

The Influence of Parents' Communication Intensity on Learning Outcomes of STKIP Pembangunan Indonesia Makassar Students

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ABSTRACT

The success or failure of education in schools depends on and is influenced by education in the family. The purpose of this study was to determine the effect of parental communication intensity on student learning outcomes in the Economic Education Study Program of STKIP Pembangunan Indonesia Makassar. The research was conducted with a quantitative approach using an analytical research design. The study population was all economic students of STKIP Pembangunan Indonesia Makassar with a population of 604 students. After taking the sample using the sample size calculator, the total sample size was 264 students. This study using an accidental sampling dam due to the pandemic period so that this research instrument uses an online questionnaire which is distributed to students using the help of the google form application. The variable intensity of parental communication assessed by several indicators, namely frequency, duration, attention, regularity, level of breadth, and level of depth which were then divided into two categories, namely high and low. Meanwhile, the learning outcome variable is measured based on the GPA of the students. The data were analyzed using a simple linear regression test to see the effect of communication intensity on student learning outcomes. Analysis of using statistical software. The results of the study found that low communication intensity was in line with unsatisfactory GPA scores and conversely, high communication intensity was in line with satisfactory GPA scores. Analysis with a simple linear regression test with a significance level of 95% found a p-value of 0.04 smaller than 0.05, meaning that there was an influence on the intensity of parental communication on student learning outcomes of the economic education study program STKIP Pembangunan Indonesia Makassar.

Keywords: Communication intensity, learning outcomes, students

INTRODUCTION

The era of globalization which has been dominated by the rapid pace of information, communication and technology has brought great changes to people's lives in many ways (Ayu, Niswaty, Darwis, & Arhas, 2019; Nasrullah, 2017; Syaekhu, 2018). This change brings extraordinary progress as well as creates anxiety among the community, which is currently considered a world without borders and a world that is very tempting for a person to act on his own accord. Many of someone's behavior violates the rules or norms that apply in society. This raises anxiety for parents about their children during their development, including among parents whose children have entered the world of campus (students). (Sazwani, Jamaluddin, & Niswaty, 2020; Sufriadi, Yuni, & Jamaluddin, 2019).

The student period is a time to try to break away from the environment of parents to find their identity, therefore the student period becomes a very important period in shaping self-character or values. However, in their quest to be, most students experience emotional conflicts with them. This could be due to the fact that during this period they experienced rapid and dramatic changes in body image, expected roles, and relationships with their peers. Based on

opinion Slavin (2008), The emotions that arise in adolescence (student) include anger (and fear of not being able to control it), guilt, frustration, and jealousy. A student needs help realizing that the emotions they are experiencing are a natural part of growing up, much of this emotional stress is temporary but for some people, it can lead to a change in attitude.

The success or failure of education in schools depends on and is influenced by education in the family. Based on the opinion of Comenius in Purwanto, (2007) emphasizing the importance of family education for developing children and emphasizing that the initial stage for children's education is carried out in a family called Scola-Materna (mother's school). Therefore, in the family, communication can be said to be very important, because with communication what parents and children want in achieving what is expected will be accomplished or achieved faster..

The results of preliminary observations show that the lack of communication intensity between parents and their children, namely students at STKIP Pembangunan Indonesia, is not solely due to busy work, but a long-distance (most students come from Nusa Tenggara / NTT, NTB) so that parents need additional costs to be able to communicate with their children.

It is hoped that the intense communication between parents and their children (students) will have an impact on the acquisition of good learning outcomes and the students concerned can complete their studies on time. Based on this description, the authors are interested in conducting research with the aim of knowing the effect of parental communication intensity on student learning outcomes of the Economic Education Study Program of STKIP Pembangunan Indonesia Makassar.

METHOD

This research was conducted with a quantitative approach using an analytical research design. The study was conducted in June - August 2020. The study population was all economic students of STKIP Pembangunan Indonesia Makassar with a total population of 604 students. After taking the sample using the sample size calculator, the total sample size was 264 students. This study using accidental sampling and due to the pandemic period so that this research instrument uses an online questionnaire which is distributed to students using the help of the google form application. The variable intensity of parental communication assessed by several indicators, namely frequency, duration, attention, regularity in communication, level of breadth, and level of depth which were then divided into three categories, namely high and low. Communication intensity is measured by adding up the communication indicator variables which are categorized as having low communication if $< \text{mean}$ whereas it is categorized as having high communication if $> \text{mean}$. Meanwhile, the student learning outcomes variable is measured based on the GPA of the students. Student learning outcomes are assessed based on the student's GPA, categorized as unsatisfactory if < 3.00 , while categorized as satisfactory if the student's GPA > 3.00 . The data were analyzed using statistical software with simple linear regression to see the effect of communication intensity on student learning outcomes.

