

Relations Between Parental Communication Pattern and Parents' Education With Social Science Learning Outcomes

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Abstract

The background of this study is the findings from the Research and Development Center of Curriculum, Department of Education in 2007 stated that there are various problems in Social Science Studies. The problem in SD Gugus Sunan Giri, Demak Subdistrict is the result of Social Science learning in grade IV are relatively low. The purpose of this research is to know whether there is a relationship between communication pattern with social science learning outcomes at 4th graders in elementary school Gugus Sunan Giri Kecamatan Demak Kabupaten Demak. This research was a correlational research with quantitative approach. The amount of sample is 100 students from the whole population with the quota sampling. The technique of data collection are observation, interview, questionnaires, test, and documentation. The analysis data using descriptive model and hypothesis experiment. The result of this research show that: (1) communication pattern is sufficient; (2) background of parents education is deficient; (3) the result of social science learning is moderate; (4) there is a positive and significant correlation between communication pattern with the result of social science learning, shown by $r_{count} 0,572$; (5) there is a positive and significant correlation between background of parents education with the result of social science learning, shown by $r_{count} 0,370$; (6) there is a positive and significant correlation between communication pattern and background of parents education with the result of social science learning, shown by $r_{count} 0,579$; (7) the contribution of communication pattern with the result of social science learning is 32,7%; (8) the contribution of parent's education background with the result of social science learning is 13,7%; (9) the contribution of communication pattern and background of parents education with the result of social science learning is 33,5%.

Keywords: outcomes; background of parents education; communication

1. Introduction

Education is a measure that plays important role in improving and developing the human resources quality. According to National Board of Education Standard, Social Science is one of the subjects taught in Primary and Secondary schools which studies a series of phenomena, facts, concepts, and generalizations related to social issues. The learning outcome is the attitude change happening to the students after doing learning activities. The acquisition of the attitude change depends on what the students have learnt. The changes that the students must experience are formulated into the learning objectives stated before the learning starts. Research and Development Board of Center of Curriculum of Ministry of Education stated in 2007 that there were some problems in terms of Social Science learning.

Slameto (2010:65) stated that one of things influencing the learning inter-family member relationship. The relationship among family members can be built well because good communication among them. The poor relationship will make the built communication among them poor that eventually will obstruct the children development.

According to Susanto (2013:12) one of the factors influencing the learning outcomes is

the daily habit their parents have been habituating. The habits their parents habituate are not only the physical and moral ones, but also the social ones. The daily social habits can be how they lead their children to find their own learning style. The habits their parents teach are influenced by their academic background. What I mean by academic background is the education degree their parents have achieved.

Under *Undang-Undang Nomor 20 Tahun 2003 pasal 14* (Act: 20/2003 article 14), formal education consists of primary and secondary education, middle education, and higher education. The primary and secondary education consists of primary school (SD) and Islamic primary schools (MI) or the equal ones as well as secondary school (SMP) and Islamic secondary school (MTs), or the equal ones. The middle education consist of high school (SMA), Islamic high school (MA), vocational high school (SMK), and Islamic vocational high school (MAK), or the equal ones and Higher Schools.

Based on the real facts that I found when doing interviews in grade IV SD Gugus Sunan Giri, the students learning outcomes vary. Some got good marks, some other got poor marks. Most parents bestow the entire responsibility for educating their children upon

the school so their parents personally pay only a little attention to their children's education development at school. Generally, the students' parents' education degree are only Primary School, Secondary School, High School. While, only a few parents were graduated from higher schools..

A study was conducted by Siti Zulaekhah of Universitas Diponegoro published in 2014 titled "*Hubungan Pola Komunikasi Orang Tua dengan Motivasi Belajar dan Prestasi Akademik Anak Usia Sekolah*" (Relations between Parental Communication Pattern with Learning Motivation and Academic Achievement of School-Age Children). Another research was made by Tety Nur Cholifah published in 2015 titled "*Pengaruh Latar Belakang Tingkat Pendidikan Orangtua dan Gaya Belajar Terhadap Hasil Belajar Siswa pada Kelas IV SDN Kecamatan Sananwetan Kota Blitar*" (Impact of Parents; Education Degree and Students Learning Styles on Learning Outcomes of Grade IV Students of Public Primary Schools in District of Sananwetan Blitar City). Another relevant study was conducted by Sahin Ertugrul, Barut Yasar, Ersanli Ercumen published in 2013 titled "*Parental Educational Level Positively Affect Self-Esteem of Turkish Adolescents*". Another relevant study was conducted by Rana Muhammad Asad Khan, Nadeem Iqbal, Saima Tasneem of Indus International Institute titled "*The Influence of Parents Educational Level on Secondary School Student Academic Achievement in District Rajanpur*". Another relevant study was conducted by Daniel H Caro published in 2011 titled "*Parent-child Communication and Academic Performance Association at the within- and between-country level*". Based on the descriptions above, I am interested in doing research on relations between parental communication pattern and education degree with the learning outcomes of grade IV A students SD Gugus Sunan Giri, District of Demak.

