The influence between parenting and self-confidence on learning achievement at SMK Negeri 1 Surakarta

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Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh antara pola asuh orang tua dan kepercayaan diri siswa terhadap prestasi belajar siswa kelas XI program keahlian Manajemen Perkantoran dan Layanan Bisnis (MPLB) di SMK Negeri 1 Surakarta tahun ajaran 2023/2024. Penelitian ini merupakan penelitian kuantitatif dengan menggunakan metode korelasi. Populasi penelitian ini terdiri dari siswa kelas XI program keahlian Manajemen Perkantoran dan Layanan Bisnis (MPLB) di SMK Negeri 1 Surakarta. Teknik pengambilan sampel yang digunakan adalah sampling jenuh dengan jumlah 108 siswa. Metode pengumpulan data meliputi observasi dan kuesioner. Hasil penelitian menunjukkan bahwa: (1) terdapat pengaruh yang positif dan signifikan antara pola asuh orang tua dengan prestasi belajar siswa kelas XI Program Keahlian MPLB SMK Negeri 1 Surakarta tahun pelajaran 2023/2024 yang dibuktikan dengan nilai t_{hitung} lebih besar dari pada t_{tabel} (t_{hitung} 2,27 > t_{tabel} 1,65) dan nilai signifikansi lebih kecil dari pada 0,05 (0,025 < 0,05), (2) terdapat pengaruh yang positif dan signifikan antara kepercayaan diri siswa dengan prestasi belajar siswa kelas XI Program Keahlian MPLB SMK Negeri 1 Surakarta tahun pelajaran 2023/2024 yang dibuktikan dengan nilai signifikansi lebih kecil dari pada 0,05 (0,025 < 0,05). 05), (2) terdapat pengaruh yang positif dan signifikan antara kepercayaan diri siswa terhadap prestasi belajar siswa kelas XI Program Keahlian MPLB SMK Negeri 1 Surakarta Tahun Ajaran 2023/2024 yang dibuktikan dengan nilai t_{hitung} lebih besar dari pada t_{tabel} (t_{hitung} 2,28 > t_{tabel} 1,65) dan nilai signifikansi kurang dari 0,05 (0,025 < 0,05). 28 > t tabel 2,01). dan nilai signifikansi lebih kecil dari 0,05 (0,02 < 0,05), (3) terdapat pengaruh yang positif dan signifikan antara pola asuh orang tua dan efikasi diri terhadap prestasi belajar siswa kelas XI Program Keahlian MPLB SMK Negeri 1 Surakarta.

Kata kunci : efikasi diri siswa; pola asuh orang tua; prestasi belajar

Abstract

This study aims to determine the influence between parenting patterns and student self-confidence on learning achievement of class XI students in the Office Management and Business Services (MPLB) expertise program at SMK Negeri 1 Surakarta in the 2023/2024 school year. This research is a quantitative study using the correlation method. The population of this study consisted of grade XI students in the Office Management and Business Services (MPLB) program at SMK Negeri 1 Surakarta. The sampling technique

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used was saturated sampling with a total of 108 students. Data collection methods include observation and questionnaires. The results showed that: (1) there is a positive and significant influence between parenting patterns and learning achievement of students in class XI of the MPLB Expertise Program at SMK Negeri 1 Surakarta in the 2023/2024 school year as evidenced by the t_{count} value greater than the t_{table} (t_{count} 2.27> t_{table} 1.65) and a significance value of less than 0, 05 (0.025 < 0.05), (2) there is a positive and significant influence between student self-confidence and learning achievement of students in class XI of the MPLB Expertise Program of SMK Negeri 1 Surakarta in the 2023/2024 academic year as evidenced by the value of t_{table} (t_{count} 2.28> t_{table} 2.01). and the significance value is less than 0.05 (0.02 < 0.05), (3) there is a positive and significant influence between parenting patterns and self-confidence on student learning achievement in class XI MPLB Expertise Program SMK Negeri 1 Surakarta.

Introduction

Education is a basic or fundamental thing for every human being as well as an effort to humanize humans. According to Government Regulation of the Republic of Indonesia Number 57 of 2021 concerning National Education Standards, education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to achieve maturity and be able to harmonize with nature and society. Education has several pathways, namely formal, non-formal (equivalency education) and informal education. The party who acts as an educator in formal institutions is the teacher while in informal education (family) the obligated is the parent. With a good quality of education, a country will produce a capable next generation that will make the country progress. Students or children are individuals who have great potential that must be developed through the learning process.

