

Role of Learning Discipline in Mediating The Influence of Parent's Parenting Towards Student's Learning Achievement

Devika Wasiatul Aulia[✉], Muhammad Khafid & Masturi

¹ Public Elementary School 2 Doreng Wonosalam, Demak District, Indonesia

² Universitas Negeri Semarang, Indonesia

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Abstract

The increasing of learning achievement is affected by internal and external factors. These factors are parent's parenting and learning discipline. This research aims to analyze the role of learning discipline in mediating the effect of parent's parenting towards student's learning achievement. Population in this research is fifth-grade elementary students in the district of Kebonagung, Demak in year 2017/2018. The sampling technique used is random cluster sampling with two-stage cluster sampling. Data collection in this research use questionnaire, documentation, and observation of student's learning discipline. The analysis result stated that there is the positive and significant effect of parent's parenting through learning achievement (50.9%); learning discipline through student's learning achievement (37.7%); and parent's parenting through learning discipline (67.7%). We also found that there is an impact of learning discipline as the mediation of parent's parenting through learning achievement (25.4%). This finding lead parent's to more responsive towards problems that associated with parent's parenting and learning discipline.

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[✉] Correspondence address:

Demak - Tlogosih KM.12 RT.01/RW.3 Buludan, Doreng,
Kec. Wonosalam, Kab. Demak, Jawa Tengah 59571
E-mail: adevkaaulia@gmail.com

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INTRODUCTION

Education is an innovation like “human capital” because the better education like a key to keep safe and to get success in the future (Sofiani, 2012). Knowledge is necessary to promote human resources. Because of this situation, the school must be lined to deliver the qualified human, able to complete in the globalization era, and have noble character. Education has to obtain skilled learners, both physical and spiritual. To create eligible learners, the student has to have an excellent achievement (Fath, 2015).

Learning achievement is maximum benchmarks that student reached after they do learning process in the several times (Fath, 2015). Learning achievement helps the student to stimulate to be more active in the learning process. Learning achievement obtained from learning process (Prabasari & Subowo, 2017). Learning is a process of behavioral change gained through experience or practice, such as knowledge, attitudes, and skills (Anitah, 2013).

The observation result from fifth-grade student's obtained that of learning achievement district Kebonagung, Demak in the year 2017, in is around 62.75%. Based it is result, concluded that student's learning achievement has not reached maximally. These caused by student's learning achievement influence factors like extern and intern factors (Hamid, 2013). The external factors are a family environment, school, and society. The internal factors are student's health, completeness, intelligence, attitudes, and motivation. Then, the other factors that can affect learning are intellect, talent, interest and attention, discipline, motive, how to learn, environment, and school (Fath, 2015).

Parenting is a factor that has a positive effect on student's learning achievement. Parents can give positive effect through student's achievement (Froiland, Peterson, & Davison, 2013; Azizah, 2016; Soraya & Khafid (2016). Parent's involvement toward children and school affect student's attitude and behavior differently (Graves & Wright, 2011).

Parenting also affects student's intellectual development, including learning achievement (Wahyudi & Nurhayati, 2015). Parent's attention plays an important role to establish their children to be morals and smart (Sumiyati, Amri, & Sukayasa, 2017). Although some research stated that there is no significant effect between parent's parenting through student's learning achievement (Tisngati & Meifiani, 2014; Permatasari, 2015; Sari, 2015), but the role of parenting like discipline can build personality that effect student's learning achievement.

Based on the previous research, research gap between others research found. In this research, learning discipline shown as intervening variable. Form the higher self-discipline; it will affect positively through student's knowledge (Gong, Rai, et., al, 2009). Learning discipline also has a positive effect toward learning achievement (Mulyasih & Suryani, 2016; Sumantri, 2010).

This research is to investigate the role of learning discipline in mediating parent's parenting towards student learning achievement. This research aims to know the effect of parent's parenting through the learning discipline on student's learning achievement.

METHODS

This research is quantitative research with the ex-post facto model. Population that use in this research is fifth grader student, especially state elementary school in the district of Kebonagung, Demak. The sample defined from cluster random sampling with two stage cluster sampling as much as 66 students. Data collection in this study are questionnaire, documentation, and observation of student's learning discipline.

Variable in this study are learning achievement (Y) as the dependent variable, parent's parenting (X) as an independent variable, and learning discipline (Z) as an intervening variable. Data analysis technique uses regression with learning achievement regression equation which affected by parent's parenting and learning discipline as an intervening variable. Data analysis method uses

descriptive analysis and inferential statistic. The research result described the result of data such as descriptive analysis from research variable, classic assumption test, and hypotheses testing.

