

THE CORRELATION BETWEEN THE AUTHORITATIVE PARENTING OF ELEMENTARY SCHOOL TEACHER PARENTS AND LEARNING ASSISTANCE FOR CHILDREN IN SUKOHARJO REGENCY

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ABSTRACT

Most parents face difficulties in learning assistance at home that make children unable to learn anything. This study aimed to ascertain the relationship between the authoritative parenting of elementary school teacher parents and learning assistance for children in Sukoharjo Regency. The validity test, reliability test, normality test, homogeneity test, linearity test, and basic linear regression analysis were the ex post facto quantitative techniques used in this research. Cluster sampling resulting in 317 participants in Sukoharjo was utilized to select the study samples out of a population of 6,175 elementary school teachers. The findings revealed a substantial correlation between the learning assistance for elementary school students in Sukoharjo and the authoritative parenting style of elementary school teacher parents. The straightforward linear regression test showed that 0.000 to 0.05 was a significant level. In addition, it was found that $Y = 28.174 + 0.413X$ was a positive regression equation. These findings indicate a substantial association between the learning assistance variable and authoritative parenting characteristics.

Keywords: authoritative; assistance; elementary school students; parents

INTRODUCTION

Learning assistance for children is an activity carried out by parents to accompany their children, address learning challenges, inspire children to learn, supervise them, and provide conducive learning environments.¹ Motivation is an important factor in learning and performance. Motivation levels can vary depending on learning and teaching style.² children often have difficulty in learning subjects related to modeling and form learning. The reasons for these difficulties have been recognized and explained in the literature, which suggests difficulties in abstraction and logical thinking.³ According to the findings of a survey conducted by Yuzarion, a psychology lecturer at Ahmad Dahlan University,

¹ Lutfiyah Lutfiyah and Evi Roviati, "Pendampingan Belajar Di Rumah Selama Masa Pandemi Covid-19," *Dimasejati: Jurnal Pengabdian Kepada Masyarakat* 2, no. 2 (2020): 181, <https://doi.org/10.24235/dimasejati.v2i2.7015>.

² M. Lozano-Lozano, "A Blended Learning System to Improve Motivation, Mood State, and Satisfaction in Undergraduate Students: Randomized Controlled Trial," *Journal of Medical Internet Research* 22, no. 5 (2020), <https://doi.org/10.2196/17101>.

³ P. Morais, "Improving Student Engagement with Project-Based Learning: A Case Study in Software Engineering," *Revista Iberoamericana de Tecnologías Del Aprendizaje* 16, no. 1 (2021): 21–28, <https://doi.org/10.1109/RITA.2021.3052677>.



69% of the 4,016 Indonesian children surveyed indicated that they found studying boring,⁴ which is in line with the findings of the UNICEF (United Nations International Children's Emergency Fund) survey conducted in 2020.⁵ Additionally, a survey on distance learning that the Tanoto Foundation performed in 2021 with 332 school administrators, 1368 teachers, 2,218 students, and 1,712 parents revealed that parents had difficulties accompanying their children when they studied at home.⁶ These findings demonstrated that parents were less patient in supporting their children's academic growth, particularly at the elementary level (up to 56%) and junior high school (up to 34%). In addition, parents had a problem in teaching the subjects to elementary school children (19%) and junior high school students (28%). Parents can assist children in overcoming challenges in the learning process, but they must be aware of the difficulties they confront.⁷

The authoritative parenting style of elementary school teacher parents is perceived to be more ideal to guide children in achieving learning goals.⁸ Parents consistently provide warmth, a certain level of supervision, and acceptance in accompanying children to learn, making children feel enthusiastic about learning at home.⁹ This is in line with the purpose of this study, which is to determine the positive relationship between the authoritative parenting of teacher parents and the learning assistance for elementary school children in Sukoharjo Regency.

Meanwhile, parents also struggle to explain learning material to their children. About 19% parents acknowledged that they struggled to accompany their elementary school-aged children while 28% struggled to do so with their junior high school-aged

⁴ Fernan Rahadi, "Survei: Pendampingan Belajar Selama Pandemi Memprihatinkan," *Republika Online*, December 10, 2020, <https://republika.co.id/share/ql3s1c291>.

⁵ UNICEF, "The State of Children in Indonesia | UNICEF Indonesia," Unicef for every children, May 30, 2020, <https://www.unicef.org/indonesia/reports/state-of-children-in-indonesia-2020>.

⁶ Tanoto Foundation, "Survei Pendampingan Orang Tua Saat Anak Belajar di Rumah," *Pintar | Tanoto Foundation*, February 11, 2021, <https://www.pintar.tanotofoundation.org/>.

⁷ J. Bale, "Building a Mental Health Literacy Model and Verbal Scale for Children: Results of a Delphi Study," *Children and Youth Services Review* 109, no. Query date: 2024-03-20 02:32:39 (2020), <https://doi.org/10.1016/j.chilyouth.2019.104667>.

⁸ S. Schut, "Between Trust and Control: Teachers' Assessment Conceptualisations within Programmatic Assessment," *Medical Education* 54, no. 6 (2020): 528–37, <https://doi.org/10.1111/medu.14075>.

