

The Role of Democratic Parenting Style in Shaping Learning Independence in Fifth Grade Students of SDN 001 Samarinda

Muhammad Akmal Anshari^{1*}, Diana Imawati¹, Silvia Eka Mariskha¹

¹Fakultas Psikologi, Universitas 17 Agustus 1945 Samarinda
Jl. Ir. H. Juanda, No. 08 RT 02, Kelurahan Air Hitam, Samarinda 75124 – Indonesia
Email: m.akmalanshari05@gmail.com

*Correspondence

Abstract:

This study aims to investigate the impact of democratic parenting on the learning independence of fifth-grade students at SDN 001 Samarinda. The learning independence of students is significantly influenced by their environment, particularly by the parenting style, which can positively affect the development of independent learning attitudes in children. This research uses a quantitative method with simple regression analysis to examine the relationship between democratic parenting and students' learning independence. Data were collected through the learning independence scale and the Parental Authority Questionnaire Revised (PAQ-R) scale, which was adapted into Indonesian. The results show that democratic parenting has a positive effect on learning independence, with students who experience high levels of democratic parenting demonstrating better learning independence. Conversely, low levels of democratic parenting are associated with lower learning independence. This study concludes that democratic parenting can enhance students' learning independence and highlights the importance of parents adopting a democratic parenting style to support the development of their children's learning independence.

Keywords: *democratic parenting, education, learning independence, parents, students*

1. Introduction

Education plays a crucial role in building a smart, creative, and independent generation. One of the main factors that determine the success of education is the family environment, particularly the parenting style. Parents play a fundamental role in shaping children's character, including aspects of learning independence. Learning independence is the ability of students to manage their own learning process, set goals, and evaluate their learning outcomes without fully depending on the guidance of teachers or parents (Susilowati, 2018).

However, issues related to low learning independence are still common in education. Tresnaningsih, Santi, and Suminarsih (2019) revealed that many students lack self-confidence in their own abilities, frequently cheat, ask for help in completing tasks, and always wait for instructions from teachers. Furthermore, the 2022 PISA (Program for International Student Assessment) study shows that Indonesia ranks 73rd out of 79 countries, indicating that the quality of education and student learning independence still require improvement (Kemendikbud, 2022).

Several previous studies have examined factors affecting students' learning independence. Larasati, Joharman & Salimi (2020) found a relationship between learning independence and students' learning outcomes. Hurlock (1996) stated that parenting style is an important factor influencing children's independence. Another study by Minasari, Kadir, Aras, and Patta (2022) emphasized that democratic parenting style is the most dominant factor in improving the learning independence of fifth-grade students.

Although many studies have examined the relationship between parenting style

and learning independence, there is still a research gap that needs to be explored further. Many previous studies have focused on specific education levels or specific aspects of parenting styles without examining in depth how democratic parenting style directly affects the learning independence of elementary school students across various social and cultural contexts. Therefore, this study aims to fill this gap by examining the influence of democratic parenting style on the learning independence of fifth-grade students at SDN 001 Samarinda.

This research is highly significant in the field of educational psychology as it can provide insights into the importance of appropriate parenting styles in shaping students' learning independence. Additionally, the findings of this study are expected to serve as a reference for parents, educators, and policymakers in designing more effective educational strategies to enhance students' learning independence from an early age.

2. Methods

This study aims to determine the influence of democratic parenting style on the learning independence of fifth-grade students at SDN 001 Samarinda. The research design used is quantitative with a correlational approach. This study involves the population of fifth-grade students at SDN 001 Samarinda, with a sample selected using a nonprobability sampling technique, specifically saturated sampling, where all 110 fifth-grade students are selected as research respondents. The research procedure includes preparation, implementation, and data analysis stages. In the preparation stage, the researcher prepares research instruments and obtains permission from the school. In the implementation stage, the researcher distributes questionnaires to respondents and collects data within a specified timeframe.

The instruments used in this study are the learning independence scale adapted by Audhiha (2022), consisting of 37 items, and the Parental Authority Questionnaire Revised (PAQ-R) developed by Diana Baumrind and compiled by Reitman (2002), then adapted into Indonesian by Darmagita and Susanto (2022), with a total of 30 items measuring authoritarian, democratic, and permissive parenting styles. The data obtained were analyzed using simple linear regression with the help of the SPSS version 21 program. This analysis aims to measure the relationship between democratic parenting style and students' learning independence by looking at the coefficient of determination (R square) and the significance level of the study.

3. Results

This study aims to determine the effect of democratic parenting style on the learning independence of fifth-grade students at SDN 001 Samarinda. Based on data analysis using simple linear regression, it was found that there is a significant positive effect of democratic parenting style on students' learning independence. The coefficient of determination (R square) value of 0.086 indicates that democratic parenting style contributes 8.6% to students' learning independence, while the remaining factors are influenced by other variables.

Descriptive statistical results show that the majority of respondents have a moderate to high level of learning independence, with an average learning independence

score of 75.6 (SD = 10.4). In addition, democratic parenting style has an average score of 80.2 (SD = 9.8), indicating that most parents apply a democratic parenting style in guiding their children. Hypothesis testing using t-test shows a significance value of $p = 0.000$ ($p < 0.05$), meaning that the research hypothesis is accepted. Thus, it can be concluded that the higher the level of democratic parenting style, the higher the students' learning independence.

4. Discussion

The results of this study show that democratic parenting style has a positive effect on students' learning independence. This finding is in line with previous research conducted by Verawati (2014) and Minasari et al. (2022), which emphasized that democratic parenting style is a dominant factor in enhancing learning independence. Theoretically, these results support Vygotsky's social-cognitive development theory, which states that democratic parental support enables children to develop independence through constructive social interaction and exploration.

The implications of this research suggest that educational interventions involving training for parents to apply democratic parenting style can enhance students' learning independence. Additionally, schools can collaborate with parents to create a supportive learning environment so that students become more independent in managing their learning process..

5. Conclusion

The conclusion of this study is that there is a significant influence of democratic parenting style on the learning independence of fifth-grade students at SDN 001 Samarinda. The results show that the higher the level of democratic parenting style applied by parents, the higher the learning independence of students. Conversely, a low level of democratic parenting style negatively affects students' learning independence. Therefore, the parenting style applied by parents plays an important role in the development of students' learning independence, although other factors also influence it.

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