RESULTS AND DISCUSSION

Based on the leaning achievement descriptive analysis result, from 66 students who become respondent, three students (4%) are excellent, fifty eight students (88%) are good, and five students (8%) are pretty good. From this data, seems like that the average of learning achievement is good.

From the parent’s parenting descriptive analysis result, it is found that parent’s parenting is excellent that shows around 14%. 60% shows that parent’s parenting is good. 23% indicates that parent’s parenting is pretty good, and 3% indicates that parent’s parenting is not good. It can be concluded that the average of parent’s parenting is good.

From the learning discipline descriptive analysis result, 6% students are excellent in the learning discipline. 74% students are good in the learning discipline, and 20% students are pretty good in the learning discipline. It can be concluded that the average of learning discipline is good.

From normality test result, learning achievement as dependent variable obtained sig. score 0.913, and learning discipline as dependent variable obtained sig. score 0.760. Because of the sig. score is higher than 0.05, learning achievement and learning discipline are the normal categories. The linearity test shows that there is a relationship between each variable which is used in this research. Furthermore, from multicollinearity test for each variable obtained VIF score less than 10 and tolerance score is higher than 0.10. From this result, there is no multicollinearity problem between dependent and independent variable. From heteroscedasticity test with Glejser test, shows that each unstandardized residual variable has significance score higher than 0.05. From this result, there is no heteroscedasticity on this research data.

To know the student’s learning discipline, this research used questionnaire and observation data. The questionnaire data is presented in Figure 1.

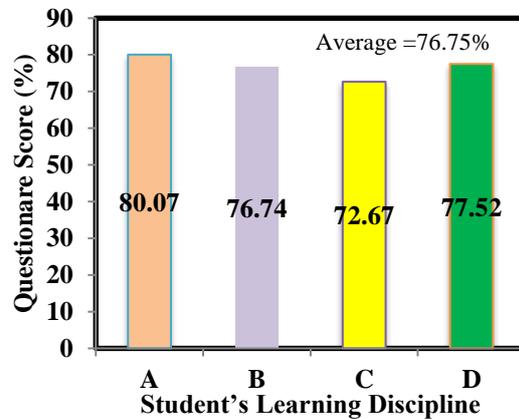


Figure 1. Questionnaire Score Throught Student’s Learning Discipline

Information:

- A = Obey the rules
- B = Have a scheduled learning plan
- C = Completed the task on the time
- D = Obedience and regularity in learning activities

Observation conducted by researchers to support data obtained from questionnaire responses about student’s learning discipline. General observation used to observ student’s learning discipline in the learning process. The observation data is presented in Figure 2.

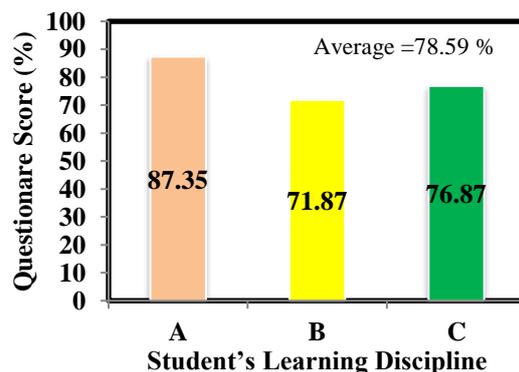


Figure 2. Observation Score Throught Student’s Learning Discipline

Information:

- A = Obey the rules
- B = Completed the task on the time
- C = Obedience and regularity in learning activities

Based on Figure 1 and Figure 2, the average percentage score for student’s learning discipline used observation is 78.59 % and learning discipline used questionnaire are and 76.75 % respectively. From the percentages listed in Figure 1 and Figure 2, student’s learning discipline is good. According to observation and questionnaire data through student’s learning discipline, the highest indicator that affect towards learning achievement is obey the rules. If students obey the rules in the learning process, it will promote the learning success (Anggraeni & Kustini, 2015). The previous studies stating that learning discipline the positive impact towards learning achievement (Handhani, 2013; Mulyasih & Suryani, 2016).

Parent’s parenting data by questionnaire. The Result data is presented in Figure 3.