RESULT AND DISCUSSION

In this study, the number of males was 101 students (38.26%) while the number of females was 163 students (61.73%). The following is a description of the research results.

Parents' Communication Intensity

The intensity of parental communication consists of 6 indicators, namely aspects of the frequency of communication, aspects of the duration used to communicate, aspects of attention given when communicating, aspects of regularity in communication, aspects of message level when communicating, and aspects of message depth when communicating.

Table 1.
Distribution of Respondents Based on Aspects of Frequency of Communicating with Parents

Statements	Category							
	A(n)	%	O (n)	%	S (n)	%	N (n)	%
Communication with parents once a day	6	2,27	101	38,26	75	28,42	82	31,06
Communication with parents > 2 times a day	8	3,03	67	25,38	76	28,79	113	42,80
Communication with parents min 3 times a week	8	3,03	77	29,17	76	28,79	103	39,02
Every end of the month, parents call	45	17,05	165	62,50	38	14,39	16	6,06
My parents are busy with their work	84	31,82	125	47,35	40	15,15	15	5,68

Note: A = Always, O = Often, S = Sometimes, N = Never

Data Source: Primary Data 2020

Based on Table 1. It can be seen that those who communicate with parents once a day, there are 6 people (2.27%) who answer always, while those who answer never are 82 students (31.06%). Parents who communicated with their children more than 2 times a day who always answered were only 8 people (3.03%) while those who answered never were 113 people (42.80%). Meanwhile, there were 8 parents who communicated with their children at least 3 times a week (3.03%) who answered always and 103 (39.02%) answered never. There were 45 parents who answered every day (17.05%) while 16 people who never called every month (6.06%). For parents who are busy with their work, who answered always as many as 84 people (31.82%) while those who answered never were 15 people (5.68%).

Table 2.
Distribution of Respondents Based on the Duration Used to Communicate with Parents

Statements	Category							
	A(n)	%	O (n)	%	S (n)	%	N (n)	%
Communication with parents <30 minutes a day	93	35,23	87	32,95	70	26,52	14	5,30
Communication with parents 30- 59 minutes a day	56	21,21	112	42,42	79	29,92	17	6,44
Communication with parents 1 hour - 1.5 hours a day	92	34,85	82	31,06	67	25,38	23	8,71
Communication with parents > 1.5 hours a day	19	7,20	124	46,97	75	28,41	46	17,42
My communication with parents is tentative	12	4,55	76	28,79	67	25,38	109	41,29

Note: A = Always, O = Often, S = Sometimes, N = Never

Data Source: Primary Data 2020

Based on Table 2. It can be seen that students who communicate with parents <30 minutes a day always answer the most, namely 93 people (35.23%) while those who answer never are 14 people (5.30). Meanwhile, students who communicated with their parents 30 - 59 minutes a day answered most often, namely as many as 112 people (42.42%) while those who answered the least were never as many as 17 people (6.44%). Communication with parents 1 hour - 1.5 hours a day, the highest percentage was 92 people (34.85%) who answered always, while the lowest percentage was 23 people (8.71%) who answered never. For communication > 1.5 hours a day, those who answered the most were in the frequent category as many as 124 people (46.97%) while those who answered were always only 19 people (7.20%). And, communication that is unscheduled or tentative in nature the most percentage of answers is never 109 people (41.29%) while those who answer the least are always categories, namely 12 people (4.55%).

Table 3.
Distribution of Respondents Based on the Aspects of the Attention Given When Communicating with Parents

Statements	Category							
	A(n)	%	O (n)	%	S (n)	%	N (n)	%
My parents focus on me in lessons on campus	20	7,58	92	34,85	60	22,73	92	34,85
My parents asked me to	3	1,14	54	20,45	73	27,65	134	50,76

be a diligent child								
My parents will scold me if I don't study	12	4,55	97	36,74	57	21,59	98	37,12
Parents asked about the difficulty of my studies on campus	53	20,08	123	46,59	64	24,24	24	9,09
Parents give gifts if they get a good GPA	80	30,30	86	32,58	31	11,74	67	25,38

Note: A = Always, O = Often, S = Sometimes, N = Never

Data Source: Primary Data 2020

Table 3 shows that parents who focused on their children in campus lessons who answered the most were categories and never, namely 92 people (34.85%) respectively, while only 20 people (7.58%) answered. Meanwhile, parents who asked their children to be diligent, the ones who answered the most were the never category as many as 134 people (50.76%) while the least number were those who always answered, namely 3 people (1.14%). Parents who will be angry if their child does not learn the most answer is in the never category, namely 98 people (37.12) who answered the least, namely in the always category only 12 people (4.55%). Parents asked about the difficulty of their children's lectures on campus, the category that was answered most often was as many as 123 people (46.59%) while those who answered the least were never (9.09%). And, parents give gifts if they get a good GPA who answered the most category is often (32.58%) while the least is sometimes as many as 31 people (11.74%).

