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Analytical Study of the Parents' Role on the Children's Achievement in Payaman Village, Mejobo District, Kudus Regency

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Abstract

This study aims to determine the classification of parents' roles on children's learning achievements in Payaman Village. Payaman was chosen as the research subject because it has students with different levels of achievement in upper class and various economic conditions. This study's benefits are to increase the children's enthusiasm for learning and make parents more aware of their role to the fullest. The type of research used was qualitative with a descriptive approach. This research employed data collection techniques, including the stages of observation, interviews, and documentation. The data analysis utilized was descriptive qualitative. The results showed that there were five classifications of the parents' role on children's learning achievement: providing encouragement in the form of understanding always to be optimistic, guiding children to learn in the form of accompanying children in learning, giving good examples to children by not turning on electronic equipment when the children were learning, smooth communication with children in the form of questioning difficulties faced by children, and fulfilling children's learning completeness by providing in children's school facilities in the form of tools. The conclusion in this study is that the parents' role is vital in children's learning achievements. Therefore, parents should be able to apply the five roles of parents so that the children are active and motivated in learning to accomplish maximum achievement.

Keywords:

Parents' Role, Family, Learning Achievements, Education

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Abstrak

Penelitian ini bertujuan untuk mengetahui klasifikasi peran orang tua terhadap prestasi belajar anak di Desa Payaman. Dipilihnya Payaman sebagai subjek penelitian karena memiliki siswa dengan tingkat prestasi yang berbeda-beda di kelas atas dan kondisi ekonomi yang beragam. Manfaat penelitian ini adalah untuk meningkatkan semangat belajar anak dan lebih menyadarkan orang tua akan perannya secara maksimal. Jenis penelitian yang digunakan adalah kualitatif dengan pendekatan deskriptif. Penelitian ini menggunakan teknik pengumpulan data yang meliputi tahapan observasi, wawancara, dan dokumentasi. Analisis data yang digunakan adalah deskriptif kualitatif. Hasil penelitian menunjukkan bahwa terdapat lima klasifikasi peran orang tua terhadap prestasi belajar anak yaitu memberikan dorongan dalam bentuk pemahaman agar selalu optimis, membimbing anak belajar dalam bentuk mendampingi anak dalam belajar, memberikan contoh yang baik kepada anak dengan tidak menyalakan peralatan elektronik pada saat anak belajar, memperlancar komunikasi dengan anak berupa kesulitan bertanya yang dihadapi anak, dan memenuhi ketuntasan belajar anak dengan menyediakan fasilitas di sekolah anak berupa alat-alat. Kesimpulan dalam penelitian ini adalah peran orang tua sangat penting dalam prestasi belajar anak. Oleh karena itu, orang tua harus mampu menerapkan kelima peran orang tua agar anak aktif dan termotivasi dalam belajar untuk mencapai prestasi yang maksimal.

Kata Kunci:

Peran Orang Tua, Keluarga, Prestasi Belajar, Pendidikan

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INTRODUCTION

Family is the most important educational institution for children to get an education (Indriani, 2008). The family is the first and foremost social institution in filling and providing the values of life needed by its members in seeking meaning in life. The education applied in the family will shape the children's characters to interact with their environment. Besides, one of the factors that can affect a student's learning outcomes at school comes from the family. Thus, parents have an essential role in developing children's learning and the level of achievement of children's learning achievement. According to Lestari (2012), the parents' role is a method used by parents regarding their views on the duties that must be carried out in caring for children. Meanwhile, Tu'u (2008) defines learning achievement as the mastery of knowledge or skills developed by subjects, usually indicated by test scores or scores given by the teacher.

Based on data obtained from Payaman Village RT 01/RW03, Mejubo District, Kudus Regency, it was revealed that there were academic problems in children who did not get enough attention from their parents. It could be seen from the existence of parents who did not care about their children's school affairs, such as providing children's learning facilities, guiding children in doing schoolwork, and providing motivation to children, such as giving gifts, praise, and advice; even though it will impact children's academic achievement, and vice versa. Another factor that supported the problem in this study was the research subjects who had different achievement levels in the upper classes and the family's economy. Therefore, the researchers intend to deepen research on the problem of the parents' role in Payaman Village, RT 01/RW 03, Mejubo, Kudus.