⁹ S. Schwab, "Agreement among Student, Parent and Teacher Ratings of School Inclusion: A Multitrait-Multimethod Analysis," *Journal of School Psychology* 82, no. Query date: 2024-03-20 02:32:39 (2020): 1–16, <https://doi.org/10.1016/j.jsp.2020.07.003>.

children¹⁰. The study demonstrates that Indonesian parents continue to struggle with helping their children develop.¹¹ Parents feel that their duties and responsibilities are growing along with their impatience in helping their children learn. There are several underlying causes for parents who find it challenging to help their children learn, including a lack of resources and learning facilities.¹² Approximately 90% parents in Central Java, particularly in Sukoharjo, struggled with providing learning aids; consequently, children did not receive the appropriate level of support at home. The researchers conducted a preliminary study of 45 parents in two areas, Grogol and Baki, and found that up to 80% of respondents felt their household responsibilities had increased. In addition, up to 62.2% of respondents admitted to feeling bored when accompanying their children to study at home, and up to 62.2% of respondents also admitted to having difficulty in understanding the subjects their children were learning. However, while there is broad consensus on the fact that education should ensure the acquisition of lifelong competencies, realizing this may be more difficult for parents. This difficulty is partly due to the lack of definition of the intervening elements (knowledge, skills, values, attitudes) that allow the integration of competencies into specific learning sequences and activities.¹³

Parental age, parental experience, marital status, and parenting style are the four main variables influencing how well children learn.¹⁴ According to earlier studies, parents' efforts to use the best parenting practices with their children are the main element impacting learning.¹⁵ Authoritative parenting is the best style to guide children toward

¹⁰ Yohanes Enggar Harususilo, "Survei Tanoto Foundation: 95 Persen Orangtua dan Guru Ingin Belajar Tatap Muka," Kompas Cyber Media, KOMPAS.com, October 5, 2021, <https://www.kompas.com/edu/read/2021/10/05/163015571/survei-tanoto-foundation-95-persen-orangtua-dan-guru-inginkan-belajar-tatap>.

¹¹ K. Mukhtar, "Advantages, Limitations and Recommendations for Online Learning during Covid-19 Pandemic Era," *Pakistan Journal of Medical Sciences* 36, no. Query date: 2024-03-20 02:32:39 (2020), <https://doi.org/10.12669/pjms.36.COVID19-S4.2785>.

¹² A.P. Barrasso, "A Scoping Review of Literature Assessing the Impact of the Learning Assistant Model," *International Journal of STEM Education* 8, no. 1 (2021), <https://doi.org/10.1186/s40594-020-00267-8>.

¹³ M. Napal, "Sustainability Teaching Tools in the Digital Age," *Sustainability (Switzerland)* 12, no. 8 (2020), <https://doi.org/10.3390/SU12083366>.

¹⁴ Aprilia Apriliana Ega Saputri, "Pendampingan Anak Dalam Keluarga Di TK Pertiwi Kebasen Kabupaten Banyumas" (Skripsi, Yogyakarta, Fakultas Ilmu Pendidikan, 2017), <https://eprints.uny.ac.id/48594/>.

¹⁵ Shokhib Rahmania, Retno Wijayanti, and Shiddiq Luqman Hakim, "Strategi Orang Tua Dalam Pendampingan Belajar Anak Selama Pandemi Covid-19," *Literasi : Jurnal Kajian Keislaman Multi-Perspektif* 1, no. 1 (2021): 99–110, <https://doi.org/10.22515/literasi.v1i1.3259>.

accomplishing specific goals while maintaining parental warmth and proper control, and it is consistently linked to fewer young delinquent behaviors.¹⁶ Children at home feel that the spirit of learning can motivate their enthusiasm to learn due to the parenting style applied by their parents in providing learning assistance because of the consistent level of supervision and acceptance in supervising children that makes it easy for parents to provide learning assistance.¹⁷

Various parenting analyses have been conducted in many countries, including in the United States¹⁸ and Indonesia.¹⁹ On the other hand, students have been evaluated by many parenting studies in Indonesia²⁰ with a particular focus on their interpersonal intelligence.²¹ According to this data, no studies have been done to the authoritative parenting style of parents who are elementary school teachers, and no researchers have brought up this subject in Sukoharjo Regency. This type of research is necessary because it can shed light on how communities, schools, and other parents attempt to emulate the strict parenting approach used by elementary school teachers to support their students' academic progress. Additionally, the results can serve as the foundation for future studies that employ authoritative parenting. Much of the reform needed in modern education is focused on implementing evidence-based teaching, yet this technique is sometimes met with hesitation by parents, due to lack of experience or lack of necessary resources.²²

Finally, the findings can be utilized to encourage parental decisions that support children's development based on the opinions of other parents. Therefore, the primary

¹⁶ O. Chiva-Bartoll, "Can Service-Learning Promote Social Well-Being in Primary Education Students? A Mixed Method Approach," *Children and Youth Services Review* 111, no. Query date: 2024-03-20 02:32:39 (2020), <https://doi.org/10.1016/j.childyouth.2020.104841>.

¹⁷ Martin Pinquart, "Associations of Parenting Dimensions and Styles with Externalizing Problems of Children and Adolescents: An Updated Meta-Analysis," *Developmental Psychology* 53, no. 5 (2017): 873–932, <https://doi.org/10.1037/dev0000295>.

¹⁸ Diana Baumrind, "Current Patterns of Parental Authority," *Developmental Psychology* 4, no. 1 PART 2 (1971): 1–103, <https://doi.org/10.1037/h0030372>.

¹⁹ Amir Pada, "Pengaruh Pola Asuh Orangtua Terhadap Hasil Belajar Siswa Kelas IV Sekolah Dasar," *JIKAP PGSD: Jurnal Ilmiah Ilmu Kependidikan* 5, no. 2 (June 28, 2021): 375–86, <https://doi.org/10.26858/jkp.v5i2.20912>.

