

Parenting Style and Adversity on Learning Achievement of Muhammadiyah Elementary School Surabaya in the New Normal Era of Covid-19

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Abstract

This study aimed to describe a correlation between parenting style and adversity towards 5th-grade students' learning achievement at Muhammadiyah Elementary School (SD Muhammadiyah 18 Surabaya). The method used was a correlation technique. This research was ex-post-facto, which reveals facts that have happened and the causes cannot be interference. Correlational techniques were used to show the degree of correlation between parenting styles and adversity variables on Grade 5 Students of SD Muhammadiyah 18 Surabaya learning achievement. Based upon the results carried out, it can be concluded that (1) there was a positive and significant influence between parenting styles on the achievement of 5th-grade students of SD Muhammadiyah 18 Surabaya, (2) there was a positive and significant influence between adversity on the achievement of grade 5 student at SD Muhammadiyah 18 Surabaya and (3) there is a positive and significant influence between parenting (X1) and adversity (X2) on the learning achievement of grade 5 students of SD Muhammadiyah 18 Surabaya shown through multiple regression tests (R_{1,2}) with a coefficient of 0.28 and the determinant coefficient of $r^2(x, y)$ or the contribution of the influence of parenting on learning achievement is 23%. Thus, parenting style and adversity collectively do not affect student achievement in grade 5 SD Muhammadiyah 18 Surabaya as much as 8.1%.

Keywords: parenting, adversity, learning achievement, student, Muhammadiyah Elementary School

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INTRODUCTION

Parents' role is important in being responsible for children's needs, especially in the context of fostering, honing, and loving (Luo et al., 2021)(Deng & Tong, 2020). Fostering is a way for parents to educate their children to have appropriate behavior with their development level. Honing is an act of parents exploring their children's abilities according to their children's talents (Qin et al., 2020), (Stern et al., 2019). Meanwhile, compassion is how parents give their children their affection (Si et al., 2020), (Qin et al., 2020). Parenting patterns in interacting with children, such as communicating, educating, and caring for parents, need to be done in an ongoing manner (Lavrič & Naterer, 2020). With parenting that parents apply, children can interact with their environment about the world around them and know the life relationships that apply in their environment (Covin et al., 2020).

The parenting style carried out to their children, whether done in the city's area, generally has different types. One of which is usually called permissive parenting, defined as the pattern of parents' behavior in interacting with their children, free to do what they want—done without question (Xia, 2020), (van Herwijnen et al., 2020). Authoritarian parenting, namely parenting in which parents apply rules and boundaries that absolutely must be obeyed, without allowing them to argue that they will be threatened and punished if the child does not comply. This kind of parenting has an impact on the child's self-distrust (Qin et al., 2020). What parents need to do is that parents can understand them as the primary and first educators for their children at home (Gralewski & Jankowska, 2020).

On the other hand, there is also a family in building, namely in a democratic parenting style, namely in instilling discipline in children (Yaffe, 2020), (G. Chen et al., 2020). Parents who apply a parenting style that shows and respects the child's freedom, with understanding guidance between the child and the parents, and provides a rationale and objective explanation, will better impact the child's personality (Benoy & Morley, 2020). There is also neglect parenting, which is a parenting style where parents are not involved in their children's lives (Yang et al., 2020),(DeZelar & Lightfoot, 2020). Parents who apply parenting styles by neglecting their children as people and do not have much time with them, which in turn can cause the child's social skills to be reduced (Brosnan et al., 2020),(Mönkediek et al., 2020). Based upon the four types of parenting above, its implementation dramatically impacts the development of children's character directly, both positively and

negatively, in daily life (Valashjardi et al., 2020), (Maftai et al., 2020).

Then from the parenting style, the impact also forms adversity in a child (Sharma, 2019). Adversity itself is individual intelligence in dealing with any difficulties that arise. If the child faced various life difficulties, the intelligence used is adversity (Lavrič & Naterer, 2020), (Deng & Tong, 2020). From this explanation, adversity is a child's ability to face any problem that he considers difficult but will still survive and try to solve it as well as possible to become an individual who has good quality (Paul & Singh, 2020). Therefore a child can be formed if it accompanied by having confidence in doing tasks easily, responsible, and focused on completing the assigned task and having a creative spirit in completing the task so that it is not monotonous and boring for a child's life (Cheng et al., 2021).

