

The Effect of Parents' Education on Students' Learning Achievement

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Abstract --- *The effect of parents' education level on students' achievement is the focus of the present research. It is based on the fact that the success of education is determined by several factors. One of them is parents. Parents provide the first and foremost education for the child to achieve the purpose of life. The purpose of this study is to know the effect of parents' education level on student achievement. This research, conducted at SMP Negeri 4 of Kayoa District, involved 83 students and 73 parents. The data of this research include the data of parents' education level and students' learning achievement. The data of students' achievement were analyzed using percentage technique. The results showed that 1) parents' level of education in SMP Negeri 4 of Kayoa District, in general, is still low, and that 2) parents' education level has a very close relationship with student achievement.*

Keywords--- *Parents' Education Level, Students' Learning Achievement.*

I. INTRODUCTION

Education is a conscious and well-planned effort to create an atmosphere of learning processes which enables the learners to actively develop their potential to have the spiritual strength, self-control, personality, intelligence, noble character, and skills needed for themselves, society, and the nation (UU Sisdiknas, 2003: 3/ Law of National Education System). In addition, national education refers to Pancasila and the 1945 Constitution of the Republic of Indonesia based on religious values, the national culture of Indonesia, and the philosophy that it should be responsive to the demands of changing times (UU Sisdiknas 2003: 3-4 / Law of National Education System).

To realize the goals of national education, it is necessary to integrate the factors supporting the success of education. One of these factors is the parents. It is said that one of the prime determinants of the success of children's education is parents because primary education and the first influences on development comes from parents argued that parents have an important role in fostering and developing children's behavior. This happens as parents have already embedded the soul of love in their children to form a high moral awareness; in addition, children are motivated by parents to improve the spirit of learning [1]-[2].

Implementing education is the responsibility of the parents, the community, and the government. Parents have the responsibility for the implementation of education in the family environment [3]-[4]. The family is a crucial vehicle for the growth and development of children's soul argued that children obtained their early education in their family. Therefore, education in the family is very important. The formation of the child's personal pattern of life within the family sets the pattern for the child's future personality [5]-[7]. Children's education in families, as carried out by parents, is the starting point for children to be able to behave well at home and outside the house [8]-[9].

Without education carried out by parents in fostering, guiding, motivating, and moving children in their growth and development, the national education goals will not be achieved [10]-[11]. Based on the above description, it can be concluded that parents hold an important role in the educating of children at home. If parents neglect their role as a first and primary educator, then they will not provide an opportunity for their children to develop all the potential within them. If the role of the parents as the primary and the first educator has already been implemented, it will be a huge asset for the child in the years that follow. Children can more easily position themselves favorably when this need has been met early on [12]-[13].

In addition, parents have the impetus in fostering motivation to teach children, because each child has different basic potentials, such as interest, intelligence, and the spirit of learning. Therefore, it is the duty of parents always to encourage children to be motivated to learn. Motivation and tutoring provided by parents cannot be separated from the level of education carried by parents. Parents who have a high level of education will have different ways of educating their children, and they will provide their children a more advanced kind of learning [14]-[16].

With that in mind, the problem in this study is, what is the education level of parents whose children attend the Junior High School of SMP Negeri 4 of Kayoa District? What is the achievement of students of SMP Negeri 4 of Kayoa District? Is there any effect of parents' education level on student achievement? The purpose of this study is to determine the effect of parents' education level on student achievement. The benefit of this study is to contribute ideas for parents in an effort to improve children's education, especially with regard to their learning achievement.

II. LITERATUR REVIEW

One of the false presuppositions of parents in education now is the assumption that only schools are responsible for educating their children. Parents thus hand their children's education entirely to the teachers in school, despite the limited time available for the teachers and students at the school to interact. In Islam, Rasulullah SAW clearly reminds us of the importance of this family education. As the hadith stated, "The child is born in a state of fitrah, then the parents can make them Jews, Christians or Musi" [17]. Learning achievement is what has been achieved by students after learning activities [18]-[19].

According to Imam Bardawi, the role of parents in educating children is as follows. 1) Parents are responsible for training their children to master the ways of taking care of themselves, like how to eat, urinate, talk, walk, pray, etc. These things are all important, as they are closely related to the development itself. 2) The attitudes of the parents influence the development of children [20].