²⁰ Titin Prastyawati, Sudi Dul Aji, and Joice Soraya, "Pengaruh Pola Asuh Otoriter, Autoritatif, Permisif Orang Tua Terhadap Perilaku Prososial Siswa Sekolah Dasar," *Jurnal Penelitian Dan Pendidikan IPS* 15, no. 1 (April 28, 2021): 53–60, <https://doi.org/10.21067/jppi.v15i1.5498>.

²¹ Burhan Aminudin, "Pengaruh Pola Asuh Otoritatif Terhadap Kecerdasan Interpersonal Siswa Kelas V SD," *BASIC EDUCATION* 5, no. 25 (October 19, 2016): 2-2.410, <https://journal.student.uny.ac.id/ojs/index.php/pgsd/article/view/4225>.

²² T. Zadok-Gurman, "Effect of Inquiry-Based Stress Reduction (Ibsr) Intervention on Well-Being, Resilience and Burnout of Teachers during the Covid-19 Pandemic," *International Journal of Environmental Research and Public Health* 18, no. 7 (2021), <https://doi.org/10.3390/ijerph18073689>.

goal of this study is to ascertain the correlation between the authoritative parenting of elementary school teacher parents and learning assistance for elementary school children in Sukoharjo Regency.

RESEARCH METHODS

Ex-post facto quantitative research was carried out between August 2022 and March 2023 for this study. According to Kerlinger Fred N (1964), ex-post facto research incorporates independent factors that have occurred and observations of dependent variables.²³ A total of 317 elementary school teachers from Sukoharjo Regency made up the samples, which were drawn using the cluster sampling method. This study used observation, questionnaires, and documentation as the data collection techniques. The observation was made on the phenomena, the existing problems the area of Sukoharjo Regency, the schools as the research locations, and the UPTD of Education and Culture in the Sukoharjo Regency area. Meanwhile, the research questionnaires became the primary data collection tool with a survey technique to obtain the respondents' opinions. An 80-item grid was tested for the validity and reliability. The validity test of the research subjects was given to elementary school teachers who come from the sub-districts excluded from the research. These sub-districts included Tawang Sari, Baki, Gatak, Bendosari, Bulu, and Nguter. The questionnaire measurement in this study used the Likert scale. The results showed a valid authoritative parenting questionnaire totaling 16 items while the learning assistance questionnaire had 20 items. The reliability test showed that the decision criteria had a value range from 0.700 to 0.800 (good). The Cronbach's alpha of the learning assistance questionnaire was 0.777 (>0.7), indicating that the questionnaire was reliable. The Cronbach's alpha of the authoritative parenting questionnaire was 0.808 (>0.7), and the questionnaire was therefore declared reliable. The results of the research instrument trial showed that 36 questionnaires could be distributed to the elementary school teacher parents in Polokarto, Sukoharjo, Weru, Grogol, Mojolaban, and Kartasura sub-districts to obtain the next data.

²³ Kerlinger Fred N, "Foundations Of Behavioral Research Edition-Second," 1964.

Table 1
Authoritative Parenting Grid

Aspect	Indicators	Item Number		Total
		Favorable	Unfavorable	
Responsive parents	a. Building communication with children	2, 13	24, 28	4
	b. Giving affection	1, 12, 20	21, 31, 32	6
	c. Providing opportunities for children to play	3, 4, 16	25, 36, 37	6
	d. Involving children in making decisions	5, 17	26, 38	4
	e. Giving rewards	11, 22, 35	14, 23, 34	6
Guidance	a. Demanding discipline	6, 33, 15	7, 18, 27	6
	b. Self-demanding	8, 19	29, 30	4
	c. Giving punishment	9, 10	39, 40	4
Total				40

Source :²⁴

Table 2
Learning Assistance Grid

Aspect	Indicators	Item Number		Total
		Favorable	Unfavorable	
Providing Learning Facilities	a. Learning resources	11, 12, 23	13, 24, 35	6
	b. Providing learning needs	2, 10	15, 21	4
Supervising Children's Learning	a. Supervising learning	3, 4	14, 25	4
	b. Providing a study schedule	5, 15	16, 31	4
Overcoming Children's Learning Difficulties	a. Teaching children at home	6, 17	27, 33	4
	b. Assisting with homework	7, 8, 19	29, 30, 36	6
	c. Explaining children's material	9, 18	34, 37	4

²⁴ Baumrind, D. (1991). The influence of parenting style on adolescent competence and substance use. *Journal of Early Adolescence*, 11(1), 56-95.

Aspect	Indicators	Item Number		Total
		Favorable	Unfavorable	
Helping Children	a. Encouraging learning motivation	20,22	26,40	4
	b. Giving freedom of choice of talent, interest	28,38	32,39	4
	Total			40

Source : Personal Documents

This research documentation was useful for supporting the data. In doing the documentation, the researchers looked at various official websites, such as

<http://sukoharjokab.go.id>,
<https://sukoharjokab.bps.go.id>,
<https://dapo.kemendikbud.go.id>,
<https://emispendis.kemenag.go.id>,
<https://peraturan.bpk.go.id>,
<https://dikbud.sukoharjo.go.id>,
<https://polokarto.sukoharjokab.go.id>,
<https://sukoharjo.sukoharjokab.go.id>,
<https://grogol.sukoharjokab.go.id>,
<https://weru.sukoharjokab.go.id>,
<https://mojolaban.sukoharjokab.go.id>,
<https://kartasura.sukoharjokab.go.id>,
<https://dinaspendidikan.surakarta.go.id>.

