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## The Relationship between Tutoring and Parenting Patterns with Primary School Students' Learning Achievement

Nur Safira Dyah, Ujang Efendi\*, Erni Mustakim

Fakultas keguruan dan Ilmu Pendidikan, Universitas Lampung  
Jl. Prof. Dr. Soemantri Brojo Negoro No. 1 Bandar Lampung, Indonesia.  
\*Corresponding e-mail: [ujang.efendi@fkip.unila.ac.id](mailto:ujang.efendi@fkip.unila.ac.id)

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**Abstract: The Relationship Between Tutoring and Parenting Patterns with Primary School Students; Learning Achievement.** The problems in this study are incorrect tutoring and parenting patterns and the learning achievements of learners who have not yet reached minimum criteria. The purpose of this study is to know the relationships of learning guidance and upbringing from parents with achievement of learning. This method of research is a correlational with a quantitative type. The population in this study is a class III protege with 110 elementary school learners, with 52 sample. Sample technique using a proporsional random sampling. Data collection using an angket, and a documentary. Research suggests that there is a link between study guidance and learning achievement and that there is a correlation between parent upbringing and learning achievement. As for a double-correlation study, there is a correlation between tutoring and parent upbringing and learning achievement.

**Keywords: tutoring, parenting, learning achievement.**

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**Abstrak: Hubungan Pola Bimbingan Belajar dan Pola Asuh dengan Siswa Sekolah Dasar; Prestasi belajar.** Permasalahan dalam penelitian ini adalah pola asuh dan pola asuh yang salah serta prestasi belajar peserta didik yang belum mencapai kriteria minimal. Tujuan penelitian ini adalah untuk mengetahui hubungan bimbingan belajar dan pola asuh orang tua dengan prestasi belajar. Metode penelitian ini adalah korelasional dengan tipe kuantitatif. Populasi dalam penelitian ini adalah anak didik kelas III dengan jumlah siswa sekolah dasar 110 orang, dengan jumlah sampel 52 orang. Teknik pengambilan sampel menggunakan proporsional random sampling. Pengumpulan data menggunakan angket, dan dokumenter. Penelitian menunjukkan bahwa ada hubungan antara bimbingan belajar dan prestasi belajar dan bahwa ada hubungan antara pola asuh orang tua dan prestasi belajar. Sedangkan untuk studi korelasi ganda, ada korelasi antara bimbingan belajar dan pola asuh orang tua dengan prestasi belajar.

**Kata kunci: bimbingan belajar, pola asuh, prestasi belajar.**

## ▪ INTRODUCTION

Education is very important for the progress of the Indonesian nation because education is a forum for building society and the character of the nation on an ongoing basis to foster mental, intellect and personality in order to form a whole human being

Masa depan suatu bangsa pada umumnya akan ditentukan oleh mutu pendidikannya, namun kenyataannya beberapa tahun terakhir ini mutu pendidikan di Indonesia mengalami penurunan. Data UNESCO tahun 2013 menyebutkan Indonesia menduduki peringkat 121 dari 185 negara ditinjau dari mutu pendidikannya. Secara umum kualitas pendidikan di tanah air berada dibawah Palestina, Samoa dan Mongolia. Menurut survei *Political and Economic Risk Consultant (PERC)*, kualitas pendidikan di Indonesia berada pada urutan ke-12 dari 12 negara di Asia Tenggara. Posisi itu berada di bawah Vietnam. Indonesia memiliki daya saing yang rendah, hanya menduduki urutan ke-37 dari 57 negara yang disurvei di dunia.

Year after year, the quality of education in Indonesia should improve, students get good learning achievements, very broad understanding and knowledge, quality human resources, so that students in Indonesia are able to compete in the outside world. However, the quality of education in Indonesia has decreased due to decreased learning achievement.

The decline in learning achievement is the failure to achieve the expected goals of the teaching and learning process. The decline in learning achievement is due to a lack of enthusiasm for learning, besides that at home students are also lazy to repeat the material that has been taught at school. When at home students prefer to watch TV, play cellphones, online games, and play with their friends, some even don't study at home.

This happens because parents are always busy with their work so that students get less attention, especially in terms of education. Students who get encouragement, support and good assistance from their parents will be able to learn and make progress better than students who do not receive support and assistance. Through positive reactions from parents, students will definitely be motivated, feel they are not alone in facing existing problems and will study hard.

But now many parents pay less attention to their children while studying. When children ask for guidance and help while studying, most parents ignore it because they are busy or there are also those who argue that the difference in teaching methods that have been obtained by teaching today, so the child becomes lazy to learn and will have an impact on the decline in learning achievement of their children.

