

The relationship between parental support and learning independence

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Abstract

This research is motivated by a phenomenon in the field where it is still found that students do not have the courage to express their opinions in front of the class, students often cheat on friends' assignments, go in and out during the learning process, do not do homework assignments, and there are still students who have a dependency on other people in solving them. Homework or problems in studying. One of the factors for the formation of independent learning in students is determined by social sources, namely adults who are in the student's environment such as parents, coaches, family members, and teachers who are able to support student learning activities. This study aims to look at the description of the learning independence of students, the description of parental support, and identify differences in the learning independence of students based on parental support. The type of research used is descriptive correlational. The population of this study was 180 students at SMP N2 Ranah Pesisir, with a sample of 125 students, who were selected using simple random sampling technique. The data collection used a learning independence questionnaire and a parental support questionnaire with a Likert scale model. The data processing with a descriptive approach, the researcher used Microsoft Excel with a simple statistical formula, then for the correlation analysis the researcher used the Pearson correlation product moment formula assisted by using the SPSS version 16.0 program. The results of this study indicate; (1) parental support is in the very high category with a frequency of 65 and a percentage of 52.0%. (2) the learning independence of students is in the high category with a frequency of 72 and a percentage of 57.6%. (3) there is a significant positive relationship between parental support and learning independence with the value of the correlation coefficient between parental support (X) and learning independence (Y) is 0.617 and a significance value of 0.000. Based on the guidelines for the interpretation of the correlation coefficient, with a correlation value of 0.617 it has a strong level of relationship

Keywords: Learning Independence, Parental Support

Introduction

Learning is a behavior adjustment process that takes place gradually. According to Piaget (Kyoto, Firman & Syahniar, 201) the success or failure of achieving educational goals depends on the learning process experienced by students, both when they are at school or in the home or family environment. Bahri (Arora, Erlamsyah & Syahniar, 2013) suggests that learning is a business process undertaken by a person to obtain a whole new behavior change. Learning is a conscious effort made in order to acquire a number of knowledge and skills that can be used in life and is also a process of behavior change as a result of interaction with the environment (Sari, Mudjiran & Yusri 2014). Yanti & Netrawati (2019) also stated that Learning is a process carried out by individuals so that individuals can progress in behaving in a better direction. Learning activities are the most basic activities, it can be explained that the success or failure of achieving learning goals depends on how the learning

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process is experienced by students as students (Zarniati, Alizamar & Zikra, 2014). Thus learning is a change in disposition or ability that a person achieves through learning activities such as the presence of independent learning.

According to Desmita (2016) independent learning is a condition in which a person has a competitive desire to advance for his own good, as well as in making decisions and initiatives to overcome problems at hand, has self-confidence and carries out tasks, and is responsible for what he does. .

Students who have independent learning will show activeness in the learning process, are not dependent on others, have their own will and responsibility in solving their learning problems. Maslow (Sobri & Moediyanto, 2012) states that every individual has independence if there are attitudes and behaviors that can make their own decisions, regulate themselves, be responsible in everything. The characteristics of individuals who are independent in learning according to Mudjiman (2006; 68) consist of, 1) Self-confidence, 2) Active in learning, 3) Discipline in Learning, 4) Responsibility in learning.

However, several interviews conducted by researchers with BK teachers on January 11, 2020 at SMP N2 Ranah Pesisir, revealed that there are students who have low learning independence, this is indicated by the presence of students who are still unable to be independent in carrying out learning activities such as still less responsible. answer to the learning schedule that has been made by yourself, does not have learning equipment, goes in and out of class during the learning process, does not do homework, and there are still students who have high dependence on other people such as teachers, parents and also peers so that during the teaching and learning process students tend to be passive, this is indicated by the presence of students who do not do the assignments given by the teacher, do not dare to appear in front of the class, are unable to convey their opinions in front of the class, and there are students who only rely on the ability of their friends to complete the assigned task teacher.

Furthermore, the results of interviews conducted by researchers with 3 students at SMP N 2 Ranah Pesisir, where students stated that when studying students did not have the courage to express their opinions in front of the class, as well as in doing assignments students often cheated and in extracurricular choices students only followed friends without considering hobbies and talents. This was also supported by the results of observations made by researchers at SMP N 2 Ranah Pesisir on January 11, 2020, when the student learning process only participated in the learning process passively, when asked by the teacher the students were just silent and did not dare to express their opinion. Students do not have completeness in learning such as the absence of stationery and manuals used in learning.

In line with the results of interviews and observations, several previous studies also explained that, Miftaqul (2016) said that student learning independence was in the low category. Furthermore, Tasaik & Tausikal (2018) in their research results also stated that 60% of students are not independent in learning, this is evidenced by the existence of 60% of students who have not been able to do assignments independently. Yusuf's research results (2017) also explain that the low student learning outcomes in integrated social studies subjects are due to the lack of independence of students in learning at home.

