



## Parenting Style on the Civics Learning Outcome

Ketut Ari Yuliani<sup>1\*</sup>, Desak Putu Parmiti<sup>2</sup>, Gede Wira Bayu<sup>3</sup> 

<sup>1,2,3</sup> Primary Teacher Education, Universitas Pendidikan Ganesha, Singaraja, Indonesia

### ARTICLE INFO

#### Article history:

Received January 12, 2022

Revised January 16, 2022

Accepted April 14, 2022

Available online April 25, 2022

#### Kata Kunci:

Pola Asuh, Orang Tua, Hasil Belajar, PPKn

#### Keywords:

Parenting, Parents, Learning Outcomes, Civics Education



This is an open access article under the [CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.

Copyright © 2022 by Author. Published by Universitas Pendidikan Ganesha.

### ABSTRAK

*Pelaksanaan pembelajaran di sekolah dapat dikatakan cukup baik, namun belajar dirumah siswa kurang optimal karena kurangnya keinginan siswa belajar mandiri. Bimbingan pola asuh orang tua yang kurang optimal menjadi salah satu sebab kegiatan pembelajaran menjadi terganggu. Tujuan penelitian ini yaitu menganalisis hubungan pola asuh orang tua terhadap hasil belajar PPKn Sekolah Dasar pada siswa kelas V Siwa sekolah Dasar. Jenis penelitian adalah ex post facto. Populasi penelitian berjumlah 37 orang siswa. Siswa pada semester pertama sekolah dasar kelas lima. Metode mengumpulkan data yaitu non tes. Instrument yang digunakan untuk mengumpulkan data yaitu kuesioner. Teknik analisis data yang digunakan adalah analisis statistik deskriptif dan analisis statistik inferensial. Hasil penelitian yaitu  $0,655 > 0,316$ , maka terdapat korelasi antara kebiasaan belajar dengan hasil belajar siswa kelas V Sekolah Dasar. Ada hubungan yang positif antara pola asuh orang tua dengan hasil belajar. Disimpulkan bahwa Pola asuh orang tua yang baik akan meningkatkan hasil belajar siswa secara signifikan.*

### ABSTRACT

The implementation of learning in the school is pretty good, but learning at home is not optimal because students have less desire to learn independently. Lack of parenting guidance interfered with learning activities. This study aimed to analyze the relationship between parenting styles and learning outcomes of fifth-grade elementary school students in Civics subject. The type of research was ex post facto. The research population was 37 students. Students on the first semester of the fifth-grade elementary school. The method of collecting data was non-test. The questionnaire was used as an instrument to collect the data. The data analysis technique used was descriptive statistical analysis and inferential statistical analysis. The study results were  $0.655 > 0.316$ , so there was a correlation between study habits and the learning outcomes of fifth-grade elementary school students. There was a positive relationship between parenting and learning outcomes. It was concluded that a good parenting style would significantly improve student learning outcomes.

### 1. INTRODUCTION

Education can be a guidance to improve the quality of human resources. Especially during the Covid-19 pandemic when the learning activity is conducted online, however, it must be implemented as greatly as possible so that the quality of students remains guaranteed (Saifulloh & Darwis, 2020; Subarkah & Salim, 2021; Wiryanto, 2020). Therefore, the online learning needs to be improved and implemented optimally because some students sometimes do not understand the material taught online (Akbari et al., 2021; Dhawan, 2020; Yulia, 2020). Through education, a generation emerges that has broad insights and can develop their potential during the Covid-19 pandemic. Current education can also build students' disposition to be dignified and in accordance with the norms (Adarkwah, 2021; Horvitz et al., 2015). It is what causes education to have an important role, especially in children. Education is an effort in manifesting active learning activities and developing the potential of students (Butova et al., 2019; Lase., 2019). Through education, a person will have noble skills and morals. Education can build and change one's behavior to be positive. The change is gained through the knowledge imparted to the students.

Educational goals can be achieved optimally when the learning process activities are appropriate and support students' development (Faize et al., 2018; Munoto, 2018). Education that is guiding and educating has important values for the future. The education can also build ones' personality who love their

homeland and nation (Angga et al., 2020; Surachman, 2020). Therefore, students get civics subject in school that lead students to become good citizens. It can develop the potential insights that build the country. Students who love their country will have a commitment and national spirit based on Pancasila (Padmi, 2018; Sutrisno, 2016; Trisiana et al., 2019). The civics subject focuses on the children's development to carry out their rights and obligations as citizens (Alfiandra et al., 2018; Winataputra, 2016). It also makes students have critical thinking skills and make decisions rationally. In addition, students will have a sense of responsibility in the environment so that they can form a community character that is easy to interact with (Koroh & Petrus, 2020; Winataputra, 2016). The civics subject can be used as a forum for manifesting the goals of national education.

