



Parental Parenting Patterns on The Learning Outcomes of Grade III Elementary School Students

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ABSTRACT

This study aims to investigate the parenting styles applied by parents of Grade III students at SD YPPK Santo Paulus, Sorong Regency, and their relationship with student learning outcomes. A qualitative descriptive research design was employed, with data collected through questionnaires, semi-structured interviews, and documentation. The research participants comprised six parents of Grade III students and a classroom teacher. The findings indicate that the predominant parenting style applied by parents is democratic parenting. Parents were found to guide children regarding acceptable and non-acceptable behaviors, remind children to complete homework, provide motivation and praise, and facilitate children's learning needs. Questionnaire results revealed democratic parenting scores as follows: parents of LA and AA obtained 93.75%; parents of AA and YM obtained 93.75% and 81.25%; and parents of JF and AS obtained 87.5% and 75%, respectively. These findings suggest that democratic parenting, which balances parental guidance with child autonomy, is positively associated with children's learning engagement and academic performance. The implications of this study underscore the critical role of parental involvement in shaping the academic

trajectory of elementary school students.

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INTRODUCTION

School constitutes the formal educational environment for children, serving as an institution that shapes students' personalities into well-rounded individuals. Within the school context, teachers are responsible for educating, instructing, and facilitating students to achieve learning objectives. Education is a multifaceted activity involving diverse stakeholders, including educators, students, administrators, community members, and parents. For educational goals to be achieved effectively and efficiently, all relevant parties must understand and fulfill their respective roles.

The family plays a pivotal role in children's education, as it serves as the primary source of education and the first educational institution before children enter formal schooling. The family is not merely a biological unit but also encompasses educational, social, and developmental functions. It represents the smallest social unit in society, comprising parents, children, and other individuals bound by blood or marriage. The welfare of society is largely determined by the well-being of the family unit (Maccoby & Martin, 1983; Darling & Steinberg, 1993).

To ensure that children receive appropriate education, parents must understand and correctly apply suitable parenting styles. Parenting style refers to the process of nurturing children from birth until adulthood, encompassing the maintenance of physical and psychological well-being with dedication and love. Fadhilah et al. (2019) categorized parenting styles into three primary types: authoritarian parenting, democratic (authoritative) parenting, and permissive parenting. Baumrind (1991) further elaborated these categories as

foundational frameworks for understanding parent-child interactions and their developmental consequences.

Parents employing authoritarian parenting tend to control children's lives without providing opportunities for independent choice. Parents who adopt permissive parenting tend to grant excessive freedom without adequate guidance. In contrast, parents who practice democratic parenting involve children in decision-making processes, balance freedom with appropriate boundaries, and provide guidance and encouragement (Baumrind, 1991; Santrock, 2011). A fourth pattern, neglectful parenting, has also been identified as characteristic of parents who are too preoccupied to provide adequate emotional and physical attention to their children (Santrock, 2011).

The learning process is influenced by various factors, including parenting style, learning style, environmental conditions, and the availability of adequate facilities and resources. Learning outcomes represent the measured results of academic efforts, expressed through symbols, letters, or descriptions that reflect a student's achievement within a specific period, typically assessed through relevant testing instruments and reflected in end-of-semester report cards (Rosyid et al., 2019). Previous studies have established that parenting style significantly influences academic motivation, achievement, and overall educational outcomes (Pomerantz et al., 2007; Jeynes, 2005; Talib et al., 2011).

Observations conducted by the researchers at SD YPPK Santo Paulus indicated that families characterized by harmonious relationships, educational backgrounds, and appropriate parenting styles are more likely to produce academically capable students. This is consistent with Willis (2017), who argued that children who experience excessive fear or harsh treatment from parents are at risk of stunted creative development and may develop anxiety and apathy. Furthermore, researchers observed that a number of parents exhibited indifference toward children's academic activities, perceiving learning as exclusively the school's responsibility and thereby neglecting the family's role as a primary educational institution.

Based on the aforementioned contextual background, this study was undertaken to investigate parenting styles applied by parents of Grade III students at elementary school and their relationship with student learning outcomes. The research question guiding this study is: How do parental parenting styles relate to the learning outcomes of Grade III students

METHODS

This study employed a qualitative research design with a descriptive approach. Qualitative research, as defined by Moleong (2012), is a research approach aimed at understanding phenomena experienced by research subjects, such as behavior, perception, motivation, and action, through description in natural language and utilizing various naturalistic methods. The descriptive approach requires the researcher to describe objects, phenomena, and events in narrative written form, with facts and data compiled in verbal format (Sugiyono, 2014).