The data analysis process used the one-sample Kolmogorov-Smirnov test, one-way ANOVA, and simple linear regression. A hypothesis is a predictive statement that will be tested by a researcher. The hypothesis of this study was H_a : There is a correlation between the authoritative parenting of elementary school teacher parents and learning assistance for elementary school children in Sukoharjo Regency, and H_o : There is no correlation between the authoritative parenting of elementary school teacher parents and learning assistance for elementary school children in Sukoharjo Regency. The hypothesis to be achieved is: there is a positive correlation between the authoritative parenting of elementary school teacher parents and children's learning assistance in Sukoharjo Regency.

RESULTS AND DISCUSSION

Analysis of Respondents' Gender Data Description

This study aimed to examine the correlation between elementary school teachers' parenting practice and the learning assistance provided for their students in Sukoharjo. A total of 317 elementary school teachers participated in this study. The population was estimated to have a 5% error rate in the Isaac and Michael's sample size table for calculating the number of respondents. The demographic information of the research samples is shown in Table 3.

Table 3
Gender Frequency Distribution from SPSS

Gender	Frequency	Percent	Valid Percent	Cumulative Percent
Woman	169	53.3	53.3	53.3
Man	148	46.7	46.7	100.0
Total	317	100.0	100.0	

Source: Primary Data Processing Results, 2022

According to Table 3, more than half of the respondents are female (169 respondents or 53.3%) whereas the remaining respondents are male (148 respondents or 46.7%). This is partly due to the prevalence of female elementary school teachers in Sukoharjo. According to the data of Dapodikdasmen of Sukoharjo Regency, there are 2,886 female elementary school teachers and 1,329 male teachers. This is in accordance with Indonesia's data from the Directorate General of Early Childhood Education, Basic Education, and Secondary Education of the Ministry of Education and Culture and Research and Technology which indicates that there will be 3.3 million teachers in the country during the 2022–2023 academic year.

Analysis of Data Description of Respondents' Sub-District Origin

Table 4
SPSS Output of Respondent's Sub-District Frequency Distribution

Origin of Sub-district	Frequency	Percent	Valid Percent	Cumulative Percent
Polokarto	39	12.3	12.3	12.3
Sukoharjo	54	17.0	17.0	29.3
Weru	47	14.8	14.8	44.2

Origin of Sub-district	Frequency	Percent	Valid Percent	Cumulative Percent
Mojolaban	54	17.0	17.0	61.2
Grogol	54	17.0	17.0	78.2
Kartasura	69	21.8	21.8	100.0
Total	317	100.0	100.0	

Source: Primary Data Processing Results, 2022

According to Table 4, there are six areas that make up the origin of the respondents, including Polokarto with 39 respondents (12.3%), Sukoharjo with 54 respondents (17%), Weru with 47 respondents (14.8%), Mojolaban with 54 respondents (17%), Grogol with 54 respondents (17%), and Kartasura with 69 respondents (21.8%). According to the data from the Central Bureau of Statistics of Sukoharjo Regency, among the five areas selected, Polokarto has the largest area with 62.18 ha, followed by Sukoharjo with 44.58 ha, Weru with 41.98 ha, Mojolaban with 35.54 ha, Grogol with 30.00 ha, and Kartasura with 19.23 ha²⁵.

The criteria for categorizing the score of authoritative parenting variable and the answer of the respondents are shown in Table 5.

Table 5
Criteria for Categorizing Variable X (Authoritative Parenting)

No.	Category	Conditions	Frequency	Percentage
1	Low	$X < 55$	26	8%
2	Keep	$55 \leq X < 61$	231	73%
3	Tall	$61 \leq X$	60	19%
	Total		317	100%

Source: Primary Data Processing Results, 2022

²⁵Central Bureau of Statistics of Sukoharjo Regency (Sukoharjo Regency in 2021 Figures), p.7.

Authoritative Parenting

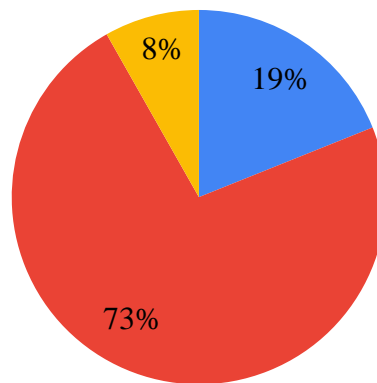


Figure 1

Responses by Respondents to the Sub-variable: Effective Parenting

Source: Personal Document

According to Figure 1, the respondents' responses to the authoritative parenting characteristics (X) indicate that 231 respondents (73%), or the majority, fell into the medium category. Additionally, up to 60 respondents (19%) and 26 respondents (8%) fell into the high and low categories, respectively. In addition, the respondents had parenting styles that could vary and be influenced by other circumstances.

The data analysis of the authoritative parenting variable (X) showed that 60 respondents (19%) belonged to the high category. This was demonstrated by their statement that their children were content with the praise for finishing their homework. Additionally, praising children can instill a persistent attitude in them that will help them succeed in their academic goals²⁶. Children enjoy receiving praise or appreciation after exhibiting admirable behavior or making academic progress.²⁷ Children's accomplishments are those made in contrast to their interests and abilities. Children who are achievement-focused approach their goals with a firm attitude.²⁸ Parents, who are

²⁶ H. Stokhof, "Using Mind Maps to Make Student Questioning Effective: Learning Outcomes of a Principle-Based Scenario for Teacher Guidance," *Research in Science Education* 50, no. 1 (2020): 203–25, <https://doi.org/10.1007/s11165-017-9686-3>.

