

PARENTING PATTERNS AND CHILDREN'S LEARNING MOTIVATION ARE RELATED TO CHILDREN'S LEARNING OUTCOMES IN ELEMENTARY SCHOOL CHILDREN (GRADE 6) AT SDN CIRACAS 10 PAGI

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Abstract

Learning achievement results are an indicator of the quality and quantity of knowledge obtained by students and see the ability of students. Every child has the ability to achieve good learning achievement, but in reality there are many obstacles that prevent children from achieving this. One of them is parenting and children's learning motivation. Children who get the right parenting style and have good self-motivation will affect good learning achievement as well. Purpose: This study aims to analyze the relationship between parenting patterns and children's learning achievement results at SDN Ciracas 10 Pagi and analyze the relationship between children's learning motivation and children's learning achievement results at SDN Ciracas 10 Pagi. Methods: This study used a correlational analytic design with a cross sectional approach, purposive sampling technique. The sample in this study amounted to 66 respondents and respondents of 6th grade children and data analysis in this study using the spearman rank test. Research results: The results of the spearman rank analysis of parenting patterns with learning achievement results obtained a value of $P = 0,000$ ($P < 0,05$), learning motivation with learning achievement results obtained a value of $P = 0,006$ ($P < 0,05$), it can be concluded that there is a relationship between parenting patterns and children's learning achievement results (grade 6) at SDN Ciracas 10 Pagi and there is a relationship between children's learning motivation and children's learning achievement results (grade 6) at SDN Ciracas 10 Pagi

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INTRODUCTION

According to WHO, school-age children are 7-12 years old. Development of school-age children includes psychological and cognitive, Cognitive development of children cognitive development of elementary school children includes learning reading, writing, and counting (1) In the development of elementary school children educating children is not only teachers, parents are an important factor in developing children's potential. Parents are expected to be able to provide care, enthusiasm for learning and educating children so that children grow up to be human achievers at school (2). According to Jane parenting is a continuous process of interaction between parents and their children which includes activities such as: nourishing, guiding, and protecting children

as they grow (3) Children who excel at school are children who are successful in learning. The function of learning outcomes determine the quality and quantity of knowledge obtained by students (4) Survey results (IEA) International.

Association for Evaluation Educational Achievement Indonesia ranked 38th out of 42 countries in low academic achievement. According to data from the Central Statistics Agency in assessing low learning outcomes, it is proven by the number of elementary school repeaters of 5.85%. In the province of Jakarta, the repeat rate is 0.09%. Basically, children are able to achieve good learning outcomes, but many factors prevent students from achieving this. Factors that influence learning outcomes come from the child themselves, namely the child's motivation. Motivation is an internal drive as a driver to create desires and targets in the learning process. All children

have the opportunity to achieve learning goals, but children who have better motivation will get better learning outcomes compared to children who are not motivated (5)

Research conducted in Makassar City shows that the learning motivation of fifth-grade elementary school children affects learning outcomes, the better the motivation, the better the learning outcomes (6) In line with Astuti's research in Soppeng Regency, motivation affects the learning outcomes of fourth-grade elementary school students, with student motivation, they are increasingly encouraged to learn and achieve their learning goals. Based on a survey conducted by researchers, there are still many students who are busy playing when the teacher delivers the material, some students are lazy to answer questions or answer while learning (4). This is because the students' motivation is weak, which is known from the students' attitudes when learning. In addition to motivation, there are external factors that affect learning outcomes, one of which is parenting patterns. Parenting is a relationship between parents and children, the right parenting pattern will increase the enthusiasm for learning so that it affects the children's good learning outcomes. According to Turs in (5) each parent has a different parenting style, there are children who are educated strictly, given freedom of thought, more protection for children, are indifferent to children, and children are considered like friends by their own parents.

Research conducted in Pematang Siantar, 53.3% of parenting patterns applied, namely permissive parenting patterns, have an influence on the learning outcomes of 10 children who are not completed in PPKN. Meanwhile, research conducted in Kuningan Regency showed the results of the parenting pattern applied, namely democratic, of 69.2%, children who are educated with democratic parenting patterns have a positive relationship with high learning outcomes. Overall, the form of parenting given by parents can influence the good and bad learning outcomes of children. Based on the phenomena found, parents take care of their children but they are busy working so that children are less noticed in learning. Lack of parental concern will affect children's learning outcomes. This study was conducted on respondents in grade 6 because grade 6 children are the last year in elementary school. The importance of motivation and good parenting patterns for children will

improve children's learning outcomes and make it easier for children to continue their education to a higher level of school. Based on the background above, the researcher wants to identify further the relationship between parenting patterns and children's learning achievement and the relationship between children's learning motivation and children's learning achievement at SDN Ciracas 10 Pagi.