Table 4.

Distribution of Respondents Based on Regularity in Communicating with Parents

Statements	Category							
	A(n)	%	O (n)	%	S (n)	%	N (n)	%
Parents ask my academic progress	64	24,24	118	44,70	59	22,35	23	8,71
Before leaving for campus, my parents always called me	42	15,91	116	43,94	81	30,68	25	9,47
Parents ask for my course assignments after returning from campus	44	16,67	126	47,73	58	21,97	36	13,64
Every time there is an academic academic that asks parents	59	22,35	90	34,09	47	23,86	78	29,55
My parents asked about my activities on campus	20	7,58	103	39,02	63	23,86	78	29,55

Note: A = Always, O = Often, S = Sometimes, N = Never

Data Source: Primary Data 2020

Table 4. shows that parents who asked about their children's academic development answered most often, namely 118 people (44.70%) and the least number of people who answered never was 23 people (8.71%). Parents who called their children before leaving for campus often answered 116 people (43.94%) and at least 25 people answered never (9.47%). Parents who asked questions about their children's subject matter the most often answered, namely 126 people (47.73%) and the fewest answered never, namely 36 people (13.64%). When having academic problems, the child will ask the parents who answered the most frequently, namely 90 people (34.09) and the least category is sometimes 37 people (13.86%). Parents who asked about campus activities the most answered in the frequent category were 103 people (39.02%) and those who answered the least in the always category were only 20 people (7.58%).

Table 5.
Distribution of Respondents Based on the Extent of the Message When Communicating with Parents

Statements	Category							
	A(n)		A(n)		A(n)		A(n)	
My parents never asked about my activity on campus	78	29,55	110	41,67	51	19,32	25	9,47
My parents will get angry when I get bad grades	40	15,15	189	33,71	60	22,73	75	28,41
My parents often rebuked me and gave me a way out	15	5,68	84	31,82	64	24,24	101	38,26
My parents always advised me not to hang out with friends who were lazy to go to campus	33	12,50	70	26,52	63	23,86	98	37,12
Whenever there is a problem on campus, my parents help solve the problem	49	18,56	96	36,36	49	18,56	70	26,52

Note: A = Always, O = Often, S = Sometimes, N = Never

Data Source: Primary Data 2020

Table 5.shows that my parents never asked about my busyness on campus the most answered in the frequent category as many as 110 people (41.67%) and the least in the never category were 25 people (9.47%). Parents who would be angry if a child got a bad score answered the most frequent category as many as 189 people (33.71%) and the least answer in the category was

always only 40 people (15.15%). Parents reprimanded and provided a solution if there was a problem, most answered in the never category as many as 101 people (38.26%), and the least answering in the always category was only 15 people (5.68%). Parents advised not to hang out with friends who are lazy to go to campus, most of them answered in the never category as many as 98 people (37.12), and those who answered the last category were always 33 people (12.50%). If every time there is a problem at the campus, parents help solve the most frequent answers in the category of often as many as 96 people (36.36%) while the least answer is in the occasional and always category, namely 49 people (18.56%)).

Table 6.
Distribution of Respondents Based on the Depth of the Message When Communicating with Parents

Statements	Category							
	A(n)	%	O (n)	%	S (n)	%	N (n)	%
My parents tell me the benefits of studying	2	0,76	52	19,70	95	35,98	115	43,56
My parents gave an explanation of good deeds	1	0,38	36	13,64	76	28,79	151	57,20
My parents are very open to me in giving suggestions and criticism	7	2,56	48	18,18	78	29,55	131	49,62
My parents teach that there must be mutual trust between parents and children	5	1,89	45	17,05	70	26,52	144	54,55
My parents taught me the meaning of honesty in everything	1	0,38	37	14,02	26	25,00	160	60,61

Note: A = Always, O = Often, S = Sometimes, N = Never

Data Source: Primary Data 2020

Table 6. shows that parents who informed about the benefits of learning the most answered in the never category were 115 people (43.56%) and the least answer was always only 2 people (0.76%). Parents who gave an explanation of good deeds most answered in the never category were 151 people (57.20%) and the least in the category was always only 1 person (0.38%). Parents who were very open to their children in providing suggestions and criticism mostly answered in the never category as many as 131 people (49.62%) and the least answered in the category always only 7 people (2.56). Parents who reported having to trust each other between parents and children answered never at most as many as 144 people (54.55%) and those who answered the last category were always only 5 people (1.89%). My parents taught me the meaning of honesty in all things, the most number of answers was in the never category as many as 160 people (60.61%), and those who answered at least were in the category always only 1 person (0.38%).