²⁷ Amir Daien Indrakusuma, *Evaluasi-pendidikan: penilaian hasil-hasil belajar* (Malang: IKIP (Almamater), 1993), 109.

²⁸ Euis Nur Amanah Asdiniah and Triana Lestari, "Pengaruh Media Sosial Tiktok Terhadap Perkembangan Prestasi Belajar Anak Sekolah Dasar," *Jurnal Pendidikan Tambusai* 5, no. 1 (May 24, 2021): 1675–82, <https://jptam.org/index.php/jptam/article/view/1156>.

crucial to children's growth, are involved in the success of the rewards that children receive. Children's academic success at school is anticipated to be sparked by rewards.²⁹

According to the findings, 231 respondents (73%) or teacher parents in Sukoharjo Regency, who fell into the medium parenting category, had an authoritative parenting style. It was found that most of the respondents stated that they let their children play video games after school every day to help them forget about their academic responsibilities. The data from 231 respondents showed that what made these parents authoritative in their parenting was because they spent some time working. Parents who do not work full time can give their attention and focus on accompanying children to listen to stories, play together, or have fun to prevent children from playing video games too much .

Children's world is playing.³⁰ Playing is a form of socializing that should allow children to explore, create, and express their emotions as well as learn playfully.³¹ The game types must be carefully considered when engaging children in playing activities to prevent them from being overly dominated and developing poor attitudes, game addictions, and other destructive behaviors. Since they can be managed, parental supervision is crucial in determining the style of playing that children are engaged in.³² Parents' responsibilities include ensuring that their children have adequate nutrition, physical protection, and food, as well as showing them affection and keeping an eye on them³³. Children can get parental monitoring in a targeted way. On the other hand, parents can constantly watch over their children to reduce unacceptable behavior.³⁴

²⁹ Anna Novita, "Pengaruh Pemberian Reward Transaksional Orangtua Terhadap Prestasi Siswa Di SMK N 1 Saptosari," *Jurnal Pendidikan Teknologi Dan Kejuruan* 22, no. 3 (2015): 251, <https://doi.org/10.21831/jptk.v22i3.6833>.

³⁰ Mutmainnah Muthmainnah, "Peran Orang Tua Dalam Menumbuhkan Pribadi Anak Yang Androgynius Melalui Kegiatan Bermain," *Jurnal Pendidikan Anak* 1, no. 1 (2015): 103–12, <https://doi.org/10.21831/jpa.v1i1.2920>.

³¹ Yuliani Nurani Sujiono, *Konsep Dasar Pendidikan Anak Usia Dini* (Jakarta: Index, 2012), 22–24.

³² Mutmainnah Muthmainnah, "Peran Orang Tua Dalam Menumbuhkan Pribadi Anak Yang Androgynius Melalui Kegiatan Bermain," *Jurnal Pendidikan Anak* 1, no. 1 (2012), <https://doi.org/10.21831/jpa.v1i1.2920>.

³³ Nurbayani Nurbayani, "Pembinaan Iklim Kasih Sayang Terhadap Anak Dalam Keluarga," *Gender Equality: International Journal of Child and Gender Studies* 5, no. 1 (2019): 59, <https://doi.org/10.22373/equality.v5i1.5378>.

³⁴ A. Kundu, "Toward a Framework for Strengthening Participants' Self-Efficacy in Online Education," *Asian Association of Open Universities Journal* 15, no. 3 (2020): 351–70, <https://doi.org/10.1108/AAOUJ-06-2020-0039>.

The obligation of parents to work to provide for their family needs and their coming home exhausted become one of the reasons why learning assistance at home has not been optimal. Parents spend most of their time working, and they cannot watch over their children. As a result, neglected children may exhibit some unacceptable behavior.³⁵ Preschoolers today display various patterns of behavior. Each of these behavior patterns have a direct correlation with parenting. There are three parenting types, including authoritative parenting, authoritarian parenting, and permissive parenting.³⁶ In addition, there are two variations of permissive parenting: pampering and neglecting parenting styles.³⁷

Twenty-six respondents (8%) fell into the low category according to the authoritative parenting variable (X) in Figure 1. Several responses demonstrated that they occasionally penalized students while providing them with academic support. This is evidence that some parents adopt authoritative parenting and impose substantial penalties, yet they never use corporal punishment.³⁸ Authoritarian parents, on the other hand, expect their children to follow their instructions. If the children disobey, they will suffer a severe penalty.³⁹

Meanwhile, lax parents do not discipline their children for misbehaving.⁴⁰ Instead, punishment is an intentional action forced on children in the hope that they will comprehend why they are being punished and pledge not to do it again.⁴¹ The parents consequently guide their children to be disciplined, accountable, and autonomous.

Being able to control behavior is one of the requirements in parenthood. Parental behavioral control is evident in how they react to their children, which include parents' maturity, oversight, strictness, and willingness to deal with rebellious children.⁴² On the other hand, parents are supposed to be able to continuously shape their children's sense

³⁵ Dwi Sunar Prasetyo, *Membedah Psikologi Permainan Anak* (Yogyakarta: Think, 2007), 17.

³⁶ Diana Baumrind, "Effects of Authoritative Parental Control on Child Behavior," *Child Development* 37, no. 4 (1966): 887–907, <https://doi.org/10.2307/1126611>.

³⁷ Maccoby EE and Martin J. A, *Socialization in The Context of The Family: Parent-Child Interaction*, vol. 4 (New York: In E. M. Hetherigto (Ed.), *Handbook of childpsychology*, 1983), 1–101.