However, the problem occurs nowadays is there are still many students who are not interested in studying the civics subject. The previous study finding states that the lack of precise models and media used to teach civics subject (Boinah, 2017; Murtiningsih & Komalasari, 2017). Another study also states that it can cause students to feel bored (Husnulwati et al., 2019; Sutrisno, 2016). Based on the observation result, it was found that the learning outcomes of the fifth-grade students, especially on the Civics subject about Pancasila material were less optimal. The learning implementation at school was quite good, however, studying at home was not optimal because of the lack of students' enthusiasm to learn independently at home during the Covid-19 pandemic. The data analysis result showed that students had poor scores with a percentage of 62.2%, while the minimum score of the civics subject was 71. It was really hard for students to get good grades at the same time. The teacher had made efforts in the learning activities of the civics subject with the provisions agreed by the school, but the lack of the parenting guidance had caused learning activities to be disrupted.

The parenting style is important in improving the learning outcomes of the civics subject because students start to learn at home due to Covid-19 pandemic. If the parenting style is not appropriate, then students will spend time playing and forget to learn (Khasanah & Fauziah, 2020; Susanti, 2021). Therefore, the good parenting style is needed so that it helps students to maximize their learning. Every parent wants the best for their children, so something that can be done is by forming a good parenting style (Anggraini et al., 2017; Widnyani et al., 2015). The parenting style can educate children to be the better ones if it is done maximally. The family is the first place in guiding children to be better (Knauer et al., 2020; Özkan Yıldız & Yılmaz, 2021). Parenting is a way to treat, guide and educate children according to the stages in which desired by parents, so as to discipline and protect the child and build their personality (Rizqi & Sumantri, 2019; Safitri et al., 2020). Personality is a typical child trait acquired in the environment (Dominika & Virilia, 2018; Sarjana & Khayati, 2017). The parenting style applied to their children will arouse a good personality in students so that it brings a good impact on their personality. The civics subject also includes good values and norms to be applied by students which can encourage students to do well.

The previous study states that the personality will affect a person's morals and ethics when interacting and communicating (Sarjana & Khayati, 2017; Warif, 2019). Other research also states that the civics subject is crucial given to students because it discusses the moral value of Pancasila (Kurniawan & Wuryandani, 2017; Widiyani & Pramudiani, 2021). Another research points out that good parenting will develop a child's personality (GaGarbacz et al., 2015; Kraft & Rogers, 2015). It can be concluded that students can understand and apply good Pancasila values when learning activities and parenting guidance can be performed properly. There was no study on the relationship between the parenting style and the learning outcomes of the fifth-grade elementary school students in the civics subject. This study aimed to analyze the relationship between the parenting style and the learning outcomes of the fifth-grade elementary school students in the civics subject. It is hoped that parents have good parenting so that it brings a great impact on the students' personality.

## 2. METHOD

The research type used in this study was *ex-post-facto* research which was related between parenting style and the learning outcomes of the civics subject. The study was conducted on the first semester of the fifth-grade elementary school students in SD Negeri 4 Sudaji, Sawan Subdistrict Buleleng Regency. This study classified into the correlational descriptive research because in general it connects one variable with another. The population of the study was 37 students. The method used in collecting data was a non-test in the form of a questionnaire. The method was used to collect the data on the relationship between the parenting style and the learning outcomes of the civics subject on the fifth-grade elementary school students at SD Negeri 4 Sudaji, Sawan Subdistrict. The questionnaire was distributed to students, then students answered the questionnaires at their respective homes and then collecting them back at school with the given time limit. The instruments used to collect the data were questionnaires, grids presented in Table 1.

**Tabel 1.** Parenting Questionnaire Grid

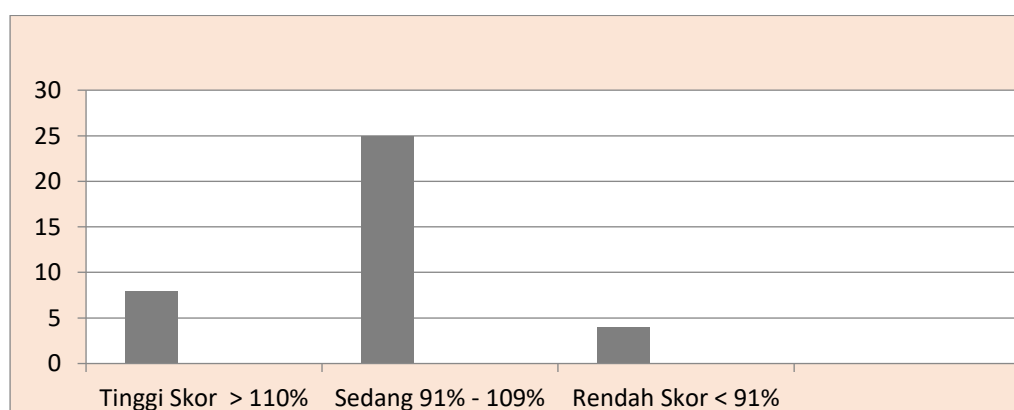
Variable	Sub Variable	Question Indicator
The Parenting Style	Authoritarian Parenting	a. In certain activities parents and children insist on their respective stances b. Parents tend to impose willpower c. Parents insist on managing all children's affairs without the consent of the child in the daily life d. Parents scold and punish the child if they make a mistake
	Permissive Parenting	a. Parents tend to give freedom to children in doing things without sufficient supervision. b. Parents give the freedom to the child to say their wishes c. Parents give what the child wants, but do not intensively supervise what the child does d. Children make mistakes and get achievements, parents tend to be indifferent
	Democratic Parenting	a. Parent-child relationship is good b. Parents are responsive c. Parents give opinions and enjoy discussing things d. Parents reprimand and provide explanations regarding good and bad behavior when children make mistakes

