

RELATIONSHIP OF PARENT PATTERNS AND LEARNING INTERESTS TO IPS LEARNING OUTCOMES

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Abstract

This study was aimed to (1) examine the correlation between parenting style and social studies learning outcomes; (2) examine the correlation between interest and social studies learning outcomes; (3) examine the correlation between parenting style and learning outcomes of social studies interest. This study used a correlation research design with a quantitative approach. This research used a saturated sampling technique of 130 students. The data collection technique used observation, interviews, questionnaires and documents. The data collected was then analyzed using the descriptive statistical and product moment analysis. The results showed that: (1) there was a positive correlation between parenting style and social studies learning outcomes, the interpretation of the closeness of the correlation showed that the category was sufficient at 41.5%; (2) there was a positive correlation between interest and social studies learning outcomes, the interpretation of the closeness of the correlation showed a very strong category that was equal to 81.8%; (3) there was a correlation between parenting style and learning outcomes of social studies interest, the interpretation of the closeness of the correlation showed a very strong correlation that was equal to 88.8%. From the results of the study it could be concluded that there was a positive correlation between parenting patterns and learning outcomes of social studies interest of Elementary Schools of Kartini Cluster Fourth Grade Sub-District of Gubug, Grobogan Regency the interpretation of the closeness of the correlation showed a very strong category that was equal to 81.8%; (3) there was a correlation between parenting style and learning outcomes of social studies interest, the interpretation of the closeness of the correlation showed a very strong correlation that was equal to 88.8%. From the results of the study it could be concluded that there was a positive correlation between parenting patterns and learning outcomes of social studies interest of Elementary Schools of Kartini Cluster Fourth Grade Sub-District of Gubug, Grobogan Regency the interpretation of the closeness of the correlation showed a very strong category that was equal to 81.8%; (3) there was a correlation between parenting style and learning outcomes of social studies interest, the interpretation of the closeness of the correlation showed a very strong correlation that was equal to 88.8%. From the results of the study it could be concluded that there was a positive correlation between parenting patterns and learning outcomes of social studies interest of Elementary Schools of Kartini Cluster Fourth Grade Sub-District of Gubug, Grobogan Regency.

Keywords: learning outcomes; interest; parenting style

1. PRELIMINARY

The educational process is a conscious and planned effort with the aim of building a spirit of learning and the learning process so that students can actively develop their existing abilities. Law Number 20 of 2003 explains that education is a deliberate and planned way to realize learning and learning activities in order to develop the potential of students. In the learning activities of students, there are several content lessons that students learn. As for what is obligatory or not obligatory. As stated in Chapter X, article 37 of Law Number 20 of 2003, says that Social Science is one of the primary and secondary education subject matter that students must learn.

Social Sciences (IPS) according to Susanto (2016: 137) is a science that studies various social and humanities disciplines as well as basic human activities that are packaged scientifically in order to provide deep insights and understanding to students, especially at the elementary and middle levels.

According to Djamarah (2014: 50) suggests that the parenting style of parents in the family environment means the habits of parents in guiding, guiding, and caring for children in the family. As a parent, of course, understand the character of the child to be able to provide the right guidance, so that they can decide the type of parenting that will be applied to their children.

Meanwhile, according to Djaali (2018: 121-122) interest in learning is a feeling of preference and a sense of connection to something or an activity without anyone asking to find a new experience or manifested through participation in an activity.

Learning outcomes are changes that occur in students, both relating to cognitive, affective and psychomotor aspects as a result of learning activities (Susanto, 2016: 5). So that through learning a person is expected to be able to understand and implement their rights and obligations, so that students who have good behavior are formed. Good behavior is closely related to interest in learning.

Researchers conducted pre-research at SDN Gugus Kartini, Gubug District, Grobogan Regency, showing that students' attention and interest in social studies subjects tended to be low, students considered social studies subjects to memorize too much, students considered social studies material too broad so that it was difficult to understand, students' curiosity about something very low, parents do not realize the importance of education so that attention to children's education is still lacking, some children are quiet children during the implementation of learning, there is a lack of family support for children studying at home, because when children are asked they spend more time watching TV, the results Students' social studies learning is not optimal because most of the students get social studies scores below the KKM.