The research participants comprised a classroom teacher and six parents of Grade III students at SD YPPK Santo Paulus, Sorong Regency. Three data collection instruments were utilized. First, a parenting style questionnaire consisting of 16 items with four alternative response options was administered: Always (AL), Often (OF), Sometimes (ST), and Never (NV). The questionnaire was distributed directly to parents in written form and returned upon completion. Second, semi-structured interviews were conducted with parents to obtain detailed information regarding their parenting practices in relation to students' learning outcomes. Third, documentary evidence, including academic records and student report cards, was collected to supplement and triangulate the findings.

Data analysis followed the interactive model proposed by Miles and Huberman (as cited in Sugiyono, 2014), which encompasses three iterative and continuous stages: data reduction, data presentation, and conclusion drawing. This process continued until data saturation was achieved, ensuring the

thoroughness and trustworthiness of the analysis.

RESULTS AND DISCUSSION

Research Results

Questionnaire Results

The parenting style questionnaire comprised 16 items administered to six parents of Grade III students. The responses were categorized into four parenting style typologies: democratic, authoritarian, permissive, and neglectful. The results are presented in Table 1.

Table 1. **Questionnaire Results of Parenting Style Typologies by Parent, Student Pairs**

Parenting Style	LA & AA	FA & AA	AA & YM	JF & AS
Democratic	93.75% / 93.75%	/ 93.75% / 81.25%	/ 81.25% / 75%	87.5% / 75%
Authoritarian	100% / 100%	100% / 93.75%	93.75% / 81.25%	/ 75% / 81.25%
Permissive	81.25% / 75%	81.25% / 75%	75% / 68.75%	62.5% / 68.75%
Neglectful	68.75% / 37.5%	/ 68.75% / 37.5%	/ 37.5% / 31.25%	/ 50% / 31.25%

As shown in Table 1, the dominant parenting style across all six parent-student pairs was democratic parenting, with scores ranging from 75% to 93.75%. Authoritarian parenting exhibited relatively high scores as well, indicating that some parents applied directive and controlling approaches alongside democratic practices. Permissive and neglectful parenting demonstrated notably lower scores, reflecting limited incidence of unstructured or disengaged parenting patterns among the participants.

Interview Results

Semi-structured interviews were conducted with six parents: TA (parent of LA), AA (parent of FA and PA), YM (parent of TM), JF (parent of MF), and AS (parent of PS). The interview findings revealed consistent patterns. Parents generally did not compel children to study at all times but established

designated study times. Parents permitted group study with peers, although a minority imposed restrictions. All parents reminded children to complete homework and inquired about classroom assignments. When mistakes happened, parents responded with advice and mild consequences. Parents questioned children who returned home late and encouraged open communication about problems and learning preferences.

Furthermore, parents reported turning off televisions and confiscating mobile phones during children's study time. Parents provided explanations to encourage children to complete homework independently and consistently motivated and praised children to maintain their enthusiasm for learning. Several parents also provided material rewards as incentives for academic effort. Parents facilitated children's learning needs by supplying stationery and educational materials. In terms of decision-making, practices varied, with some parents involving children and others making decisions independently.

Discussion

Parenting style, as defined by Aida (2020), refers to the attitudes and methods employed by parents in preparing younger family members to make independent decisions and take autonomous action, thereby facilitating a transition from dependence on parents to self-reliance. Fadhilah et al. (2019) and Baumrind (1991) identified three primary types of parenting styles: authoritarian, democratic (authoritative), and permissive. Each style carries distinct implications for children's academic and socio-emotional development.

Democratic Parenting

Kristina (2012) asserted that parents with democratic characteristics solicit and consider children's opinions and preferences. Parents who practice democratic parenting provide opportunities for children to explain reasons for rule violations before consequences are imposed, administer consequences proportionate to inappropriate behavior, and offer praise or rewards for appropriate conduct. Democratic parenting is characterized by: (1) rules established collaboratively by all family members; (2) parental attention to

children's desires and opinions; (3) collaborative decision-making; (4) parental guidance and monitoring; (5) opportunities for children to express their views; and (6) the provision of trust and responsibility to children.

