

EFFECT OF PARENTS COMMUNICATION PATTERN ON THE LEARNING ACHIEVEMENT OF JUNIOR HIGH SCHOOLS STUDENTS IN PASAR MINGGU DISTRICT SOUTH JAKARTA, INDONESIA

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Abstract- This research is to find out the effect of communication model on learning achievement at junior high schools in South Jakarta. The research was conducted at Junior High School 41, Junior High School 56 and Junior High School 107 in South Jakarta from July up to August 2012. The research used the method of survey and correlational analysis techniques with 859 samples selected randomly and questionnaires with the Likert Scale model. The findings in the research are the following (1) the level of communication model and learning achievement is good because the empirical score is higher than the theoretical score, (2) there is an effect of communication model on learning achievement. Finally, the study concludes that variation in the learning achievement is affected by variation of communication model.

Keywords- Communication pattern, Junior high school, learning, achievement

I. INTRODUCTION BACKGROUND

Education is very important and cannot be separated from a human's life. The development of a nation or state is greatly influenced by the education level in that nation. Indonesia is included in the list of countries that are actively carrying out development programs. In line with its development rate, the factor of education plays a very important role because its implementation requires competent and skilled experts. There are no other ways to produce competent and skilled experts other than through education.

In the context of preparing students in this fast changing world in line with the advancement or development of science and technology in all fields, the availability of quality human resources is required through the process of learning and teaching that transform the values of knowledge and skills through teachers and students.

Principally, education is intended to create individuals who are skilled in living their future life as set out in Law of the Republic of Indonesia No. 20 Year 2003 as follows:

“National education functions to develop the characters and dignified civilization in the context of creating an intelligent nation, has the purpose to develop the potentials so that they can become knowledgeable, competent, creative and independent human beings and become democratic and responsible citizens.”¹

Materializing the objectives of education that are intended to achieve requires professional acts consisting of concrete measures by the policy implementer namely the government has the main party responsible for the nation's future. The measures to be taken include change of the education system

from uniformed centralistic to participatory education and one of which is curriculum change.

The Government has stipulated a principle policy to improve the quality of education through the “Movement to Improve the Education Quality”. The granting of broad education autonomy to schools require more conducive curriculum approach so as to be able to accommodate all the desires and at the same time actively empower all the community components.

In line with the said policy, the role of parents cannot be simply overlooked as in a family the parents are the first educator involved in the education process of the children. The forms of education process within a family are apparent in the communication interaction between the parents and children.

Based on the above description, it is clear that the role of parents is very important in guiding and educating children particularly on moral and values to create children with good personality. Hence, to know to extent of the importance of the parents' role in improving children's achievement in schools, research is to be conducted on the influence of the pattern of parents' communication with their children on these children's learning achievement.

II. PROBLEM FORMULATION

Based on the aforementioned problem limitation, the formulation of problems in this research is as follows:

- What is the parents' communication pattern in the children's education process at home?
- What is the influence of parents' communication pattern on students' learning achievement?

¹ Ministry of National Education, *Law of the Republic of Indonesia No. 20 Year 2003 regarding National Education System 2003*, (Jakarta: CV. Mina Jaya Abadi, 2003), CET. I, page. 3

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III. RESEARCH PURPOSE

Practically, the purpose intended to achieve in this research is as follows:

- a. To identify the pattern of parents' communication in the children's education process at home.
- b. To identify the influence of parents' communication pattern on children's learning achievement.

IV. THEORETICAL BASIS

1. Learning Achievement in Social Sciences

The word achievement means result or influence or outcome in English which broadly means a result or impact of efforts made. Achievement is a term relating to the quality and productivity of output of an individual or group of people. (Thomas O. Kirkpatrick & Chad T. Lewis, 1995: 8). The success of an achievement is a result of interactions among several factors such as a number of efforts and capacity to do something followed by other factors such as assistance by friends and sharing of instruments required.

Winkel maintains that motivation to get an achievement is the force within an individual to be successful and involve in activities in which the success depends on efforts of the individual and his/her capability. These force and impetus constitute a personality trait as a result of development process for a long period of time. (W. Winkel, 1996 : 175-176).

Hence achievement relates to hardworking and unrelenting struggle in order to pursue highest achievement. The desire emanating from within somebody serves as a motor that is able to generate more effective activities.

Meanwhile learning is a processing activity and constitutes a very fundamental element in each organization of education type and level. This means that the success or failure of an education objective is heavily dependent on the learning process. The definition of learning is highly varied according to experts, and so is the theories presented by experts on learning theory. Learning theories according to Walgito (2004: 171) can be classified into several groups, namely theories with orientation to the Behaviorism, Cognitive and the learning theory of Albert Bandura.