This condition also occurred in SD Bandar Lampung, based on the observation data that the author collected at SD on October 16, 2019 which came from educators, the author found several situations where parents of grade 3 students could not provide time and his full attention to his children. While they feel that it is sufficient to delegate children's educational affairs to schools, even though the success of education does not lie in education at school alone. However, it also lies in education in the family, with the presence of parents of students who have diverse professions or occupations, it will cause the intensity of providing guidance and parenting given to children to be different.

B based on survey data, it shows that grade III students at SD Bandar Lampung have low learning achievement. The following is a table of the academic achievement of grade III students at SD.

**Table 1. UTS table for SD**

Kelas	Jumlah siswa	KKM	Nilai	Jumlah Ketuntasan	Ketuntasan (%)	Keterangan
III C	26	75	>75	11	42,00	Tuntas
			<75	15	58,00	Belum Tuntas
III D	26		>75	9	35,00	Tuntas
			<75	17	65,00	Belum Tuntas

Source: SD Teacher Documents

Based on table 1 above the writer sees that the academic learning achievement of students is still not optimal, only 11 students (42%) have achieved the KKM in class III C, while 15 (58%) have not reached the KKM. Furthermore, the learning achievement of class III D of the 26 students was only 9 people (35%) who reached the KKM, and 17 people who had not reached the KKM (65%).

The success or failure of the achievement of learning achievement depends on the learning process experienced by students, both when they are at school or in the home or family environment. Education in the family is the first education experienced by children, so that education that occurs in the family must be done well.

Parental tutoring greatly affects learning achievement, guidance is the process of providing assistance by parents to their children so that the children being guided can develop their own and independent abilities. So that tutoring is one form of guidance service that is very important for children. According to Prayitno and Erman (2008: 99) Parents who accustom their children to always study at home will affect the learning achievement of the child concerned at school.

According to Djamarah (2014: 87) Parental tutoring has indicators: (1) love and attention; (2) Determine study time and acceptance; (3) Responsibility for children's learning; (4) Helping to overcome difficulties in learning; (5) providing learning facilities.

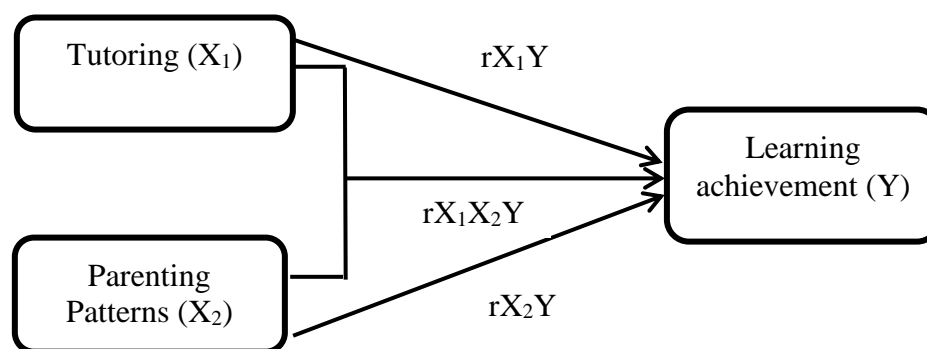
In addition to tutoring, parenting styles also greatly affect student achievement. Parenting is a habit of parents in leading, caring for and guiding children in the family.

## ▪ METHOD

This research is a quantitative research with ex-post facto correlational research method, namely research that aims to find whether there is a relationship and if there is, how close the relationship is and the meaning or not the relationship. The reason for using the correlation research design in this study is in accordance with the research objectives, namely to determine the relationship between one variable and another.

Correlation research in this study includes multiple correlation studies. According to Sugiyono (2011: 231), "Multiple correlation research is a number that shows the direction and strength of the relationship between two independent variables together or more with one dependent variable"

The research design is presented in the table below:



Information:

X : Tutoring

$X_2$  : Parenting Style

Y : Learning Achievement

→ : Relationship

The research location that will be used is Class III C and III D SD Bandar Lampung. The population in this study was all class III at SD which consisted of 4 study groups, namely III A, III B, III C and III D totaling 110 students.

The sampling technique in this study using random sampling techniques. So the sample in this study were students in class III C and III D because with the consideration that the academic achievement scores for class III C and III D were lower than those in classes III A and III B.

The research instrument used was non-test. non-test instrument in the form of a questionnaire to find out the learning guidance and parenting style that students get. In order for the research instrument to be used, it is necessary to test the validity and reliability test for non-test instruments.

After that, the researchers tested the instrument on the respondents in class III A and III B SD Bandar Lampung with the product moment correlation validity formula, and the instrument reliability test was tested using the Cronbach Alpha method. After all research instruments have been tested and declared feasible, they will be used in research in class III C and III D.

## ▪ RESULT AND DISCUSSION

The research was conducted at SD which was carried out online by distributing questionnaires via the google form link to class IIIC and III D and filled in online by parents and students. Researchers distribute questionnaires that have been tested for validity and reliability. After completing the online questionnaire, the data was processed by the researcher using Microsoft Excel 2010.