In the context of intelligence that children have, there must be factors that support it, namely motivation, encouragement from within, and an unyielding attitude; these factors are referred to as adversity (O'Connor et al., 2020). According to (O'Dea et al., 2020), adversity is a person's intelligence in overcoming difficulties and surviving. The definition of adversity used in this study is the definition put forward. The adversity of other contexts, according to Pierce, states that it is the intelligence that a person has in overcoming difficulties and being able to survive. Based upon the definitions of several experts above, so adversity is a person's ability to use intelligence in dealing with and managing problems regularly and continuously so that they can solve these problems (Kroska et al., 2020), (Hendrix et al., 2020).

So, in other words, that as teachers must go through with challenges; and there is a need to improve their ability to withstand difficulties (Dragan, 2020). So, there is a need to understand children's adversity in their lives (Mönkediek et al., 2020). The ability to withstand adversity is an essential aspect of a child's quality of life. Then kids with high adversity outperformed those with low adversity (Yuqiong He et al., 2021). Adversity becomes very important, which must be instilled from an early age by parents as one of the first educators for their children without having to delay anymore (Putwain et al., 2020), (Xia, 2020). Children's success in facing all challenges through life cannot separate from people's role in shaping their personalities, who do not give up easily and never give up. On the other hand, in the context of adversity, according to (Paul & Singh, 2020) that adversity as a prediction of successes is very useful to determine the way according to the difficulties faced by a person and leads to learning achievement achieved by students (O'Connor et al., 2020).

Therefore, children's success must be considered in the learning process from its difficulties, namely, the accuracy of understanding each child in their intelligence and their relationships with others (Fluss & Lidzba, 2020), (Morard et al., 2018). Then, the educational process's success is based upon student achievement level (Ernst et al., 2020). According to (Sierra, 2020) and (Furusawa & Brewster, 2019), learning achievement is achieving the perfection achieved by someone in thinking, feeling, and doing. Good learning achievement is affected by three cognitive, affective, and psychomotor aspects (Woo et al., 2019). On the contrary, children cannot have good achievement if they cannot meet the targets in the three criteria (Lycko & Galanakis, 2019), (Børsting et al., 2020) because learning achievement is significant to be maximized in every child (J. Guo, 2018) (Hayes, 2020).

Meanwhile, learning achievement has varying definitions for each theory (Hammami et al., 2019). According to (Logan et al., 2020), learning achievement is students' success in meeting short or long-term goals in education. Student academic performance is strong student performance in a specific academic area. Meanwhile, another understanding that learning achievement is acquiring knowledge or skills developed by the subject matter is usually indicated by test scores or numeric values assigned by the teacher (Kyriakides et al., 2019), (Roh et al., 2020). Learning achievement itself is the result of learning achieved after going through the process of teaching and learning activities (P. Guo et al., 2020), (Sumiyoshi et al., 2020). Teachers valued students' learning achievement from the number of subjects they have studied (Horning et al., 2020), (Gerritsen-van Leeuwenkamp et al., 2019). According to (Kumpas-Lenk et al., 2018), each learning activity always expects to produce maximum learning.

On the other hand, in a deep understanding, learning achievement is a measured index that describes students' cognitive, affective, and psychomotor domains in an educational environment. (I. C. Chen et al., 2020), (Knoop-van Campen et al., 2020). Ongoing examinations or assessments usually measure study achievement, but there is no general agreement about how best to test or which aspects are most important (Paul & Singh, 2020) (Bai et al., 2020). Student academic performance measured by the teacher using teacher-made tests or standardized tests (Dvorsky et al., 2021). Learning achievement is a measure of student success, so it is necessary to study aspects that can support learning achievement improvement and Indonesia's quality of education (Gatti et al., 2019), (Huizenga et al., 2019). In the process of achieving it, learning achievement is greatly influenced by various factors. One of the main factors that significantly influence learning success is a teacher's presence (Naik et al., 2020). Given that teachers' existence in the process of teaching and learning activities is very influential, then the quality of teachers should be considered (Oh et al., 2019), (Dvorsky et al., 2021).

