



PARENTING PATTERNS AND ASSISTANCE OF LABOR WORKERS FAMILIES ON CHILDREN'S ACHIEVEMENT

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Abstract : The purpose of the study is to find out parenting patterns and assistance of labor workers' families in children's achievement and to find out children's learning achievement in school. In primary school age, children do not have a sense of responsibility towards their status and role as students so the role of parents is necessary for childcare patterns in learning as an effort to improve their achievement which is an important thing to do. Parenting is not the only benchmark in student achievement. Several factors that can affect learning achievement are broadly divided into two, such as internal factors and external factors. Research location in Semarang Regency. The data collection is conducted through observation, interviews, documentation studies and literature studies with data triangulation techniques, and then analyzed qualitatively to explain the research data and facts. The results of this study indicate that (1) the parenting style applied in labor workers' families is democratic, authoritarian and permissive. (2) The learning achievement of elementary school students in the District Semarang 2017/2018 school year is lacking due to the lack of care and good supervision from parents, lack of closeness of parents in accompanying their children to learn and do homework given by teachers in school.

Keywords : children's achievement, parental supervision, parenting patterns

I. INTRODUCTION

Family is the smallest unit in society; consists of father, mother and children. Nowadays, the concept of family is expanding, not only consisted of father, mother and child, but grandparents, even relatives. According to Chrismawarni (2008: 21) and Pujosuwarno (2008: 21) families have a function of socialization and education that should be carried out regularly in order to create balance. Socialization and education that contain the planting of values and norms in the community and the Tri Education Center (Tri Pusat Pendidikan) includes education in families, schools and communities.

Education in the family is conducted to introduce values and norms that exist in the community so they can be accepted by the group. School education is a means of forming cognitive intelligence by involving formal, informal and non-formal educational institutions. Community education is studied along with their lives in groups. From an early age children



are introduced to the world of education ranging from formal education to non-formal education. One of the formal educations introduced to children is Early Childhood Education (PAUD) and Kindergarten School (TK).

The age of seven is the right time for children to start getting basic education in elementary school (SD) while continuing from the stage play socialization stage (imitating stage) in the family, in this stage the child needs a conducive environment for socialization to run perfectly (Hurlock, 1980). Elementary school age is an age that requires learning assistance, a situation where children are still trying to get a feel of their social environment, imitate the surrounding environment, enjoy playing with peers, and have not been able to fully carry out their responsibilities as students. This opinion is supported by the Center for Disease and Control and Prevention (in Cognitive Development, 2015) which states that for elementary school age children, especially in the age range from eight to ten years, it is often difficult to get involved in academic assignments, hence the need of guidance and mentoring from family.

Discussing education is certainly not far from learning achievement. Education and learning achievement are two things that cannot be separated because learning achievement is the conclusion of evaluation activities in education. Achievement is a benchmark for the success of learning in schools (Anwar & Fakhruddin, 2016). Learning achievement is seen as something important so everyone makes various efforts to get an achievement, even for elementary school children.

Learning achievement and sharpness in thinking can be influenced by several factors which are broadly separated into two, such as internal factors and external factors. Internal factors consist of (1) physical factors, psychology, and fatigue factors (Adib and Santoso, 2016), while external factors consist of family environmental factors, school environment, and community environment as well as the use of media, especially by involving figures close to children (Astuti, Kismini, & Prasetyo, 2014). The school environment is a formal environment that is expected to bring children for a better change, in this case the teacher becomes one of the determinants of the high and low learning outcomes of children (Kusumawardani, 2013) but the presence of children in school is no more than their presence at home with family.

The family environment becomes a supporter in learning assistance activities as well as control in learning activities as an effort to improve children's learning achievement. Similar research results suggest that congenital or hereditary factors can affect learning achievement by 42%, and 58% of cognitive intelligence is influenced by the learning process (Soeltansyah, 2014) so that with assistance, even children who are less intelligent due to hereditary factor can still be facilitated by their family.

Busy parents and unsatisfactory children's achievement are the biggest obstacles in learning assistance, even though learning assistance is important in supporting children's learning achievement. Prioritizing the fulfillment of basic needs rather than education is a common occurrence in the community, especially in rural communities; workers with non-permanent income force them to become busy families. This kind of situation forces the husband and wife to work harder, men as the head of the family are obliged to meet the needs



of family members, on the other hand women are constructed to operate as the second breadwinner after the husband.

Women or wives of well-earned partners will focus on domestic activities (Krisnawati, Iswari, & Arsy, 2016), different from the families of workers who tend to use their time to earn a living by working for those who are in a higher level than them (Arsal, et al, 2017), but if women still have a husband, they only work as an additional breadwinner (Ermanovida, 2016) therefore each partner continues to work as a busy family. Pujosuwarno (2008) and Harmayani (2017) there are several types of busy families who pay less attention to children's education and some of them even bring their children to get involved in their work, this phenomenon illustrates the low awareness of the importance of education. Busy families of low economic level are less concerned with education, therefore education is considered as something that is unimportant and a waste of money.

The population of Semarang Regency is dominated by labor workers, which is 835 people or 53.42% of the total population. Labor workers have irregular working hours and those labor workers' families in the village have children who are taking basic education. Demands for the fulfillment of basic life needs and children's education force them to work harder to find the fund in order to keep children's education going. This is due to the fact that the average job as a labor does not have special requirements and only need the willingness to work so they become a busy family (Sari, Arsal, & Kismini, 2015).

In the midst of their busy live in earning a living, around 47.89% of the 71 families of labor workers still do some learning assistance with the intensity of three to five times a week, it can be said that parents have provided learning assistance with good intensity. However, even assistance with good intensity does not make children's accomplishment in school improve and still fluctuated. This situation indicates that there is a discrepancy with the assistance done because according to Tan (2013), the amount of children's learning achievement follows the amount of learning support by family and those supports can take the form of good parenting and learning assistance.