³⁸ Khermarinah Khermarinah, "Hegemoni Orang Tua Terhadap Anak Sebagai Pemicu Timbulnya Kekerasan Dalam Mendidik Anak," *At-Ta'lim : Media Informasi Pendidikan Islam* 18, no. 2 (December 31, 2019): 373–90, <https://doi.org/10.29300/attalim.v18i2.2668>.

³⁹ Marice Benga Olla et al., "Enfermería Clínica," *Enfermería Clínica* 28 (2018): 122–25, [https://doi.org/10.1016/S1130-8621\(18\)30050-0](https://doi.org/10.1016/S1130-8621(18)30050-0).

⁴⁰ John W. Santrock, *Life-Span Development* (McGraw-Hill Higher Education, 2004), 206–74.

⁴¹ Ramayulis, *Metodologi Pengajaran Islam* (Jakarta: Kalam Mulia, 2001), 175.

⁴² Baumrind, "Effects of Authoritative Parental Control on Child Behavior."

of discipline by raising them in such a way that it becomes a habit.⁴³ This enables children to develop their independence. One aspect of a healthy personality is independence.⁴⁴

Table 6
Criteria for Categorizing Variable X (Learning Assistance)

No.	Category	Conditions	Frequency	Percentage
1	Low	$X < 70$	43	14%
2	Keep	$70 \leq X < 76$	222	70%
3	Tall	$76 \leq X$	52	16%
Total			317	100%

Source: Primary Data Processing Results, 2022

The following are the findings of the respondents' opinions on the learning assistance variable.

Learning Assistance

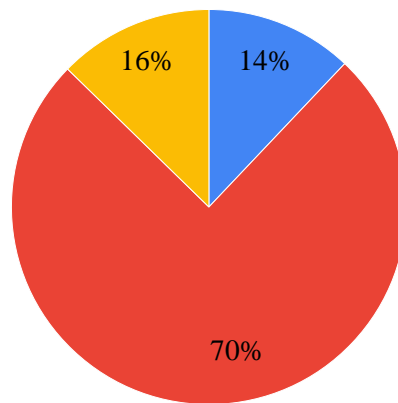


Figure 2
Responses Regarding Learning Assistance Sub-variable
Source: Personal Document

Figure 2 illustrates the size of respondents' answers to the learning assistance variable (Y). Most of the responses, or up to 222, belonged to the medium category while up to 52% were included in the high category, and up to 43% fell into the low category, as seen in the figure. This demonstrates that the respondents had access to many types of assistance for children but were susceptible to external influences.

⁴³ Dewi Nabawi, "Peran Orang Tua Dalam Pengembangan Karakter Disiplin Anak Pada Pembelajaran Daring Siswa Kelas 2 Sdit Insan Karima," *Comm-Edu (Community Education Journal)* 4, no. 3 (2021): 82, <https://doi.org/10.22460/comm-edu.v4i3.8550>.

⁴⁴ Syamsu Yusuf and Juntika Nurihsan, *Landasan Bimbingan Dan Konseling* (Bandung: Remaja Rosda Karya, 2008), 159.

Fifty-two respondents (16%) fell into the high category, according to the analysis of the learning assistance variable (Y) shown in Figure 2. This demonstrates that most of the respondents always gave their children comfortable learning environments. Parents may help children learn by doing various things, including providing learning resources and fulfilling their needs.⁴⁵ Parents have a responsibility to provide learning environments for their children. The educational facilities may include offering resources for relaxing while studying, including books, chairs, tables, and stationery.⁴⁶ In addition, parents can provide learning resources that can be optimally utilized by children to build better characters.⁴⁷

Figure 2 of the learning assistance variable (Y) in Sukoharjo Regency revealed that 222 respondents (or 70%) belonged to the medium category. This was supported by the respondents' statement that most of their children were too indolent to do their homework. Lack of learning assistance at home becomes one of the factors that make children reluctant to do their homework although other variables can also influence this⁴⁸. On the contrary, some factors that influence learning include participating in class activities, completing homework, reading the materials that the teacher has explained, and reading exam study guides to prevent children from being indolent when it comes to learning or other activities⁴⁹. Multiple factors, including internal and external influences, contribute to indolent learning attitudes. Children's indolence is likely caused by their lack of motivation to complete their assignments. Physical strength and psychological conditions may also decline due to exhaustion from playing activities. Lack of parental support, poverty, uncomfortable settings, and facilities that do not help children learn at home are all the factors outside children's control⁵⁰. Apathy in learning differs from an indolent temperament. Meanwhile, sluggish children exhibit higher willpower, and slow

⁴⁵ Kartini Kartono, *Peran Keluarga Dalam Membimbing Anak* (Jakarta: Rajawali Press, 1985), 49.

⁴⁶ Firdana Madinah and Sjafiatul Mardiyah, "Strategi Pengembangan Pemasaran Untuk Memajukan Kewirausahaan Kue Tradisional," *J+PLUS UNESA Jurnal Mahasiswa Pendidikan Luar Sekolah* 10, no. 2 (2021): 151–1571, <https://ejournal.unesa.ac.id/index.php/jurnal-pendidikan-luar-sekolah/article/view/43097>.

⁴⁷ Nurlaili Nurlaili, "Sumber Belajar Dan Alat Permainan Untuk Pendidikan Anak Usia Dini," *Al Fitrah: Journal Of Early Childhood Islamic Education* 2, no. 1 (2018): 229, <https://doi.org/10.29300/alfitrah.v2i1.1518>.

