

# FAMILY'S ROLE AND LEARNING ACHIEVEMENT OF ELEMENTARY SCHOOL'S AGE CHILDREN

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## Abstract

The academic demands for students are getting higher. In addition, home is the first growth's place besides the school. Families with affection, parenting pattern creates an environment that suitable for brain development, in which the family has a great influence on the learning process of children. Family members, especially mother, plays a big role in children's growth. The research's aim was to analyze the correlation between mother's perception about family's role and learning achievement of the children. It was analytical observational study with cross sectional approach and purposive sampling technique. Sample used 70 mothers and children who had met the criteria for restriction. Questionnaires and academic values were used as a measuring tool. Data analysis used Spearman correlation statistical test SPSS 18.0 for windows. From the data, it showed that there was no correlation between mother's perception and learning achievement of elementary school's age children with  $p > 0,05$ . The conclusion of this study was the learning achievement of the children was not only determined by the mother's perception factor but also determined by many factors. Parent's education, occupation, family's income and facilities at home affected the learning achievements of children.

Keyword: mother's perception, family's role, learning achievement, children, elementary school

## INTRODUCTION

The family is the smallest unit of society, consisting of individuals who have both physical and emotional attachments. The role of the family is very important in providing a psychological climate that affects the growth process.<sup>1</sup> A harmonious family is a family that has a complete family structure and a well-executed interaction among family members, meaning a psychological connection that they feel is quite satisfying by family members.<sup>2</sup>

The increasing number of divorce cases shows lack of family's meaning and marital bonding. Through the data of the Religious Supreme Court Indonesia, there were 382,211 divorce cases in 2014. That number had an upward trend since 2010. At that time, there were 251,208 cases of divorce. The top three reasons of the problem are due to disharmony factors (as many as 91,841 cases), no responsibility (78,407 cases) and economic problems (67,891 cases).<sup>3</sup> With the many cases of divorce, the proportion of children living with parents was quite low at 64% in 2012.

Between 1990 and 2015 the number of children living in families with a single father fluctuated between 3% -5% and to 4% by 2015. The proportion of living without parents (either with relatives, or not) is in a fixed value 4%.<sup>4</sup> The problems faced by the Indonesian family today are synonymous with the major global challenges of retrieving the meaning of family, marriage and nurturing.

As the study found that children who lived apart from their parents tend to experience learning difficulties rather than children living with their parents.<sup>5,6</sup> Family factors have a greater impact than non-family factors in creating a better young generation.<sup>7,8</sup> In family, education is very important where education plays a role in developing character, personality, cultural values, religious and moral values and in simple skills. Process of socialization is very useful in guiding the child to be a human being who is faithful, religious, honorable, tough, independent, innovative, creative, loyal, and care about the environment.<sup>9</sup>

The role of parents is needed in the fulfillment of rights as well as the character

of children, and for the education obtained at school.<sup>10</sup> One of the decisive factors in a child's development both physically and mentally is the role of a mother, because a mother is the first and principal educator for children. The process of development in the formation of knowledge through various parenting patterns is conveyed by a mother as the main educator figure.<sup>11</sup>

The brain depends on various experiences in its development. Adequate synergy between nutrition, positive stimulation and warmth and affectionate care as well as the sensation of safety have an effect on formation and combination on the nerve-forming pathways. Some of the things that affect programming messages include nutrition, protection, early and lifelong learning, health and parenting patterns.<sup>12</sup> Children who experience fatherless are at risk of juvenile delinquent, drop-out from school, poor educational performance and dramatically high risk of drug and alcohol abuse.<sup>13</sup>

## RESEARCH METHODS

The research was observational analytic with cross sectional design. It was conducted at elementary school SDIT Al-Kautsar (Fifth Grade), Gumpang, Kartasura, Sukoharjo, Central Java, Indonesia in December 2016. The sampling technique used in this research was purposive sampling. Sample size was 70.

Instruments in this study include: Family role questionnaire (modification of thesis by Yessy Dessy Arna entitled "Relationship between Family Structure and Function with the occurrence of violence in pre-school age children viewed from community nursing in Sidoarjo East Java Indonesia." Test validity and reliability with alpha cronbach value was 0.953) and student report card.

The questionnaire was completed by the mother and consisted of several question included the structure and role of the family (5 statements), the family value system (14 statements), the communication in the family (13 statements), the affective function of the family (8 statements). Each statement is scored using a Likert scale of 1-4. Families who answered accurately got score of 4 for the highest score while for incorrect answers get score 1. Measurement scale: very well (score 160-121), good (score 120-81), enough (score 80-41), less ( $\leq 40$ ).