The instrument was first asked for an assessment (experts who were considered to be masters of the field) (Dewi et al., 2020; Hisby & Kosasih, 2020; Rahmawati et al., 2014). The validity of the instrument used the Gregory formula. The data analysis techniques used in this study were the descriptive statistical analysis and the inferential statistical analysis methods. The descriptive statistical analysis was used to find out how the parenting style was done and find out the learning outcomes of the civics subject. The inferential statistical analysis technique used in this study consisted of testing analysis requirements and hypothesis testing.

### 3. RESULT AND DISCUSSION

#### Result

This study aimed to determine the positive and significant relationship between the parenting style and student learning outcomes in the fifth-grade elementary school students at SD Negeri 4 Sudaji, Sawan Subdistrict, for the 2021/2022 Academic Year. The data analysis result showed that the questionnaire frequency of student study habit scores, the result is presented in Figure 1.



**Figure 1.** The Percentage Category of the Parenting Style Questionnaire Score

Base on Figure 1, the questionnaire frequency of student study habit scores were intervals 78 – 84 there were 3 students (8,1%), intervals 85 – 91 there were 4 students (10,8%), intervals 92 – 98 there were 10 students (27,0%), intervals 99 – 105 there were 6 students (16,2%), intervals 106 – 112 there were 12 students (32,4%), intervals 113 – 119 there were 2 students (5,4%). The percentage of the parenting questionnaire scores obtained the smallest percentage score, which was 10,8% and the highest percentage

score was 67,5%. There were 8 students (21,6%) achieved high categories, 25 students (67,5%) achieved moderate categories, and 4 students (10,8%) achieved low categories.

Based on the data result, the tendency to percentage of the parenting style questionnaire scores was in the moderate category. The learning outcomes of the fifth-grade elementary school students of SD Negeri 4 Sudaji, Sawan Subdistrict, were obtained from the documentation of the odd midterm test scores. The result is presented in Figure 2.

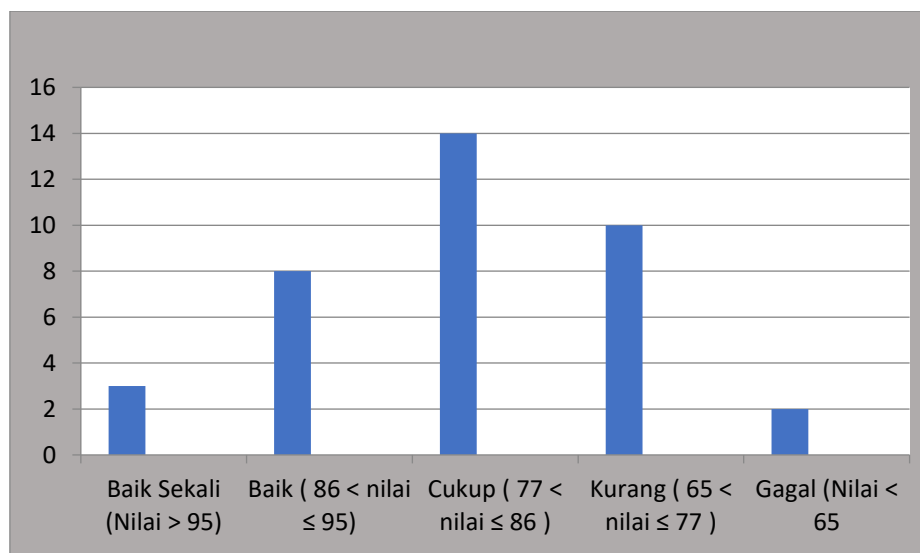


Figure 2. Learning Outcome Category

Based on Figure 2, the analysis data result, it was shown that the learning outcomes of the fifth-grade elementary school students in SD Negeri 4 Sudaji, Sawan Subdistrict was, 3 students (8,1%) achieved excellent scores, 8 students (21,6%) achieved good scores, 14 students (37,8%) achieved fair scores, 10 students (27,0%) achieved poor scores, and 2 students (5,4%) achieved bad score category. Based on the data, the tendency of learning outcomes of the fifth-grade elementary school students in SD Negeri 4 Sudaji, Sawan Subdistrict, was in the fair category. The normality test was used to determine the variable data on the parenting style (X) and learning outcomes (Y) were normally distributed or not. The result is presented in Table 3.