Learning achievement is a change or achievement in students related to their abilities and skills after going through a process of learning activities. (Astuti, 2015). Learning achievement is the result of learning obtained by students from learning activities that they get at school or in educational institutions in the cognitive domain and is determined through measurement and assessment. Learning achievement is the result of learner achievement that describes mastery of both material and attitude after going through the learning process within a certain period of time.

According to Slameto (2003), there are several factors that can affect learning outcomes, two of which are psychological factors and family environment factors. Psychological factors include intelligence, attention, interest, talent, motive, maturity, self-confidence, and readiness, while the family environment includes how parents educate, influences between family members, home atmosphere, family economic conditions, understanding of parents and cultural background.

In general, there are two main factors that influence student learning outcomes, namely internal and external factors. External factors are related to the family environment, namely parenting patterns and internal factors, namely student confidence. The family environment is one of the factors for student success at school because the family is the most important place for a child to get an education. Through the family, children get grammar, values, moral education, independence, and so on which are obtained from newborns. Everything is carried out in the family in daily life starting from learning to speak, crawl, walk, until the child grows up. Children can grow and develop well under the care of parents. Through parents, children adapt to their environment and get to know the world around them and the patterns of social life that apply in their environment.

This research is important in order to find out the influence between parenting and students' self-confidence on their learning achievement in the Office Automation and Management Expertise Program at

SMK Negeri 1 Surakarta. By understanding the factors that influence students' learning achievement, schools and parents can work together to improve the quality of education in this school. The results of this study are expected to provide a deeper insight into the factors that influence student motivation and learning achievement in this school. In addition, the results of this study can also provide input for schools and parents in improving parenting patterns that support students' academic development. With a better understanding of the influence between parenting patterns and student self-confidence on student learning achievement, it is hoped that more effective strategies and steps can be found in improving the quality of education at SMK Negeri 1 Surakarta.

Research Methods

This research method uses a quantitative approach, where the data collected is in the form of numbers. To analyze the data that has been collected, regression analysis is used, a statistical model that studies logical patterns of influences between two or more variables. In regression analysis, one variable serves as the dependent variable (related), while the other serves as the independent variable (free) (Sinulingga, 2021).

The research site is a place where the social situation will be studied (Sugiyono, 2013 p. 292). Research with the title "The Influence between Parenting Patterns and Student Self-Confidence Towards Student Learning Achievement in Class XI of the Office Management and Business Services Expertise Program (MPLB) at SMK Negeri 1 Surakarta" took place at the State Vocational High School 1 Surakarta which is located at Jalan Raya Kapuas River No.28 Kedung Lumbu Pasar Kliwon District Surakarta City Central Java Province Postal Code 57155.

Results and Discussion

Before collecting research data, the questionnaire to be used was tested to test the validity and reliability of the instrument. The instrument test was carried out on 30 respondents who were not included in the research sample. The provisions for validation of the questionnaire statements are as follows: (1) If the result of the significance value <0.05 then in the validation provisions, the questionnaire statement is declared valid. Applies otherwise. (2) If the result of the value of r count ≥ r table then in the validation provisions the statement is declared valid. The opposite applies.

In this study, the reliability of the questionnaire was tested by researchers using the Cronbach's Alpha method using the IBM *Statistical Package for Social Science* (SPSS) version 25.0 tool. The provisions of the variable value and statement items are said to be reliable if the Cronbach's Alpha value is> 0.6, then the variable value and statement items can be trusted and relied on in research, whereas if the Cronbach's Alpha value is <0.6, then the variable value and statement items cannot be trusted and relied on in research.

In this study, the data analysis technique used was descriptive statistics with the application of multiple linear regression analysis. This study applied multiple linear regression analysis to investigate simultaneously the influence of Parenting (X_1) and Self-Confidence Level (X_2) to Learning Achievement (Y). It aims to identify variables that have a positive or negative influence to learning achievement.

The data description in this study aims to provide an overview related to parenting patterns and self-confidence levels and learning outcomes of students in class XI of the Office Management and Business Services Expertise Program at SMK Negeri 1 Surakarta. Data obtained from a questionnaire which includes parental parenting variables and self-confidence levels. While student learning outcomes are obtained from the report card grades of class students during the semester. Based on the results of SPSS 25 output for parenting variables, there are 13 question items that are declared valid and for the self-confidence level variable there are 17 valid question items. In this study, the reliability test using the help of the SPSS 25 program obtained a Cronbach's Alpha of 0.801 on the parenting variable and a Cronbach's Alpha of 0.872 on the self-confidence level variable. From this statement it can be concluded that both Cronbach's Alpha results are more than 0.60, so the instruments used in the study can be said to be reliable. (1) Parenting, the parenting variable in this study was measured through 13 questions. The results of responses from students in the questionnaire regarding parental parenting can be seen in the following table.