Then, in the context of learning achievement, the school has made an effort to make achievement that has

led Muhammadiyah 18 Surabaya Elementary School to gain the community's trust in fostering their sons and daughters. However, efforts must continue to improve quality-oriented to prepare students for global competition towards mastery of science and technology and other life skills (Brosnan et al., 2020). In this global competition era, the challenges ahead are getting more challenging, especially for parents in determining the right school choice for their children to achieve maximum learning achievement (Oh et al., 2019).

METHOD

The method or approach used in this research is the correlation technique. This research is ex-post-facto, revealing facts that have happened and the causes that cannot be interfered with. Correlational techniques are used to show the degree of correlation between parenting styles and adversity variables on Grade 5 Students of SD Muhammadiyah 18 Surabaya's learning achievement. The research was at SD Muhammadiyah 18 Surabaya. This research was in the first semester of the 2020/2021 school year with a sample of 100 students. There are two types of variables involved in this study: the independent variables denoted by X1 and X2, namely the variables of parenting and adversity, and the dependent variable, denoted by Y, namely learning achievement. The data collection method used in this research is documentation and questionnaire methods. Data for the variables of parenting styles and adversity were obtained through questionnaires for parenting styles and adversity quotient using the Likert scale. The data on student achievement was obtained through the first semester assessment results for the academic year 2020/2021.

RESULT AND DISCUSSION

Result

Based upon the study results, data that includes parenting styles, adversity, and students' learning achievement at Muhammadiyah 18 Elementary School Surabaya, on average, 97% of SD Muhammadiyah 18 students have high parenting styles and 3% very high parenting styles. It was in Table 1 below.

Table 1 Level of Parenting at 5th Grade Students of SD Muhammadiyah 18 Surabaya

No	Classification	Number of Students	Percentage
1	Very High	3	3
2	High	97	97
3	Moderate	0	0
4	Low	0	0
Total		100	100

While the adversity data was based on the results of research from 100 grade 5 students of SD Muhammadiyah 18 Surabaya, in general, it can be told that 62% have very high adversity and 38% have high adversity; the data was presented in table 2.

Table 2 Adversity Level of 5th Grade Student at SD Muhammadiyah 18 Surabaya

No	Classification	Number of Students	Percentage
1	Very High	62	62
2	High	38	38
3	Moderate	0	0
4	Low	0	0
Total		100	100

Based upon the assessment of the mid-semester of first semester 2020/2020 grade 5 students of SD Muhammadiyah 18, in general, it can be told that 75% have very high learning achievement with the highest score of 100 and the lowest 80. Data on student achievement of grade 5 SD Muhammadiyah can be seen in the table.

Table 3. Achievement Levels of 5th Grade Student at SD Muhammadiyah 18 Surabaya

No	Classification	Number of Students	Percentage
1	Very High	75	75
2	High	25	25
3	Moderate	0	0
4	Low	0	0
Total		100	100

The results showed a positive and significant influence between parenting styles on the learning achievement of 5th-grade students of SD Muhammadiyah 18 Surabaya. It showed through a simple regression test $r_1(x_1, y)$ with a coefficient of 0.09. A determinant coefficient of $r_2(x_2, y)$ or the contribution of parenting influence on learning achievement is 8%. Thus, the parenting style affects the learning achievement of grade 5 students of SD Muhammadiyah 18 Surabaya.

The results showed a positive and significant influence between adversity on the learning achievement of

grade 5 students of SD Muhammadiyah 18 Surabaya. It showed through a simple regression test $T_{x_2,y}$ with the results of the coefficient of 0.15 and the determinant coefficient of $r_{(2x,y)}$ or the contribution of parenting on learning achievement is 23%. Thus, the parenting style affected the learning achievement of grade 5 students of SD Muhammadiyah 18 Surabaya.

The results showed a positive and significant influence between parenting (X1) and Adversity (X2) on the learning achievement of 5th-grade students of SD Muhammadiyah 18 Surabaya, which was shown through multiple regression tests (R1,2) with the results of the coefficient of 0.28 and the coefficient of determination $T_{2x,y}$ or the contribution of the influence of parenting on learning achievement is 23%. Thus, parenting style and adversity collectively did not affect student achievement in grade 5 SD Muhammadiyah 18 Surabaya as much as 8.1%.