Table 3. Summary of Correlation Analysis Results

No.	Variabel	R hitung	Tingkat Kesalahan	R tabel	Keterangan
1.	X	0.655	5%	0.316	Significant
2.	Y	0.655	5%	0.316	Significant

Base on Table 3 show the data from the parenting style and learning outcomes had significant scores of 0,741 and 0,968. The significant score was 0,741 and 0,968 > 0,05 therefore it could be said that the data was normally distributed. The result on the significant column row deviation from linearity with the result 0,199, it could be concluded that the variables X and Y had a linear relationship. The hypothesis testing in this study used Pearson Product Moment correlation. The magnitude of the relationship between the parenting styles and learning outcomes variables was 0,655 this indicated the existence of a positive relationship.

In this study, the number of samples was 37, therefore, to know the  $r_{tabel}$  in the product moment table by looking at the number of N or the number of samples used, which was 37, then chose the error rate which was 5% in the Product Moment table  $r_{tabel}$ , N = 37 with the error rate 5% of 0,316. With the score of  $r_{hitung}$  that was achieved 0,655, while each  $r_{tabel}$  on a significant level 5% was 0,316. it could be said that  $r_{hitung}$  higher than  $r_{tabel}$ . because  $r_{hitung} > r_{tabel}$ , then  $H_a$  was accepted and  $H_o$  was rejected and proved to be true. Thus, there was a correlation between study habits and the learning outcomes of the fifth-grade elementary school students in SD Negeri 4 Sudaji, Sawan Subdistrict. After testing the hypothesis, then to find out how much the contribution between the variables X and Y was expressed in the form of percentages, a coefficient, called as the determine coefficient, must first be calculated. The results of the determine coefficient presented in Table 4.

**Table 4. Coefficient of Determination Test Results**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.814	0.663	0.653	6.639

Based on the SPSS output result as show in Table 4, it was shown that the value of the coefficient of determination or R Square was 0.663. The R Square score came from the squaring of the correlation coefficient value or "R" which was  $0.814 \times 0.814 = 0.663$ . The magnitude of the coefficient of determination (R Square) was 0.663 or equal to 66.3%. This figure means that the Parenting Style variable (X) has an effect on the Learning Outcomes (Y) variable by 66.3%. Meanwhile the remaining ( $100\% - 66.3\% = 33.7\%$ ) influenced by other variables outside of the regression equation or variables not studied.

## Discussion

Firstly, there was a positive relationship between the parenting style and learning outcomes. The parenting style had a significant relationship with learning outcomes. It is because parenting contributes to increasing students' willingness so that it affects their learning outcomes (Margaretha et al., 2018; Pramudyani, 2020). Parents who apply positive habits to children will support good parenting and increase the child's understanding (Kuppens & Ceulemans, 2019; Kusumawati et al., 2017). It signifies the implication that not only teacher are needed to improve learning outcomes but also the improvement of good parenting style can bring significant affects to students (Akosah-Twumasi et al., 2020; Hisby & Kosasih, 2020). The data analysis result also showed that the parenting style had the best frequency. The parenting style was at odds between not being good and not bad. It indicated that parenting that guided children in moderation and not neglecting children in learning at home could also help students be enthusiastic about learning. Activities that can be done by parents such as accompanying children to read or answer assignments and helping children make schedules at home with the aim of teaching discipline and managing children's time (Malindo et al., 2020; Wardani & Ayryza, 2020; Wijayanti & Fauziah, 2020). The better the parenting style, the better the learning outcomes and vice versa, the worse the results the children get.

Secondly, good parenting can improve learning outcomes. In optimizing learning outcomes, children need good parenting that can arouse their interest in learning. Parenting is a way to treat, guide and educate children according to the stages desired by parents, so as to discipline and protect the child and build the child's personality (Rizqi & Sumantri, 2019; Safitri et al., 2020). One of the parenting styles that can increase interest in improving children's learning outcomes is to instill a love of learning that is not pushy and oppressive so that children really like learning (Meilanie, 2020; Putri et al., 2020; Rosalina et al., 2010). In addition, dividing learning time is also an important role for parents so that it becomes an encouragement for children to learn and parents can give their time as well as being close to them (Sumarsono et al., 2019; Yulianingsih et al., 2020). Providing motivation when children do assignments and giving rewards when children achieve something also makes children excited and children will continue to process good achievements (Handayani et al., 2021; Silitonga, 2019).