Educational responsibilities that need to be carried out by the parents are as follows: 1) maintaining and raising the children; 2) protecting and ensuring their health; 3) educating them with various kinds of knowledge and skills that are useful for their life later; and 4) making them happy in the world and the hereafter by providing religious education in accordance with the provisions of Allah SWT, as the ultimate goal of Muslim life [21] .

As the main task of parents for educating their children is the foundation of moral education and religious life, the nature and nurture of children is largely derived from parents, as well as from other family members [22].

Sikun Pribadi stated that parents occupy a leading role in the fostering of family life [23]. As the primary and first educator in giving attention to their children, fostering and developing their attitudes, and motivating them, parents

provide all facilities related to learning needs, such as providing learning resources (books) that are appropriate to their learning resources.

It can thus be concluded that the role of parents in guiding and directing the child to successful and meaningful learning is important. As Kartini Kartono stated, students' achievement is very influential on their social adjustment in the school environment. Students who are good learners are easy to get along with, are able to adjust, and are more optimistic about what is done. Conversely, low-achieving children feel inferior, always avoid, are often alone and do not like to mingle with their peers [24].

According to Horlock "Student achievement is crucial to the child's future adjustment, including social adjustment." Thus it can be concluded that students with high learning achievement can adapt well to their social environment, whether at home, at school, or in the community [25].

That the factors are affect learning achievement are; internal factors, physical factor include health and bodily disabilities, psychological factors include intelligence attention, interest, talent, motive, maturity and readiness, fatigue factors include physical fatigue and spiritual fatigue. External factor, family factor include the way parents educate, relationships between family member, household atmosphere, economic situation family, understanding parents, cultural background, school factors include teacher teaching methods, curriculum, relationships teacher and student, school discipline, state of the building and study assignments, community factors include student activities in the community, mass media, associate friends and people's life forms [26].

It is undeniable that the achievement of children in school has a close relationship with the level of intelligence that the child has. Children who have a relatively higher level of intelligence will catch and digest lessons given at school more easily than children with lower intelligence. Nevertheless, the success of education depends not only on one factor. The determinants of educational success are family, community, and school environment [27], [28].

III. RESULTS AND DISCUSSION

In accordance with the formulation of the problem, the research and its results can be described as follows. The study was conducted in SMP Negeri 4 of Kayoa District and involved 83 students and 73 parents as the respondents. To provide a clearer explanation, the data regarding students and parents are presented in the following table:

Table 1. The Data of Junior Hiht School Students of SMP Negeri 4 of Kayoa District of 2005-2006 Academic Year

No.	Class	Sex		Total
		L	P	
1.	I	19	14	33
2.	II	16	12	28
3.	III	9	13	22
Total		44	39	83

Table 2. The Number of students' Parents

No.	Students' Parents	Total
1.	I	31
2.	II	22
3.	III	20
Total		73

3.1. Education Level of Parents of Junior High School Students of SMP Negeri 4 of Kayoa District

After conducting the research, we found that the level of education of students' parents in SMP Negeri 4 Kayoa District is generally low. It can be seen that, from among 73 parents of students of SMP Negeri 4, the highest level of education is S1 (undergraduate), which accounts for only one person. One other parent has a D2 education level, and there is also one at the D1 (diploma 1) education level. There are 19 parents with a senior high school education level, 24 others are junior high school graduates, and 23 persons are elementary school graduates. The lowest education level, primary school education, accounts for four persons. A clearer explanation can be seen in the following table.

Table 3. The Data on Parents Education Level of Junior High School Students of SMP Negeri 4 District Kayoa

No.	Education level	Parents	Classification	Percentage
1.	S1 (Undergraduate)	1 person	High	1,36%
2.	D3 (Diploma 3)	-	High	0,00%
3.	D2 (Diploma 2)	1 person	High	1,36%
4.	D1 (Diploma 1)	1 person	High	1,36%
5.	SMA (High School)	19 persons	moderate	26,02%
6.	SMP (Junior High)	24 persons	Low	32,87%
7.	SD (Elementary)	23 persons	Low	31,50%
8.	TT SD (Non-formal educated)	4 persons	Low	5,47%
Total		73 persons		100%