Discussion

From the research results, parenting style and adversity affect learning achievement shown in covering parenting styles, adversity, and learning achievement of students at Muhammadiyah 18 Elementary School Surabaya; on average, 97% of SD Muhammadiyah 18 have parenting styles. It is high parents and 3% very high parenting style. According to (Zhang et al., 2020) parenting was a pattern of interaction between children and parents; fulfillment of physical (for example, eating, drinking & others) and psychological needs (for example, a sense of security, affection, protection, others.). It was also by their socialization of residents' prevailing habits so that children can live in harmony with their environment (Yalçıntuğ & Ayar, 2020), (X. Chen et al., 2020). This process also involves how caregivers (parents) communicate their children's values of effectiveness, interests, behavior, and beliefs (Walker, 2020)."

Specifically, three types of parenting are often practiced by parents, namely authoritatively and permissively (Rebecka et al., 2020), (Yang He et al., 2020). The type of parenting again consists of authoritative parenting; namely, authoritative parents are more flexible and can control and use the control, but they are also accepting and responsive. Second, it is authoritarian parenting, which combines high control and low responsiveness. The third is permissive parenting, namely that parenting contains low control and high responsiveness (Manoli et al., 2020), (Fonseca et al., 2020). Parents can be a benchmark in making children go odor bad in their present and future lives of the four parenting styles (Ernst et al., 2020).

In addition to parenting patterns, learning achievement was also because of adversities on children to produce better learning achievement (Paul & Singh, 2020), (Putwain et al., 2020). Then it included from the research results, namely adversity data based upon the results of research from 100 grade 5 students of SD Muhammadiyah 18 Surabaya. In general, it can be said that 62% have very high adversity and 38% have high adversity (Hendrix et al., 2020). So, in this case, each individual has high and low adversity intelligence (Putwain et al., 2020), (Pierce et al., 2020). The individual characteristics of students who have high adversity intelligence, among others, are optimistic, persistent, and resilient in dealing with problems, think and act carefully and wisely (Yuqiong He et al., 2021).

So it can be concluded that adversity is a person's ability to use intelligence in dealing with and managing problems regularly and continuously to solve problems (Putwain et al., 2020). In this case, adversity is the intelligence that a person has in overcoming difficulties and surviving (Kroska et al., 2020). Adversity can also affect students' learning achievement (Morard et al., 2018), (Dvorsky et al., 2021). The research data can confirm that 75% of students have very high learning achievement with the highest score of 100 and the lowest is 80 so that the learning achievement of students is successful with above average according to the facts. It showed that students' adversity is achieved and is said to be successful in the educational process.

Learning achievement itself is the result achieved, whether it was done and so on, pleasing to the heart and obtained by persistence in work (Lycko & Galanakis, 2019), (Naik et al., 2020). In contrast, self-study is a series of mental and physical, psychic activities leading to the development of the whole human person, which involves the elements of creativity, taste, and intention, the cognitive, affective, and psychomotor domains (Hammami et al., 2019), (Knoop-van Campen et al., 2020). Based upon the opinion (Dauvergne et al., 2018), learning achievement is the result obtained in the form of impressions that result in changes in the individual student due to activities in learning (Hayes, 2020).

CONCLUSION

Based upon the results of the research and discussion carried out, it can be concluded that (1) there is a positive and significant influence between parenting styles on the achievement of 5th-grade students of SD Muhammadiyah 18 Surabaya, (2) there is a positive and significant influence between adversity on the achievement of grade 5 students. SD Muhammadiyah 18 Surabaya and (3) there was a positive and significant influence between parenting (X1) and adversity (X2) on the learning achievement of grade 5 students at SD Muhammadiyah 18 Surabaya. It was shown through multiple regression tests (R1,2) with a coefficient of 0.28,

and the determinant coefficient of $r_{(2x, y)}$ or the contribution of the influence of parenting on learning achievement is 23%. Thus, parenting style and adversity collectively do not affect student achievement in grade 5 SD Muhammadiyah 18 Surabaya as much as 8.1%. Further research is necessary to pay attention to other factors that allow more influence on the independent variable of student learning achievement, namely related to students' intelligence and mental.

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