Previous findings states that personality will affect a person's morals and ethics when interacting and communicating (Sarjana & Khayati, 2017; Warif, 2019). Another study states that good parenting will build children's personality (GaGarbacz et al., 2015; Kraft & Rogers, 2015). It can be concluded that parenting determines the success of learning objectives. It indicates that parents or teachers can guide children to learn at school or at home. In addition, it is the obligation of parents to facilitate children's learning activities. If the children have difficulty learning at school then the teacher obligate to help them, if they have difficulties at home, then the parents have an important role to facilitate the children.

The implication of this study is provide overview related to the good parenting style applied by parents can improve children's understanding and learning outcomes. The contribution of this study is that parents can spur interest in learning so as to make learning activities a habit for children. The limitation of this study lies in the limited research subjects which only involve elementary school students in one class. This causes the data obtained cannot justify in general this result will be the same for elementary students in different schools.

## 4. CONCLUSION

The parenting style and learning outcomes have a linear relationship. The data analysis result showed that there was a positive relationship between the parenting style and learning outcomes. It can be concluded that good parenting style will significantly improve student learning outcomes.

## 5. REFERENCES

- Adarkwah, M. A. (2021). "I'm not against online teaching, but what about us?": ICT in Ghana post Covid- 19. *Education and Information Technologies*, 26(2). <https://doi.org/10.1007%2Fs10639-020-10331-z>.
- Akbari, M., Bahadori, M. H., Milan, B. B., Caselli, G., & Spada, M. M. (2021). Metacognitions as a predictor of online gaming in adolescents: Psychometric properties of the metacognitions about online gaming scale among Iranian adolescents. *Addictive Behaviors*, 118. <https://doi.org/10.1016/j.addbeh.2021.106904>.
- Akosah-Twumasi, P., Alele, F., Emeto, T. I., Lindsay, D., Tsey, K., & Malau-Aduli, B. S. (2020). "Preparing Them for the Road": African Migrant Parents' Perceptions of Their Role in Their Children's Career Decision-Making. *Education Sciences*, 10(5), 138. <https://doi.org/10.3390/educsci10050138>.
- Alfiandra, A., Safitri, S., & Dianti, P. (2018). Implementasi model controversial issue dalam mata kuliah Pendidikan Kewarganegaraan. *Jurnal Civics: Media Kajian Kewarganegaraan*, 15(1), 62–73. <https://doi.org/10.21831/jc.v15i1.17281>.
- Angga, P. M. W., Sudarma, I. K., & Suartama, I. K. (2020). E-Komik Pendidikan Untuk Membentuk Karakter Dan Meningkatkan Hasil Belajar Siswa Kelas V Pada Mata Pelajaran Bahasa Indonesia. *Jurnal Edutech Undiksha*, 8(2), 93. <https://doi.org/10.23887/jeu.v8i2.28920>.
- Anggraini, Hartuti, P., & Sholihah, A. (2017). Hubungan Pola Asuh Orang Tua Dengan Kepribadian Siswa SMA Di Kota Bengkulu. *Consilia: Jurnal Ilmiah Bimbingan Dan Konseling*, 1(1), 10–18. <https://doi.org/10.33369/consilia.1.1.10-18>.