- a. The Behaviorism or the learning theory with orientation to Behaviorism. This approach is basically a learning theory known as conditioning as follows:

- 1). Associative learning theory

The Associative learning theory is a learning theory which was initially established by Pavlov. Based on his experiment, Pavlov concludes that behavior can be formed through conditioning, for example a child is conditioned to wash his/her hand before meal.

- 2). Functionalist learning theory

This functionalist theory is promoted by Thorndike and Skinner. Thorndike in his experiment concludes that learning can be presented in several laws namely law of preparation, law of exercises and law of effects. Meanwhile according to Skinner, there are two general principles in the conditioning operation, namely every response followed by rewards (constituting *reinforcing stimuli*) tends to be repeated and a reward which is a *reinforcing stimulus* will speed up occurrence of response.

- b. Learning theory with orientation to cognitivism

This cognitive Learning theory is promoted by Kohler and Jean Piaget. According to Kohler, the important thing in solving problems is *insight*. Meanwhile according to Jean Piaget assimilating is matching the cognitive structure with the environment, while accommodation is change of cognitive structure because there is no or there has yet certain schemes. Scheme is a potential that is generally in existence within an individual to perform a set of certain behaviors.

- c. Albert Bandura Learning theory

The study by Bandura is centered on observation of human behaviors in interaction. According to Bandura a behavior is not automatically sparked by external stimuli but can also be *self-activated*. He maintains that a behavior is formed and changes though social situation with others. Bandura is of the opinion that psychology cannot expect result of a study without involving humans in social interactions. His learning theory is called *observational learning theory* or also referred to as *social learning theory*.

Learning is a concept that refers to three aspects, namely learning as a process, learning as a product and learning as a function. Learning as a process means someone who is learning indicates a process of change in the formation of behavior. The second aspect namely learning as a product stresses on the existence of result or product from experience. Such experience can be in the form of attitude, knowledge or skill of a task. Meanwhile learning as a function stresses on the aspects that influence the learning. Such change occurs due to the individual's interactions with the environment.

Based on several descriptions above, there are four essential things that need to be highlighted in order to understand the learning process, namely:

- a. Relatively permanent change. The correlation is temporary changes such as due to being drunk, fatigue, dull, are not included as learning.
- b. Individual interaction indicates the ability of an individual in reaction. This reflects that learning is a hypothetical event that can be acknowledged through academic changes that can be measured.
- c. Mental/psychological activities. The correlation is that progress in learning obtained from the learning process may be lost or weak if it is not supported with encouragement from within.
- d. Learning as a function indicates that the learning process requires repeated practices/drills to guarantee the academic result achieved by the student.

Basically, the activity of learning and teaching has the purpose to bring about positive changes so that the learner can go toward adulthood. Positive changes that take place indicate the result of learning. To know the extent of learning experience possessed by a learner requires measurement of such changes. The result of such measurement is referred to as learning achievement. In other words learning achievement is as indicated by an individual after obtaining certain education and training.

There are various factors that may affect the process and result of learning of students in the school that in outline can be divided into two parts namely the internal factor and external factor of the student (Alisuf Sabri, 1995: 59).

External factors consist of the factors of environment and factor of instrument, while the factors that come from within the student are physiological and psychological factors.

- a. Environmental factors are divided into two parts namely: Natural environmental or nonsocial factor and social environmental factors. Such natural environmental factors include temperature, humidity, time (morning, noon, night), school location, et cetera. Social environmental factors both in the form of humans and their representation including culture will influence the process and result of student learning.
- b. Instrumental factors consisting of buildings or physical facilities of classrooms, teaching tool facilities, teaching media, teachers and curriculum or learning materials as well as the learning-teaching strategies used will influence the process and result of student learning.
- c. Factors of student's internal condition are divided into two namely physiological factor and psychological factors of the student. Physiological Factor consists of health condition and physical fitness, and condition of the five senses especially vision and hearing. Meanwhile the psychological factors that will influence the success of students learning are the factors of interest, talent, intelligence, motivation and knowledge capabilities such as the capabilities of perception, memory, thinking and basic capacity possessed by students.

In the learning, the teachers need to observe the students who are outstanding in a certain field but weak in another field. This personal approach is expected to assist students to be more successful in learning activities. (Tulus, 2004 : 77) To ensure that student are successful in their study and life in future, education should better be performed through personal approach which considers the student intelligence.