This problem is supported by Hidayanti's (2017) research entitled "*The parents' role with democratic parenting on children's learning achievement in Sipatuhu Village, Banding Agung District, South Oku Regency*". Based on the data analysis obtained from the study, there was a significant influence of the parents' role and democratic parenting on children's learning achievement.

The methods applied in the parents' role with democratic parenting include a) giving time with children, b) giving love and affection, c) providing learning facilities, d) providing good examples, e) and giving appreciation to the child. Another supporting research is carried out by Valeza (2017) with the title "*The role of parents in improving children's achievement at Perum Tanjung Raya Permai, Pematang Wangi Village, Tanjung Senang District, Bandar Lampung*". The results obtained from this study were that the parents' role was significant in determining children's achievement in school. Parents who ignored their children, such as indifferent to their children's learning difficulties, could cause their children to be unsuccessful in their studies. On the other hand, parents who paid attention to their children, especially attention to their learning activities at home, made children more active and enthusiastic in learning.

Based on the problems that occurred and supported by previous research regarding the parents' role on children's learning achievement, the researchers classified the parents' role that can improve children's learning achievement, such as providing encouragement, guiding children to learn, providing good role models for children, smooth communication with children, and fulfilling children's learning completeness. The involvement of parents needs to be considered to maintain children's motivation. According to Saputri et al. (2019), motivation is an impulse that arises in a person consciously or unconsciously to act with a specific purpose. In addition to motivating children, the parents must also guide children in learning. Yulianingsih et al. (2021) argue that parental involvement is vital because it has a significant influence on children's success; parents' involvement will help children in intellectual development, motivation, and achievement. However, conversely, if children do not get direction and guidance from parents, they will not carry on on their own. Children who receive guidance from their parents by assisting the child's learning process are more focused on learning and easier to ask their parents if they are experiencing difficulties.

The relationship between children and parents must be well established and

influential with each other. Besides, parents must make every effort and support their children's learning at home because the more complete children's learning facilities are, the easier the children will be; also, the facility determines the children's learning success. Prihatin (2017) states that learning facilities have an essential role in supporting student learning activities because learning facilities are facilities and infrastructure that can support children's learning activities, both at home and at school. When the learning facilities are complete and can be used optimally by children, it is expected to improve children's learning outcomes. Children who have good learning facilities will run smoothly in the learning process, while children who learn without being assisted by complete facilities will face obstacles in completing the assigned tasks.

In this study, the researchers were trying to find parents' roles carried out optimally and continuously. It makes the key to success in children's learning achievement. This study has differences, among others, the research subjects studied, namely upper-class students with different achievement levels and different family economies.

The researchers hypothesize that the role of parents is crucial. It can be seen in parents who motivate children, such as attention and concern for children's learning achievements. Parents aid children so that they focus and easily ask questions if they are experiencing difficulties. Also, parents provide learning facilities so that children will find it easier to complete the assigned tasks in the learning process.

METHODS

This research method used a qualitative approach. Qualitative research is a descriptive research and tends to use analysis. Thus, with this descriptive qualitative research, the researchers aimed to describe systematically and naturally the role of parents in children's learning achievement.

Collecting data is the most important thing in a study. Sugiyono (2016) argues that data collection techniques are the most important step in a study because the primary purpose of research is to get data. This study's

subjects were upper-class students in Payaman Village and their parents. Data collection techniques employed by researchers were observation, interviews, and documentation.

This research was conducted for two months, with the research subjects comprising ten parents and ten children. Observations in this study were carried out by visiting the informants' homes one by one and observing firsthand the children's interactions while studying at home during the learning process. Interviews in this study were conducted separately between children and parents by asking questions related to the role of parents that had been carried out. This interview data is useful for knowing the behavior of children's learning activities at home. The documentation in this study was utilized to capture the learning habits in the room and place or facilities used during the home learning process.