Research by Aprilliarose Taurina Rizqi and Made Sumantri in 2019 on the relationship between learning motivation and parenting styles of parents on science learning outcomes. The results showed that motivation and parenting style had a significant relationship with science learning outcomes. Research by Rini Harianti and Suci Amin 2016 regarding parenting styles and the learning environment on learning motivation, the results of the study show that parenting patterns affect student learning motivation. Research by Eky Setiawan Salo, et al in 2019 states that there is a positive and significant influence between parental attention on social studies learning achievement, there is a positive influence between interest in learning on social studies learning achievement, and there is a positive effect of parental attention and interest in learning on social studies learning achievement. Research by Ardita Ceka and Rabije Murati in 2016 stated that there is a relationship between parenting styles in children's education. Research by Hardi Tambunan 2018 research results show that interest is influenced by learning comfort and a pleasant classroom atmosphere. Research by Farieska Fellasari, Yuliana Intan Lestari 2016 states that there is a relationship between parenting styles and emotional maturity. Research by Diki Gustian, Erhamwilda, Enoch 2018 states that parenting is a parental approach in shaping children's behavior according to the set value standards. Cindy Marisa, Evi Fitriyanti, Sri Utami 2018 stated that parenting is an interaction between parents and children in communicating, educating, nurturing, and continuing from time to time. Siti Nurhasanah, A.

Research by Hawise, et al. In 2019 stated that the motivation and interest in learning of students greatly influenced the social studies learning process, there was high motivation and interest, so students would easily understand learning. The interest of students will be higher if students always get extrinsic motivation so that their intrinsic motivation will be stronger and their interest in learning will be higher.

The formulation of the problem in this study were (1) how big is the relationship between parenting styles and social studies learning outcomes for fourth grade students of SDN Gugus Kartini, Gubug District, Grobogan Regency, (2) how much is the relationship between interest in learning and social studies learning outcomes of grade IV SDN Gugus students. Kartini, District of Gubug, Grobogan Regency, (3) how big is the relationship between parenting styles and interest in learning collectively on the learning outcomes of fourth grade students of SDN Gugus Kartini, Gubug District, Grobogan Regency. The purpose of this research was (1) to examine the relationship between parenting styles and social studies learning outcomes for fourth grade students of SDN Gugus Kartini, Gubug District, Grobogan Regency, (2) to examine the relationship between interest in learning and social studies learning outcomes for fourth grade students of SDN Gugus Kartini, Gubug District, Grobogan Regency,

2. RESEARCH METHODS

This research is a research quantitative and includes the type of correlation. The subjects in this study were fourth grade students of SDN Gugus Kartini, Gubug District, Grobogan Regency including SD Negeri 1 Jeketro, SD Negeri 2 Jeketro, SD Negeri Saban, SD Negeri 1 Mlilir, SD Negeri 2 Mlilir, and SD Negeri 3 Mlilir. The sampling technique was saturated sampling with a sample of 130 students. The variables in this study consisted of two independent variables, namely parenting styles and interest in learning and one dependent variable, namely social studies learning outcomes.

Data collection techniques using observation, interviews, questionnaires, and documentation. The questionnaire in this study was used to find out information about parenting styles and the learning interests of each student, while social studies learning outcomes were obtained from the results of the Odd Semester Final Test for the 2019/2020 school year. Before the research instrument was used, a trial was conducted. Furthermore, the researcher tested the validity and reliability of the instrument. The data analysis techniques used in this study were: (1) the prerequisite test included normality test, linearity test, and multicollinearity test; (2) descriptive statistical analysis; and (3) analysis of hypothesis testing using simple correlation test, multiple correlation test, significance test or F test, and determination coefficient test.

3. RESULTS AND DISCUSSION

Descriptive Analysis Results

Analysis descriptive used to describe the data from each variable. In this study, the description of the data presented includes data descriptions of independent variables, namely parenting styles and interest in learning as well as data descriptions of the dependent variable, namely the social studies learning outcomes of the fourth grade students of SDN Gugus Kartini, Gubug District, Grobogan Regency.

