

Parents' impression on quality of children in learning process at classroom

Dinda Salsabilah Siregar^{*)}, Melina Putri Septiani Nasution, Thalya Marchanda Tarigan, Soechi Kurnia, Bambang Nur Alamsyah Lubis

Department of English Education, Faculty of Teacher Training and Education, Universitas Muhammadiyah Sumatera Utara, Medan, Indonesia

^{*)} Correspondence Author E-mail: dinda.salsabilah96@gmail.com

Abstract: Parenting style referred to the approach and methods that parents used to raise their children. This research aims to explore parents' perceptions, policies and participation in supporting children's learning process. Descriptive qualitative was used as a research method. The data of this study was a result of questionnaire and interview, and the source of the data was taken from students at MIS AL-QUBA Medan. The result of this study was the role of parents did not influence student learning in class, due to a lack of supporting factors. Various studies show that parental involvement has a positive impact on children's academic achievement, social development and emotional well-being by some factors, communication between parents and students, nutritious food, and other supporting factors such as additional tutoring and learning facilities.

Keywords: Learning process, parenting style, quality of student

Article History: Received on 26/09/2023; Revised on 27/10/2023; Accepted on 17/11/2023; Published Online: 30/12/2023



This is an open access article distributed under the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited. ©2023 by author.

INTRODUCTION

External support from parents is very important for a child. The family environment is the first and main educational environment for a child (wahyu, 2012). The role of parents is as educators, motivators and mentors to help children achieve their goals. The character of a student is closely related to the parenting style of both parents, therefore, both parents play a very important role in developing a student's character at school and in their living environment. Parents are essentially responsible for molding and shaping their children into adults through the sphere of influence that they have. What children from their family has a significant impact on the character they will develop in the future. Parenting patterns are patterns of behavior that are applied to children and are relatively consistent from time to time (Eli Rohaeli Badria, 2018).

From cases in our environment, many children or students at school have lost the supporting role of their parents in improving their education. James P. Comer once said, "The role of parents is very important in shaping children's learning experiences. Collaboration between schools and parents is the key to success". Children grow up without good care and attention from their parents, so students experience obstacles in their abilities academic and social in society. The role of parents is a crucial aspect in shaping the trajectory of student learning achievement in class. However, we recognize that parental

involvement in a student's early education is critical in determining the future and goals they have for themselves. Children's education is a burden borne by most parents, not educational institutions. In this case, a child spends more time with his parents than with teachers at school.

Parenting style refers to the approach and methods that parents use to raise their children. It encompasses various aspects such as communication, discipline, expectations, and warmth. Some common parenting styles include authoritative (balanced and supportive), authoritarian (strict and demanding), permissive (lenient and indulgent), and neglectful (uninvolved). Each style has its impact on a child's development and behavior. The literature has been reviewed to determine whether or not academic socialization is a kind of parental participation. A number of parental strategies are included in the process of academic socialization. These practices include conveying expectations for educational attainment, encouraging academic and career aspirations, making connections between schoolwork and current events, and having conversations with children about learning approaches.

Classroom learning is the process of transferring knowledge, skills and values from teachers to students through interactions and activities in a formal learning environment. It involves the delivery of subject matter, discussion, practice, and evaluation to achieve educational goals. Learning methods may vary, including lectures, group discussions, projects, or other interactive approaches, depending on the educational approach adopted by the teacher and educational institution.

The forms of achievement that type of achievement divided into 3, namely: 1) The cognitive domain includes observation, memory, understanding, application, analysis, synthesis, 2) The affective domain includes acceptance, welcome, appreciation, internalization, characteristics, and 3) The psychomotor domain is beyond movement and action skills, verbal and nonverbal expression skills (Syah, 2001). To achieve this success there are many factors that influence learning achievement, these factors can come from within or from outside. "the factors that influence student learning achievement in general divided into two, namely: 1) which are classified as internal factors are: physical factors (physiology) and psychological factors. 2) what are classified as external factors are: social factors, factors culture, and physical environmental factors" (Leonard, 2012). As a result of the fact that every child possesses their own set of abilities and strengths, it is essential to keep in mind that the performance of students can differ.

According to a number of classifications, achievement in learning is the actual consequence of students making their utmost efforts to achieve their goals. This is demonstrated by signs of positive changes in student behavior, which are influenced by both internal and external influences. Elementary school children's achievements in class can include various things, such as: 1) Academic: Achievement in subjects such as mathematics, languages, and science; 2) Non-academic: Achievements in the arts, sports, or extracurricular activities; Behavior: Discipline, cooperation, and active participation in class; 3) Project or Presentation: Success in a class project or presentation.