RESULTS AND DISCUSSION

Parents have an essential role in the children's life. Parents are fully responsible for their children in educating, guiding, and motivating. It is reinforced by Hisby and Kosasih (2020), who state that parents are given a gift by Allah SWT in the form of an instinct of love so that they are obliged to provide for their children's needs, both biological and psychological, guide, and protect their children. Lestari (2012) states that the parents' role is a method used by parents regarding the view of the duties that must be carried out in caring for children. Meanwhile, a student's learning achievement is an effort in the academic field by taking action, expressed by a value or score, and providing satisfaction for the student himself.

Children who get maximum attention from their parents will achieve good academic achievements. Vice versa, when children do not get maximum attention from their parents, then the achievements are less than optimal. According to Tu'u (2008), parents' efforts in improving children's achievement can be in the form of encouragement to learn, guiding children's learning, providing good role models, establishing good communication, fulfilling learning completeness, and supervising children while studying.

Parents can provide a positive role for children to get good achievements. Learning achievement is achieved by a student in the academic field, expressed in the form of a value or score. According to Syafi'i (2018), learning achievement is the result achieved after going through the process of teaching and learning activities; achievement can also be shown through the value given by a teacher from the number of fields of study that students have studied.

The efforts made by parents in improving children's learning achievement are providing encouragement (learning motivation in children), guiding children to learn, giving good examples to their children, smooth communication between parents and children, and fulfilling all the completeness of learning at home (Tu'u, 2008). In this study, the researchers classified parents' role into five indicators: providing encouragement, guiding children's learning, providing good role models for children, smooth communication with children, and fulfilling learning completeness at home.

Providing Encouragement (Learning Motivation in Children)



Source: Documentation on September 23, 2020

Figure 1. Parents give understanding to children

Motivation to learn is a person's encouragement in their readiness to carry out a process of behavior change based on specific experiences (Soewono, 2018). Another opinion is expressed by Hero and Sni (2018) that motivation is an impulse that arises in a person consciously or unconsciously to carry out an action according to specific goals. In this study, related to parents' role in motivating

children, parents are different from one another. With this, the researchers concluded that the role of parents in motivating children is as follows. Parents motivate children by directing what is best for their children, such as parents telling children directly about their self-confidence and always being optimistic about what they do. It agrees with Sari (2017), who states that students' success in the learning process cannot be separated from the motivation that drives their learning activities by the way parents give attention, gifts, and appreciation.

Guiding Children to Learn



Source: Documentation on September 23, 2020

Figure 2. Parents accompany their children to study

The second role is to guide children's learning. Umar (2015) affirms that parents must always provide ongoing guidance by arranging children's study time in detail. It is supported by Aziza and Yunus (2020), who states that parents must always accompany their children even though they are just asking what lessons have been learned and making them unique and interesting study schedules. Observations were made by observing whether parents provided ways to overcome children's learning difficulties and direct them to solve their problems.

As stated by the informant, parents' role in guiding children was always to assist children in learning. It was done so that the child was more focused on learning, and if the child had problems, such as not understanding the material, the child would find it easier to ask their parents. Besides, parents also always trained their children to do their homework; if later, it was difficult to do it, they could ask

their parents for help. It aligns with Heriyani (2010) that learning also requires parents' guidance so that the attitude of maturity and learning responsibility grows in children.

Giving Good Examples



Source: Documentation on September 23, 2020

Figure 3. Children learn in a quiet atmosphere

Samsudin (2019) asserts that the family's environment has a vital influence in shaping the child's personality. Everything that parents instill from childhood to adulthood will continue to be remembered and implemented by children. Another opinion is raised by Ilahi (2013) that instilling a disciplined attitude and carrying out school activities is also very decisive in children's success; instilling this attitude makes children have an obligation to learn and not do other activities while learning. In this study, it was observed that parents participated when the child was learning, such as taking notes on the child's lesson and did not perform other activities when the child was learning, such as not turning on electronic equipment.