- Boinah, B. (2017). Upaya meningkatkan hasil belajar Pendidikan Kewarganegaraan melalui model pembelajaran talking stick. *Jurnal Civics: Media Kajian Kewarganegaraan*, 14(1), 1–9. <https://doi.org/10.21831/civics.v14i1.14548>.
- Butova, Dubskikh, A., Kisel, O. V., & Chigintseva, E. (2019). Electronic educational environment Moodle in English language training. *Arab World English Journal (AWEJ)*, 10. <https://doi.org/10.24093/awej/vol10no1.4>.
- Dewi, K. O. R., Murda, I. N., & Astawan, I. G. (2020). Hubungan Pola Asuh Orang Tua dan Motivasi Belajar Dengan Hasil Belajar PPKN Siswa. *Mimbar PGSD Undiksha*, 4(1), 53. <https://doi.org/10.23887/jjpsd.v8i1.24578>.
- Dhawan, S. (2020). Online learning: A panacea in the time of COVID-19 crisis. *Journal of Educational Technology Systems*, 49(1), 5–22. <https://doi.org/10.1177/0047239520934018>.
- Dominika, & Virlia, S. (2018). Hubungan Kepribadian Ekstrovert-introvert dan Penerimaan Sosial terhadap Siswa Difabel pada Siswa. *Konselor*, 5(1). <https://doi.org/10.24036/02018718735-0-00>.
- Faize, F. A., Husain, W., & Nisar, F. (2018). A critical review of scientific argumentation in science education. *Eurasia Journal of Mathematics, Science and Technology Education*, 14(1), 475–483. <https://doi.org/10.12973/ejmste/80353>.
- GaGarbacz, S. A., Sheridan, S. M., Koziol, N. A., Kwon, K., & Holmes, S. R. (2015). Congruence in parent-teacher communication: Implications for the efficacy of CBC for students with behavioral concerns. *School Psychology Review*, 44(2), 150–168. <https://doi.org/10.17105/spr-14-0035.1>.
- Handayani, I., Muhsinatin, A., & Asri, A. N. (2021). Peran Guru dan Orangtua Dalam Mengatasi Kesulitan Belajar Matematika Anak Slow Learner di Masa Pandemi Covid-19. *Jurnal Pedagogi Dan Pembelajaran*, 4(2). <https://doi.org/10.23887/jp2.v4i2.36014>.
- Hisby, M., & Kosasih, E. (2020). Hubungan Pola Asuh Orang Tua Dengan Hasil Belajar Pkn Siswa SD Negeri 2 Caracas. *EduBasic Journal: Jurnal Pendidikan Dasar*, 2(1), 26–35. <https://doi.org/10.17509/ebj.v2i1.26797>.
- Horvitz, B. S., Beach, A. L., Anderson, M. L., & Xia, J. (2015). Examination of Faculty Self-efficacy Related to Online Teaching. *Innovative Higher Education*, 40(4), 305–316. <https://doi.org/10.1007/s10755-014-9316-1>.
- Husnulwati, S., Sardana, L., & Suryati, S. (2019). Pengembangan E-Modul Pendidikan Kewarganegaraan Berbasis Aplikasi Android. *Indonesian Journal Of Educational Research and Review*, 2(3), 252. <https://doi.org/10.23887/ijerr.v2i3.21013>.
- Khasanah, B. L., & Fauziah, P. (2020). Pola Asuh Ayah dalam Perilaku Prosocial Anak Usia Dini. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 5(1), 909–922. <https://doi.org/10.31004/obsesi.v5i1.627>.
- Knauer, H. A., Jakiela, P., Ozier, O., Aboud, F., & Fernald, L. C. H. (2020). Enhancing young children's language acquisition through parent-child book-sharing: A randomized trial in rural Kenya. *Early Childhood Research Quarterly*, 50, 179–190. <https://doi.org/10.1016/j.ecresq.2019.01.002>.
- Koroh, T. R., & Petrus. (2020). Pengaruh Model Pembelajaran Problem Based Learning dalam Pembelajaran Pendidikan Kewarganegaraan terhadap Kemampuan Berpikir Kritis Mahasiswa. *Jurnal Kependidikan*, 6(1), 126. <https://doi.org/10.33394/jk.v6i1.2445>.
- Kraft, M. A., & Rogers, T. (2015). The underutilized potential of teacher-to-parent communication: Evidence