Intelligence consists of eight intelligences namely in music, *body kinesthetic*, *mathematic* logics, language, space, interpersonal and Naturalist. (Gordon, 2001 : 121-123)

Sukidi said that a person learns 10% from what he /she reads, 20% from what he/she hears, 30% from what he/she sees, 50% from what he sees and hears, 70% from what is being said, and 90% from what is said and done. (Sukidi, 2004 : 12)

Hence, the learning strategy that gives better result for students is the learning that better involves students in thinking, speaking, arguing, and expressing their ideas. Conversely, the learning result will be low if the students are passive and only listen to the teacher with his/her method.

Student achievement in the learning is influenced by various factors among others: intelligence, talent, interest and attention, motive, health, learning methods, family environment, social environment, school and learning supporting facilities. For better clarity, it is described as follows: (Sukidi, 2004 : 12-13)

- a. Intelligence factor. Usually, intelligence is deemed only as a thematic rational capacity. Intelligence involves broader capability, not only rational capability to understand, comprehend, solve problems, but also the capability to regulate behaviors in facing ever-changing environment and the capability to learn from his/her experience.

- b. Talent factor. Talent is the capability existing in an individual acquired from birth, accepted as inheritance from the parents.
- c. Factor of Interest and Attention. Interest is great tendency on something. Attention is properly and carefully seeing and hearing something. Attention and attention are usually closely related.
- d. Motive factor. Motive is an encouragement that makes an individual to do something. Motive also bases and influences each effort and activity of an individual to achieve the desired objective.
- e. Factor of Learning Method. The success of a student's study is also influenced by the student's learning method. Efficient learning method enables better achievement compares to inefficient learning method
- f. Factor of Family Environment. Some portion of a student's time is spent at home. The student's parents and siblings are persons closest to the student.
- g. The factor of school as the second environment plays big role in influencing the student's learning achievement. Therefore, school is a structured education environment, has good system and organization to understand the values of ethics, moral, spiritual, discipline and science.

Meanwhile the external factors that may influence students' learning achievement are as follows:

- a. Family; family is the smallest group of community and the first and main educational institution for a child. The way the parents educate their children has significant influence on their learning method. The same is the case for the relations between members of one family, children with children, parents and siblings which are very influential to the uninterrupted achievement of learning. The social and economic status of a family is also influential to the process and achievement in learning, hence the role of parents (read: family) cannot be fully replaced by someone else. The role of family is in behavior, role model, and patterns of relation between members of the same family which is spirited and encouraged by religious values.
- b. School; education researchers admit that schools have an impact on learning achievement such as instrumental activities covering the atmosphere related to the teaching learning process, teachers commitment and facilitation to be contacted by students and fellow school personnel. Creemers and Reezigt (1996) identify seven influential school factors toward learning achievement, namely: (1) orderly environment, (2) agreement and cooperation among fellow teachers, (3) concentration on basic capacity, (4) monitoring of learning progress, (5) school administration and leadership, (6) policies that involve parents, and (7) high expectation. Creemers (1996) found that schools that encourage student achievement are different from schools that do not encourage students to have achievement in terms of the following: schools that encourage student achievement use more maximum time for learning, provide latest materials, encourage students to practice independently, have high expectancy, use positive strengthening, less disruption,

tight discipline, friendly atmosphere, and good physical condition and classroom management. Similarly, Reynolds and Teddlie (2000) in their study found nine school constructions that encourage student achievement: (1) effective school leadership, (2) effective teachers and learning process, (3) focused in learning, (4) creating positive school culture, (5) high expectation on achievement and behavior, (6) stress on students' responsibility and rights, (7) monitoring development in all class levels, (8) development of the skills of all education staff, and (9) involving parents in their study on learning environment in schools. Jamaludin (2000) found 8 factors that influence the learning achievement of the students, namely: (1) stress on learning, (2) school physical condition, (3) students autonomy, (4) joint learning, (5) learning expectation, (6) teachers; attention and expectation, (7) communication between teachers and parents, and (8) reward and trust by the teachers.

- c. Community; an individual cannot be separated from his/her social environment and this affects his/her learning achievement in school. This is greatly dependent on the value adhered by the community in which the student lives and changes within the community are faster than changes in the school. Every change in some way affects the way of life and way of thinking of the community members.

The subject of social sciences is one of main subjects in junior high schools which discusses legal issues, social interactions, and nationhood. Based on the above explanation, it can be concluded that achievement in social sciences is the ability to master the materials that have been presented by the teacher, able to mention, explain, give examples and summarize the materials of social sciences.