The third role is to set a good example. In this role, the researchers observed when parents participated in learning and did not do other activities while learning. From the results of the informant's explanation above, the role of parents in providing good role models is that parents always tried to turn off electronic equipment when children were learning. It is because the children will imitate the parents' attitudes and behavior at home. That way, parents turned off electronic equipment so that children could focus more on learning and were not disturbed by existing noises. It agrees with Murdoko (2017) that parents' role as role

models can be realized if what parents do inspire what children do; in this case, what the parents say and do will provide a basis for the child to do the same.

Smooth Communication with Children



Source: Documentation on September 23, 2020

Figure 4. Parents ask about their children's learning difficulties

The fourth role is smooth communication with children. Fardani and Wiranti (2019) state that this communication aims to build synergy between parents and children. Parents need to design an effective form of communication at home to support children's progress and overcome all problems experienced by children. Another opinion is also expressed by Suryosubroto (2004) that communication between parents and their children is critical for developing a child's personality. Parents also need to take the time to chat with their children so that communication between parents and children is well established.

As explained by the informant, parents' role in communicating smoothly with children was that parents always tried to ask children whether they had difficulty understanding the material or working on problems. It was done by the parents so that the child was not afraid or reluctant to ask the parents questions. Hence, children would be more open to their parents and automatically talk about their problems. It is consistent with Murdoko (2017) that children will dare to open up to tell whatever they are experiencing, whether it is fun or not. Like a child telling a friend with complete openness, nothing is covered up. Thus, it could be concluded that parent-child communication is vital.

Fulfilling Children's Learning Completeness



Source: Documentation on September 23, 2020

Figure 5. A child is studying at his study table

The fifth role is to fulfill children's learning completeness. Nurmasita and Rofiah (2018) call parents as facilitators, meaning that parents must provide facilities, fulfill family/child needs in the form of clothing, food, and shelter, including educational needs. Meanwhile, according to Jimmi (2017), parents are obliged to fulfill children's learning facilities so that their learning process can run smoothly. The facilitator referred to in this research is the provision of learning spaces and school equipment for children.

The results showed that parents always met all the equipment or facilities needed by children, learning tools and learning places. It was intended that children did not have difficulties while learning. Children are more comfortable in learning, easier to concentrate, more fluent in learning so that children's academic achievement is more optimal because parents provide the learning facilities that children need. It supports Umar (2015), who argues that in teaching and learning, parents provide various facilities, such as media and teaching aids, including determining various ways to get specific facilities to support children's learning programs. Parents as facilitators also influence the level of achievement accomplished by children.

Based on the parents' five roles, the researchers could classify that concerning the parents' role in encouraging the form of motivation and understanding to children, five parents carried out that role. Meanwhile, parents' role in guiding children's learning in the form of accompanying children while

studying at home and training children to do their homework was carried out by seven parents. Besides, five parents carried out their role in providing good role models, such as not turning on electronic equipment when learning. Parents' role in smooth communication with children, such as asking if the child had difficulties, was carried out by four parents. Also, ten parents played a role in fulfilling children's learning completeness to provide school supplies.

CONCLUSION

The classification of the parents' role in Payaman Village included 1. providing encouragement, 2. guiding children's learning, 3. giving good role models, 4. smooth communication with children, and 5. fulfilling children's learning completeness. Of the five roles, the process and results varied. Of the 10 subjects studied, the results revealed that two parents had done the five roles of parents with the achievement results obtained by the children getting rank 1 and 2 so it was said that the two parents played a major role in children's learning achievement. Then, two parents who only performed four roles, which impacted children's achievement by getting rank of 9 and 11 so that the parents were said to have had a sufficient role. Meanwhile, six parents only did three or two roles so that the children's achievement was not good, and six parents were said to have less role in the child's learning achievement.

Based on this research, the researchers suggest that learning at home is the main learning process for children. Thus, with the assistance of parents in learning, giving encouragement, and providing learning facilities, children can get maximum learning achievement.

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