Yapalalin (2021) further elaborated that democratic parenting does not adopt an absolute parental position, nor does it rely exclusively on the child's needs, while permitting children to develop their individuality. Democratically oriented parents approach child-rearing with thoughtfulness, patience, and a genuine effort to understand children's behavior. This parenting style is characterized by a balance between parental rights and obligations and those of the child (Grolnick & Pomerantz, 2009; Aunola & Nurmi, 2005). Research consistently demonstrates that democratic parenting is associated with higher academic motivation, self-regulation, and achievement (Hasanah & Rahmatia, 2022; Syahrída & Kurniawati, 2021).

Authoritarian Parenting

According to Yapalalin (2021), authoritarian parenting emphasizes parental supervision aimed at securing children's obedience and compliance. Parents with an authoritarian style are coercive, rigid, and inflexible, establishing numerous rules that must be adhered to without regard for children's feelings. These parents may exhibit emotional or angry reactions when children behave contrary to parental expectations. Authoritarian parenting is associated with reduced academic intrinsic motivation, diminished self-esteem, and limited creative development in children (Baumrind, 1991; Willis, 2017).

Permissive Parenting

As articulated by Dariyo (2014), parents with a permissive parenting style tend to grant excessive freedom without any form of control. This parenting style does not establish firm boundaries for children. Children are minimally held accountable for responsibilities but are afforded the same rights as adults. Children are given the freedom to self-regulate, while parents exercise minimal supervision. Permissive parenting is characterized by

insufficient control, lax parental attitudes, and inadequate guidance for children (Maccoby & Martin, 1983).

Neglectful Parenting

Santrock (2011) described neglectful parenting as a pattern arising when one or both parents are excessively preoccupied with work, personal issues, or other factors that render them physically and emotionally incapable of providing adequate attention to their children. This parenting style has been associated with adverse developmental outcomes, including poor academic achievement, social difficulties, and emotional dysregulation (Zeanah & Sonuga-Barke, 2016).

Based on the preceding analysis, the parenting style predominantly applied by parents of Grade III students at SD YPPK Santo Paulus is democratic parenting. This finding is consistent with Pomerantz et al. (2007) and Jeynes (2005), who demonstrated that authoritative or democratic parenting is positively associated with higher academic achievement and stronger learning motivation. The democratic parenting practices observed, including guiding acceptable behavior, reminding children to complete homework, listening to children's concerns, providing motivational support, and facilitating learning resources, reflect a balanced approach that supports both academic and socio-emotional development. Nurhayati (2020) similarly found that parental involvement and supportive parenting practices are critical determinants of elementary school students' academic success. These findings align with the broader literature demonstrating that the quality of parent-child interactions constitutes a significant predictor of children's learning outcomes (Ceka & Murati, 2016; Suleman et al., 2019).

CONCLUSION

Based on the research findings, it can be concluded that the predominant parenting style applied by parents of Grade III students at SD YPPK Santo Paulus, Sorong Regency, is democratic parenting. This was evidenced by the

following parental behaviors: parents establish structured study periods without compulsion; parents permit group study with peers; parents guide children regarding acceptable and non-acceptable behaviors; parents consistently remind children to complete homework; parents advise and apply mild consequences when children err; parents inquire about reasons when children return home late; parents provide opportunities for children to discuss their problems; parents listen to and accommodate children's learning preferences; parents remove distractions during study time; parents encourage dedicated and sincere learning; parents provide praise, motivation, and support; parents supply necessary learning materials; and parents involve children in decision-making processes.

The questionnaire results confirmed the dominance of democratic parenting, with parental pairs LA and AA obtaining 93.75%, pairs AA and YM obtaining 93.75% and 81.25%, and pairs JF and AS obtaining 87.5% and 75%, respectively. These findings contribute to the growing body of evidence emphasizing the importance of democratic and supportive parenting in enhancing elementary school students' learning outcomes. Future research is recommended to investigate the longitudinal effects of parenting styles on academic achievement using larger and more diverse samples across different regions of Indonesia.

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Declarations

Author : Rikani Kakisina: Conceptualization, Data Collection,
Contribution Writing, Original Draft; Supriyanti Fatma Rabia:
Writing, Review & Editing, Formal Analysis, and

- Methodology.
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