a child's behavior and awareness. Children who are educated by being given the freedom to do things without parental interference and supervision will negatively impact the child's growth and development because when parents do not provide direction and responsibility for the future and their school, this results in interest in learning. A child becomes low. Meanwhile, even though they are given freedom, children who are given instructions about duties, rights, and obligations will understand the boundaries following existing norms. Children given freedom and responsibility will certainly be able to carry out the positive activities they are asked to and develop their interests, potential, talents, and hobbies, but children still know what to prioritize. So, the child's interest in learning is high because, in this case, the parents still supervise and direct the child to do something, and the learning results will be good.

Based on the research above that has been analyzed through the questionnaires paid to 34 students at MI Islamiyah Sumberwudi, it is said that there is a relationship between the parenting style variable and the student's learning interest variable through a simple regression correlation test (R) with a result of 0.452. Next, to determine whether a variable is strong or not with other variables, a correlation coefficient test obtains a mark of 0.452, which states that the relationship between the two variables is in the moderate or quite strong category.

Furthermore, it is known that the determinant coefficient value in this study is 0.204 or 20.4%, where 0.204 or 20.4% is the contribution value given by

the independent variable to the dependent variable, which means that the parenting pattern variable influences 0.204 or 20.4%, regarding students' learning interest variables. In this research, to determine the influence of the independent variable, namely parental parenting style (X), on the dependent variable, student interest in Learning (Y), it was expressed using a t-test, and it was found that the t-test value was (2.863). This means the dependent variable or parenting style influences students' interest in learning.

Then, in the hypothesis test, it is known that the calculated F value is 8.195. $F_{\text{count}} > F_{\text{table}}$ ($8,195 > 4.14$). This means H_a is accepted and H_o is rejected, so it can be concluded that parental parenting has a significant influence on students' interest in learning in class II MI Islamiyah Sumberwudi.

Conclusion

Based on the research results above, it can be concluded that parental parenting influences the learning interest of class II students at MI Islamiyah Sumberwudi. The impact of parental parenting on the learning interest of class II students at MI Islamiyah Sumberwudi is "medium" or quite strong, with a value of 0.452. Furthermore, it is known that the determinant coefficient value in this study is 0.200 or 20.0%. Where 0.204 or 20.4%. It is the contribution value given by the independent variable to the dependent variable, which means that the parenting pattern variable influences 0.204 or 20.4% on the student's learning interest variable. To determine the influence of the independent variable, namely parental parenting style (X), on the dependent variable, student interest in Learning (Y), the t-test expresses it, and it is known to obtain a t-test value of (2.863). This means the dependent variable or parenting style influences students' interest in learning. Then, in the hypothesis test, it is known that the calculated F value is 8.195. $F_{\text{count}} > F_{\text{table}}$ ($8,195 > 4.14$). This means H_a is accepted and H_o is rejected, so it can be concluded that parental parenting has a significant influence on students' interest in learning in class II MI Islamiyah Sumberwudi.

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