2. Research Method

The study used correlational research with quantitative approach. According to Menurut Arikunto (2013:313) correlational research is the one aiming to find the relations, if any, how close the relation is, as well if the relation is meaningful or meaningless. The study has two independent variable and a dependent one. The independent variables are

parental communication pattern and parental education degree, while the dependent one is Social Science learning outcomes of students.

Population of the research consists of 149 students of six Public Primary schools of Sunan Giri Units in District of Demak, Demak Regency. This study used quota sampling using *Isaac and Michael* formula at margin of error 5% so I determine 100 samples. I picked the the schools which applied *kurikulum 2013*. Samples were taken from 3 of 6 Public Primary schools in Sunan Giri Unit, in District of Demak, i.e. SD Bango 1, SD Bango 2, and SD Sedo 2.

The data was collected through observation, interviews, questionnaire or enquette, and documentation. Before the tools as instruments were given to the respondents, the questionnaire needed to be tested. Before being tested, however, the composed questionnaire should have passed the construct validity testing, conducted by Drs. Purnomo, S.Pd., M.Pd. The questionnaire subsequently was tested out of the primary schools of the population, amounted 30. After I had collected the data for the testing, I took validity and reliability testing. The collected data was then analyzed to assess the validity of questionnaire item, i.e. Karl Pearson's *product moment* correlation (Sugiyono, 2012:228). While the reliability aiming to assess the questionnaire used alpha formula (Arikunto, 2010:239).

After the data were confirmed as valid and reliable, they would be analyzed using SPSS ver. 16-assisted initial and final data analysis. Initial data analysis comprises normality and linearity tests. Final data analysis was made to answer the hypothesis. Hypothesis test consists of simple correlation analysis, multiple correlation analysis, simple linear regression analysis, multiple linear regression analysis, and determination coefficient. The hypotheses of the study are:

- Ha₁ : Parental communication pattern has significant relation with Social Science learning outcomes of grade IV students of public primary school in Sunan Giri Unit, District of Demak.
- Ha₂ : Parental education degree has significant relation with Social Science learning outcomes of grade IV students of public primary school in Sunan Giri Unit, District of Demak.
- Ha₃ : Parental communication pattern and parental education degree have significant relations with Social Science

learning outcomes of grade IV students of public primary school in Sunan Giri Unit, District of Demak.

3. Results And Discussion

Descriptive Analysis

Parental communication pattern as variable in the study was assessed using 5 indicators, i.e. empathy, positive attitude, communication openness, support, and equality. Analysis of parental communication pattern is categorized as follows:

Table 1. Categories in Parental Communication Pattern

Total Score of Response	Remarks	Frequency	Percentage
≥ 272	Excellent	10	10%
≥ 252	Good	30	30%
≥ 232	Fair	38	38%
≥ 212	Poor	22	22%

Parental education degree as variable of this study was assessed using 1 indicator, i.e. the last formal education degree finished by the parents. The following is the analysis of parental education degree.

Table 2. Categories in Documentation of Parental Education Degree

Interval	Remarks	Frequency	Percentage
4	Excellent	3	3%
3	Good	23	23%
2	Fair	32	32%
1	Poor	42	42%

Social Science learning outcomes of grade IV students of public primary school in Sunan Giri Unit, District of Demak. Demak Regency as a variable was found from one cognitive area found from the test for KD 3.2 Identifying the social, economic, cultural, ethnical, and religious diversity as identity of the nation as well as its relation with spatial characteristics; and 3.3 Identifying economic activities and their relation with various fields of jobs as well as social and cultural life nearby until provincial level. Then the data were analyzed and classified as follows:

Table 3. Categories in Social Science Learning Outcomes

Interval	Remarks	Frequency	Percentage
Score > 88,5	Excellent	6	6%
54,5 < score ≤ 71,5	Fair	38	38%
37,5 < score ≤ 54,5	Poor	24	24%
Score < 37,5	Fail	6	6%

From table 3 I can make conclusion that Social Science learning outcomes of grade IV students of public primary school in Sunan Giri Unit, District of Demak. Demak Regency for cognitive area is fair.

