



Journal of Educational Sciences

Journal homepage: <https://jes.ejournal.unri.ac.id/index.php/JES>



P-ISSN
2581-1657

E-ISSN
2581-2203

The Effect of Parental Education Level on Student Achievement in Airtiris Public Elementary School

Umi Kalsum*, Mhmd. Habibi, Risnawati

Madrasah Ibtidaiyah Teacher Education Study Program, Universitas Islam Negeri Sultan Syarif Kasim Riau, Riau Pekanbaru, 28293, Indonesia

ARTICLE INFO

Article history:

Received: 12 Nov 2022

Revised: 02 April 2023

Accepted: 04 April 2023

Published online: 24 April 2023

Keywords:

Influence;

Parental Education;

Learning Achievement

ABSTRACT

This study aims to find out the influence of parents' educational level on student achievement at Public Elementary School 001, Air Tiris. The data collection process here involves a combination of techniques between documentation and observation. There are several types of data analysis, two of which are descriptive analysis techniques and inferential analysis techniques. Twenty-four students from 001 Airtiris Public Elementary School were included in this study as research subjects. The results of this study show that there is a relationship between parents' education and student achievement. To ensure their children do well in school, parents must supervise and guide them during their homeschooling. It is suggested that they can help improve their children's achievement. This is due to the fact that research findings show that parents are the most effective educators for their children's academic success. Students who study at home to achieve good academic results.

1. Introduction

Human survival and nation-building depend heavily on proper education. Through education, a person has the opportunity to develop his skills and change his personality to become knowledgeable, creative, independent, virtuous, and responsible. Internal and external factors are two categories that make up the elements that affect the level of academic achievement in students (Syafi'i et al., 2018). Family atmosphere is one of the external factors that affects the level of academic achievement in students. The main and most important source of education for a child is the environment in which they are raised by their parents (Tangkudung, 2014). In terms of the success of the learning process, the role of the family becomes very important. Parents are the most significant educators that a child may have (Reskia, 2014).

* Corresponding author.
E-mail: kumi53285@gmail.com

A newborn baby is analogous to a blank sheet of paper waiting to be decorated and printed according to the wishes of the child's parents. The ability to provide direction, teaching, and education to their offspring is an absolute necessity. Another explanation for this topic can be found in Surah Ar-Rum [30] from Al-Qur'an: 30. The formation of habits must begin in the family context, starting from childhood (Slameto, 2013). It doesn't take a moment for a person to develop a pattern of his behavior. Starting at a young age, there is a requirement for continuous and ongoing instruction. Usually, parents take on the role of educators in the family context. There is a correlation between the degree to which parents are able to continue their own education and the overall level of education. Parents who have completed a significant amount of education will feel more confident in their capacity to direct and assist their children in their academic endeavors when they are at home with them while they are studying (Noor Komari Pratiwi, 2015).

Before their children reach the age of majority, it is the duty of the parents to provide them with an education that will educate them in various aspects of knowledge and abilities. This includes the ability to communicate verbally, count, read, and write, among other skills (Singgih, 2008). When their children reach the age where they can study, attend school, and pay for their education. When their children reach the age where they can learn, it is the parents' responsibility to look after them and do everything in their power to ensure that their offspring have happy and successful lives (Purwanto, 2011). Due to the fact that the educational environment that families provide for their children and the way they direct their children's academic activities at home are not identical mirror images of one another, it is possible that not all parents complete higher education; as a result, maybe not all parents master the information that teaches their children how to learn (Reskia, 2014).

The role of parents in parenting is to provide basic skills such as basic education, attitudes, religious education, morals, manners, aesthetics, compassion, and security. In addition, families where parents have a low or no education level are usually not in a position to direct their children through the learning process and to provide them with education (Ahmad Susanto, 2016; Hendriyani, 2016). Families in which both parents have titles to guide as well as nurture Students, parents, educators, and even the government all have high hopes for their children's academic success. Schools have high hopes that each student is able to meet the Minimum Completeness Criteria (KKM) set by the teacher (Luthfi Indrayani, Djuniadi, 2017). The results of observations of 89 fifth grade students at Public Elementary School 001 Airtiris showed that 55 percent, or 49 students, had fulfilled the KKM, while 45 percent, or 40 children, had not fulfilled the KKM 75, based on observations. Elementary School 001 Airtiris can be found in Airtiris, which is located in Kampar District, Kab. Riau Kampar area.

Based on the results of the observations, they showed no study preparation during class, and most of the students only tried to prepare for exams. So these findings indicate that they are not ready to learn in class. There is a wide range of educational attainment among students' parents, which corresponds to a variety of

parenting styles. Some students' parents offer tutoring, while others don't. Parental education varies because it is located in a village; it is therefore more similar than schools in urban areas, so it is suitable for this research.

Therefore, researchers at 001 Airtiris Public Elementary School were curious about the topic concerning the effect of parents' educational level on student achievement. This will make it easier for researchers to ascertain the impact of parents' education level on academic achievement at 001 Airtiris Public Elementary School. Learning achievement, or learning outcomes, are what students achieve after carrying out learning activities. "Learning success or learning outcomes are competencies possessed by students after obtaining their learning experience" (Nana Sudjana, 2005).