### 1. Tutoring

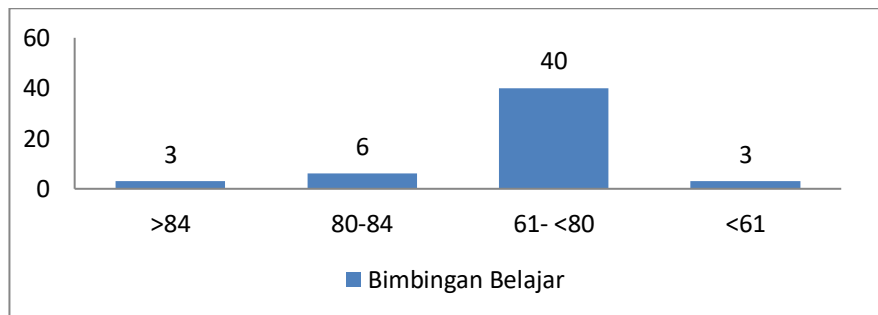
Based on the calculation of the data distribution of the online questionnaire about tutoring which was analyzed, the highest value was 88 and the lowest score was 59. The mean value was 72.5, the median was 73, the mode 68 and the standard deviation was 7.38. The distribution of online questionnaire data about tutoring is as follows:

**Table 12. Distribution of Score and Percentage of Tutoring**

Kategori	Skor	Frekuensi	Presentase
Tinggi	>84	3	5,77
Cukup	80-84	6	11,54
Rendah	61-	40	76,92
Sangat Rendah	<80	3	5,77
Jumlah		52	100,00

Source: Researcher 2020

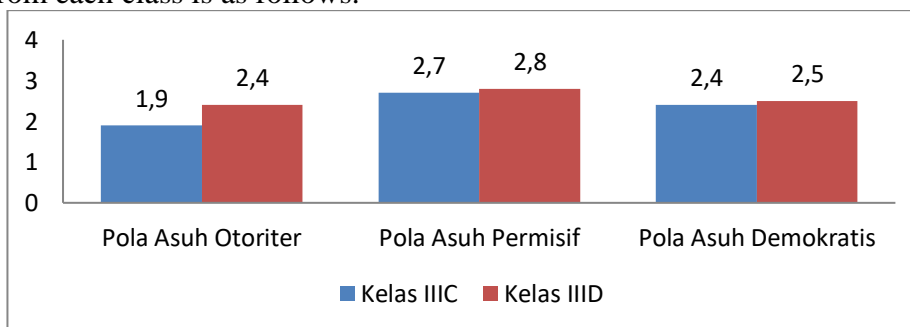
Based on the table of 12 students who got the high category were 3 students (5.77%), students who got the sufficient category were 6 students (11.54%), students who got the low category were 40 students (76.92%). %) and students who get the very low category are 3 students (5.77%). Below is the distribution histogram of the tutoring questionnaire:



**Picture 3.** Frequency Distribution Histogram Tutoring Questionnaire

## 2. Parenting Patterns

Based on the online questionnaire data about parenting styles analyzed, the average obtained from each class is as follows:



**Picture 4.** Histogram Average Value of Parenting Patterns

Based on Figure 4, it is known that class III C students who get an average of authoritarian parenting are 1.9. Students who obtained an average permissive parenting were 2.7, and students who obtained democratic parenting were 2.5 students. Meanwhile, students in class III D who get an average of authoritarian parenting are 2.4. Students who obtained an average of permissive parenting were 2.8 and students who obtained an average of democratic parenting were 2.5 students.

### 3. Learning achievement

Learning achievement data were obtained from data collection techniques through the grades of the 2019-2020 school year report cards from the number of respondents 52 students. Based on the analyzed learning achievement data (Y), the highest score was 91 and the lowest score was 74, so that the range was 17. The mean value was 80, median 80 and mode 80 and the standard deviation was 3.94.

The next step is to make a category table of learning achievement scores. The following is the calculation of the interval regarding the frequency category of learning achievement

**Table 13. Frequency of Learning Achievement Categories**

N	Renta	Katego	Ju	Frekuens
1		Sangat	6	11,54
2	82	Tinggi	9	17,30
3	78	Sedan	2	40,39
4		Renda	1	30,77
5		Sanga	0	0
Jumlah			5	100,00