2. Communication Pattern

Communication is a social process that takes place among humans. The term process is acts and events occurring for some time toward achieving certain results. Hence, communication process commences from the message being created until emergence of influence or changes in the target. The capacity to communicate between individuals is one of the emotional intelligences possessed by that person because with communication the intended message can be discerned by other people and vice versa hence creating mutual understanding between both persons.

Communication is a directed contact process purposely made between a person that carries messages conveyed to another person hence creating understanding in that person that eventually occurs adoption of the message conveyed. This is in accordance with the opinion of MC Farland (1959: 427) that "*Communication may be defined as the process of meaningful interaction among human being*". This excerpt states that communication is an interaction process or a mutually-understanding relation among humans.

Other opinion maintains that communication is delivery of clear and accurate information and provision of written or oral feedbacks. Hence communication is an interaction process by which one party acts as the information sender and the other as the recipient of information. For an effective communication, the communicator usually uses a media in

order for the message to be easily understood by the recipient. This is in line with the opinion of Gibson et al. (1997: 232) that maintains that communication is delivery of information and understanding through uses of general symbols, verbal or non verbal. Communication process has five elements, namely: (1) Communicator, (2) Message, (3) Media, (4) Recipient, and (5) Feedback.

According to Schermerhorn (1998: 56), interpersonal communication is a process of sending and receiving symbols or through messages in the communicating in order to create understanding between two or more parties.

This statement indicates that if two persons are involved in a communication, for example in a form of conversation, communication will take place or continue as long as there is a shared meaning of what is being conversed. Same language used in the conversation will not necessarily produce shared meaning. In other words, simply understanding the language does not necessarily understand the meaning carried by that language. It is clear that the conversation between the two people can be communicative if both mutually understand the language used and also the meaning of the language being conversed.

Communication can be effective if the communicator and the communicant have the same meaning and or purpose. Hence the communicator is expected to have special capacity to understand the condition of the communicant both the techniques to influence and the techniques to use various instruments so that the communicant gives positive response. This is in line with the opinion of *Wright Neo* (1995: 276) who maintains that capability relates to the conversation or skills of an individual in properly performing activities.

This statement gives a description that communication is the process of conveying messages by the communicator to the communicant through a medium that creates a certain effect. Communication process is in principle the process of conveying a thought or feeling by someone (communicator) to another person (communicant). Thoughts can be in the form of information idea, opinion and so forth that appear in his/her mind. In order for the thought to be understood, accepted and even implemented the communicator must have the capability.

Hodgetts (175-176) presents five main elements in creating effective communication namely (1) communicator, (2) tool or media to convey the message, (3) recipient or communicant, (4) reciprocal, and (5) environment in which the message is conveyed. This excerpt describes that communication starts with delivery of message in the form of idea in the form of information which is subsequently channeled using a media to communicate it orally, in writing, vertically or diagonally, formally or non formally to be then received by the communicant. The message recipient then tries to interpret the news received and tries to understand the message to determine the action or feedback.

Based on the above excerpt, it can be concluded that the communication pattern is a reciprocal relation between two or people in the family so as to convey it properly hence creating an understanding between one to another.

V. VENUE AND PERIOD OF RESEARCH

The location of this research is in junior high schools (SMPs) in South Jakarta, namely State SMP 41, State SMP 56 and State SMP 107. The research was conducted for two months, namely from July up to August 2015, commencing from preparation of proposal up to working in the field and until completion of this report.

VI. RESEARCH METHOD

This research uses the method of survey while the research variables consist of two independent variables namely parents' communication pattern and one dependent variable namely student learning achievement viewed from the result of promotion test (UKK) for the subject of Social Sciences for students of grade 8.

VII. POPULATION AND SAMPLES

The population in this research is students of State Junior High Schools (SMP) in East Jakarta, while the samples are collected from three State SMPs namely State SMP 41, 277 students; State SMP 56, 291 students, and; State SMP 107, 291 students; hence the total samples are 859 students.

VIII. DATA COLLECTION INSTRUMENTS

The instrument or tool used for collecting research data on of parents and teachers' attention is questionnaires prepared according to the Likert scale model. This instrument is prepared in the form of statements divided into two forms namely positive form and negative form. Each question has 5 answer options hence 5 is the highest score and 1 is the lowest score.

Unlike the above instrument, data on student achievement is obtained from the result of class promotion test taken from pure score from the result of latest semester test.

IX. RESEARCH AND DISCUSSION RESULT

Based on data from the research, we can explain the meaning of scores obtained such as in the table below, namely: the average score for the variable of communication pattern is 37.12; with median 37.99, mode 43, and deviation standard of 6, 9. The above empirical score if consulted with the theoretical score obtained from questionnaires with 10 questions items, then the lowest score is 10, the highest score is 50 and median score is 25. Hence the empirical mean score obtained namely 37.12 is actually greater than the theoretical median score of 25. This means that the communication patterns between parents and children at home are relatively good.