Results of the Descriptive Analysis of Parenting Parenting Variables (X1)

Parenting style data were obtained based on a questionnaire consisting of 36 statement items. The results of the questionnaire on parenting styles in class IV SD Gugus Kartini, Gubug District can be seen in the following table:

Table 1 Parenting Parenting Category

Score	The number of students	Percentage	Category
$36 \leq ST < 63$	0	0%	Not good
$63 \leq ST < 90$	50	38.46%	Pretty good
$90 \leq ST < 117$	80	61.54%	Good
$117 \leq ST \leq 144$	0	0%	Very good
total	130	100%	

Results of Descriptive Analysis of Learning Interests (X2)

Learning interest data was obtained based on a questionnaire consisting of 36 statement items. Learning interests in class IV SDN Gugus Kartini, Gubug District, Grobogan Regency can be seen in the following table:

Table 2 Interest Category in Learning

Score	The number of students	Percentage	Category
$36 \leq ST < 63$	0	0%	Not good
$63 \leq ST < 90$	6	4.61%	Pretty good
$90 \leq ST < 117$	56	43.08%	Good
$117 \leq ST \leq 144$	68	53.31%	Very good
total	130	100%	

Results of Descriptive Analysis of Social Studies Learning Outcomes (Y)

The social studies learning outcomes in this study were obtained from the social studies scores of the fourth grade students of SDN Gugus Kartini, Gubug District, Grobogan Regency in the Odd Semester Final Test for the 2019/2020 academic year.

Table 3 Social Studies Learning Outcomes Category

Score	The number of students	Percentage	Category
≤ 55	0	0%	Not good
56 - 70	18	13.85%	Pretty good
71 - 85	44	33.85%	Good
86 - 100	68	52.30%	Very good
total	130	100%	

Prerequisite Test Results

Normality test

The normality test is carried out to find out the data on each analyzed variable is normally distributed (Sugiyono, 2017). Test normality in this study refers to the Kolmogorov-Smirnov test model. Based on the results of the normality test, the Asymp.Sig (2-tailed) significance value was 0.215 where the significance value was greater than 0.05. So it can be concluded that the data is normally distributed. Thus, the assumptions or requirements for normality have been met.

Linearity Test

The linearity test of parenting style variables with social studies learning outcomes obtained a significant value of Deviation from Linearity $0.653 > 0.05$, it can be concluded that There is a linear relationship between parenting styles and social studies learning outcomes. While the linearity test of the interest in learning variable with social studies learning outcomes obtained a significance value of Deviation from Linearity $0.171 > 0.05$, it can be concluded that There is a linear relationship between interest in learning and social studies learning outcomes.

Multicollinearity Test

From the multicollinearity test results, it is known that the value of the Variance Inflation Factor (VIF) of the two independent variables, namely parenting style and interest in learning is $1.008 < 10$ and the Tolerance value is $0.992 > 0.10$, it can be concluded that multicollinearity does not occur between the independent variables.

Hypothesis Analysis

Hypothesis analysis in this study uses simple correlation analysis, multiple correlation

analysis, significance test (F test), and determination coefficient test.

The Relationship of Parenting Patterns to Social Studies Learning Outcomes

The simple correlation test in this study uses the product moment correlation test with the help of the SPSS for Windows series 16 program. The calculation results can be seen in the following table:

Table 4 Results of Correlation Test of Parenting Parents on Learning Outcomes

rhitung	Level of Error	Sig.	Determination Test
0.415	0.05	0,000	17.22%

Table 4 shows that the correlation test of parenting styles with social studies learning outcomes shows that the rcount value is 0.415 > 1763. This result shows a positive number and the coefficient (r) is in the sufficient category. At the 0.05 significance level, it is known that the significance value of table 4 is 0.00 ($0.00 \leq 0.05$), so the correlation is said to be significant. The result of the coefficient of determination shows that the contribution of parenting style with social studies learning outcomes is 17.22% while the remaining 82.78% is influenced by other factors.

The results of this study are reinforced by research conducted by Ika Widhiasih, et al. In 2017 the results showed that 88.33% of students' parents tended to apply a democratic parenting system, while the implementation of the parenting system was generally quite good with a percentage of around 61.16%. studying social science is very good 35.9%. The analysis shows a positive correlation with r value of 0.351 and a significance value of 0.000. The contribution of the parenting system to social studies learning outcomes was 12.3%. The conclusion of this study is that there is a positive and significant influence between the parenting system and social studies learning outcomes.