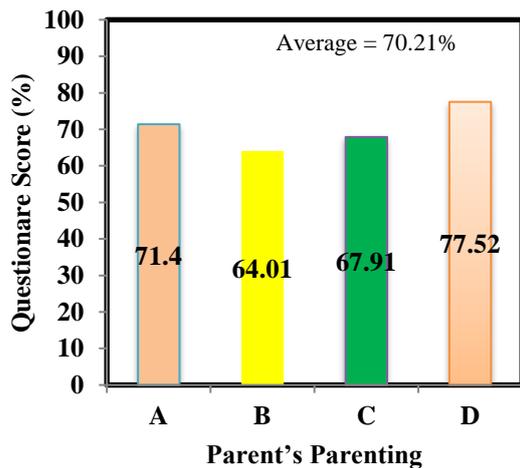


Figure 2. Questionnaire Score Through Parent’s Parenting

Information:

- A = The way of parents to give rule for their child
- B = The way of parents to give attention for their child
- C = Giving guidance to their child
- D = The way of parents to protect their child

The average results of parent’s parenting questionnaire is 70.21%. From the parent’s parenting data is good. Unfortunately, in the fifth indicator of parent’s parenting, low score was obtained 64.01%. This score included in quite category. The way of parents to give attention to their child obtained lower score. Because of this

condition, parental attention is important for students, including the student’s learning achievement. The involvement of parents in their children to determine their children’s future (Jethro & Aina, 2012; Jabaghourian et al., 2014).

From the multiple regression test analysis result from learning achievement as the dependent variable, an equation was obtained. The equation is $Y_1 = 0.509X + 0.4377Z + 0.34$ which is appropriate with SPSS output (presented in Table 1).

Based on the statistical test in Table 1, parent’s parenting (X) got 5.118 for t-score with the sig. score 0.000, and 0.509 or 50.9% directly affect. It can be interpreted that parent’s parenting affects learning achievement significantly. From this result, knowing that there is positive and significant effect between parent’s parenting toward fifth-grade student’s learning achievement in the elementary school of district Kebonagung, Demak.

The previous research stated that family environment affects learning outcomes (Hermanto & Wahyudin, 2018). The better parenting that parents have given to students will make better learning achievement. The higher parent’s guidance will prepare student to reach higher learning achievement in three core subjects (Fajoju et., al, 2016). The excellent parent’s parenting able to improve student’s performance (Hedyanti et., al, 2016; Khafid, 2007). The intensive guidance of parents also able to promote student’s social skills (El Nokali et., al, 2010). The democracy parenting that involves students can provide positive effect through their academic achievement (Inam et al., 2016). The support from parents, teacher, and friends affects student’s academic achievement (Wang & Neihart, 2015).

These findings in accordance with Pavlov’s behavior theory which named habituation. The excellent family parenting set a better example for their children constantly so that able to motivate children to study diligently which is effect on learning achievement.

Table 1. Multiple Regression Result with Learning Achievement as Dependent Variable

Model	Unstandardized coefficients		Standardized coefficients	t	Sig.
	B	Std. error	Beta		
1 (Constant)	46.812	3.154		14.842	0.000
Parent's parenting	0.192	0.038	0.509	5.118	0.000
Learning discipline	0.220	0.058	0.377	3.795	0.000

a. Dependent Variable: Learning achievement

From the statistical analysis result of learning discipline (Z), obtained that t-score is 4.795 with the sig. score $0.000 < 0.05$ and has directly affected student's learning achievement around 0.377 or 37.7%. This finding stated that learning discipline affects learning achievement significantly. So, there is positive and significant effect between learning discipline toward student's learning achievement in the fifth-grade elementary student.

The higher student's learning discipline is according to higher learning achievement. The

previous research stated that learning discipline affects learning achievement significantly (Handhani, 2013; Prasetyo & Kusumantoro, 2015). The learning discipline has a positive impact towards learning achievement (Anggraeni & Kustini, 2015).

From the multiple regression of learning discipline as dependent variable, we got equation $Y_2 = 0,674X + 0,546$. This result is appropriate with SPSS output that presented in Table 2.

Table 2. Multiple Regression Test Result with Learning Discipline as Dependent Variable

Model	Unstandardized coefficients		Standardized coefficients	t	Sig.
	B	Std. error	Beta		
1 (Constant)	41.397	4.411		9.385	0.000
Parent's parenting	0.436	0.060	0.674	7.293	0.000

Dependent Variable: Learning discipline

Based on the statistical test in Table 2, parent's parenting variable (X) got t-score 7.293 with the sig. score $0.000 < 0.05$. From this result, stated that parent's parenting directly affected through student's learning discipline around 0.674 or 67.4%. It means that parent's parenting affects student's learning discipline significantly. So, there is a positive and significant effect between parent's parenting towards student's learning discipline in the fifth-grade elementary student in the district of Kebonagung, Demak.

