



THE INFLUENCE OF PARENTING STYLES AND STUDY DISCIPLINE ON THE LEARNING OUTCOMES OF PANCASILA EDUCATION FOR FIFTH GRADE ELEMENTARY SCHOOL STUDENTS

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ABSTRACT

This research aims to prove the influence of parenting on learning outcomes, study discipline on learning outcomes, and the influence of parenting styles and study discipline on learning outcomes. The research method used is a Survey. The population in this research are all fifth-grade students of Advent Tikala Manado Elementary School, totaling 42 students. The research data comes from primary data in the form of questionnaire entries and secondary data used is data on Pancasila education learning outcomes in the mid-semester exam. Data analysis techniques using descriptive statistical analysis techniques, data testing stages using normality tests, linearity tests, then multiple linear regression analysis tests, and hypothesis testing with partial tests or t-tests and simultaneous tests or F tests. The results showed (1) there is an influence of parenting styles on the learning outcomes of Pancasila Education for fifth grade elementary school students. (2) There is an influence of study discipline on the learning outcomes of Pancasila Education for fifth grade elementary school students. (3) there is an influence of parenting styles and study discipline on the learning outcomes of Pancasila Education for fifth grade students at Advent Tikala Manado Elementary School. Therefore, to improve learning outcomes, we must pay attention to and understand the factors of parenting styles and the application of student study discipline.

KEYWORDS: Parenting Styles, Study Discipline, Learning Outcomes, Pancasila Education

INTRODUCTION

Elementary school is a means for students to explore the beginning stages of knowledge to achieve higher education. Therefore, students need active interaction with teachers so that students are able to develop their potential. Students develop their potential to become responsible, independent members of society, have knowledge and creativity for the future. In addition, education is one way to shape character, find identity and take a role in the future. In order for students to develop their potential well, one of them can be through the subject of Pancasila and Citizenship Education (Pancasila Education) at school. Daryono (1998) states that Pancasila Education is one of the subjects that seeks to foster optimal student development in order to have character in accordance with the noble values of Pancasila which are manifested in daily life.

The purpose of Pancasila Education in elementary school is to make students become smart, skilled, and characterised Indonesian citizens, as well as citizens who are able to understand and implement their rights and obligations (Winataputra, 2014).

The learning outcomes of Pancasila Education are the results of the learning process. The learning outcomes of Pancasila Education are used as a basis of determining whether students are successful in mastering the material and understanding the competencies of Pancasila Education as measured by the scores of the tests given.

However, in reality there are still many students who have low achievement in the learning process. This problem can be seen in the learning outcomes of fifth grade students at Advent Tikala Manado Elementary School. Based on the results of observations and interviews with 20 students and fifth grade teachers, it is known that there are factors that influence the learning outcomes achieved by these students. Some students who experience problems in the learning process, there are parents who still apply inappropriate parenting, the absence of clear assistance and lack of attention from parents. So that it has another impact on students at school such as students are not disciplined in studying, late for school, lazy to do homework and lack of attention in learning in class which has an impact on low learning outcomes.

Based on the problems above, there are two factors that influence the learning process and results, namely parenting styles and student study discipline factors. The parenting factor is the first and main environment in determining the success of children's learning, because it is in the family that a child first comes into contact with other people, namely family members and it is said to be the main because education in the family is the basis and provision for the development of children in the future. The atmosphere of a calm home environment and the form of parental involvement in children's education can be seen from the way parents educate their children. Tridhonanto (2014) argues that all interactions between parents and children,

where parents provide encouragement by changing behaviour, knowledge, and values that are considered most appropriate for parents so that children can become independent individuals, grow and develop healthily and optimally, have self-confidence, have curiosity, are friendly, and oriented to success.

On the other side, externally, discipline related to rules and order is one of the factors that influence student learning outcomes. Discipline according to Darmadi (2017) is student compliance with the rules that apply at school, including time in and out of school, tidiness in dressing, student compliance in participating in school activities. Students who have good study discipline will carry out learning activities well, so that learning objectives can be achieved well. Similar research states that parental attitudes and parenting methods have a major influence on children's school outcomes (Narayani et al., 2021). This research is also in line with research which states that discipline can help students to realise the goals that have been set while helping students achieve maximum goals (Hendra & Abdullah, 2019). Parenting styles and student study discipline have a

significant positive effect on student learning outcomes (Rofifah & Nasith, 2023). The purpose of this research is to prove the influence of parenting styles on learning outcomes, study discipline on learning outcomes, and the influence of parenting styles and study discipline on learning outcomes. This research is important to provide knowledge and one of the considerations in developing learning strategies that result in optimising learning outcomes.

