

The Relations between Parenting Patterns and the Implementation of the Learning Process for Children aged 5-6 Years

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Abstract: In essence, parenting is the interaction of parents and children, parents encourage children by changing behavior, knowledge, and values that are considered most appropriate for children. The learning process is an active process because knowledge is formed from learning objects.

The purpose of this study is to determine the characteristics of parenting styles, children's learning processes and to analyze whether there is a significant relationship between parenting styles and children's learning processes in KB Az-Zahra. This study uses a quantitative descriptive correlation approach, which is a research method that looks at the form of the relationship between variables. The sample in this study amounted to 28. The types of data taken were grouped into two categories, namely primary data and secondary data. Data collection techniques using respondent questionnaires, observation sheets, and documentation. The results of the research from the data that have been analyzed can be concluded that the average parenting pattern of 58.40% is categorized as quite good, while the results of the average learning process are 75.27% categorized as good. The relationship between parenting patterns and the learning process of this child has a correlation value of 0.618 with a correlation percentage of 38.2% and is categorized as a relationship between parenting styles and the learning process. So that parenting patterns have a real relationship to the learning process of children aged 5-6 years.

Keywords : *Parenting, Learning Process, Age 5-6 years*

Introduction

Education is a process to form intellectual and emotional skills that lead to nature and to fellow human beings (Ahmadi, 2018). Education according to (Syaefurahman & Ujiati, 2013) is "an effort that can guide a child to imitate or imitate adults". This view gives the meaning that education is a life lesson that greatly affects the individual as his life experience. Meanwhile, Child Education According to Law No. 20 of 2003 page 6 concerning the National Education System Article 1, point 14 Early Childhood Education is "an effort aimed at fostering children from birth to 6 (six) years which is carried out through the provision of stimulation education to help physical and spiritual growth and development so that children have readiness to enter further education" (Arifudin, 2021). In early childhood education, there must be many variations on how to provide good and correct education to children. In terms of education provided generally by teachers and especially by parents to a child. Education that is in the family environment according to (Yusuf, 2021) is "the most important education because the family is the first place for children's growth and development, where a child will get everything starting from within his family. Like getting the influence of family members, because early childhood is a very important and most critical period in children's education, namely the first year of its golden age (Golden Age). Because at that time what is instilled by the family in the child will be very imprinted, so that it is not easily lost or changed afterward". With family education in children, parents must be able to know how to educate and provide good parenting or parenting for their children. Education through parenting is very influential on the development of children, the point of view of parenting is seen when parents must be good at nurturing their young children so that they can behave and adapt appropriately in the environment (Hapsari, 2017). Therefore, an effective, disciplined and consistent parenting pattern is needed in educating children. So that parenting affects the development of children, one of which is development with the implementation of the child's learning process.

According to the National Education System Law Number 20 of 2003 in the book (Susanto, 2017) it states that "learning is a process of interaction of students with education and learning resources in a learning environment". The learning environment here does not only revolve around the school environment, but the family environment becomes a learning process/child interaction and the community environment becomes a place for children to get social learning. With the existence of three early childhood education centers, it is necessary to have a program that can help and support the development of children's learning, one of which is holding activities that collaborate between PAUD educators and parents through existing programs in schools, for example the Education for Parents program. Basically all parents do need an educational experience to educate their children as an effort to direct themselves in terms of educating and raising children, so that parents are able to direct themselves and can direct their children. This can be seen from the phenomenon of parents who hinder the

learning process carried out by educators. From this phenomenon, it is undeniable that this incident is the result of parents' ignorance in educating and providing good parenting. Thus, there are programs in schools that provide education about educating children, one of which is the Parenting program. This parenting program already exists and is in accordance with Law Number 2 of 1989 concerning the National Education System, that family education is part of the out-of-school education pathway that is held within the family and which provides religious beliefs, cultural values, moral values and skills.

Family education means education organized / carried out by parents to a child. Then the parents here are the first teachers for children in the formation of identity and directing the good / bad behavior of children. Parenting patterns given by parents to children can be in the form of physical and psychological treatment which is reflected in the words, attitudes, and actions given. Through parents, children can adapt and get to know the world around them, as well as how to get along in their environment. As parents must be able to educate, guide children from birth, parents have an influence on the personal development of children, especially regarding the implementation of the child's learning process. The involvement of parents in family education plays an important role in the growth, development of children and the implementation of children's education. By involving parents in the world of education, this is a good solution to improve the quality of early childhood learning. Based on the results of the study (Pratiwi, 2019), the growth and development of the child's personality, especially independence, is influenced by the parenting pattern applied in the family. Proper parenting will increase the child's independence and vice versa. From the results of this study, parents are able to apply appropriate parenting patterns to children so as to increase the independence of a child. Based on a preliminary study at KB Az-zahra Taringgul Tengah Wanayasa, a phenomenon was found that has been described in the background above. That way researchers feel interested and have a goal to prove whether or not there is a relationship between parenting patterns and the implementation of the learning process of children aged 5-6 years and what makes the difference in this study is the implementation of the child's learning process that will be examined.