- from a field experiment. *Economics of Education Review*, 47, 49–63. <https://doi.org/10.2139/ssrn.2528688>.
- Kuppens, S., & Ceulemans, E. (2019). Parenting Styles: A Closer Look at a Well-Known Concept. *Journal of Child and Family Studies*, 28(1), 168–181. <https://doi.org/10.1007/s10826-018-1242-x>.
- Kurniawan, M. W., & Wuryandani, W. (2017). Pengaruh model pembelajaran berbasis masalah terhadap motivasi belajar dan hasil belajar PPKn. *Jurnal Civics: Media Kajian Kewarganegaraan*, 14(1), 10–22. <https://doi.org/10.21831/civics.v14i1.14558>
- Kusumawati, R., Aviani, Y. I., & Molina, Y. (2017). Perbedaan Tingkat Kecanduan (Adiksi) Games Online Pada Remaja Ditinjau dari Gaya Pengasuhan (Differences in Online Game Addiction (Addiction) Levels in Teenagers in terms of Parenting Style Gaya). *Jurnal RAP (Riset Aktual Psikologi Universitas Negeri Padang)*, 8(1). <https://doi.org/10.24036/RAPUN.V8I1.7955>.
- Lase., D. (2019). Education and Industrial Revolution 4.0 Delipiter. *Jurnal Handayani Pgsd Fip Unimed*, 10, 48–62. <https://doi.org/10.24114/jh.v10i1.14138>.
- Malindo, A. V. P., Imron, A., & Sumarsono, R. B. (2020). Peningkatan Partisipasi Orangtua Peserta Didik Berbasis Teknologi Informasi. *Jurnal Administrasi Dan Manajemen Pendidikan*, 3(4). <https://doi.org/10.17977/um027v3i42020p379>.
- Margaretha, L., Kurniah, N., Dharmayana, I. W., Sasongko, R. N., & Lutfi, M. (2018). The Influence of Parents ' Parenting Style towards the Independence of Preschool Children. *Indian Journal of Science and Technology*, 11(August). <https://doi.org/10.17485/ijst/2018/v11i29/128245>.
- Meilanie, R. S. M. (2020). Survei Kemampuan Guru dan Orangtua dalam Stimulasi Dini Sensori pada Anak Usia Dini. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 5(1), 958–964. <https://doi.org/10.31004/obsesi.v5i1.741>.
- Munoto, W. and. (2018). 21st centuries skill implication on educational system. *IOP Conference Series Materials Science and Engineering*, 296(1). <https://doi.org/10.1088/1757-899X/296/1/012036>.
- Murtiningsih, I., & Komalasari, K. (2017). Implementasi Model Learning Together Untuk Meningkatkan Kecakapan Kewarganegaraan Siswa Di Smp. *Jurnal Ilmiah Pendidikan Pancasila Dan Kewarganegaraan*, 2(2), 98–107. <https://doi.org/10.17977/um019v2i22017p098>
- Özkan Yıldız, F., & Yilmaz, A. (2021). Parent-teacher communication and parental expectations in the assessment process in Turkish preschool settings. *International Journal of Primary, Elementary and Early Years Education*, 49(6), 761–775. <https://doi.org/10.1080/03004279.2020.1861049>.
- Padmi, I. A. N. (2018). Peningkatan Aktivitas Pembelajaran Pendidikan Kewarganegaraan Materi Perlindungan dan Penegakan Hukum dengan Metode Kooperatif Tipe STAD Pada Siswa Kelas XII IPS 2 di SMAN 3 Mataram. *Jurnal Kependidikan*, 4(2), 152–157. <https://doi.org/10.33394/jk.v4i2.1123>.
- Pramudyani, A. V. R. (2020). The Effect of Parenting Styles for Children's Behaviour on Using Gadget at Revolution Industry. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 5(1), 51. <https://doi.org/10.31004/obsesi.v5i1.520>.
- Putri, L. A. D., Yetti, E., & Hartati, S. (2020). Pengaruh Keterlibatan Orangtua dan Regulasi Diri terhadap Perilaku Bullying Anak Usia Dini. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 4(2). <https://doi.org/10.31004/obsesi.v4i2.438>.
- Rahmawati, F., Sudarma, I. K., & Sulastri, M. (2014). Hubungan antara Pola Asuh Orang Tua dan Kebiasaan Belajar terhadap Prestasi Belajar Siswa SD Kelas IV Semester Genap di Kecamatan Melaya-Jembrana. *Jurnal: Mimbar PGSD Undiksha*, 2(1), 1–11. <https://doi.org/10.23887/jjpsd.v2i1.2444>.
- Rizqi, A. T., & Sumantri, M. (2019). Hubungan Antara Motivasi Belajar Dan Pola Asuh Orang Tua Terhadap Hasil Belajar Ipa. *Jurnal Imiah Pendidikan Dan Pembelajaran*, 3(2), 145–154. <https://doi.org/10.23887/jipp.v3i2.18071>.
- Rosalina, A., Widayari, Y., Ismi, M., & Hapsari. (2010). Peranan Orangtua Dalam Dongeng Sebelum Tidur Untuk Optimalisasi Kemampuan Berkomunikasi Anak Usia Dini. *Psycho Idea*, 8(2). <https://doi.org/10.30595/psychoidea.v8i2.236>.
- Safitri, Y. A., Baedowi, S., & Setianingsih, E. S. (2020). Pola Asuh Orang Tua di Era Digital Berpengaruh Dalam Membentuk Karakter Kedisiplinan Belajar Siswa Kelas IV. *MIMBAR PGSD Undiksha*, 8(3), 508–514. <https://doi.org/10.23887/jjpsd.v8i3.28554>.
- Saifulloh, A. M., & Darwis, M. (2020). Manajemen Pembelajaran dalam Meningkatkan Efektivitas Proses Belajar Mengajar di Masa Pandemi Covid-19. *Bidayatuna: Jurnal Pendidikan Guru Mandrasah Ibtidaiyah*, 3(2), 285. <https://doi.org/10.36835/bidayatuna.v3i2.638>.
- Sarjana, S., & Khayati, N. (2017). Pengaruh Etika, Perilaku, Dan Kepribadian Terhadap Integritas Guru. *Jurnal Pendidikan Dan Kebudayaan*, 1(3). <https://doi.org/10.24832/jpnk.v1i3.450>.
- Silitonga, M. (2019). Hubungan Pola Asuh Orang Tua Dengan Agresifitas Anak Di SMPN 194 Jakarta Timur. *Jurnal Kesejahteraan Keluarga Dan Pendidikan Universitas Negeri Jakarta, Vol 1 No.*(April 2014).