Precondition test

Normality test aims to find if the data population is normally distributed. In the study, I used *SPSS 16-assisted Kolmogorov Smirnov* test at level of significance 5%. Based on the normality test, I found that score of *kolmogorov-smirnov Test* for parental communication pattern was 0.748, score of *kolmogorov-smirnov Test* for parental education degree was 0.439, and for Social Science learning outcomes, score of *kolmogorov-smirnov Test* was 0.472. Priyatno (2010: 38) stated that the data were normally distributed if level of significance is more than 0.05. Data of the three variables above have higher level of significance than 0.05, thus I can say that the data were normally distributed.

And from calculation of SPSS ver.16-assisted linearity test, I found that the relation between parental communication pattern (X_1), parental education degree (X_2), and students Social Science learning outcomes (Y) have level of *Sig. Linearity* below 0.05 and have *Sig. Deviation from Linearity* more than 0.05 so I can say that the two variables have linear relation.

4. Final Data Analysis

Relation and Contribution of Parental Communication Pattern to Students Social Science Learning Outcomes (X_1 with Y)

Parental communication pattern has positive and significant relation with learning outcomes. This was shown by simple correlation analysis, I found that $r_{count} = 0.572$, while r_{table} at level of significance 5% and $N =$

100 was 0.195. From the analysis, I found that r_{count} was more than r_{table} ($0.572 > 0.195$). Thus, I can state that H_0 was rejected and H_a was accepted.. It means, Parental communication pattern has positive and significant relation with Social Science learning outcomes of grade IV students of public primary school in Sunan Giri Unit, District of Demak. Demak Regency. And this relation is confirmed as strong one because the correlation coefficient, i.e. 0.572 is between 0.60-0.799.

I found that the determination coefficient was 0.327. It shows that parental communication pattern makes contribution 32.7% to the students learning outcomes, and 67.3% others are determined by the other factors. Such condition happens because every parent applies different communication pattern when educating his children. The proper communication pattern will comfort the children and they will not feel any pressure when their parents ask them to study. As stated by Djamarah (2017:7) by harmonious parent-child communication as the foundation, the education can run well. The harmonious family communication is expected to create the children who have good IQ, EQ, and SQ.

The preceding relevant study was conducted by Fachrudin Rahmat Bintoro and Tantri Hermawati of Universitas Sebelas Maret published in 2014 titled "*Pola Komunikasi Interpersonal Keluarga, Motivasi Berprestasi dan Prestasi Belajar*" (Family Interpersonal Communication Pattern, Motivation to Make Achievement and Learning Achievement). Another relevant study was conducted by Elzam Baiti published in 2014 titled "*Pengaruh Pola Komunikasi Orangtua-Anak Terhadap Kedisiplinan Belajar Siswa*" (Impact of Parent-Child Communication Pattern on Students Learning Disciplines). Another relevant study was conducted by Fatihatul Mahmudah, Bedjo Sukarno, and Siswanto published in 2016 titled "*Hubungan antara Komunikasi Orangtua-Anak dan Komunikasi Teman Sebaya dengan Aktivitas Belajar Siswa Kelas 6 SD di Kecamatan Gerih Kabupaten Ngawi*" (Relation between Parent-Child Communication and Peers Communication with Learning Activities of Grade 6 Students in District of Gerih, Ngawi Regency)

Relations and Contribution of Parental Education Degree to Students Learning Outcomes (X_2 with Y)

The parental education degree is confirmed to have positive and significant relation with the learning outcome. Based on *SPSS Ver.16*-assisted simple correlation analysis, I found that $r_{\text{count}} = 0.370$, while r_{table} at level of significance 5% and $N=100$ was 0.195. The analysis shows that r_{count} is bigger than r_{table} ($0.370 > 0.195$). Therefore, I can state that H_0 was rejected and H_a was accepted. Thus, H_0 was rejected and H_a was accepted. It means that parental education degree has positive and significant relation with Social Science learning outcomes of grade IV students of Primary Schools in Unit of Sunan Giri, District of Demak, Demak Regency. In addition, this is close relation because correlation coefficient was 0.370 which means "fair".