Learning achievement was the result of learning effort presented as the average value in the report card, so that it could be said that a student's learning achievement could be seen from the learning outcomes listed on the report cards. Instrument was report cards in second semester of the academic year 2015/2016. The scale of the measurements consisted of very good (4-3,66), good (3,33-2,66), quite good (2,33-1,66), less (1,33-1).

Inclusion criteria: mothers who had children in grade V elementary school at SDIT Al Kautsar, mother and child lived together in one house, mother could read and write, child and mother were in healthy condition. Exclusion criteria: did not understand Indonesian, parents who experienced divorce either in process of divorce or widow. Data were analyzed by Spearman test using SPSS 18 for Windows.

## RESULTS

Based on the data, most of fathers were 38-43 years old (41,43%), mothers were 30-35 years old (37,14%). Father's (68,57%) and mother's education (67,14%) most was college. Employment's father was private employee (35,71%), while the mother was working (67,14%). The amount of family income was mostly  $\geq$ Rp.1.800.000,- (95,71%).

**Table 1. Frequency Of Parents And Children**

<b>Status</b>	<b>Category</b>	<b>Frequency</b>	<b>(%)</b>
Father's age (years)	32-37	12	17,14
	38-43	29	41,43
	44-49	21	30
	≥ 50	8	11,43
Mother's age (years)	30-35	26	37,14
	36-41	22	31,43
	42-47	12	17,14
	≥ 48	10	14,29
Father's Last Education	College	48	68,57
	High School	20	28,57
	Junior High School	1	1,43
	Elementary School	1	1,43
Mother's Last Education	College	47	67,14
	High School	23	32,86
Father's occupation	Farmers	1	1,43
	Entrepreneur	21	30
	Civil Servants	16	22,86
	Private employees	25	35,71
	Lecturer	1	1,43
	Police / army	4	5,71
	Labor	1	1,43
	Employees	1	1,43
Mother's occupation	With occupation	47	67,14
	Without occupation	23	32,86
Family income	≥Rp. 1.800.000,-	67	95,71
	<Rp. 1.800.000,-	3	4,29
Number of siblings	≤2	37	52,86
	>2	33	47,14
Sex	Man	33	47,14
	Women	37	52,86

**Table 2. Distribution Of Family Roles To Learning Achievement**

Family roles	Learning achievement				Total
	Very Good	Good	Quite good	Less	
Very well	32 (45,71%)	13 (18,57%)	3 (4,29%)	0	49 (68,57%)
Good	9 (12,86%)	12 (17,14%)	1 (1,43%)	0	22 (31,43%)
Enough	0	0	0	0	0
Less	0	0	0	0	0

**Table 3. Distribution Of Parental Last Education To Learning Achievement**

Parental last education		Learning achievement				Total
		Very Good	Good	Quite good	Less	
Father	College	30 (42,86%)	18 (25,71%)	0 (2,85%)	0	48 (68,57%)
	High School	10 (14,29%)	8 (11,43%)	2 (2,85%)	0	20 (28,57%)
	Junior High School	0	0	1 (1,42%)	0	1 (1,42%)
	Elementary School	0	0	1 (1,42%)	0	1 (1,42%)
Mother	College	30 (42,86%)	16 (22,86%)	1 (1,42%)	0	47 (67,14%)
	High School	10 (14,29%)	10 (14,29%)	3 (4,28%)	0	23 (32,86%)

**Table 4. Distribution Of Parents' Occupation To Learning Achievement**

Parent's occupation		Learning achievement				Total
		Very Good	Good	Quite good	Less	
Mother's occupation	With occupation	28 (40%)	18 (25,71%)	1 (1,42%)	0	47 (67,14%)
	Without occupation	13 (18,58%)	8 (11,43%)	2 (2,85%)	0	23 (32,86%)
Father's occupation	Civil	11 (15,71%)	10 (14,29%)	0	0	21 (30%)
	Cervants, lecturer, Police/Army	29 (41,43%)	16 (22,86%)	4 (5,71%)	0	49 (70%)
	Entrepreneur, etc					

