

THE EFFECT OF PARENTAL EDUCATION ON STUDENTS' ENGLISH PROFICIENCY AT MI AL-HAFIZ

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ABSTRACT

This study aims to analyze the effect of parental education on students' English proficiency. The influence of parental education on the development of children's English language skills has been neglected in many previous studies. However, in the growing world of globalization, English language skills are becoming important. Therefore, parents' education plays a crucial role in supporting their children to master the international language. This study used a quantitative method with a survey approach involving 20 students of Madrasah Ibtidaiyah Al-Hidayah. Data was collected through questionnaires distributed to parents and students. Data analysis was conducted using quantitative descriptive statistical techniques. The results showed that there is a significant relationship between parents' education level and students' English proficiency. Students with parents who have a higher level of education tend to have better English skills. The study also revealed that factors such as emotional support, learning facilities at home, as well as parents' involvement in children's learning activities greatly affect students' English learning outcomes. The findings are expected to provide insights for educators and parents on the importance of collaboration in improving students' English language skills.

Keywords: Keywords: parental education, English proficiency, students, supporting factors, education

ABSTRAK

Penelitian ini bertujuan untuk menganalisis pengaruh pendidikan orang tua terhadap kemampuan bahasa Inggris siswa. Pengaruh pendidikan orang tua terhadap perkembangan kemampuan bahasa Inggris anak seringkali diabaikan dalam banyak penelitian sebelumnya. Namun, dalam dunia globalisasi yang semakin berkembang, kemampuan bahasa Inggris menjadi penting. Oleh karena itu, pendidikan orang tua memainkan peran yang krusial dalam mendukung anak-anak mereka untuk menguasai bahasa internasional tersebut. Penelitian ini menggunakan metode kuantitatif dengan pendekatan survei yang melibatkan 20 siswa Madrasah Ibtidaiyah Al-Hafiz. Data dikumpulkan melalui kuesioner yang dibagikan kepada orang tua dan siswa. Analisis data dilakukan dengan menggunakan teknik statistik deskriptif kuantitatif. Hasil penelitian menunjukkan bahwa terdapat hubungan yang signifikan antara tingkat pendidikan orang tua dan kemampuan bahasa Inggris siswa. Siswa dengan orang tua yang memiliki tingkat pendidikan yang lebih tinggi cenderung memiliki kemampuan bahasa Inggris yang lebih baik. Penelitian ini juga mengungkapkan bahwa faktor-faktor seperti dukungan emosional, fasilitas belajar di rumah, serta keterlibatan orang tua dalam kegiatan belajar anak sangat mempengaruhi hasil belajar bahasa Inggris siswa. Temuan ini diharapkan dapat memberikan wawasan bagi pendidik dan orang tua mengenai pentingnya kolaborasi dalam meningkatkan kemampuan bahasa Inggris siswa.

Kata kunci: pendidikan orang tua, kemampuan bahasa Inggris, siswa, faktor pendukung, pendidikan.

INTRODUCTION

Students' English proficiency is one of the important aspects of education in the current era of globalization. English is not only used as an international communication tool, but also a much-needed skill in various fields, such as technology, economy and culture. One of the factors that can affect students' English proficiency is their parents' educational background. Parental education is often considered as one of the key elements in a child's educational development, including language skills.

Previous research has shown that parents with higher levels of education tend to provide better support for their children's learning, both at home and through other educational resources. This relates to their ability to provide quality learning materials, create a supportive learning environment and provide greater motivational encouragement.¹ Conversely, parents with low levels of education may face limitations in providing the support their children need to develop English language skills.

According to research parents who have a higher level of education often have a better understanding of the importance of English and how to develop these skills, which in turn has an impact on their child's language skills². In addition, parental involvement affects children's academic achievement, including language skills. The model emphasizes that parental involvement - such as communication about the importance of education, reading books and creating a home environment that supports learning - positively influences children's attitudes towards learning and cognitive achievement, including language.³

Given the importance of parental education on students' English proficiency, this study aims to explore the relationship between parental education level and students' English proficiency. This study will examine how parents' education level can influence students' success in mastering English, taking into account various other supporting factors such as home environment, frequency of communication in English, and exposure to English-speaking culture.