3.2. Learning Achievement of Junior High School Students of SMP Negeri 4 Kayoa District

Junior high school students' achievement in SMP 4 of Kayoa District is still low. Learning achievement of the students of SMP Negeri 4 of Kayoa District is classified into four groups, namely: 90 to 100 score range, 80 to 89 score range, 70 to 79 score range, and 60 to 69 score range. The percentage of students' achievement of SMP Negeri 4 of Kayoa District is as follows: 90-100 range, achieved only by 2.40%; 80-89, achieved only by 15.66%; 70-79, achieved by as much as 45.78%; and 60-69, achieved by 36.14%.

Table 4. Learning Achievement of Junior High School Students of SMP Negeri District

No.	Value Range	Total of Achievement	Achievement Percentage
1.	90 – 100	2 persons	2,40%
2.	80 – 89	13 persons	15,66%
3.	70 – 79	38 persons	45,78%
4.	60 – 69	30 persons	36,14%
Total		83 persons	100%

3.3. The Effect of Parents Education Level on Learning Achievement of Junior High School Students of SMP Negeri 4 Kayoa District

Table 5. Students' Learning Achievement and Parents' Education Level

No.	Score Range	Achievement	Parents Education Level
1.	90-100	94	S1 (Undergraduate)
2.	90-100	92	D2 (Diploma 2)
3.	80 – 89	89	SMP (Junior High)
4.	80 – 89	88	S1 (Undergraduate)
5.	80 – 89	86	SD (Elementary)
6.	80 – 89	85	SMP (Junior High)
7.	80 – 89	82	SMA (High School)
8.	80 – 89	82	SMP (Junior High)
9.	80 – 89	82	SD (Elementary)
10.	80 – 89	82	SD (Elementary)
11.	80 – 89	81	SD (Elementary)
12.	80 – 89	81	SMA (High School)

13.	80 – 89	81	SD (Elementary)
14	88 - 89	80	SMA (High School)
15	80 – 89	80	SMP (Junior High)
16	70 – 79	79	D1 (Diploma 1)
17	70 – 79	79	SD (Elementary)
18	70 - 79	79	SD (Elementary)
19	70 – 79	78	D2 (Diploma 2)
20	70 – 79	78	SMA (High School)
21	70 -79	78	SD (Elementary)
22	70 – 79	77	SMP (Junior High)
23	70 – 79	77	SD (Elementary)
24	70 - 79	76	SMP (Junior High)
25	70 – 79	76	SMP (Junior High)
26	70 – 79	76	SD (Elementary)
27	70 – 79	75	SMA (High School)
28	70 – 79	75	SMA (High School)
29	70 - 79	75	SD (Elementary)
30	70 – 79	75	TTSD (Non-formal educated)
31	70 – 79	74	SMA (High School)
32	70 – 79	74	SMA (High School)
33	70 – 79	74	SMP (Junior High)
34	70 - 79	74	SD (Elementary)
35	70 – 79	74	SD (Elementary)
36	70 – 79	74	SD (Elementary)
37	70 – 79	74	SD (Elementary)
38	70 – 79	73	SMA (High School)
39	70 - 79	73	SMA (High School)
40	70 – 79	73	SMA (High School)
41	70 – 79	73	SMP (Junior High)
42	70 – 79	73	SMP (Junior High)
43	70 – 79	73	SMP (Junior High)
44	70 - 79	72	SMA (High School)
45	70 – 79	72	SD (Elementary)
46	70 – 79	72	SD (Elementary)
47	70 – 79	72	SD (Elementary)
48	70 – 79	71	SMA (High School)
49	70 - 79	71	SMA (High School)
50	70 – 79	71	SD (Elementary)
51	70 – 79	71	SD (Elementary)
52	70 - 79	71	SD (Elementary)
53	70 – 79	70	SD (Elementary)
54	60 - 69	69	SMA (High School)
55	60 - 69	69	SMP (Junior High)
56	60 – 69	69	SMP (Junior High)
57	60 – 69	69	SD (Elementary)
58	60 – 69	69	SD (Elementary)
59	60 – 69	68	SMP (Junior High)
60	60 – 69	68	SMP (Junior High)
61	60 – 69	68	SD (Elementary)
62	60 – 69	68	SD (Elementary)
63	60 – 69	67	SMP (Junior High)
64	60 – 69	67	SMP (Junior High)
65	60 – 69	67	SD (Elementary)
66	60 – 69	67	SD (Elementary)
67	60 – 69	65	SMA (High School)
68	60 – 69	65	SMA (High School)
69	60 – 69	65	SD (Elementary)