Verbal knowledge, intellectual abilities, cognitive strategies, and attitudes are five different subcategories of learning outcomes, as defined by Gagne. The fifth category is motor skills. There is a relationship between the cognitive, emotional, and psychomotor components of students performance and their ability to achieve learning outcomes. The three components are not entities broken down into their component parts. After students complete all the learning processes and have evaluated the content they acquired during the teaching and learning process, student achievement can be determined. This can be done through evaluation. After evaluating and measuring student work that has been completed, teachers can gain insight into the level of student achievement in a particular field or subject.

Based on the background above, the purpose of this study was to find out how the educational level of parents influences student achievement at 001 Air Tiris Public Elementary School. Therefore, the author gave the title "The Influence of Parental Education Levels on Student Achievement at 001 Air Tiris Public Elementary School."

2. Methodology

The research method used in this research is quantitative research with a comparative causal approach (ex post facto) (Widiarto, 2013). Quantitative research is all information or data obtained through the use of numbers. Research results in the form of quantitative data will be analyzed using statistical techniques (Suharsimi Arikunto, 2010). The population consists of all the students who will be studied. Fifth grade students at Public Elementary School 001 Airtiris became the population in this study (Sugiyono, 2019). The student population of 98 participants and 24 students will be used as research samples, or 27% of the total. In this study, the success of a student at school is seen as the dependent variable (Y) and parental education as the independent variable (X). The level of education is based on the highest level of education ever achieved by each parent. Meanwhile, the child's learning achievement is determined by the child's performance on the exam given at the end of the first semester, which is detailed

in the report card. The value on the report card is assumed to be the success or progress of the child's end-of-semester learning.

The data collection techniques used in this study were documentation techniques and observation techniques. In the documentation process, student achievement data was collected by asking students to provide biographical information and their report cards (Azwar. S, 2007). The process of collecting data through observation involves monitoring and recording, in a structured manner, both the symptoms being examined and the learning process being carried out by the teacher. Observation is one of the methodologies used in research (Sugiyono, 2010).

3. Results and Discussion

The educational background of the parents of Airtiris 001 Public Elementary School can be identified through careful observation and recording. You can find a summary in Table 1.

Table 1. Educational Level of Students' Parents (X)

Subject	Parents' Education Level				Score (X)
	College	Senior High School	Junior High School	Primary School	
S-1	√				4
S-2	√				4
S-3	√				4
S-4	√				4
S-5	√				4
S-6				√	1
S-7				√	1
S-8				√	1
S-9		√			3
S-10		√			3
S-11		√			3
S-12		√			3
S-13			√		2
S-14			√		2
S-15			√		2
S-16			√		4
S-17	√				4
S-18	√				4
S-19	√				4
S-20	√				4
S-21	√				4
S-22				√	3
S-23				√	3
S-24				√	3

Table 1. shows the parents' biodata. The level of education equivalent to university is 41%, high school equivalent is 29%, junior high school fathers are 17%, and elementary school equivalent is 13%. The educational level of the

fathers of 001 Airtiris Public Elementary School is above average. The results of report cards can reveal the average grades of students and their achievements.

Table 2. Analysis of Parents' Education Level and Student Achievement Results

Subject (N)	Student Learning Achievement				Score (X)
	≤ 61-70	71-80	81-90	> 90	
S-1				√	4
S-2			√		3
S-3				√	4
S-4		√			2
S-5				√	4
S-6		√			2
S-7		√			2
S-8		√			2
S-9			√		3
S-10		√			2
S-11			√		3
S-12		√			2
S-13	√				2
S-14	√				2
S-15		√			2
S-16	√				3
S-17			√		2
S-18		√			4
S-19				√	3
S-20		√			4
S-21				√	2
S-22		√			2
S-23		√			2
S-24			√		3

Data Normality Test

The assumption is that the data follows a normal distribution. If the test results show that the data follows a normal distribution, this indicates that the requirements are met. Conversely, if the data does not follow a normal distribution, the type of statistical analysis that needs to be performed is known as nonparametric statistical analysis. A test known as the Kolmogorov-Smirnov test is performed to determine whether the data collected for this investigation follows a normal distribution or not. Table 3 provides an overview of the test findings and can be found below.

Table 3. Data Nomality Value

VAR000 01	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
VAR00002	441	4		630	4	001
2	360	7	007	664	7	001
3	308	10	008	756	10	004
4						

Hypothesis Test

The research hypothesis must be tested and validated using the research results. Normal data distribution allows statistical analysis to test research hypotheses. The hypothesis is based on a correlation analysis of parents' educational level and student achievement at 001 Airtiris Public Elementary School.