The results of research by Suyatmini & Madyanata (2015) state that the independence of students at SMP Muhammadiyah 5 Surakarta is in the medium category. Furthermore, Aziz & Basry (2017) Other results obtained from this study, namely that it is known that the subjects of this study are students of SMP Negeri 2 Pangkalan Susu, have moderate learning independence, feel good teacher competence, and have moderate self-confidence. . From the results of interviews, field observations

and some previous research results, it can be concluded that in the learning process there are students who still have a relatively low level of independent learning.

Students who have low learning independence, often do not follow ongoing learning academically can affect the success and failure of students in learning. Guidance and Counseling teachers (BK teachers) in schools have an important role so that students are able to overcome their problems and avoid low learning independence. In addition, according to Nandiya, Neviyarni & Khairani (2013), counseling teachers have a special role in school for their foster students, namely as friends, sources of information, sources of inspiration, sources of personal formation and sources of problem alleviation.

According to Prayitno & Amti (2004: 92) guidance and counseling is a process of providing assistance through a counseling interview by an expert to an individual who is experiencing a problem that leads to overcoming the problems faced by the counselee and being able to take advantage of the various potentials they have, so that individuals can understand itself to achieve optimal development.

Furthermore, learning independence is influenced by several factors, one of which is according to Meichenbaum (Tarmidi & Rambe, 2010). The formation of independent learning in students is determined by social sources, namely adults in the student environment such as parents, coaches, family members and teachers. Furthermore, according to Munirwan Umar (Welda, Zikra & Yusri, 2016) the main responsibility in children's education lies with the parents.

Slameto (2010: 62) also explains that parents who do not pay attention to their children's education, for example they are indifferent to their children's learning, do not pay attention to their children's needs in learning, do not pay attention to the interests and needs of their children at all, it will also affect learning success. Santrock (2003) parental support is support where parents provide opportunities for children to develop their abilities, learn to take initiatives, make decisions about what they want to do and learn to be accountable for all their actions. So one of the factors of parental support can affect the learning independence of students.

Several previous research results also explain that parental support greatly influences children's development, both the development of independent learning and the development of learning achievement. The results of Rahman & Hadi's (2014) study showed that the direct effect of parental support on student achievement in grade VIII was 40.2%. The results of research by Tarmidi & Rambe (2010) suggest that there is a positive relationship between parental support and independent learning of high school students.

Based on the phenomena that researchers encountered in the field and the results of previous research, it made researchers interested in analyzing differences in student learning independence based on parental support at SMP Negeri 2 Ranah Pesisir

Method

This research uses quantitative methods with descriptive correlation research which aims to describe parental support (X) and learning independence (Y), as well as to find the relationship between parental support and learning independence. The population of this research was VII and VIII students of SMP Negeri 2 Ranah Pesisir, totaling 183 students with a sample of 125 students, using simple random sampling technique. The data collection used a learning independence questionnaire and parental support with a Likert scale model. The data that had been collected were analyzed using descriptive statistics and then for correlational analysis the researcher used the Pearson correlation product moment formula assisted by using the SPSS version 16.0 program.

Results and Discussion

Based on the results of data processing, the results of the research conducted at SMP Negeri 2 Ranah Pesisir can be described as follows:

1. Parental support at SMP Negeri 2 Ranah Pesisir

Based on the data processing criteria used, it can be described that parental support at SMP N 2 Ranah Pesisir can be seen in the following table:

Tabel 2. Gambaran Dukungan Orangtua secara keseluruhan di SMP Negeri 2 Ranah Pesisir

KATEGORI	INTERVAL	F	%
Sangat Tinggi	≥ 116	65	52,0
Tinggi	94 – 115	41	32,8
Sedang	72 – 93	18	14,4
Rendah	50 – 71	1	0,8
Sangat Rendah	28 – 49	0	0,0
JUMLAH		125	100,0

Based on the table above, it is explained that parental support is in the very high category with a percentage of 52.0%, with a percentage of 32.8% in the high category, then 14.4% in the medium category and the low category with a percentage of 0.8%. From these results it can be concluded that parental support at SMP Negeri 2 Ranah Pesisir is in the very high category.

Based on the research findings which reveal that most of the parental support at SMP N2 Ranah Pesisir is in the very high category for learning, it proves that most of the students' parents pay attention to their children's education. This proves what Santrock (2003) explains that the family is the main and first pillar in forming independent students.

2. Independent Learning of Students of SMP Negeri 2 Ranah Pesisir

Based on the results of data processing, the overall picture of learning independence for SMP N2 Ranah Pesisir students can be seen in the following table:

Table 1 Description of the independent learning of students at SMP N2 in the Realm of the Coast

KATEGORI	INTERVAL	f	%
Sangat Tinggi	≥ 126	10	8,0
Tinggi	102 – 125	72	57,6
Sedang	78 – 101	43	34,4
Rendah	54 – 77	0	0
Sangat Rendah	30 – 53	0	0
Jumlah		125	100,0

Based on the table above, it was found that 10 students with a percentage of 8.0% had learning independence in the very high category, 72 students with a percentage of 57.6% in the high category and there were 43 students with a percentage of 34.4% in the medium category, and there are no students who have independent learning in the low category or very low category. This illustrates that in general the learning independence of SMP N 2 Ranah Pesisir students is in the high category with a frequency of 72 and a percentage of 57.6%. Zola, Ilyas & Yusri (2017) suggest that a teenager will experience emotional development, in adolescence it is the peak of emotionality, which is high emotional development so that during adolescence the individual must get attention and guidance from parents, teachers and the right environment. so that adolescent emotions can be controlled.