METHOD

The approach used in this research is quantitative. The type of research used by researchers is a type of causal relationship research. Causal relationship is a relationship that is causal and effect. So here there are independent variables (variables that influence) and dependent variables (influenced).

The research procedure to prove the influence between variables in this research can be described with the framework image as follows:

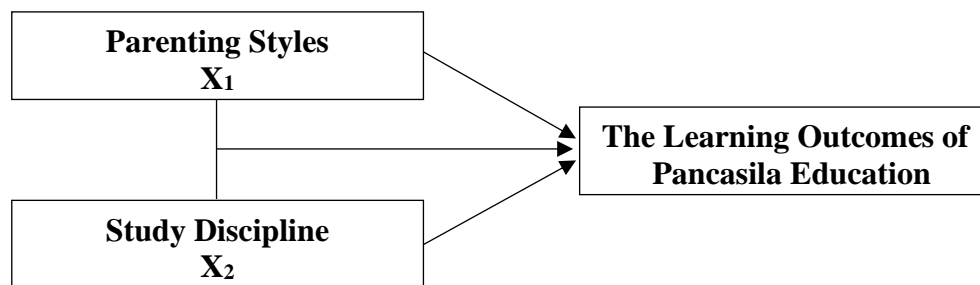


Figure 1. The influence between variables

The population in this research were all fifth grade students of Advent Tikala Manado Elementary School totalling 42 students, all of which were used as research samples. The research data comes from primary data collected by questionnaire and secondary data used is data on Pancasila education learning outcomes in the mid-semester even exam of the 2023/2024 school year for fifth grade elementary school students.

The data analysis technique uses descriptive statistical analysis techniques, pre-requisite tests and hypothesis testing. The prerequisite testing stage in this research is a normality test to determine whether the data is normally distributed or not, then a linearity test is carried out to determine whether the data variance is linear or not, then hypothesis testing is carried out using multiple linear regression analysis or simultaneous test or F test. Hypothesis testing (partial test or t test) is used to test hypotheses 1 and 2. For the research hypothesis test as follows:

1. H_0 : There is no influence of parenting styles on the learning outcomes of Pancasila Education for fifth grade students at Advent Tikala Manado Elementary School.
 H_a : There is an influence of parenting styles on the learning outcomes of Pancasila Education for fifth grade students at Advent Tikala Manado Elementary School.
2. H_0 : There is no influence of study discipline on the learning outcomes of Pancasila Education for fifth grade students at Advent Tikala Manado Elementary School.

H_a : There is an influence of study discipline on the learning outcomes of Pancasila Education for fifth grade students at Advent Tikala Manado Elementary School.

3. H_0 : There is no influence of parenting styles and study discipline on the learning outcomes of Pancasila Education for fifth grade students at Advent Tikala Manado Elementary School.

H_a : There is an influence of parenting styles and study discipline on the learning outcomes of Pancasila Education for fifth grade students at Advent Tikala Manado Elementary School.

RESULTS

The statistical description of the data shows that the average score of parenting styles (X_1) is 119.19, study discipline (X_2) is 127.93, and learning outcomes of Pancasila Education (Y) is 87.79. Furthermore, the median of the data group of parenting styles (X_1) is 120, study discipline (X_2) is 128, and learning outcomes of Pancasila Education (Y) is 88. While the mode of the data group of parenting styles (X_1) is 118, study discipline (X_2) is 120, and learning outcomes of Pancasila Education (Y) is 80. The three measures of data concentration show that the mean, median and mode values are almost the same, this means that these three data groups have almost symmetrical frequency distribution curves. More details can be seen in the following figure 2 below.