⁴⁸ E.A.M. Reguera, "Using a Digital Whiteboard for Student Engagement in Distance Education," *Computers and Electrical Engineering* 93, no. Query date: 2024-03-20 02:32:39 (2021), <https://doi.org/10.1016/j.compeleceng.2021.107268>.

⁴⁹ Sabini Nini, *Psikologi Pembelajaran* (Yogyakarta: CV Andi Offset, 2012), 76.

⁵⁰ Imam Musbikin, *Kenapa Anak Saya Malas Belajar?* (Yogyakarta: Diva Press, 2009), 21.

children are motivated to complete assignments even when they need longer time. Learning ignorance can take the form of not completing assignments, delaying studying for tests or quizzes, being disinterested in the material being taught, or playing truant.⁵¹ Learning assistance is an action taken by parents when they accompany their children and make efforts to help them overcome learning difficulties.⁵² The process of acquiring knowledge and new patterns of attitude is known as learning.⁵³

Parents can help children with learning difficulties in many ways, such as by teaching them at home, acting as their children's teachers at home, and encouraging them to look for information from outside and their surroundings.⁵⁴ In addition, through enjoyable activities, parents can assist their children as they study at home. For example, the piling assignments and homework allow parents to accompany their children.⁵⁵ Parents can also explain the concepts that their children have not yet mastered⁵⁶ and alleviate the challenges that their children face in class by generating their learning motivation. Motivation is an urge to take actions in one particular direction both physically and psychologically.⁵⁷ Children need motivation that they can use to drive them in learning.⁵⁸

The study of the learning assistance variable (Y) in Figure 2 revealed that 43 respondents (14%) fell into the low category. This was demonstrated by parents who stated that their children sometimes went back to sleep after doing the morning prayer. Low levels of support for children can be determined by parental age, parenting

⁵¹ Aziz Alimul, *Pengantar Keperawatan Anak* (Jakarta: Salemba Medika, 2006), 104.

⁵² Alfred Bunga Data et al., "Peran Pendampingan Orang Tua Dalam Pembelajaran Anak Usia Dini Selamat Belajar Dari Rumah Di Masa Pandemi Covid-19," *ELEOS: Jurnal Teologi Dan Pendidikan Agama Kristen* 1, no. 1 (2021): 50–62, <https://doi.org/10.53814/eleos.v1i1.5>.

⁵³ Lester Donald Crow and Alice Crow, *Educational Psychology* (New York: American Book Company, 1958), 1–15.

⁵⁴ Haqul Siddiqi, Sudirman Sudirman, and Muhammad Turmuzi, "Strategi Orang Tua Membimbing Anak Belajar Dari Rumah Pada Masa Pandemi Covid-19," *Jurnal Ilmiah Profesi Pendidikan* 6, no. 4 (2021): 638–43, <https://doi.org/10.29303/jipp.v6i4.311>.

⁵⁵ Vinsensius Sumardi et al., "Efektivitas Pendampingan Orang Tua Siswa Sekolah Dasar Selama Belajar Dari Rumah di Kecamatan Langke Rembong Manggarai NTT," *JIPD (Jurnal Inovasi Pendidikan Dasar)* 6, no. 1 (April 28, 2022): 38–43, <https://doi.org/10.36928/jipd.v6i1.902>.

⁵⁶ Nunung Nurfajri Ainun, "Pandemi dan Ruang Kelas Dunia Maya," *Journal Of Educational Technology, Curriculum, Learning And Communication* 1, no. 1 (January 5, 2021): 1–7, <https://doi.org/10.26858/jetelc.v1i1.18157>.

⁵⁷ Joohi Lee and Leisa Martin, "Investigating Students' Perceptions of Motivating Factors of Online Class Discussions," *The International Review of Research in Open and Distributed Learning* 18, no. 5 (August 15, 2017), <https://doi.org/10.19173/irrodl.v18i5.2883>.

⁵⁸ Wahidin, "Peran Orang Tua Dalam Menumbuhkan Motivasi Belajar Anak Sekolah Dasar," *Pancar* 3, no. 1 (2019): 232–45.

experience, and marital relationships. Furthermore, parental involvement in accompanying children to worship affects learning success, such as creating conditions that can train children to be proficient in cognitive, growth, emotional, and spiritual aspects to enable children to complete the educational process as early as possible.⁵⁹ Furthermore, allowing children to participate in a debate about family matters is a crucial component of preparing children to be skillful in dialogue and capable of making their judgments, as well as assisting them in adopting the ideals of Islamic character.⁶⁰ Parents can accompany their children in worship activities such as directing and teaching worship rituals, reciting daily prayers, and reading. In addition, parents can accompany their children to worship by teaching them about the procedures of praying, ablution, reciting the Quran, memorizing daily prayers, and participating in the Quran learning center (TPQ) in the neighborhood.⁶¹

Table 7
Shows The Correlation Between Authoritative Parenting And Learning Assistance

Type	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	479.426	1	479.426	86.658	.000 ^b
Residual	1742.713	315	5.532		
Total	2222.139	316			

a. Dependent Variable: Learning Assistance

b. Predictor: (Constant), Authoritative Parenting

Source: Primary Data Processing Results, 2022

According to Table 7 of the linear regression test, the sum of the simple values was 86.658. In addition, there was a significant correlation between the authoritative parenting variable and the learning assistance variable at $0.000 < 0.05$.