Table 1.
Frequency distribution of parental parenting variable answers

No.	Question Item	STS		TS		S		SS		Average
		f	%	f	%	f	%	f	%	
1	Do your parents give you praise when you do what they tell you to do?	0	0.0	13	12.0	52	48.1	43	39.8	3.28
2	Do your parents provide support to improve your potential?	0	0.0	11	10.2	53	49.1	44	40.7	3.31
3	Do your parents always remind you to study?	0	0.0	17	15.7	48	44.4	43	39.8	3.24
4	Do your parents give you freedom to do various activities?	2	1.8	10	9.1	54	49.1	44	40.0	3.27
5	Do your parents let you play games whenever you want?	52	48.1	55	50.9	1	0.9	0	0.0	1.53
6	Do your parents give you the pocket money you want?	1	0.9	6	5.6	73	67.6	28	25.9	3.19
7	When you get a bad grade, do your parents still not care about it?	50	46.3	58	53.7	0	0.0	0	0.0	1.54
8	Do your parents always organize your study hours?	1	0.9	8	7.4	57	52.8	42	38.9	3.30
9	When talking to your parents, do your parents always make decisions without asking your opinion?	0	0.0	7	6.5	76	70.4	25	23.1	3.17
10	When you get bad grades, do your parents scold you?	2	1.9	2	1.9	63	58.3	41	38.0	3.32
11	Do your parents not control your study schedule?	71	65.7	36	33.3	1	0.9	0	0.0	1.35
12	Do your parents not serve breakfast at home?	65	60.2	43	39.8	0	0.0	0	0.0	1.40
13	When at home do your parents not discuss with you about your activities at school?	5	4.6	8	7.4	57	52.8	38	35.2	3.19
Average of Question Items										2.70

Source: Primary data for 2024

Based on Table 1. shows that of all the question items given to students in the questionnaire, the average value is 2.70. The lowest average is shown in the item parents who do not control students' study schedules with an average value of 1.35, but this item is *unfavorable,* which means that the majority of students have parents who care about students' study schedules at home so that students can do homework and learn material that will be discussed at school the next day. Meanwhile, the item that has the highest average is found in parents will scold students if they get bad grades with an average of 3.32.
Based on the results of descriptive analysis on parental parenting variables can be seen in the following table.

Table 2.
Description of parenting data

Variables	Min	Max	Average	Standard Deviation	Sample Quantity
Parenting	1.38	3.38	2.559	0.422	108

Source: Primary data for 2024

Based on Table 2. shows the assessment of parenting patterns using a 4-scale questionnaire with the lowest score of 1.38, while the highest score is at 3.38. The average parenting score is 2.559 with a standard deviation of 0.422. Based on the calculation of the interval division of the parenting pattern category, the number obtained is 0.67. Then the categorization of parenting patterns can be divided into the following.

Table 3.
Parenting categories

No.	Interval	Frequency	Percentage (%)	Category
1	1,38-2,05	8	7,4	Low
2	2,06-2,71	58	53,7	Medium
3	2,72-3,38	42	38,9	High

Source: Primary data for 2024

Based on Table 3 it is known that there are only 8 (7.4%) students who have low parenting patterns, 58 (53.7%) students have parenting patterns that are categorized as moderate and in the category of students who have high parenting patterns, 42 students (38.9%) are obtained.

(2)Confidence Level, the parenting variable in this study was measured through 13 questions. The results of responses from students in the questionnaire regarding parental parenting can be seen in Table 4.

Based on Table 4. shows that of all the items given to students in the questionnaire related to the level of self-confidence, the average value is 3.12. The lowest average is shown in the item students who do not feel the urge to do assignments with an average value of 1.42, this item is *unfavorable* which means that students have a desire to complete the assignments given to the teacher to get a grade or avoid punishment if they do not do the assignment. Meanwhile, the items that have the highest average are found in 2 items, namely students who view a problem in accordance with common sense and students who view a problem with what they believe in with an average of 3.31. This shows that students understand, analyze and solve problems in a rational and reasonable way, without being connected to excessive emotions or unreasonable considerations. Students also understand and try to solve the problem with their personal beliefs, values or views.

Based on the results of descriptive analysis on the variable level of student confidence can be seen in Table 5.