II. RESEARCH METHOD

The research's location is in Semarang Regency, Central Java. Research informants are labor workers' families. The informant is determined by stratified random sampling (Danim, 2004). Qualitative research is used to describe and understand parenting of labor workers parents' toward children's achievement, forms of parenting and forms of parents' assistance. Research informants are obtained using certain criteria, such as: (1) Families of labor workers who work for employers or companies, receive money in irregular period of time. (2) Men or women who are married. (3) One or both of them work as labor worker, both construction workers, agricultural labor workers and industrial workers. (4) The focus of the location in this study is in Semarang Regency so the informants in the study focused on the labor workers' community who live in Semarang Regency. Qualitative data analysis of information on events and motivations that underlie social actions of the actors involved in mentoring and parenting related to social actions. Collection and validity techniques are conducted out by observation, interviews, documentation and data triangulation.

III. RESULTS AND DISCUSSIONS

Children in the labor workers' families have good openness about their schools; some informants state that their children often tell their parents about their school. Openness of children about their school days should be able to increase the closeness between parents and



children, considering that by telling stories of their experiences will increase the intensity of closeness between the two. All the things experienced by children at school are told to their parents, but in fact the parents only listen and respond to their children's stories. This statement is supported by the facts from some of the informants who stated that they only communicate with their children casually or not rigidly. Therefore the level of closeness between parents and children is at an unfavorable level but actually the labor workers' families, especially agricultural workers, have high solidarity (Gandi, Mustofa, & Lutfi, 2017).

3.1 Parental Supervision toward Child Learning Activities

Parental supervision of children's learning activities is quite successful and can affect children's learning achievement in school. In addition, they often know every activity that children do when at home or outside the house so the supervisory function can work well. In this case, children always feel the need for their parents from the start so wherever they go or whenever they take part in the activities, they will beforehand ask for permission from their parents, this indicates that the children still has a fear of parental authority because as children get older they are increasingly difficult to control and even tend to ignore parents (Irawan, Prasetyo, & Arsy, 2016).

Parents are very close to the children's teacher (homeroom teacher) in school so they can monitor the achievements and behaviors of children in school through homeroom teachers. When a child is out of control or violates the norm, parents lecture the children, therefore their wrongdoings can be corrected immediately and the same mistake does not occur again. One habit in the supervision of learning is the attitude of discipline as an effort to develop responsibility in children (Sarir, 2017). Out of the three learning assistance indicators, parental supervision in children's learning activities is the only indicator that has a significant influence on learning achievement in Semarangkulon District.

3.2 Parental Involvement in Child Learning Activities

The involvement of parents in children's learning activities is that parents make study schedules for children, make exercises related to the subjects learned. Other involvement is to provide rewards or penalties if there is a change in their achievement. The presence of rewards or penalties is an effort to motivate children to be more successful and give penalties when their achievement dropped. This data indicates that parents are actively involved in children's learning activities, on the other hand, parents act as actors who are in control of children and in this case the child is still easily controlled so the goals are more easily achieved (Yunindyawati, Sumarti, Adiwibowo, Hubbies, & Hardinsyah, 2014)

Another fact is that the involvement of parents in children's learning activities in some aspects needs to be improved; it aims to overcome learning problems that must be resolved immediately. Some parents stated that they rarely turned off television even though children are studying. When parents experience difficulties in helping children to do their homework (PR) which is assigned to students, parents always seek help when children experience obstacles (learning difficulties in solving problems). Parents hand over the difficulties to the teachers or tutors where children learn. This causes parents'



involvement in children's learning activities to be at a fairly good level and involvement in learning does not have a significant effect on learning achievement.

3.3 Parenting and Learning Assistance Patterns

Elementary school age is a time when children desperately need learning assistance as a way to improve learning achievement. The results of the study indicate that parents do parenting and intense learning assistance which is 3 to 5 days a week, but student learning achievement is still dominated by poor results. The function of socialization and education in the family is very important but is not the only factor that influences learning achievement.

Learning achievement is not only influenced by learning facilitation factors, other factors aside from learning assistance are adequate facilities and infrastructure when learning, learning environment, learning style, factors of teaching staff, level of student understanding and etc. On the other hand, learning achievement can be obtained if the child has a good understanding, therefore it can be said that the factors within the children themselves affect learning achievement more rather than factors outside the children such as learning assistance.

Labor workers' families are less interactive with their children and tend to ignore them. The function of family, especially the function of socialization and education in the family becomes neglected because of the activity in making money to fulfill basic needs, whereas the process of socialization in the family is important because it will have an impact on the child's personality (Horton & Hunt, 1989: 276). The function of education in labor workers' family is not only in the form of implanting values and norms, parental involvement in the child's learning process is also needed, especially during elementary school age which is a critical period (Hurlock, 1980). Obstacle in education experienced by parents in the families of labor workers is to find help when their children cannot do their school assignment. On the one hand, children are at home longer than at school so there is a need for good cooperation between parents and children in implementing the functions of family.

IV. DISCUSSION AND RECOMMENDATION

Implanting values and norms as an implementation of the function of education in social life is well conducted, but parenting and learning assistance, which is one of the family functions in education is neglected, proven by the level of closeness, supervision and involvement in learning dominated by a fairly good enough level. Based on the data of the research, it can be said that the labor workers' families, especially in the aspect of learning assistance, shows that there is family dysfunction in carrying out the functions of socialization and education in the family. Parents do learning assistance just to be there and know what activities are carried out by children without deep involvement in the learning process.

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