METHOD

This study was conducted by applying descriptive qualitative as research method. The researcher is the key instrument, and the other instrument in this research was supporting instrument that help the researcher to find any data, such as questionnaire sheet and interview. The data were taken from the results of questionnaires and interview from students and parent and will be taken from MIS AL-QUBA Medan.

This study aims to explore parents' perceptions, policies and participation in supporting children's learning process. The data collection techniques include: 1) Observation. Through observation, researchers can directly observe the interaction between the child and the classroom environment; 2) Interviews. Interviews with parents can provide in-depth insight into their role in supporting children's learning. 3) Quesioner: a) The questionnaire can reach a large number of respondents to get a general view; b) Focus questions on parents' perceptions of their contribution to children's learning, their expectations, and the extent to which they feel involved in the educational process.

By combining these three techniques, research can provide comprehensive and in-depth data on the role of parents in improving the quality of children's learning in the classroom.

RESULTS AND DISCUSSION

The role of parents does not influence student learning in class, due to a lack of supporting factors. Education is an important aspect in forming character and the quality of human resources. One factor that has a big influence in improving the quality of children's learning in class is the role of parents. This article will discuss in depth the influence of parents in improving the quality of children's learning in the classroom. Various studies show that parental involvement has a positive impact on children's academic achievement, social development and emotional well-being.

In the following table, data from the results of questionnaires that students have answered regarding social, learning and their relationships with their parents are presented as Table 1:

Table 1. Students' Questionnaire sheet

No.	Statements	Always (%)	Often (%)	Never (%)
1.	I live with my parents	100	-	-
2.	I am used to studying with my parents at home	54,2	45,8	-
3.	I went home after school	72	28	-
4.	My parents advise me when I make mistakes	88	12	-
5.	My parents often ask about my studies at school	40	52	8
6.	I went to school accompanied by my parents	56	44	-
7.	I chat with my parents every night	56	40	-
8.	My parents allow me to use a handphone/tablet/gadget	56	44	-
No.	Statements	Always	Often	Never

		(%)	(%)	(%)
9.	I'm used to not bringing lunch and preferring to have snacks at school	44	40	16
10.	I always clean my hands before and after eating	56	40	4
11.	I eat three times a day at home	52	44	4
12.	I usually eat breakfast before going to school	52	36	12
13.	I arrived at school before 07.00 in the morning	40	48	12
14.	I always pay attention to the teacher's explanation in front of the class	56	44	-
15.	I ask the teacher when I don't understand the lesson	28	68	4
16.	I did picket duty at school	76	24	-
17.	I always throw rubbish in the right place	52	44	4
18.	I am good friends with my classmates and outside the classroom as well as in my home environment	64	36	-
19.	I help mother clean the house	28	60	12
20.	My parents often ask about my studies at school	52	44	4

The result of the questionnaire that was applied can be seen below: In the first statement, based on the data obtained, 100% of the students at the MIS Al-Quba school live with their parents. So you can be sure that they are always accompanied by their parents at home. However, based on the data, not all parents accompany and guide them in the implementation of learning that takes place at home, only 54.2% always accompany them and around 45.8% say that their parents rarely take part in guiding and accompanying them in the learning process that takes place at home.

In the second statement, it can be seen from the students' behavior that around 72% of them stated that they went straight home after learning was finished and another 28% said it was rare, which means they went wandering outside the house and did not go straight home. However, the next statement proves that when students create problems, the attitude their parents take is to advise the students. 88% of students only feel that their parents rarely advise students when they create problems in the school or residential environment.

And only 40% of students' parents always ask about what students have learned every day after the students go home, the results rarely are higher than often and never, where 52% say rarely and 8% say that their parents don't. never asked about the learning that takes place at school. Even though these students are more often taken to school, the data does not show that parents will ask about students' learning at school. Data shows that 56% of students are sent away and those who are rarely sent are lower, namely 44%.

The communication that exists between students and parents based on the statement that they talk and tell stories about the day that happened every night is only 56%, then another 40% say that students rarely have intense communication with their parents every night and 4% state that students never do it at all. intense communication every night. It is possible that the lack of communication between students and their parents is caused by the use of cellphones/gadgets/tablets because data shows that 70% of students are allowed by their parents to use cellphones and the like, another 30% say it is rare and 0% of students

are not allowed at all. their parents are at home. The high use of mobile phones in students' lives greatly influences the communication that exists between parents and students.