- <https://doi.org/10.21009/JKKP.011.02>.
- Subarkah, M. A., & Salim, A. (2021). "Analisis Kesulitan Belajar Peserta Didik Dalam Pembelajaran Jarak Jauh (Pjj) Di Tengah Pandemi Covid-19". *Rausyan Fikr: Jurnal Pemikiran Dan Pencerahan*, 17(1). <https://doi.org/10.31000/rf.v17i1.4184>.
- Sumarsono, R. B., Imron, A., Wiyono, B. B., & Arifin, I. (2019). Strategi Kepala Sekolah Dalam Mengoptimalkan Partisipasi Orangtua Untuk Meningkatkan Kualitas Sekolah. *JMSP: Jurnal Manajemen Dan Supervisi Pendidikan*, 4(1). <https://doi.org/10.17977/um025v4i12019p007>.
- Surachman, A. I. (2020). Penguatan pendidikan karakter berbasis komunitas masyarakat melalui perempuan fatayat NU di era globalisasi. *Tarbawi: Jurnal Pendidikan Islam*, 16(2). <https://doi.org/10.34001/tarbawi.v16i2.1171>.
- Susanti, M. A. (2021). Pengaruh Tingkat Pendidikan Orangtua terhadap Kemandirian Siswa Mengerjakan Tugas Rumah. *Educatif Journal of Education Research*, 3(1), 162-166. <https://doi.org/10.36653/EDUCATIF.V5I1.138>.
- Sutrisno. (2016). Berbagai Pendekatan Dalam Pendidikan Nilai Dan Pendidikan Kewarganegaraan. *Jurnal Dimensi Pendidikan Dan Pembelajaran*, 4(1). <https://doi.org/10.24269/dpp.v4i1.56>.
- Trisiana, A., Sugiaryo, & Rispantyo. (2019). Implementasi Pendidikan Karakter Dalam Pendidikan Kewarganegaraan Sebagai Inovasi Pengembangan Di Era Media Digital Dan Revolusi Industri 4.0. *Jurnal Global Citizen: Jurnal Ilmiah Kajian Pendidikan Kewarganegaraan*, 7(1). <https://doi.org/10.33061/jgz.v7i1.3059>.
- Wardani, A., & Ayriza, Y. (2020). Analisis kendala orang tua dalam mendampingi anak belajar di rumah pada masa pandemi Covid-19. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 5(1), 772-782. <https://doi.org/10.31004/obsesi.v5i1.705>.
- Warif, M. (2019). Strategi Guru Kelas dalam Menghadapi Peserta Didik yang Malas Belajar. *TARBAWI: Jurnal Pendidikan Agama Islam*, 4(01), 38-55. <https://doi.org/10.26618/jtw.v4i01.2130>.
- Widiyani, A., & Pramudiani, P. (2021). Pengembangan Lembar Kerja Peserta Didik (LKPD) Berbasis Software Liveworksheet pada Materi PPKn. *DWIJA CENDEKIA: Jurnal Riset Pedagogik*, 5. <https://doi.org/10.20961/jdc.v5i1.53176>.
- Widnyani, Dantes, & Tegeh. (2015). Pengaruh Pendekatan Saintifik Terhadap Sikap Spiritual Siswa dengan Kovariabel Intensitas Hubungan Dalam Pola Asuh Keluarga. *Mimbar PGSD Undiksha*, 3(1). <https://doi.org/10.23887/jjgsd.v3i1.5635>.
- Wijayanti, R. M., & Fauziah, P. Y. (2020). Perspektif dan Peran Orangtua dalam Program PJJ Masa Pandemi Covid-19 di PAUD. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 5(2), 1304-1312. <https://doi.org/10.31004/obsesi.v5i2.768>.
- Winataputra, U. S. (2016). Multikulturalisme-Bhinneka Tunggal Ika Dalam Perspektif Pendidikan Kewarganegaraan Sebagai Wahana Pembangunan Karakter Bangsa Indonesia. *Jurnal Pendidikan Dan Kebudayaan*, 14(75). <https://doi.org/10.24832/jpnk.v14i75.364>.
- Wiryanto, W. (2020). Proses Pembelajaran Matematika Di Sekolah Dasar Di Tengah Pandemi Covid-19. *Jurnal Review Pendidikan Dasar: Jurnal Kajian Pendidikan Dan Hasil Penelitian*, 6(2), 125-132. <https://doi.org/10.26740/jrpd.v6n2.p125-132>.
- Yulia, H. (2020). Online Learning to Prevent the Spread of Pandemic Corona Virus in Indonesia. *English Teaching Journal*, 11, 48-56. <https://doi.org/10.26877/eternal.v11i1.6068>.
- Yulianingsih, W., Suhanadji, S., Nugroho, R., & Mustakim, M. (2020). Keterlibatan Orangtua dalam Pendampingan Belajar Anak selama Masa Pandemi Covid-19. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 5(2), 1138-1150. <https://doi.org/10.31004/obsesi.v5i2.740>.