Fajaria, Marjohan & Sukmawati (2013) Behavioral independence is that students are able to consider opinions and advice from others, because students have the ability to think abstractly so that they are able to consider the consequences that will occur in making a decision. Learning independence itself refers to the assumption of a learning activity carried out by students without depending on other people, both friends and teachers in achieving learning goals, namely mastering the material or knowledge in solving problems in everyday life (Suhendri & Mardalena, 2013)

3. Description of Parental Support Relationship with Learning Independence

The results of the correlation test between parental support and student learning independence at SMP Negeri 2 Ranah Pesisir based on Product Moment Correlation analysis using SPSS version 16.0 for windows can be seen in the following table:

Table. Correlation of Parental Support with Learning Independence

Correlations			
		Dukungan Orangtua	Kemandirian Belajar
Dukungan Orangtua	Pearson Correlation	1	.617**
	Sig. (2-tailed)		.000
	N	125	125
Kemandirian Belajar	Pearson Correlation	.617**	1
	Sig. (2-tailed)	.000	
	N	125	125

** . Correlation is significant at the 0.01 level (2-tailed).

Based on the findings from the research data processing which can be seen in table 20, it is known that the correlation coefficient value between the relationship between parental support (X) and independent learning (Y) is 0.617 and the significance value is 0.0000. Based on the guidelines for the interpretation of the correlation coefficient, with a correlation value of 0.617 it has a strong level of relationship. This proves that the research hypothesis states that there is a significant relationship between parental support and learning independence. Where the higher the parental support, the higher the student's independent learning and vice versa, the lower the parental support, the lower the student's learning independence.

Dalyono (2010: 59) states that parental factors have a very big influence on children's success in learning, namely the size of parental attention and guidance, the level of parental education, the size of the income, and others. Parents have an important role for children, in providing support to children, especially in fulfilling needs such as education, health, and clothing. Parental involvement is closely related to school achievement and emotional and adjustment during school in adolescence (Muhadi & Saptono, 2005).

According to Dianto (Mawadah & Khairani, 2019) the student learning process really needs social support, such as parental support for children in the learning process at home, support provided is for child supervision. Apart from being in the form of supervision, Elmiwirawati, Daharnis, & Syahniar (2013) explain that support for their children's education involves two main things, namely moral support and material support.

Conclusion

Based on the results of research and general discussion, the overall self-regulation learning of SMK N 1 Solok students is in the medium category. The following are detailed conclusions based on aspects:

1. Student self-regulation learning at SMK N 1 Solok in terms of self-evaluation is in the low category.

2. Student self-regulation learning at SMK N 1 Solok in terms of organizing and transforming is in the low category.
3. Student self-regulation learning at SMK N 1 Solok in terms of the aspect of setting goals and planning (goal setting and planning) is in the medium category.
4. Student self-regulation learning at SMK N 1 Solok in terms of seeking information (seeking information) is in the high category.
5. Student self-regulation learning at SMK N 1 Solok in terms of keeping records and monitoring (keeping records and monitoring) is in the high category.
6. Student self-regulation learning at SMK N 1 Solok in terms of environmental structuring is in the high category
7. Student self-regulation learning at SMK N 1 Solok in terms of self-consequences is in the high category.
8. Student self-regulation learning at SMK N 1 Solok in terms of the aspect of repeating and remembering (rehearsing and memorizing) is in the high category.
9. Student self-regulation learning at SMK N 1 Solok in terms of seeking social support (seeking social assistance) is in the high category.
10. Student self-regulation learning at SMK N 1 Solok in terms of reviewing records is in the medium category.

Sugestion

Based on the results of the data analysis described in the previous chapter regarding the relationship between parental support and student learning independence at SMP Negeri 2 Ranah Pesisir, the following conclusions can be drawn: (1) Parent support at SMP N2 Ranah Pesisir is in the very high category. This means that students have received support in learning from their parents well, but there are still students with parental support in the high and moderate categories. (2) The learning independence of students at SMP N2 Ranah Pesisir is in the high category. This means that most students at SMP Negeri 2 Ranah Pesisir have good learning independence. However, there are still students with moderate and low learning independence. (3) There is a significant positive relationship between parental support and student learning independence at SMP Negeri 2 Ranah Pesisir. This means that the higher the parental support, the higher the learning independence and vice versa, the lower the parental support, the lower the learning independence.

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