METHODS

Quantitative research with correlational analysis method with cross-sectional approach. The population of this study were children and parents in grade 6. The sample of this study was 66 parent respondents and 66 child respondents with sampling using purposive sampling technique. There are respondent characteristic variables including age and gender of the child. The dependent variable is the child's learning achievement, while the independent variable of this study is parenting patterns and children's learning motivation. The study was conducted in February - May 2024 at SDN Ciracas 10 Pagi. This study used a standard questionnaire and validity and reliability tests were carried out on 30 parent and child respondents according to the inclusion and exclusion criteria. The questionnaire in this study consisted of a respondent characteristic questionnaire, a PSDQ questionnaire (parenting patterns) and an ARCS questionnaire (learning motivation). The data collection technique was carried out by giving questionnaires directly to respondents according to the inclusion and exclusion criteria. Before the research was conducted, the researcher first obtained ethical approval from the health research ethics committee.

RESULTS AND DISCUSSION

Poltekkes Kemenkes Jakarta III with ethical number No.LB.02.02/F.XIX.21/4318/2024. Univariate analysis to identify characteristic variables, independent, and dependent variables. Analysis bivariate analysis in this study using the Spearman Rank test and Chi-Square test to determine the relationship between characteristics with learning outcomes, parenting with learning outcomes, and motivation with learning learning achievement⁽¹⁴⁾.

Table 1 Frequency Distribution of Each

Variables	Frequency (n)	Percentage (%)
Child's age		
>=13 th	40	60,6
<13 th	26	39,4
Type Gender		
Female	36	54,5
Male	20	45,4
Parenting		
Democratic	52	78,8
Permissive	14	21,2
Motivation Learning		
Good	61	92,4
Fair	5	9,1
Total	66	100
Results Learning Achievement		
Very Good	38	57,6
Good	28	42,4
Total	66	100

Based on the table above, children who aged > = 13 years as many as (60.6%), <13 years old as many as (39.4%). Type of the gender of the child is (54.5%) female, male by (45.4%). The majority of parental parenting patterns are democratic by (78.8%), permissive parenting by (21.2%). permissive parenting (21.2%). This study did not have parents who apply authoritarian parenting.

Table 2 Relationship between Child Age and Learning Achievement Results

Child's age	Learning Achievement Results						p value	r value
	Good		Very Good		Total			
	n	%	n	%	n	%		
>=13 th	14	35	26	65	60	100		
<13 th	14	53,8	12	46,2	6	100	0,134	
Total	28	42,4	38	57,6	66	100		0,186

Based on table II, the results of the Spearman rank correlation test results which shows a significance value of 0.134 (<0.05) and r value 0.186. There is no correlation between child age with the results of children's learning achievement with a very weak correlation level, This means that not all children who On the learning motivation variable the majority have good learning motivation good at (92.4%) and children who have good enough learning motivation (9.1%), in this study there are no children who have learning motivation is not good, less good, and very good. older have excellent learning outcomes very good. In line

with Fauzia and Deswalantri (6)in Bukit Tinggi, there is no relationship between age and learning achievement at SDIT Baiturrahim.

The researcher's assumption is that there is no correlation indicates that the age of the child younger/ older does not affect children's learning outcomes because at the age of 10-13 years old children are able to think logically, and already have the intellectual intellectual in analyzing lessons.

Table 3 Relationship between Children's Gender and Learning Achievement Results

Type Gender	Learning Achievement Results						pvalue	OR
	Good		Very Good		Total			
	n	%	n	%	n	%		
Male	18	60	12	40	30	100	0,017	3,900
Female	10	27,8	26	72,2	36	100		
Total	28	42,4	38	57,6	66	100		

Based on table 3, it is known that the majority of girls have learning outcomes were very good at (72,2%). From the chi-square test results obtained a p-value of 0.017 (<0.05) there is a relationship between child gender with learning achievement results at SDN Ciracas 10 Pagi. Odds Ratio value 3.900 meaning that boys have 3.9 times greater chance of getting good learning outcomes. In line with Hafidz's research (2)in Sidoarjo, there is an effect of gender on learning outcomes.