Based on Table 5. shows the level of student confidence with the lowest score of 1.18, while the highest score is 3.88. The average score of students' self-confidence level is 3.122 with a standard deviation of 0.569. Based on the acquisition of the data description above, categorization can be done to determine the level of self-confidence in 3 categories using the following formula.

$$Interval = \frac{Max - Min}{3}$$

$$= \frac{3,88 - 1,18}{3}$$

$$= \frac{2,7}{3}$$

$$= 0,9$$

Table 4.
Frequency distribution of answers to the the self-confidence level variable

No.	Question Item	STS		TS		S		SS		Average
		f	%	f	%	f	%	f	%	
1	Are you confident in yourself?	5	4.6	8	7.4	57	52.8	38	35.2	3.19
2	Are you brave enough to do something you've never done before?	0	0.0	9	8.3	58	53.7	41	38.0	3.30
3	Are you always confident in answering questions during tests?	3	2.8	2	1.9	63	58.3	40	37.0	3.30
4	Do you have the courage to answer questions in front of the class?	4	3.7	6	5.6	62	57.4	36	33.3	3.20
5	Are you confident that you will get satisfactory results with your assignments?	5	4.6	9	8.3	65	60.2	29	26.9	3.09
6	Do you put effort into your work?	4	3.7	7	6.5	56	51.9	41	38.0	3.24
7	Did you have no doubts in answering the test questions?	4	3.7	2	1.9	68	63.0	34	31.5	3.22
8	Are you always optimistic about achieving at school?	3	2.8	9	8.3	59	54.6	37	34.3	3.20
9	Do you always mix with your friends in class and at school?	2	1.9	6	5.6	60	55.6	40	37.0	3.28
10	Do you see things according to their truth?	3	2.8	12	11.1	53	49.1	40	37.0	3.20
11	Do you ask for a reason first if a friend fights?	3	2.8	9	8.3	56	51.9	40	37.0	3.23
12	If you get an assignment you immediately do it?	2	1.9	14	13.0	52	48.1	40	37.0	3.20
13	Do you feel like no one is encouraging you to do your work?	63	58.3	45	41.7	0	0.0	0	0.0	1.42
14	Do you always do the homework that has been given by the teacher?	5	4.6	8	7.4	56	51.9	39	36.1	3.19
15	Do you see things in terms of common sense?	1	0.9	8	7.4	56	51.9	43	39.8	3.31
16	Do you perceive a problem according to what you believe?	2	1.9	3	2.8	62	57.4	41	38.0	3.31
17	Are you thinking far into the future?	6	5.6	5	4.6	59	54.6	38	35.2	3.19
Average of Question Items										3.12

Source: Primary data for 2024

Table 5.
Data description of self-confidence level

Variables	Min	Max	Average	Standard Deviation	Sample Quantity
Confidence Level	1.18	3.88	3.122	0.569	108

Source: Primary data for 2024

Based on the calculation of the interval for dividing the category of self-confidence, the number obtained is 0.9. Then the categorization of the level of student confidence can be divided into the following.

Table 6.
Categories of self-confidence level

No.	Interval	Frequency	Percentage (%)	Category
1	1,18-2,08	7	6,5	Low
2	2,09-2,98	45	41,7	Medium
3	2,99-3,88	56	51,9	High

Source: Primary data for 2024

Based on Table 6. It is known that there are only 7 (6.5%) students who have a low level of self-confidence, 45 (41.7%) students have self-confidence categorized as moderate and in the category of students having a high level of self-confidence as many as 56 students (51.9%).

(3)Student Learning Achievement, based on the results of descriptive analysis on the student learning outcomes variable obtained on the student's report card, it can be seen in the following table.

Table 7.
Data description of student learning outcomes

Variables	Min	Max	Average	Standard Deviation	Sample Quantity
Student Learning Outcomes	83.55	88.27	86.732	0.758	108

Source: Primary data for 2024

Based on Table 7. shows that the lowest student learning outcome value is 83.55, while the highest value is 88.27. The average score of all students is 86.732 with a standard deviation of 0.758. Based on the value of learning outcomes obtained by students, there are no students who get scores below the KKM, which is 75. On the student report card collected by the researcher, there is no categorization written on the report card, but based on the scores obtained by students, it can be seen that students are able to follow all the lessons given and are able to get good grades during the 1 semester learning process. Researchers do not provide categorization on student learning outcomes because all 108 students have scores above the KKM.

Multiple linear regression analysis is used to determine the magnitude of the influence between the independent variables consisting of parenting patterns (X_1), and the level of self-confidence (X_2) on learning achievement (Y). The results of the analysis can be seen in the following table.