**Table 5. Distribution Of Family Income To Learning Achievement**

Family income	Learning achievement				Total
	Very Good	Good	Quite good	Less	
≥Rp. 1.800.000,-	39 (55,71%)	26 (37,14%)	2 (2,86%)	0	67 (95,71%)
<Rp. 1.800.000,-	1 (1,43%)	0	2 (2,86%)	0	3 (4,29%)

**Table 6. The Correlation Between Family Role And Learning Achievement Of Children**

	Family role
Learning achievement	r = 0,050 p = 0,68 n = 70

## DISCUSSION

In table 6, obtained p value > 0,05 indicating that there was no significant correlation between mother perception in family role and learning achievement. Spearman's correlation value of 0.050 indicates that the correlation was very weak. The brain depends on various experiences in its development. Adequate synergy between nutrition, positive stimulation and warmth and affectionate care as well as the sensation of safety and awakening had an effect on formation and combination on the nerve-forming pathways. The ability of the brain was to develop well and the ability of children was to reach their full potential ability. Some of the things that affected programming messages included nutrition, protection, early and lifelong learning, health and parenting patterns.<sup>12</sup>

The interest in learning was a factor that strongly affected the psychological and emotional, a powerful ability could be a magnet of positive feelings (the feeling of attraction, allure, motivation and eager) to process cognitive information more quickly and more accurately followed by psychomotor work effectively (as self-regulation, self-discipline, harder and smarter with optimal persistence).<sup>14</sup>

Several studies had been conducted to determine the factors that may affect student academic performance. Student academic performance depended on the number of socio-economic factors such as classroom attendance, family income, mother and father education, sufficient quantity of teachers, the presence of qualified teachers in school, student's gender, and distance to school.<sup>15</sup> Parental education, occupations and facilities at home affected the child's learning achievement.<sup>16</sup> The age factors and mother's education as independent variables affected the child's learning achievement.<sup>17</sup>

Highly educated parents tended to consider the quality of local schools while

choosing an area to settle. Educated parents could improve their children's development and ability by building language skills at a more advanced level of communication with their children than the poor ones.<sup>18</sup> In most studies, it was mentioned that parental education had been recognized as the single strongest correlation to the success of children in school. It was also seen from the results of research presented in table 3 found that parents with the last education colleges had children with excellent learning achievement dominating the results (42.86%).

In equation to parent's education, large income families could look for communities with higher school quality and more expensive dwellings that are home to good quality schools.<sup>18</sup> Children living in poor families may have a bad home environment. Families with low incomes were also reported to have higher levels of frustration of their children, so that the children had poor verbal skills that could be shown by the easy loss of concentration and higher unfriendly attitudes.<sup>19</sup> This was also illustrated in table 5 where families with income  $\geq$  Rp.1.800.000,- had children with excellent learning achievement dominating the research results (55.71%). Family income described economic ability in the fulfillment of the daily consumption. Consumption of breakfast and regular intake of fruits, vegetables and milk contributed to improve school performance to a high level in various aspects.<sup>20</sup> While consumption of processed foods such as soft drinks, instant noodles, fast food, excessive sugar foods more than 7 times a week indicated a correlation to poor school performance.<sup>20-22</sup>

From table 4, it was found that mother with occupation had excellent children achievement highest percentage (40%), fathers with private employment jobs with excellent categorized learning achievement had the largest percentage of 41,43%. Parents education, occupation and

facility at home affected children's learning achievement.<sup>16</sup> Although the results showed unrelated results, but based on the data there were many factors that may be related. Factors that might affect learning outcomes included:<sup>23</sup>

#### 1. Internal Factors

Physiological factors or commonly known as the physical factors of individuals both innate and obtained by seeing, listening, body structure, disability, etc.

#### 2. Psychological factors both congenital and hereditary, which included:

##### a. Intellectual factors consisting of:

- 1) Potential factors, namely intelligence and talent.
- 2) The actual factors were real skills and achievement.

##### b. Non-intellectual factors in the form of certain personality components such as attitudes, interests, habits, motivations, needs, self-concept, adjustment, emotional, etc.

##### c. Physical and psychological maturity factors, which were classified as external factors were as follows:

- 1) Social factors consisting of:
  - a) Family environmental factors
  - b) School environmental factors
  - c) Environmental factors of society
  - d) Group factors
- 2) Cultural factors such as:
  - a) Customs
  - b) Science and technology
  - c) Arts, etc
- 3) Physical environment factors such as:
  - a) Home facilities
  - b) Study facilities
  - c) Climate, etc
- 4) Spiritual or religious factor.

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