Method

The approach in this study uses a quantitative approach. Quantitative research is "research based on the philosophy of positivism, used to examine certain populations or samples, sampling techniques are generally carried out randomly, data collection uses research instruments, data analysis is quantitative / statistical with the aim of testing hypotheses that have been applied" (Sugiyono, 2015). Meanwhile, the method in this study uses descriptive correlation method, which is a research method that looks at the form of the relationship between the variables studied. While descriptive (Ibrahim, 2018) states that this method is used to provide an overview or analysis in a study but does not become a broad conclusion. These two research methods are expected to be able to find a

relationship between the variables studied, namely parenting patterns on the learning process of children aged 5-6 years from the facts in the field. Data collection techniques in this study, in order to obtain real data from the field, the researchers tried to use data collection techniques as follows:

1. Questionnaire

The questionnaire used by the researcher is a closed questionnaire, in which the answers have been provided so that the respondents just have to choose. The questionnaire in this study used a Likert Scale. Answers to instruments that use a Likert scale can be: Strongly agree, Agree, Hesitate, Disagree, Strongly disagree (Sugiyono, 2010). From this questionnaire or questionnaire, data can be generated. This questionnaire was given to the parents of the children who were the sample of the study, namely parents at the Az-zahra KB. This questionnaire was then used as the primary data source. Questionnaires were given to parents at KB Az-zahra about parenting. Questionnaires given to parents of children will be used as samples in the study.

2. Observation

Observation or observation, according to (Arikunto, 2013) is "an activity of focusing attention on an object that is examined by using all the senses". So, the researcher observed what could be observed directly at the Az-zahra family planning school. Observations in this study used a checklist instrument, whose scale in the assessment was taken from the rating scale in the Child Assessment book (Iskandar, 2015). From this observation, observational data can be generated. This checklist instrument was seen by researchers when observing children and consulted with teachers to become research samples at Az-zahra family planning. This observation sheet is then used as a primary data source, and this observation sheet reviews the learning process of children in the classroom (verbal information skills, intellectual skills, cognitive strategies, motor skills, attitudes/behaviors).

3. Documentation

The documentation in the book (Arikunto, 2013) explains that this documentation comes from the word document, which means written goods. In carrying out the documentation method, the researcher investigates written objects such as books, magazines, documents, regulations, meeting minutes, diaries / daily assessments of children (anecdotes, checklists, works), and so on.

Based on the technique of collecting data by means of questionnaires and checklists above, an instrument was arranged to facilitate the course of this research. The research instrument is "a measuring instrument used to obtain quantitative information about variations in the characteristics of variables objectively" (Hardani, 2020) The research was conducted at KB Az-zahra Taringgul Wanayasa involving parents, teachers and children in conducting

research on the relationship between parenting and parenting processes children's learning. The preparation of the research instrument on the relationship between parenting patterns and the learning process of children is as follows:

1. The parenting style instrument was in the form of a respondent questionnaire which was filled out and distributed to 28 parents of students at KB Az-zahra Taringgul Tengah. Parenting patterns to classify parenting patterns of parents to children. The instrument given is in the form of a closed questionnaire, in which the answers have been provided so that the respondents just have to choose. The research instrument of this questionnaire is presented using a Likert scale form. This scale consists of five alternative answers, namely Strongly agree (SS), Agree (S), Hesitate (RG), Disagree (TS), Strongly disagree (STS). After making the grid, it is done by giving a score. Score each answer between 1-5 per item.
2. Instruments The learning process is in the form of a questionnaire for the assessment of 28 children in KB Az-zahra by researchers and classroom teachers. Instruments for children's learning processes include: learning outcomes (knowledge, skills, and behavior) in the classroom. The instrument given is in the form of a checklist observation sheet, in which the researcher only needs to choose an answer that is in accordance with the child's achievements when the teacher teaches in the classroom and is consulted with the teacher. The research instrument of this checklist is presented using the form of a developmental assessment scale. This scale consists of four alternative answers, namely Undeveloped (BB), Starting to Develop (MB), Developing as Expected (BSH), Very Good Developing (BSB). After making the grid, it is done by giving a score. Score each answer between 1-4 per item.

Based on the results of data collection using a questionnaire, and this checklist, we get what the researcher's goals are, namely the results of this study.