The better parent's parenting that parents have given to students is according to student's learning discipline (Setiawan, 2017; Jessicasari & Hartati, 2014). The parent's parenting affects positively according to promote student's learning discipline (Aitama & Rustika, 2016) (Dewi & Maksum, 2013). The parenting has a substantial effect on student's learning discipline (Setiawati, 2012). The regression test of variable applied towards learning achievement and

learning discipline as the dependent variable. Based on the result of both regression, path analysis model was shaped and presented in Figure 4.

The parent's parenting directly effects through learning achievement is 0.509 (50.9%). Whereas indirect effect of parent's parenting towards learning achievement through learning discipline as mediation variable is around $0.674 \times 0.377 = 0.254 = 25.4\%$. The sum of indirect parent's parenting towards learning achievement through learning discipline is around $0.509 + 0.254 = 0.763$ or 76.3%. So, there is a positive and significant effect between learning discipline as mediation variable through fifth-grade elementary student's learning achievement in the district of Kebonagung, Demak. The result of the direct and indirect effect of parent's parenting through learning discipline is presented in Table 3.

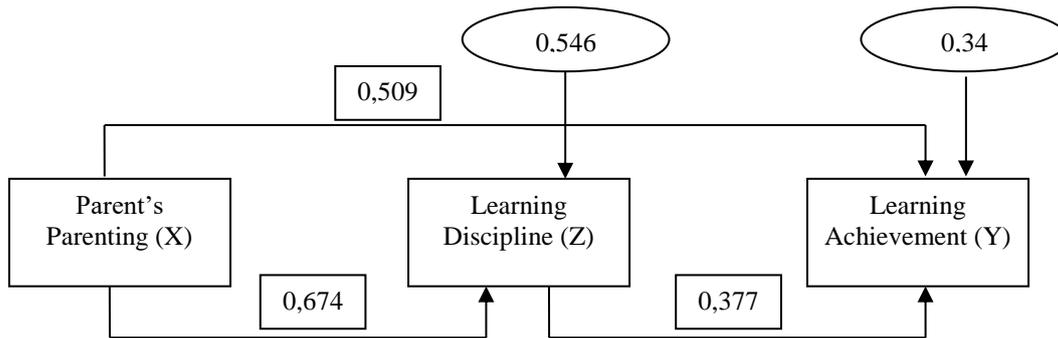


Figure 4. Path Analysis Model

Table 3. The Result of Direct and Indirect Effects

Variable	Effect	Learning Discipline	Learning Achievement	Total
Parent's Parenting	Direct		0.509	0.509
Parenting	Indirect	0.647	0.377	0.254
Effect Total				0.763

Besides using path analysis, Sobel test is used to define the significances of the intervening variable. There is the result of statistical analysis of learning discipline variable as a mediation of learning motivation through student's learning achievement.

$$sbc = \sqrt{c^2sb^2 + b^2sc^2}$$

$$t = \frac{bc}{sbc}$$

Information:

- b = parent's parenting variable coefficient
- c = learning discipline coefficient
- Sb = parent's parenting variable standard error
- Sc = learning discipline variable standard error

Based on the result of t-score, $t_{count} = 5.632$ which is higher than $t_{table} = 1.998$. So, we found that learning discipline is positively mediating and affect parent's parenting significantly through fifth-grader elementary student's learning achievement in the district of Kebonagung, Demak in year 2017/2018.

The better parenting based on this research is parent's attention to their children, like familiarize children with learning, guiding their children while learning and asking about children's activities. In addition, asking the learning difficulties to their children is an important thing that parents should do. Parents need to spend their time to discuss and joking with their children to create intimacy. Parents

also should guide their children in social activities, such as choosing in friends. Give congratulations to their children when they got better score can bring student's happiness.

CONCLUSION

Based on the research results, it can be concluded that parent's parenting affects learning achievement around 50.9%. Learning discipline has a positive effect on student's learning achievement around 37.7%. We also found that parent's parenting has a positive impact towards learning discipline around 67.7%. Furthermore, learning discipline has a positive effect of mediating the impact of parent's parenting through student's learning achievement around 25.4% respectively.

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