Table 7.

Distribution of Respondents by Category of Communication Intensity Level

Communication Level Category	Amount (n)	Percentage (%)
High	121	45,83
Low	143	54,17

Data Source: Primary Data, 2020

Based on Table 7. It can be seen that students with a good level of communication are 121 people (121%) while students with a low level of communication are 143 people (54.17%).

Student Learning Outcomes

Table 8.

Distribution of Respondents by Category of Student Learning Outcomes

Learning outcomes	Amount (n)	Percentage (%)
Satisfactory	107	40,53
Less satisfactory	157	59,47

Data Source: Primary Data, 2020

Table 8. Shows that students with satisfactory categories are 107 people (40.53%) while students with unsatisfactory categories are 157 people (59.47%).

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Communication Intensity	GPA category				<i>P Value</i>	CI 95%
	Less satisfactory	%	Satisfactory	%		
Less	93	59,24	50	46,73	0,045	0,002-0,240
High	64	40,76	57	53,27		

Data Source: Primary Data, 2020

Based on Table 9, it can be seen that students with less communication intensity with unsatisfactory GPA categories were 93 people (59.24%) and good communication intensity with satisfactory GPA categories were 57 people (53.27 people). This means that low communication intensity is in line with the unsatisfactory GPA score and vice versa if the high communication intensity is in line with a satisfactory GPA score. The results of the analysis with a simple linear regression test with a significance level of 95% found a p-value of 0.04 smaller than 0.05, meaning that there was an influence on the intensity of parental communication on student learning outcomes of the economic education study program STKIP Pembangunan Indonesia Makassar.

Discussion

Family communication is an important factor in a child's life. Parents play an important role in providing support for psychosocial and academic adjustments during childhood development and early adolescence (Demaray, Malecki, Davidson, Hodgson, & Rebus, 2005). According to A. Schwanz, J. Palm, R. Hill-Chapman, & F. Broughton (2014) that the need for parental support does not end when entering college and young adults. The transition from middle school and living with parents at home to college and living independently can be stressful for many young adults which can have an impact on academic achievement. Along with adjusting to the social environment of higher education, most students experience an increase in academic demands. Therefore, maintaining a healthy relationship with parents during college is very important.

Conditions in the modern era, where busy parents cause low intensity of communication in the family. This is what often causes so many parents not to have good physical closeness and even emotional closeness to their children. According to O. Kurniadi (2001) that parents have limited time so that parents do not have time to supervise or control children's activities related to their lessons. The credibility of parents in supervising children can support children's learning achievement in their lessons. The findings in this study are that there are still 31.82% of parents who are busy with their work so that they have difficulty communicating with their children.

These findings found that the intensity of parental communication had an influence on student learning outcomes. Low communication intensity is in line with the achievement of an unsatisfactory GPA score and conversely, high communication intensity is in line with a satisfactory GPA score. Research by Kurniadi (2010) also found that there was an effect of the intensity of family communication on children's learning achievement. With the intensity of family communication, children's learning achievement will also increase. Research results by Afrianto (2017) found that the intensity of communication in the family affects intimate relationships which is influenced by several factors such as the frequency and duration of meeting, calling and sending messages to the family. Next, A. Schwanz et al. (2014) also found positive findings on the relationship between parents and children's learning achievement.

Every family has different characteristics. The role of parents is very important in providing stimulation to provide positive motivation for children's formal education so that in family interactions it is necessary to pay attention to children's education by providing time to communicate with each other. The same research results were found Asih (2019) which states that the higher the level of parental attention and the more intensive the level of communication in the family, the better the child's learning outcomes. According to Aulya, Ilyas, & Ifdil (2016) that parents are the most influencing factor in children's social behavior and learning achievement. Habits applied by parents in managing the family such as negligence of parents in supervising children's learning activities have a negative impact on student achievement.

Parents who are aware of the importance of communication will try to communicate communicatively with their children. Communicative in the sense that if there is communication between two or more people who understand the language used, also understand the meaning of the material being spoken.

CONCLUSION

This study found that the intensity of parental communication had an influence on the learning outcomes of STKIP Pembangunan Indonesia students. Low communication intensity is in line with the achievement of an unsatisfactory GPA score and conversely, high communication intensity is in line with a satisfactory GPA score.

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