Table 8
SPSS Output of the Coefficients

Type	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	28.174	3.225		9.737	.000
1 Authoritative parenting	.413	.044	.464	9.309	.000

a. Dependent Variable: Learning Assistance

Source: Primary Data Processing Results, 2022

⁵⁹ Muzdalifah Muzdalifah, "Efektifitas Peran Orang Tua Terhadap Keberhasilan Pendidikan Keagamaan Anak," *Konseling Edukasi : Journal Of Guidance and Counseling* 1, no. 1 (October 17, 2018), <https://doi.org/10.21043/konseling.v1i1.3880>.

⁶⁰ Marzuki, *Pendidikan Karakter Islami* (Jakarta: Publisher Amzah, 2015), 10.

⁶¹ Saputri, "Pendampingan Anak Dalam Keluarga Di TK Pertiwi Kebasen Kabupaten Banyumas."

Table 8 demonstrates that the constant (a) was 28.174. If the confidence value (b, the regression coefficient) was 0.413 and the regression equation was $Y = a + bX$, then $Y = 28.174 + 0.413X$. The obtained regression equation had a constant value of 28.174, indicating that the consistent value of the learning assistance variable was 28.174. Based on the authoritative parenting regression coefficient of 0.413, every 1% increase in the value of t would raise the value of learning by 0.438. Because the regression coefficient was positive, it was concluded that there was a correlation between authoritative parenting and learning assistance. The coefficient of determination measured how powerful the authoritative parenting variable was when compared to the learning assistance variable. The result of the coefficient of determination is as follows.

Table 9
SPSS Output of Coefficient of Determination - Model Summary

Type	R	R Squared	Adjusted R Squared	Std. An error in the Estimate
1	.464 ^a	.216	.213	2.352

a. Predictor: (Constant), Authoritative Parenting

Source: Primary Data Processing Results, 2022

Table 9 shows a correlation coefficient (R) of 0.464 for the coefficient of determination. In addition, the coefficient of determination (R squared) of 0.216 indicated that the independent variable (authoritative parenting) had a 21.6% influence on the dependent variable (learning assistance). In contrast, the remaining influence came from other factors, indicating a significant correlation between authoritative parenting and learning assistance.

Table 7 of the simple linear regression test results showed that authoritative parenting positively affected learning, with a significance value of 0.000 (<0.05). In Table 8, the constant coefficient (a) was 28.174 and the confidence value (b/regression coefficient) was 0.413. Therefore, the regression equation was $Y = 28.174 + 0.413X$. According to the regression equation, the constant value of 28.174 indicated a consistent value of the learning assistance variable, which was 28.174. Based on the authoritative parenting regression coefficient of 0.413, every 1% increase in the value of t would raise the value of learning by 0.438. Therefore, the obtained regression coefficient was positive, indicating that there was a correlation between the authoritative parenting variable and the learning assistance variable. Table 9 shows how significant the authoritative parenting variable contributed to the learning assistance variable, with a

correlation value (R) of 0.464 and R squared of 21.6%, whereas other factors influenced the remaining. Based on the findings of this study, there was a significant correlation between the authoritative parenting style of teacher parents and the learning assistance for elementary school children in Sukoharjo Regency. The alternative hypothesis was approved in this study, but the null hypothesis was rejected.

Parents need to help children improve their learning achievement and talent. Learning achievement and talents are the benchmark of children's success. Learning achievement has an influence on the aspects of life, such as health, work, social and cultural aspects, thus making learning assistance necessary to be provided by parents to achieve children's basic success.⁶² In addition, they accompany children to discover their talents. Parents can accompany children by analyzing children's interests and supporting children's talents to gain success in addition to learning achievement.⁶³

Learning assistance can be influenced by such factors as the age of the parents, the level of maturity in caring for children and the family, the experience of being a parent in a parenting style that can affect children in the future, the marital relationships that can affect the parenting style for children, and the parental involvement in accompanying children.⁶⁴ Involvement in assisting children with learning difficulties gives parents more insight and information, thus allowing them to impart a great deal of knowledge to their children.⁶⁵ Parenting is a pattern of behavior consisting of parenting actions that aims to govern and regulate children's conduct through parental supervision, such as setting demands, rules, discipline tactics, reward control, and punishment.⁶⁶ According to the research findings, one of the elements that affect children's learning assistance is an authoritative parenting style.

CONCLUSION

The results proved that there was a significant correlation between the authoritative parenting style of elementary school teacher parents and the learning

⁶² Saputri.

⁶³ Saputri.

⁶⁴ Saputri.

⁶⁵ Ramedlon Ramedlon, "Peran Keluarga Dalam Pendampingan Proses Belajar Mengajar Di Rumah," *JPT: Jurnal Pendidikan Tematik* 2, no. 2 (August 5, 2021): 168–80.

⁶⁶ Maccoby EE and Martin J. A, *Socializatio in The Context of The Family: Parent-Child Interaction*.

assistance for elementary school children in Sukoharjo, with a correlation coefficient of $0.000 < 0.05$. In addition, the regression equation was $Y = 28.174 + 0.413X$, which proved that the regression coefficient was positive, indicating the correlation between authoritative parenting and learning assistance. The significance of the contribution of the authoritative parenting variable in influencing the learning assistance variable was seen from the correlation coefficient (R) of 0.464 and the coefficient of determination (R Squared) of 21.6% while the remaining was influenced by other factors. This showed the authoritative pattern of the parents in assisting their elementary school children in learning as 60 respondents (19%) always praised their children after doing homework, thus making the children feel valuable. In addition, 52 respondents (16%) always provided learning facilities to their children. Based on the findings of the study, authoritative parenting with learning assistance becomes a benchmark in improving learning achievement and talent for children's success.

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