Table 8.
Multiple linear regression analysis output

Variabel	Unstandardized Coefficients		Standardized Coefficients Beta
	B	Std. Error	
Constant	84.280	0.400	
Parenting Pattern (X_1)	0.502	0.221	0.279
Self-Confidence Level (X_2)	0.374	0.164	0.280
Dependent Variable: Learning Achievement			

Based on table 8, the regression equation is obtained as follows:
$Y=a+b_1 X_1+b_2 X_2+b_2 X_3+e$, $Y=84,280+0,502X_1+0,374X_2+e$

Based on the regression equation above, it can be interpreted as follows: (1) The constant has a value of 84.280, indicating that if the parenting pattern and the level of self-confidence are 0 or nonexistent, then the student's learning achievement based on the report card shows a value of 84.280. (2) The coefficient value of the parental parenting variable (X_1) is 0.502 which indicates that if the parental parenting variable (X_1) increases, then learning achievement (Y) will also increase by 0.502. (3) The coefficient value of the self-confidence level variable (X_2) is 0.374 which indicates that if the self-confidence level variable (X_2) increases, then learning achievement (Y) will also increase by 0.374.

The coefficient of determination (Adjusted R Square) shows the amount of variation that can be explained by all independent variables on the dependent variable. The following are the results of the coefficient of determination in this study.

Table 9
Coefficient of determination output

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.521[a]	0.272	0.258	0.65317

a. Predictors: (Constant), Self-Confidence, Parenting

b. Dependent Variable: Learning Achievement

Based on table 9 above, the coefficient of determination is 0.272, it can be stated that 27% of student learning achievement can be influenced by parenting and self-confidence levels. Meanwhile, 73% of student learning achievement is explained by other variables not discussed in this study.

The results of the calculation of the coefficient of determination based on the Model Summary table show that the coefficient of determination (R Square) is 0.27, which means that the contribution of the two independent variables, namely parental parenting (X_1) and self-confidence (X_2) to the dependent variable learning achievement (Y) is 0.27 or 27%. While the remaining 73% with the calculation (100%-27%) is influenced by other factors or variables not examined in this study. Individually or partially the parenting variable provides an effective contribution of 13.5% and the self-confidence variable provides an effective contribution of 13.6%. By looking at the magnitude of the effective contribution of each of these independent variables. Then it can be stated that the self-confidence variable is more dominant in influencing the learning achievement variable than the parental parenting variable.

Conclusion

Based on the results of research and discussion regarding the influence between parenting patterns and student confidence in the learning achievement of XI students in the Office Management and Business Services Vocational Program at SMK Negeri 1 Surakarta in 2023/2024. Based on the results of the study, it shows that there is a positive influence between parenting patterns on the learning achievement of students in class XI MPLB SMK Negeri 1 Surakarta. Based on the results of the analysis obtained a t$_{count}$ of 2.273>

1.65 t_{table} with a sig value. 0,025 < 0,05. Based on these results it can be concluded that H1 is accepted, meaning that parenting (X_1) has a positive and significant influence on learning achievement (Y). Furthermore, based on multiple linear regression analysis in table 4.11, the regression coefficient value of the parental parenting variable is 0.50, which means that every time there is an increase in the parenting variable (X_1) by 1 point, the learning achievement variable (Y) will increase by 0.50. Based on the results of the study, it shows that there is a positive influence between parenting patterns on the learning achievement of students in class XI MPLB SMK Negeri 1 Surakarta. This can be seen from the results of the analysis obtained a t_{count} of 2.281> 1.65 t_{table} with a sig value. 0,025 < 0,05. Based on these results, it can be concluded that H1 is accepted, meaning that the level of confidence (X_2) has a positive and significant influence on learning achievement (Y). The coefficient value of the self-confidence level variable (X_2) is 0.374 which indicates that if the self-confidence level variable (X_2) increases, then learning achievement (Y) will also increase by 0.374. The level of student confidence has a positive and significant influence on learning achievement. This can be seen from the fact that the higher the level of self-confidence, the higher the student's learning achievement. This influence is caused by the belief that students have in their own abilities and potential which allows them to achieve good grades in each subject taken. Based on the results of the study, it shows that there is a positive influence of parenting patterns and self-confidence levels on the learning achievement. This can be seen from the results of the analysis by looking at F_{count} greater than F_{table} (F_{count} 19.59> F_{table} 2.69) and a significance value of less than 0.05 (0.00 <0.05) then H0 is rejected so Ha is accepted. So it can be concluded that there is an influence of parenting patterns and the level of student confidence together on the learning achievement. The results of this study are in line with research conducted by Oktarini, et al. (2019) which states that parenting patterns and student confidence levels together have a positive and significant effect on learning achievement.

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