Determination coefficient found was 0.137. This shows that parental education degree has positive and significant impact about 13.7% on students learning outcomes, while 86.3% others were determined by the other factors which were not investigated in the study. The parental education degree is a system, highest education degree completed by the parents. Under *Undang-Undang No. 20 Tahun 2003 Pasal 1 Ayat 8* (Act of Republic Indonesia No.20/2003 Article 1 Verse 8), education degrees are the education phases determined based on the students developmental stage, the targeted objectives, and the developed skills. From the completed education, somebody will have different skill. The different competencies of each parents will be the guidance to educate the children. The parents with high education degree will try hard to provide the best education for their children.

Another relevant study was also conducted by Krisda Rofa Sadani titled "*Hubungan Tingkat Pendidikan dan Pola Asuh Orangtua dengan Hasil Belajar Siswa*" (Relation of Parental Education Degree and Parenting Style with Students Learning Outcomes). Another research was conducted by Novita Pawestri, too, published in 2014 titled "*Tingkat Pendidikan Orangtua Kaitannya dengan Minat dan Prestasi Belajar Siswa di Sekolah Dasar*" (Relation of Parental Education with Students Interests and Learning Achievement in Primary Schools). Another investigation was conducted by Yuliana titled "*Pengaruh Tingkat Pendidikan Orang Tua dan*

Gaya Belajar terhadap Prestasi Belajar Siswa SMP N 3 Wadaslintang Wonosobo” (The Impact of Parental Education Degree and Learning Styles on Learning Achievement of Students of SMP N 3 Wadaslintang Wonosobo).

Relation and Contribution of Parental Communication Pattern and Education Degree to Students Learning Outcomes (X₁, X₂ with Y)

Parental communication pattern skill and education degree mutually have positive and significant impact on learning outcomes. This was proven by multiple correlation analysis I found that r-count was 0.579 while r-table was at level of significance 5% and N=100 was 0.195. The analysis shows that r-count was bigger than r-table (0.579 > 0.195). Thus, from that result, I could state that Ho was rejected and Ha was accepted. Thus, I can draw a conclusion that parental communication pattern and education degree mutually have relation with Social Science learning outcomes of grade IV students of primary schools of Unit of Sunan Giri, District of Demak, Demak Regency.

Determination coefficient it found was 0.335. It means, contribution and impact of parental communication pattern and education degree mutually on learning outcomes was 33.5%, while 66.5% other was influenced by the other factors excluded of the study. This condition emerged because every parent applies the different communication pattern when educating children. The proper communication pattern will comfort and liberate the children when their parents ask them to study. As stated by Djamarah (2017:7) based on the harmonious parent-child communication, the education can run well. The communication among the harmonious family is expected to develop the children with good IQ, EQ, and SQ. According to Djamarah (2017:5) the well-built communication was affected by several factors. One of them is educational factor. The education the parents have completed play important role in determining the communication pattern that will be applied to their children.

5. Conclusion

Based on the analysis, I can draw conclusions that: (1) The communication pattern of the parents of grade IV students of primary schools in Sunan Giri Unit in District of Demak was really fair at percentage 38%; (2) The

academic background of the parents of grade IV students of primary schools in Sunan Giri Unit in District of Demak was poor at percentage 42%; (3) The learning outcomes of grade IV students of primary schools in Sunan Giri Unit in District of Demak was fairly satisfactory at percentage 38%; (4) The parental communication pattern has positive and significant relation with the learning outcomes of grade IV students of primary schools in Sunan Giri Unit in District of Demak at r-count 0.572 > r-table 0.195; (5) The parental education degree has positive and significant relation with the learning outcomes of grade IV students of primary schools in Sunan Giri Unit in District of Demak at r-count 0.370 > r-table 0.195; (6) The parental communication pattern and parental education degree has positive and significant relation with the learning outcomes of grade IV students of primary schools in Sunan Giri Unit in District of Demak at r-count 0.579 > r-table 0.195; (7) Contribution of parental communication pattern to the learning outcomes of grade IV students of primary schools in Sunan Giri Unit in District of Demak was 32.7%; (8) Contribution of parental education degree to the learning outcomes of grade IV students of primary schools in Sunan Giri Unit in District of Demak was 13.7% dan; (9) Contribution of parental communication pattern and parental education degree to Social Science learning outcomes of grade IV students of primary schools in Sunan Giri Unit in District of Demak was 33.5%.

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