Research conducted by wardhana(7) in Samarinda, showed that age maturity children in learning does not affect learning outcomes, if the age is mature but the child's environment is not good environment can affect children's learning of the child. The researcher assumed that girls pay more attention to their learning scores, more interested in learning, pay attention to explanations while learning, and more often participate in class than boys. In line with Charisma's research and Heldayani (8) in Palembang said there was an influence of gender with the learning outcomes of grade V SDN 32 Palembang as evidenced by the the average value of

female students is higher by (85.21) compared to mean learning outcomes for boy (71.79)

Table 4 The Relationship between Parenting and Learning Achievement Results

Parenting	Learning Achievement Results				p value	r value
	Good n %	Very Good n %	Total n %			
Demokratis	15 28,8	37 71,2	60 100		0,000	0,529
Permisif	13 92,9	1 7,1	6 100			
Total	28 42,4	38 57,6	66 100			

Based on table 4, the majority of democratic parenting influences the results of learning achievement is very good at 71,2%. From the results of the spearman rank test test results obtained a p-value of 0.000 (<0.05) and the r value is 0.529. There is relationship between parenting and learning achievement results have a strong correlation strong correlation. The better the parenting style applied, the better the results of child's learning achievement. In line with Kosasih's research (5), there is a relationship between parenting with the learning outcomes of SDN 2 Ciracas with the majority of democratic parenting by 58.4%. Democratic parenting has a positive impact on development and the child's personality so that they are able to achieve results satisfactory learning. Another study by Rahman (9) there is a correlation parenting patterns on children's learning outcomesn class IV SDN Karang Asih 12, parents whonparents who apply democratic parenting parents who apply democratic parenting have children with high achievement compared to authoritarian and permissive parenting. Researchers assume, if democratic parenting democratic parenting is applied, children will feel more open in express difficulties in learning learning, parents in this parenting pattern parents in this parenting pattern tend to provide solutions to children's learning difficulties so that two-way communication is established. The pattern this parenting pattern parents will not demand children in learning and are realistic to the child's ability (10). Owned, this will encourage children children have good learning outcomes.

Parents who apply permissive parenting parents who apply permissive parenting tend to be indifferent to their children and some spoil their children. Through permissive parenting children will tend not to care in their learning so that they will appear lazy which affects high and low learning outcomes. In line with research by Saul(11) at Pematang Siantar Elementary School, the most dominant parenting pattern is the most dominant parenting pattern is permissive parenting permissive parenting by 53.3% influenced children's ppkn learning outcomes are not complete. Another study in Bekasi City, there is a correlation of permissive parenting with learning achievement by 52.3%, parents parents apply permissive parenting affect academic achievement more decreased compared to democratic and permissive parenting Nurul (12)

Table 5 The Relationship between Children's Learning Motivation and Learning Achievement Results

Motivation	Learning Achievement Results				p value	r value
	Good n %	Very Good n %	Total n %			
Child Learning						
Good	23 37,3	38 62,3	61 100			
Fair	5 100	0 5	100 0,006		0,334	
Total	28 42,4	38 57,6	66 100			

Based on table 5, the majority of children have good learning motivation with learning achievement results were very good at 62,3%. From the results of the spearman rank test test results obtained a p-value of 0.006 (<0.05) and r-value 0.334. There is relationship between learning motivation and learning achievement has a strong correlation quite strong. The better the motivation learning in children, the better the the results of children's learning achievement. In line with Astuti's research (8) there is an effect of learning motivation on the learning outcomes of class IV SDN 22 Jeare, motivation can encourage students want to learn to achieve a target and provide good benefits to student learning outcomes. Other research conducted by Fimala and Miaz (13)at SDN Gugus II Padang City there is relationship between learning motivation and learning

outcomes learning outcomes, increasing motivation will improve learning outcomes, and vice versa.

The assumption of researchers is that children who have interest in learning will encourage children to be motivated so that they will be thorough in completing their assignments. Children who are motivated have high expectations high expectations of their grades. The better the better the grades, the better the motivation in him/her. The role of the family is very support motivation to grow well, a family that pays attention, remind, and encourage their children will increase motivation to and affect learning outcomes. Increased motivation will increase student enthusiasm, students who have high motivation to learn will achieve better learning outcomes. better. The results of this study are also relevant to research conducted by Hakim and Tirtaraharja⁽⁴⁾ in Makassar City.

There is a correlation between motivation and learning outcomes. When motivation is able to drive student behavior, it will change student behavior when learning. Students who get encouragement learning will show changes in learning behavior and learn more hard.

CONCLUSION

Results of research conducted at SDN Ciracas 10 Pagi, the majority of children aged ≥ 13 13th by 60.6%, gender female by 54.5%, parenting patterns applied by the majority of parents democratic by 78.8%, the majority of children's. children's learning motivation is mostly good by 92.4%, the majority of children's learning outcomes categorized as very good by 57.6%. The results of this study indicate there is a relationship between parenting with the results of children's learning achievement obtained the results of p-value = 0.000 ($p < 0.05$) and r-value = 0.529 the better the parenting style. the better the parenting style applied, the better the results of learning achievement results in children. This means that H_0 accepted and H_0 rejected The results of this study also show there is a relationship between learning motivation with the results of children's learning achievement obtained the result

value of p-value = 0.006 ($p < 0.05$) and r-value = 0.334 the better the better the learning motivation in themselves the better the learning achievement results children. The results of this study there are factors associated with the results of children's learning achievement such as gender of the child.

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