The habit of bringing lunch to school at MIS Al-Quba is only around 16% and more students choose to buy snacks from outside, where data shows that 44% say they often and another 40% say they rarely. Bringing supplies is good nutritional intake for student growth and development, but data shows a lack of good nutritional choices for students. Implementation of hygiene before eating and after eating is higher than choosing nutritional intake in children, namely data shows that 54% of students always wash their hands before and after eating, and 40% say they rarely and 4% never wash their hands before and after eating, which means knowledge The importance of maintaining cleanliness before and after eating is not fully understood by MIS Al-Quba students.

In the eleventh statement, 52% of students eat 3 times a day at home while 44% rarely eat at home and 4% do not eat 3 times a day at home. Eating home-cooked food is considered healthier because the food is cooked by parents themselves and is guaranteed to be clean compared to food bought outside. This also affects children's health and is related to performance because good food produces enough energy for children to learn and play.

In the twelfth statement, only 52% of children had breakfast at home, while another 36% rarely had breakfast at home, and another 12% never had breakfast at home. This shows that almost half of students do not have breakfast at home and buy breakfast outside or don't even have breakfast at all. This of course affects the quality of learning because it disrupts students' focus when studying.

In statement thirteen, only 40% of students arrive at school before 07.00, while another 48% rarely attend before 07.00, and another 12% never attend before 07.00. This data shows that less than half of the students are disciplined in coming to school before school start time, while the rest attend school on time or are even late to school.

In the fourteenth statement, 56% of students paid good attention to the teacher's explanation in class, while the other 44% rarely paid good attention to the teacher. This data shows that half of the students really paid attention to the teacher's explanation, while the rest.

Tabel. 2 Parents' Questionnaire sheet

No.	Statements	Always (%)	Often (%)	Never (%)
1.	Parents/Guardians take and pick up children from school every day	61,5	38,5	-
2.	Parents/Guardians wake up early and cook food for their children's meals and supplies every day	50	46,2	3,8
3.	Parents/Guardians always ask how their child's daily life is at school	73,1	26,9	-

No.	Statements	Always	Often	Never (%)
-----	------------	--------	-------	-----------

		(%)	(%)	
4.	Parents / Guardians help children with homework	57,7	42,3	-
5.	Parents/Guardians go on holiday every week with the child	26,9	69,2	3,8
6.	If a child gets a bad grade, the parent/guardian receives a good grade	69,2	26,9	3,8
7.	Parents/Guardians give children access to play on their handphones after school	38,5	57,7	3,8
8.	I know my child's close friends both at school and at home	69,2	30,8	-
9.	I take care of all the household work	84,6	15,4	-
10.	Parents/Guardians attend children's events at school	80,8	19,2	-
11.	I take children's report cards every semester	84,6	15,4	-
12.	Parents/Guardians provide adequate facilities to support children's learning	76,9	23,1	-
13.	Parents/Guardians provide additional tutoring to children after school	46,2	23,1	30,8
14.	Parents/Guardians often communicate with other parents about their child's development	26,9	69,2	3,8
15.	Parents / Guardians help children overcome problems at school or in the school environment	84,6	15,4	-

The result of the questionnaire that was applied can be seen below: After the researchers conducted research at the MIS AL-QUBA MEDAN school and gave questionnaires to the parents of the students, it can be seen that based on the table above there are 3 choices for each statement given, namely "Always", "Rarely", and "Never". Of the 3 choices in the first statement, only 61.5% of parents/guardians always drop off and pick up their children from school every day, and 38.5% rarely. In the second statement, only 50% of parents/guardians wake up early and cook food for their children's breakfast and lunch every day, 46.2% of parents/guardians rarely do, and 3.8% of parents/guardians never do.

In the third statement, only 73.1% of parents/guardians always asked how their children were doing every day at school, and 26.9% of parents/guardians rarely did. In the fourth statement, only 57.7% of parents/guardians helped their children with their homework (PR), and 42.3% of parents/guardians rarely did. In the fifth statement, only 26.9% of parents/guardians always go on holiday every week with their children, 69.2% of parents/guardians rarely do so, and 3.8% of parents/guardians never.

In the sixth statement, only 69.2% of parents/guardians accept it well if their child gets bad grades, 26.9% of parents/guardians rarely accept it, and 3.8% of parents/guardians do not accept it well. In the seventh statement, only 38.5% of parents/guardians gave their children access to play with gadgets after school, 57.7% of parents/guardians rarely did, and 3.8% of parents/guardians never did.

In the eighth statement, only 69.2% of parents/guardians knew their child's close friends at school or at home, and 30.8% of parents/guardians rarely did. In the ninth statement, 84.6% of parents/guardians always clean the house and 15.4% of parents/guardians rarely clean the house. In the tenth statement, 80.8% of parents/guardians always attended their children's events at school, and 19.2% of parents/guardians rarely attended.