Based on these calculations, it can be concluded that there is a significant relationship between parenting styles and social studies learning outcomes for fourth grade students at SDN Gugus Kartini, Gubug District, Grobogan Regency. This means that the higher the level of parenting, the better the social studies learning outcomes will be obtained and vice versa.

Relationship of Interest in Learning to Social Studies Learning Outcomes

The simple correlation test in this study uses the product moment correlation test with the help of the SPSS for Windows series 16 program. The calculation results can be seen in the following table:

Table 5 Results of Correlation Test of Learning Interest and Learning Outcomes

rhitung	Level of Error	Sig.	Determination Test
0.818	0.05	0,000	66.91%

Table 5 shows that the correlation test between interest in learning and social studies learning outcomes shows that the rcount value is 0.818. These results indicate a positive number and the value of the correlation coefficient (r) in the study is included in the very strong category. At the 0.05 significance level, it is known that the significance value of table 5 is 0.000 ($0.000 \leq 0.05$), so the correlation is said to be significant. The result of the coefficient of determination shows that the contribution of interest in learning with social studies learning outcomes is 66.91%, while the remaining 33.09% is influenced by other factors.

Nuristiqomah and Susilo's research in 2018 strengthens the existence of this research, the results show that there is a positive and significant relationship between student interest in social studies learning outcomes with a rcount value of 0.627 with a significance value of $0.00 < 0.05$, there is a positive and significant relationship. Between the community environment and social studies learning outcomes with a rcount of 0.643 with a significance value of $0.00 < 0.05$, there is a significant relationship between student interest and the community environment on social studies learning outcomes with a value of rcount of 0.747 and Fcount of 79.679.

Based on these calculations it can be concluded that there is a positive and significant relationship between interest in learning and learning outcomes of social studies for fourth grade students of SDN Gugus Kartini, Gubug District, Grobogan Regency. That is, the higher the level of student interest in learning, the more optimal social studies learning outcomes will be obtained and vice versa.

The Relationship between Parenting Patterns and Learning Interests on Social Studies Learning Outcomes

The correlation test in this study used a multiple correlation test with the help of the SPSS for Windows series 16 program. The calculation results can be seen in the following table:

Table 6 Results of Correlation Test of Parenting Parents and Learning Interests with Learning Outcomes

rhitung	Level of Error	Sig.	Determination Test
0.888	0.05	0,000	78.85%

Table 6 shows that the correlation test of parenting styles and interest in learning with social studies learning outcomes shows that the rcount value is 0.888. These results indicate a positive number and the value of the correlation coefficient (r) in the study is in the very strong category. At the 0.05 significance level, it is known that the significance value of table 6 is 0.000 ($0.000 \leq 0.05$), so the correlation is said to be significant. The coefficient of determination showed that the contribution of parenting styles and interest in social studies learning outcomes was 78.85%, while the remaining 21.15% was influenced by other factors.

The results of this study were strengthened by research conducted by Eky Setiawan Salo, et al. In 2019 which showed that (1) there was a positive effect of parental attention on the social studies learning achievement of grade III, IV, V students at SDN 3 Toraja Utara, North Toraja Regency; (2) there is a positive influence between interest in learning on social studies learning achievement of grade III, IV, and V students at SDN 3 Toraja Utara, North Toraja Regency; (3) there is a positive effect of parental attention and interest in learning on the social studies learning achievement of grade III, IV, and V students at SDN 3 Toraja Utara, North Toraja Regency.

Based on these calculations it can be concluded that there is a positive and significant relationship between parenting styles and interest in learning on social studies learning outcomes for fourth grade students of SDN Gugus Kartini, Gubug District, Grobogan Regency. Parenting patterns and interest in learning are factors that affect social studies learning outcomes, the existence of good parenting styles and high learning interest from students will improve student social studies learning outcomes and vice versa.

4. CONCLUSION

From the analysis and discussion in this study, it can be concluded that: (1) there is a positive relationship between parenting and social studies learning outcomes. Interpretation of the closeness of the correlation shows that the category is sufficient, namely 41.5%; (2) there is a positive relationship between interest in learning and social studies learning outcomes. Interpretation of the closeness of the correlation shows a very strong category, namely 81.8%; (3) there is a relationship between parenting style and interest in learning together on social studies learning outcomes. Interpretation of the closeness of the correlation shows a very strong relationship, namely 88.8%.

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