This is also seen in the empirical score as a result of class promotion test with the mean score of 6.93; median, 6.80; mode, 7.00 and deviation standard of 1.11. Hence, the score of class promotion test is classified as quite good because the score is above the median score namely 5.00.

The correlation analysis is conducted on separate data collection from each research variable with the media of SPSS 19. The score of correlation coefficient between the parents' communication pattern at home and the result achieved by the students in class promotion test is 0.493. Hence we can say that there is a relation between the communication pattern established at home and the students' learning achievement at school.

Table 1. Description of Statistic Data

	X	Y
N Valid	859	859
Missing	0	0
Mean	37.1281	6.9311
Median	37.0000	6.8000
Mode	43.00	7.00
Std. Deviation	6.85003	1.11280
Variance	46.923	1.238
Skewness	-.479	.124
Std. Error of Skewness	.083	.083
Kurtosis	-.926	-.444
Std. Error of Kurtosis	.167	.167
Range	25.00	5.60
Minimum	21.00	4.20
Maximum	46.00	9.80
Sum	3.194	5953.80

The contribution of the variable of communication pattern on the fluctuation of students' learning achievement can be viewed from the score of determination coefficient or r^2 amounting to 0.243 or which means that the contribution of the communication pattern of parents at home to the student's learning achievement is 24.3 %. This can be established that the better the communication pattern at home the more the positive impact it has on the student learning achievement, and conversely if the communication pattern established at home is less conducive, the student achievement is negatively affected. The score of correlation coefficient and determination coefficient can be viewed in the table below:

Table 2. Score of Correlation and Determination Coefficient**Summary Model**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.493 ^a	.243	.242	.96856

a. Predictors: (Constant), X

To find out the predicted fluctuation of independent variable (communication pattern) on the fluctuation of dependent variable (learning achievement), it is necessary to view the form of regression equation which is a functional relation pattern. The table below indicates the form of simple linear regression equation between the parents' communication pattern and the student's learning achievement is $\hat{Y} = 3.956 + 0.080X$. This form of equation means that for each increase by 1 point in the variable of student's learning achievement, the variable of communication pattern contributes 0.08 while the remaining are contributed by other variables not studied. The form of regression equation above can be viewed in the followed table:

Table 3. Simple Linear Regression Equation Coefficients

a

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	3.956	.182		21.707	.000
X	.080	.005	.493	16.601	.000

a. Dependent Variable: Y

Regression coefficient significance test need to be administered on the functional relation in the above regression equation namely by comparing the significance score and f calculation. The testing term is if the f calculation is greater than the significance score the regression is significant, and if otherwise the regression is not significant. The score of f calculation can be viewed in the following table:

Table 4. Simple Linear Regression ANAVA ANOVA^b

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	258.526	1	258.526	275.584	.000 ^a
Residual	803.954	857	.938		
Total	1062.480	858			

a. Predictors: (Constant), X

b. Dependent Variable: Y

In the table above we can see that the score f calculation is 275.58 and the significance score is 0.00, which means that F calculation is greater than the significance score, hence the regression is very significant. The above finding signifies that change in the score in the student achievement is significantly influenced by the change of score in the communication pattern established at home, or in other words if we wish to improve students' achievement not only in Social Sciences we must first improve the communication pattern at home performed by each parent.

X. CONCLUSION

Based on the findings in the research, we can conclude:

1. The communication pattern of parents with their children at home is classified quite well, because the empirical mean obtained is apparently greater than the theoretical score based on questionnaires prepared. The same holds true for the score of the result of class promotion test which is above the median score.
2. Based on the result of data calculation using correlation and regression analysis, there is apparently a relation between the two variables which produces the contribution of the variable of communication pattern on the students learning achievement amounting to 24.3 % which means that the fluctuation of the students' learning achievement is contributed 24.3 % by the communication pattern of parents at home.

XI. RECOMMENDATIONS

Based on the findings and research conclusion above, the author recommends the following:

1. The school principles should have continuous communication with the parents in order to encourage creation of open and effective communication pattern at home hence boosting the interest, motivation and learning achievement of students.
2. POMG managements should at all times establish cooperation and communication with parents as a whole in the context of maintaining and improving the students' learning achievement.
3. It is necessary for the schools to provide assistance to parents who are not yet effective in making productive communication through programs planned by the guidance and counseling division.

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