In the eleventh statement, 84.6% of parents/guardians always take their children's report cards every semester, and 15.4% of parents/guardians rarely do. In the twelfth statement, only 76.9% of parents/guardians always provide adequate facilities to support children's learning, and 23.1% of parents/guardians rarely do so. In the thirteenth statement, only 42.6% of parents/guardians always provide additional learning after school, 23.1% of parents/guardians rarely do so, and 30.8% of parents/guardians never do.

In the fourteenth statement, only 26.9% of parents/guardians always communicate with parents of other students about their child's development, and 69.2% of parents/guardians rarely do so and 3.8% of parents/guardians never do. And in the last statement, 84.6% of parents/guardians always help solve children's problems at school, and 15.4% of parents/guardians rarely do.

Tabel. 3 Students' Score

No.	Nama	Rata-Rata
1	ANH	69,5
2	AE	58,3
3	AGA	51,7
4	AA	57,2
5	ACM	58
6	CNHA	74,6
7	CQN	60
8	EAH	67,8
9	EAH	53,2
10	FAP	56,6
11	FAHIS	55,7
12	HP	55,6
13	HN	73,9
14	IKA	63,2
15	JTU	61,3
16	MFA	66,1
17	MAK	58,4
18	MF	60,7
19	MSH	44,4
20	NI	50,7
21	NHP	49,5
22	NAL	70,5

Tabel. 3 Students' Score

No.	Nama	Rata-Rata
23	QV	60,4
24	RAFP	54
25	RAT	65,8
Avarage : 59,8		

Based on the data, even though all students live with their parents, it does not guarantee that their communication with their parents is good due to several factors such as students playing a lot with gadgets and rarely helping with housework. And even though they live with their parents, there are still many parents who don't always cook at home and students don't always eat at home. This statement shows that there is still a lack of good food intake for students because many buy food outside or don't even eat breakfast and eat well. And almost all parents of students take students to school and monitor their children's progress at school by asking about their children's learning and helping their children with homework, does not guarantee that their children's grades at school will be good.

CONCLUSIONS

Even though the influence of parents is quite large in student learning, due to several factors such as a lack of good communication, and lack of cooperation between parents and students, the role of parents has no influence on the quality of student learning in class. This can then be influenced by fulfilling several factors, such as good communication between parents and students, good nutritional intake which then creates student focus, discipline and develops students' social skills in the community to support learning in the classroom.

REFERENCES

- Achdiyat, M., & Lestari, K. D. (2016). Prestasi belajar matematika ditinjau dari kepercayaan diri dan keaktifan siswa di kelas. *Formatif: Jurnal Ilmiah Pendidikan MIPA*, 6(1).
- Badriah, E. R., & Fitriana, W. (2018). Pola Asuh Orang Tua Dalam Mengembangkan Potensi Anak Melalui Homeshooling Di Kancil Cendikia. *Comm-Edu (Community Education Journal)*, 1(1), 1-8.
- Bornstein, M. H. (2013). *Handbook of parenting: Volume 2 Biology and ecology of parenting*. Psychology Press.
- Kaufmann, D., Gesten, E., Lucia, R. C. S., Salcedo, O., Rendina-Gobioff, G., & Gadd, R. (2000). The relationship between parenting style and children's adjustment: The parents' perspective. *Journal of Child and family studies*, 9, 231-245.
- Lasmini, B. S., Aisyah, S., Selvia, E., & Putri, Y. F. (2022). Konsep Dan Tahapan Pembentukan Program Parenting. *Jurnal Multidisipliner KapalamadaJurnal Multidisipliner Kapalamada*, 10, 274-80.

- Mahmudah, M. (2018). Pengelolaan kelas: Upaya mengukur keberhasilan proses pembelajaran. *Jurnal Kependidikan*, 6(1), 53-70.
- Murray, K. W., Finigan-Carr, N., Jones, V., Copeland-Linder, N., Haynie, D. L., & Cheng, T. L. (2014). Barriers and Facilitators to School-Based Parent Involvement for Parents of Urban Public Middle School Students. *SAGE Open*, 4(4). <https://doi.org/10.1177/2158244014558030>
- Nugraha, M. (2018). Manajemen kelas dalam meningkatkan proses pembelajaran. *Tarbawi: Jurnal Keilmuan Manajemen Pendidikan*, 4(01), 27-44.
- Wahy, H. (2012). Keluarga sebagai basis pendidikan pertama dan utama. *Jurnal Ilmiah Didaktika: Media Ilmiah Pendidikan dan Pengajaran*, 12(2).