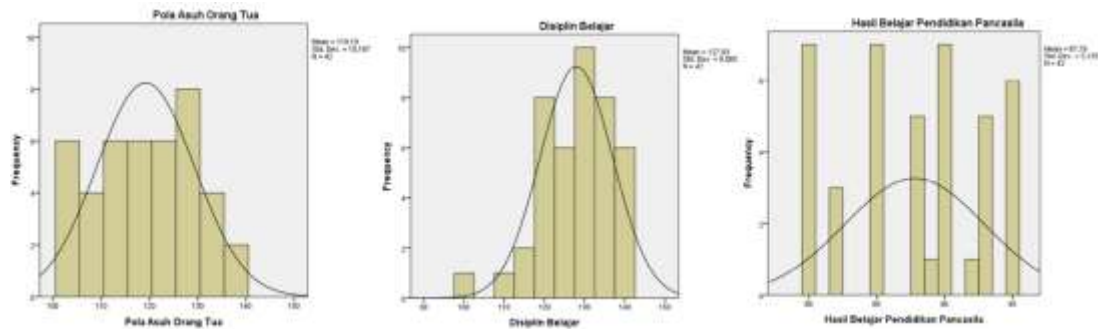


Figure 2. Frequency distribution curve and normality of 3 data groups

The normality test states that the significance value (Sig) in the One Sample Kolmogorov-Smirnov normality test for the parenting styles data group is $0.2 > 0.05$ and the study discipline data group is $0.2 > 0.05$, and in the Pancasila Education learning outcomes data group is $0.144 > 0.05$. Exposure of the normality test data of the three data groups shows that the three data groups are normally distributed.

Furthermore, the prerequisite test of data linearity of variables X_1Y , and X_2Y was carried out. SPSS output results show that the significance value for testing the X_1Y linearity is $0.305 > 0.05$, with the value of $F_{count} = 1.272 < F_{table} = 3.24$. This means that there is a linear relationship between parenting styles and

Pancasila education learning outcomes. Furthermore, the significance value to test the linearity of X_2Y is $0.158 > 0.05$, with a value of $F_{count} = 1.588 < F_{table} = 3.24$. This means that there is a linear relationship between study discipline and learning outcomes of Pancasila education.

After the pre-requisite test is fulfilled, the data analysis is continued with hypothesis testing. Hypothesis tests 1 and 2 were carried out using the t test using the help of the SPSS computer programme. The SPSS output is presented in table 1 below.

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	36,842	9,770		3,771	,001
	Parenting Styles	,223	,067	,441	3,336	,002
	Study Discipline	,191	,075	,337	2,550	,015

a. Dependent Variable: The Learning Outcomes of Pancasila Education

The data in table 1 above shows a significance value of $0.02 < 0.05$ or the value of $t_{count} = 3.336 > t_{table} = 2.42$. Based on the decision-making criteria, the first research finding in hypothesis testing 1, namely testing the effect of variable X_1Y , is to Accept H_a Reject H_0 . This means that there is an influence of the parenting styles variable on the learning outcomes of Pancasila education.

Furthermore, in testing hypothesis 2, namely testing the effect of variable X_2Y or testing the effect of study discipline variables on Pancasila learning outcomes as presented in table 1, it was found that the significance value is $0.015 < 0.05$ or the $t_{count} = 2.550 > t_{table} = 2.42$. Based on the decision-making criteria, the findings of this study Accept H_a Reject H_0 . This means that there is an influence of study discipline variables on the learning outcomes of Pancasila education.

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	458,801	2	229,401	14,377	,000 ^b
	Residual	622,270	39	15,956		
	Total	1081,071	41			

a. Dependent Variable: The Learning Outcomes of Pancasila Education
 b. Predictors: (Constant), Study Discipline, Parenting Styles

Based on table 3 above, $F_{count} = 14.377 > F_{table} = 3.24$ with a significance value of $0.000 < 0.05$. This shows that all independent variables, namely parenting styles and study discipline, have a significant effect simultaneously (together)

on the learning outcomes of Pancasila Education for fifth grade elementary school students. Meanwhile, based on table 3 below, it is found that the regression equation of the influence of parenting styles and study discipline variables on the



learning outcomes of Pancasila Education for fifth grade elementary school students is $Y = 36,842 + 0,223 X_1 + 0,191 X_2$