70	60 – 69	65	SD (Elementary)
71	60 – 69	64	SMP (Junior High)
72	60 – 69	64	SD (Elementary)
73	60 – 69	63	SD (Elementary)
74	60 – 69	63	SD (Elementary)
75	60 – 69	63	TTSD (Non-formal educated)
76	60 – 69	62	SMP (Junior High)
77	60 – 69	62	SD (Elementary)
78	60 – 69	62	TTSD (Non-formal educated)
79	60 – 69	60	SMA (High School)
80	60 – 69	60	SMP (Junior High)
81	60 – 69	60	SD (Elementary)
82	60 – 69	60	SD (Elementary)
83	60 – 69	60	SD (Elementary)

3.4. The Effect of Parents’ Education Level on Learning Achievement of Junior High School Students of SMP Negeri 4 Kayoa District

Based on the above data, the percentage of learning achievement and education level of parents of students of SMP Negeri 4 Kayoa District can be explained as follows. Students whose parents are highly educated have a good achievement. This is seen in the fact that only two students are in the score range of 90-100, a percentage of 2.40%, with the following classification: one of those two students (1.20%) has a parent who graduated from college, and the other (1.20%) has a parent who is a D2 graduate. Students whose parents have D1, SMA, SMP, SD, and TTSD education levels have not been able to achieve that score.

The 80-89 score range is only achieved by students whose parents completed high school, junior high school, or elementary education, while students whose parents have a TTSD education level are not achieving that score. Even in the score range of 70-79, students whose parents’ education level is TTSD are not found. Most of the students who achieve that score are students whose parents’ education level is senior high school or junior high school: 13.25% and 18.07%, respectively.

The 60-69 range is achieved mostly by students whose parents’ education level is junior high (10.84%) or primary school (18.07%), while 4.81% consist of students whose parents’ education level is a senior high school; 2.40% have TTSD parents. The data concerning students’ learning achievement and their parents’ education can be seen in the following table.

Table 6. The Percentage of Students Learning Achievement and their parent's education

No	Value Range	Achievement	The Percentage of Students Learning Achievement and their parent's education								
			Undergraduate	Diploma 3	Diploma 2	Diploma 1	Senior High	Junior High	Elementary	Non-educate d	
1.	90-100	2	1, 20%		1,20%	12,06%	0,00%	0,00%	0,00%	0,00%	2,40%
2.	80 – 89	13	1, 20%		0,00%	0,00%	3,10%	4,81%	6,02%	0,00%	13,92%
3.	70 – 79	38	0,00%		1,20%	1,20%	13,25%	8,43%	18,07%	1,20%	45,78%
4.	60 – 69	30	0,00%		0,00%	0,00%	4,81%	10,84%	18,07%	2,40%	36,14%

IV. CONCLUSION

If parents neglect their role as a first and primary educator, then they will not provide an opportunity for their children to develop all the potential within them. If the role of the parents as the primary and the first educator has already been implemented, it will be a huge asset for the child in the years that follow. Children can more easily position themselves favorably when this need has been met early on.

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In addition, parents have the impetus in fostering motivation to teach children, because each child has different basic potentials, such as interest, intelligence, and the spirit of learning. Therefore, it is the duty of parents always to encourage children to be motivated to learn. Motivation and tutoring provided by parents cannot be separated from the level of education carried by parents. Parents who have a high level of education will have different ways of educating their children, and they will provide their children a more advanced kind of learning.

Furthermore, it is reaffirmed that the implementation of education is the responsibility of parents, community, and government. Parents have a responsibility to implement education in the family environment. The family is a crucial vehicle for the growth and development of the child's soul. Thus, the findings of this study can be summarized as follows: (1) the education level of parents of Junior High of Kayoa District is still low, and (3) parents' education level has a close relationship with student's achievement.

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