Source: Researcher 2020

Based on table 13, the learning achievement of students who get very low category does not exist (0%), low category is 16 students (30.77%), medium category is 21 students (40.39%), high category is 9 students (17.30%) and students who fall into the very high category are 6 (11.54%). Furthermore, the calculation of the frequency distribution regarding learning achievement is as follows:

$$\begin{aligned} \text{Range} &= \text{Max Score} - \text{Min Score} \\ &= 91 - 74 \\ &= 17 \end{aligned}$$

$$\begin{aligned} \text{Many classes} &= 1 + \log 3.3 \log n \\ &= 1 + \log 3.3 \log (52) \\ &= 6,28 \approx 6 \end{aligned}$$

$$\text{Class Length} = \frac{R}{B} = \frac{17}{7} = 2,8 \approx 3$$

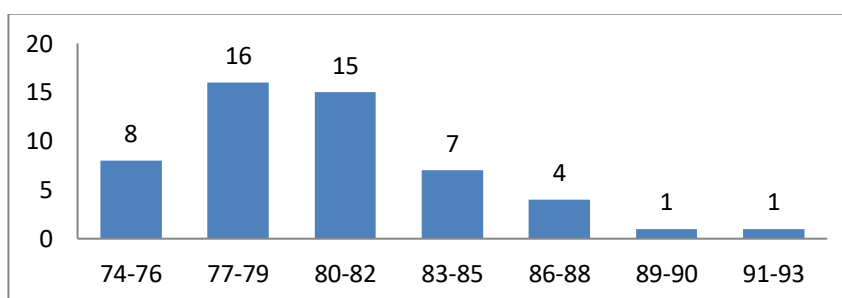
The frequency distribution is as follows:

**Table 14. Frequency Distribution of Learning Achievement**

No	Kelas Interval	Frekuensi	Presentase (%)
1	74-76	8	15,39
2	77-79	16	30,77
3	80-82	15	28,84
4	83-85	7	13,47
5	86-88	4	7,69
6	89-91	1	1,92
7	92-94	1	1,92
	Jumlah	52	100,00

Source: Documentation of Average Value Report Cards

Based on the table of 14 students who have the highest frequency of 16 (30.77%) which is located at the 77-79 interval and students who have the lowest frequency of 1 (6.25%) which are in the 89-90 interval and the 91- 93. The following is the histogram of the frequency distribution of students' learning achievement:

**Picture 5.** Histogram Distribution of Learning Achievement

In Based on the research results that have been presented above, further explained, this discussion explains the relationship of each research variable, the following is the explanation.

### 1. Tutoring Relationship with Learning Achievement

The results of the study were obtained using a correlation test which showed that there was a relationship between tutoring and the learning achievement of class III students in the 2019/2020 school year. Evidenced by the correlation analysis test between X1 and Y of 0.803 which is positive with high criteria. This means that the contribution between X2 and Y is 80.30%. One of the factors that influence learning achievement is tutoring.

The results of class III tutoring research at SD were in the low category. It is evident from the results of the calculation of the hypothesis test above, the correlation between X1 and Y is the low level of tutoring because parents have not been maximal in giving love and attention to students, have not been able to provide facilities for children in learning and parents have not helped their children much in learning. overcome children's difficulties in learning.

## **2. Relationship between Parenting Style and Learning Achievement**

The results of the study were obtained using a correlation test which showed that there was a relationship between parenting styles and the learning achievement of class III students in the 2019/2020 school year. Evidenced by the correlation analysis test between X2 and Y of 0.802 which is positive with high criteria. This means that the contribution between X2 and Y is 80.20%. One of the factors that affect the results of learning achievement is parenting.

The results of the study show that the average parenting style used in educating children is using permissive parenting. Parents give freedom to children to say their wishes but do not care about the child, if the child makes a mistake the parents tend to and do not reprimand the child.

This condition is because the parents in grade III at SD Negeri Surabaya do not understand the character of the child well, so they decide the right way to provide the type of parenting that is good for the child.

## **3. The Relationship between Tutoring and Parenting Patterns with Learning Achievement**

The results of the study were obtained using a multiple regression test which showed that there was a relationship between tutoring and parenting style with class III learning achievement in the 2019/2020 academic year. This is evident from the results of multiple regression analysis, it is known that the correlation coefficient between X1 and X2 together with variable Y is 0.849 which is positive with high criteria.

Furthermore, it is known that the contribution of X1 and X2 to Y is 84.90%. The level of learning achievement can be determined by how parents guide children in learning and provide good parenting to children. Based on the results of the analysis of the achievement coefficient of determination, it can be seen that the effective contribution of the learning guidance and parenting style variables with the high category of learning achievement. So it can be said that tutoring and parenting patterns contribute to learning achievement.

### **▪ CONCLUSION**

Based on the results of the research and discussion, the researchers concluded that: There is a relationship between tutoring and the learning achievement of grade III students of SD Bandar Lampung for the 2019/2020 school year, There is a relationship between parenting and the learning achievement of class III SD Negeri in Bandar Lampung for the 2019/2020 school year, There is a relationship between tutoring and parenting styles with the learning achievements of grade III students at SD Bandar Lampung for the 2019/2020 school year.

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