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	36,842	9,770		3,771	,001
	Parenting Styles	,223	,067	,441	3,336	,002
	Study Discipline	,191	,075	,337	2,550	,015

a. Dependent Variable: The Learning Outcomes of Pancasila Education

DISCUSSION

The results of the study found several findings: First, that the parenting styles variable has a positive and significant effect on the learning outcomes of Pancasila Education for fifth grade students at Advent Tikala Manado Elementary School. This research finding is shown through a simple regression test with the R_square value of X_1Y is 0.328. This states that the parenting styles variable has an influence of 32.8%. The findings of this research are also supported by the results of research by Gara et al. (2022) which states that parenting variables affect the improvement of student learning outcomes in elementary schools. Good parenting will make students' characters also good, so that when teachers design learning based on these characters it can lead these students to optimal learning outcomes (Katuuk et al., 2024). The findings of this research also prove that with the right and clear parenting styles applied by parents to their children, the better the learning outcomes achieved by students. This means that the encouragement and provision of appropriate and clear attention given by parents has a tremendous impact on children's results at school. On the other hand, children who are given the right attention will have the right attitude and responsibility as well, both in the school environment, society and the family environment. These results are reinforced by previous research which states that parenting has a significant relationship with student learning outcomes (Suarlin et al., 2021).

Second, the results of the research calculations carried out, it was found that there was a significant influence of study discipline on the learning outcomes of Pancasila Education for fifth grade students. This research finding is shown through a simple regression test with the R_square X_2Y value of 0.26. This states that the study discipline variable has an influence of 26%. Based on the results of this research, it proves that discipline is very necessary in the teaching and learning process. This means that discipline can help learning activities. Study discipline is part of the output of student learning motivation so as to increase interest in learning (Surentu et al., 2023) which synergises with the achievement of optimal Pancasila Education learning outcomes. Discipline can create a sense of pleasure to learn and discipline can improve social relationships and improve student learning outcomes. This is in line with previous research which states that learning discipline greatly contributes positively to student learning outcomes (Mulyawati et al., 2019). This means that study discipline makes students able to control their every action, so that students will obey all school rules. Students who are able to

apply clear and precise discipline will achieve optimal learning outcomes. The implementation of the Merdeka curriculum in the Pancasila Education subject requires study discipline.

Third, parenting styles and study discipline affect the learning outcomes of Pancasila Education for fifth grade elementary school students. This is evidenced by the results of the F test, obtained F_{count} of 14.377 > $F_{table} = 3.24$ with a significant value of $0.000 < 0.05$. This shows that all independent variables, namely parental styles and study discipline, have a significant effect simultaneously (together) on the learning outcomes of Pancasila Education for fifth grade elementary school students, with a regression equation $Y = 36,842 + 0,223 X_1 + 0,191 X_2$.

The findings of this study indicate that every addition of one unit to the parenting pattern variable, the value of Pancasila Education learning outcomes increases by 0.223. Likewise, the relationship with the study discipline variable. Every addition of one unit of study discipline will contribute 0.191 to the value of Pancasila Education learning outcomes. This is in accordance with previous research which states that in the selection of clear and appropriate parenting patterns, parents form children who are very responsible for the educational process taken so that the child can achieve good and appropriate results. Likewise, study discipline can improve student learning outcomes, this is because students with high discipline will be faster in the process of knowing and understanding learning (Narayani et al., 2021). Parenting styles that synergise with student study discipline simultaneously and are supported by teacher strategies that use fun learning methods can improve learning outcomes for Pancasila and civic education (Moilati et al., 2024).

The implication of this research process is that actions taken by parents to provide appropriate and clear parenting patterns are very important in improving the results of the student learning process. Parents who are highly disciplined in providing good guidance and supervision of their children when the child is studying, then the child has a clear and good study discipline pattern. On the other side, if parents are unable to observe and pay attention to their children properly while their children are studying because of many factors such as being busy at work, it will result in the child's study discipline attitude being reduced, so that it will affect the child's learning outcomes to be less than optimal.



CONCLUSION

Based on the results of the data analysis that has been stated previously, it can generally be concluded that

1. There is an influence of parenting styles on the learning outcomes of Pancasila Education for fifth grade elementary school students.
2. There is an influence of study discipline on the learning outcomes of Pancasila Education for fifth grade elementary school students.
3. There is an influence of parenting styles and study discipline together on the learning outcomes of Pancasila Education for fifth grade students at Advent Tikala Manado Elementary School.

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