Table 4. Correlation Coefficient of Parental Education Level on Student Achievement

	R	R Squared	Eta	Eta Squared
VAR00002*VAR00001	.627	.393	.737C	.543

There is a correlation of 0.627 between the education of parents and their children's academic achievement, as shown in Table 4. There is a significant relationship between the educational attainment of parents and children, which is determined by a significance test of the correlation coefficient using the value of r count with r product moment = 5 % or 0.05 with N = 24, obtaining rtable = 0.404 (0.627 > 0.404). Hypothesis testing using inference This analysis uses the calculation of the "product moment". Accept or reject a theory. There is a relationship between the educational level of the father (X) and the child's academic achievement, as indicated by the r-value of 0.627 and the r-value of 0.404 (Y).

Table 5. Table of Parents' Education Level and Average Student Scores

Number	Subject	Parents' Education Level	Average value
1	S-1	S2	94,7
2	S-2	S1	84,7
3	S-3	S1	94,1
4	S-4	D3	71,5
5	S-5	D3	95,2
6	S-6	SD	74,2
7	S-7	SD	75,2
8	S-8	SD	75
9	S-9	SMA	85,8
10	S-10	SMA	79,3
11	S-11	SMA	82,7
12	S-12	SMA	71,2
13	S-13	SMP	68,3
14	S-14	SMP	70
15	S-15	SMP	74,4
16	S-16	SMP	68,5
17	S-17	S2	81,7
18	S-18	S1	73,2
19	S-19	S1	91,6
20	S-20	S1	77,8
21	S-21	S1	95,4
22	S-22	SMA	75,3
23	S-23	SMA	77,2
24	S-24	SMA	82

In contrast to t -table, r -count is more effective ($0.627 > 0.404$). This means that H_a is accepted, but H_0 is rejected. Therefore, student learning outcomes at Public Elementary School 001 are influenced by the educational level of their parents. It is not enough for parents to rely on schoolteachers to motivate their children; they should also do it at home.

Based on the findings of this study, the students at 001 Airtiris Public Elementary School who have the highest average test scores are the parents (fathers) of other students whose highest education is academic or higher education.

4. Conclusion

Based on hypothesis testing and discussion of the findings, there is a suggested relationship between parental education and student achievement. To ensure their children do well in school, parents must supervise and guide them during their homeschooling. It is suggested that they improve their children's achievement. This is due to the fact that research findings show that parents are the most effective educators for their children's academic success. Students almost universally study at home to achieve academically desired results.

References

- Ahmad, S. (2016). *Teori Belajar dan Pembelajaran di Sekolah Dasar*. Kencana.
- Azwar, S. (2007). *Metode Penelitian*. Pustaka Pelajar.
- Hendriyani, M. (2016). Alam Adalah Sekolah Dan Bermain Adalah Proses Belajar. *Jurnal Pendidikan Sekolah Dasar*, 2 (1), 64–71.
- Indrayani, L., Djuniadi, D., & Ridlo, S. (2017). Pengembangan instrumen penilaian afektif peminatan peserta didik SMA Negeri 1 Semarang. *Journal of Research and Educational Research Evaluation*, 6(1), 39-45.
- Nana Sudjana. (2005). *Dasar-dasar Proses Belajar Mengajar*. Sinar Bari Algesindo.
- Pratiwi, N. K. (2017). Pengaruh tingkat pendidikan, perhatian orang tua, dan minat belajar siswa terhadap prestasi belajar bahasa indonesia siswa smk kesehatan di kota tangerang. *Pujangga: Jurnal Bahasa dan Sastra*, 1(2), 31.
- Purwanto. (2011). *Evaluasi Hasil Belajar*. Pustaka Belajar.
- Reskia, S., Herlina, H., & Zulfuraini, Z. (2014). Pengaruh Tingkat Pendidikan Orang Tua terhadap Prestasi Belajar Siswa di SDN Inpres 1 Birobuli. *Jurnal Dikdas*, 2(2).
- Singgih, D. G. (2008). *Psikologi Praktis: Anak, Remaja dan Keluarga*. PT BPK Gunung Mulia.
- Slameto. (2013). *Belajar dan Faktor-Faktor yang Mempengaruhinya*. PT Rineka Cipta.
- Sugiyono. (2010). *Metode Penelitian Pendidikan (Pendidikan Kualitatif, kuantitatif dan R&D)*. Alfabeta.
-

- Sugiyono. (2019). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Alfabet.
- Suharsimi Arikunto. (2010). *Manajemen Penelitian*. Rineka Cipta.
- Syafi'i, A., Marfiyanto, T., & Rodiyah, S. K. (2018). Studi tentang prestasi belajar siswa dalam berbagai aspek dan faktor yang mempengaruhi. *Jurnal Komunikasi Pendidikan*, 2(2), 115-123.
- Tangkudung, J. P. M. (2014). Peranan Komunikasi Keluarga Dalam Mencegah Kenakalan Remaja Di Kelurahan Malalayang I Kecamatan Malalayang. *Acta Diurna Komunikasi*, 3(1).
- Widiarto. (2013). *Penelitian Ex Post Facto*. Fakultas Teknik Universitas Negeri Yogyakarta.

How to cite this article:

Kalsum, U., Habibi, M., & Risnawati. (2023). The Effect of Parental Education Level on Student Achievement in Airtiris Public Elementary School. *Journal of Educational Sciences*, 7(2), 350-357.