Result and Discussion

Based on the results of the study, there are results of the Normality, Linearity, Hypothesis and Correlation tests, which results are as follows: Kolmogrov-Smirnov Normality Test, is a classic assumption test. The normality test aims to determine whether the residual value is normally distributed or not. A good regression model is the residual value is normally distributed. The basis for decision making is as follows:

- a. If the significance value is > 0.05 , then the residual value is normally distributed.
- b. If the significance value is < 0.05 , then the residual value is not normally distributed.

The results of the calculation of the normality test of the X variable (parental parenting) and Y variable (learning process) it is known that the significant value of variable X (parental care) and variable Y (learning process) is 0.074. This value is greater than the significance level used 0.05. So, it can be concluded that the data studied are normally distributed. While the Linearity Test with the results of the linearity test calculation using the help of SPSS 25 obtained a significance value of 0.403. This value is greater than the significance level of 0.05, meaning that there is a significant linear relationship between variable X (parental care) and variable Y (learning process). Hypothesis testing was conducted to determine whether or not there is a relationship between variable X (parental care) and variable Y (learning process). Testing this hypothesis uses a significant level of 5%. The hypothesis that will be tested is as follows:

Ha : There is a relationship between parenting styles and the learning process of children aged 5-6 years at KB Az-zahra Taringgul Tengah in 2022.

H0 : There is no relationship between parenting styles and the learning process of children aged 5-6 years at KB Az-zahra Taringgul Tengah in 2022.

In testing the hypothesis of this study, the researcher used the one-sample-T test. The following are the results of the one-sample-T test below:

a) Hypothesis testing for the variable X (parental parenting) in this study using SPSS 25 as follows:

Tabel Uji One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
parenting	28	62.3214	8.07398	1.52584

Tabel Uji One-Sample Test

Test Value = 0

	t	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
parenting	40.844	27	.000	62.32143	59.1907	65.4522

b) Hypothesis testing for the variable Y (learning process) in this study using SPSS 25 as follows:

Uji One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
learning process	28	69.25	8.855	1.673

Uji One-Sample Test

Test Value = 0

	T	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
learning process	41.380	27	.000	69.250	65.82	72.68

Based on the results of the hypothesis test for the variable X (parental parenting) obtained t count 40,844 > t table 1,701 with a value of sig (2 tailed) $(0,000) < (0,05)$, then H_0 was rejected and accepted H_a . While the results of the hypothesis test for the Y variable (implementation of the learning process) obtained t count 41.380 > t table 1.701 with a value of sig (2 tailed) $(0.000) < (0.05)$, then H_0 was rejected and accepted H_a . Then the results of the regression equation analysis of the two variables obtained a sig value of $0.000 < 0.05$ or F count 16.098 > F table 4.21. So, it can be concluded that there is a relationship between parenting patterns and the implementation of the learning process for children aged 5-6 years at KB Az-zahra Taringgul Tengah in 2022. For the value of the coefficient of determination is 0.382 indicating that 38.2% of the Y variable (Implementation of the Learning Process)) is also determined by variable X (parental parenting), while the remaining 61.8% is determined by other variables. While the value of the results of the significance and linearity tests as in the table above, it can be seen that the regression $Y = 26.982 + 0.678 X$ is very significant and linear. The regression model implies that for every 1% addition to the parenting style value, the value of the child's Learning Process Implementation increases by 0.678 at a constant 26.982. Based on the data analysis and discussion above, there is a relationship between the two variables in this study which shows that parenting patterns with the implementation of the learning process are clearly proven and occur in children aged 5-6 years in KB Az-zahra Taringgul Tengah Wanayasa. This indicates that the implementation of the child's learning process at school is also influenced by parenting. The better the parenting provided by parents, the better and the better the implementation of the child's learning process. From the results of this study it can be said that parenting has been shown to be related to the implementation of the learning process of children aged 5-6 years in daily life at Az-zahra family planning with a relationship level of 38.2% with a strong relationship category X and Y variables. with a linear and significant regression model. This proves that the remaining 61.8% is related to other factors outside the variables studied.

Conclusion

As previously mentioned, the purpose of this study was to determine whether or not there is a relationship between parenting patterns and the learning process of children aged 5-6 years in the Az-zahra Taringgul Tengah Wanayasa play group. In the implementation of the researchers used 28 samples to determine a parenting pattern with the learning process. Then the conclusion in this study that there is a relationship between the two variables in this study shows that parenting patterns with the learning process are clearly proven and occur in children aged 5-6 years in KB Az-zahra Taringgul Tengah Wanayasa. This indicates that the learning process of children at school is also influenced by parenting. The better the parenting provided by parents, the better and the better

the child's learning process. From the results of this study, it can be said that parenting styles have been proven to affect the learning process of children aged 5-6 years in daily life at Az-zahra family planning with a relationship level of 38.2% with the category X and Y variables having a strong relationship with linear and significant regression model. This proves that the remaining 61.8% is related to other factors outside the variables studied.

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