¹ Henderson, A. T., & Mapp, K. L. (2002). *A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement*. Austin, TX: Southwest Educational Development Laboratory (SEDL).

² Sénéchal, M., & LeFevre, J. A. (2002). Parental involvement in the development of children's reading skill: A five-year longitudinal study. *Child Development*, 73(2), 445–460.
<https://doi.org/10.1111/1467-8624.00417>

³ Hill, N. E., & Taylor, L. C. (2004). Parental school involvement and children's academic achievement: Pragmatics and issues. *Current Directions in Psychological Science*, 13(4), 161–164.
<https://doi.org/10.1111/j.0963-7214.2004.00298.x>

RESEARCH METHODS

This research is a type of quantitative research because the data is analyzed statistically. Because it is included in the category of influence research, there are two kinds of variables involved in this study, namely variable X and variable Y. Variable X in this study is the level of parental education and variable Y is the student's ability in english subject.

Population is the whole subject of research⁴ As for the population in this study are all students of class VI Madrasah Ibtidaiyah Al-Hafiz. The number of students who meet these characteristics is 35 people divided into 2 classes consisting of class A totaling 15 students and class B totaling 20 students. In this study, random sampling was carried out and the selected class was class B.

DATA COLLECTION TECHNIQUES

In this study, the data collection methods used by researchers are:

First, using a questionnaire as a data collection tool to find out the level of parents' education and parents' views on English. This questionnaire is given to parents to find out contains a scale with 5 alternative answers, namely: 1 "always", then the score is (5); 2 "often", then the score is (4); 3 "sometimes", then the score is (3); 'rarely', then the score is (2); 5 "never", then the score is (1).

Second, the documentation technique is to search for or collect the necessary data from the written sources provided. Documentation studies were conducted by looking at data on the education level of parents of students who were used as the population in this study and data on the value of English practice in English subjects.

Third, Observation Techniques, observation is a method or ways of analyzing or systematically recording behavior or seeing observing individuals or groups directly⁵. Observation as a data collection technique that has specific characteristics when compared to other techniques, namely interviews and questionnaires. If interviews and questionnaires always communicate with people in a limited manner, then observation is not limited to people, but also other natural objects. The observation, the researcher did by directly observing student learning activities at MI Al-Hafiz in English subjects, and direct observation of students who were learning.

The data collection tools in this study are the value of English practice results and questionnaires. Because data collection uses a questionnaire, the results of the questionnaire need to be tested for validity and reliability by conducting validity and reliability tests on the results of the questionnaire. in this study used the item validity test, and reliability with the alpha formula.

1. Item Validity

⁴ Arikunto, S. (1998). *Prosedur penelitian: Suatu pendekatan praktik*. Jakarta: Rineka Cipta.

⁵ Sudjarwo. (2009). *Pengantar evaluasi pendidikan*. Yogyakarta: Pustaka Pelajar.

In this study the authors conducted an internal validity test. What is meant by validity in this context is the extent to which the differences obtained through the measuring device reflect the true differences between the respondents studied. The method used is Item Analysis, the validity test with this method is carried out by means of correlating the answer scores obtained on each item with the total score of all items. The correlation results must be significant based on certain statistical measures. A high correlation coefficient indicates the suitability between the function of the item and the overall measuring function or in other words the instrument is valid. Where the minimum requirement for a research instrument is considered valid if the value of $r > 0.3$ or it can also be the value of $p < 0.05$,⁶

1. Reability of Student English Proficiency Scale

A test that has reliability means that the test has reliable properties. To find the reliability of an essay-shaped test, you can use the alpha formula.⁷ The criteria expected by researchers are at least moderate, because it can convince researchers that the instrument is adequate and can be used. From the calculation of the validity of the items, the reliability value of the question is 0.71, which lies in the range of 0.60 - 0.79 so that it is included in the high criteria.

Research Findings

1. To answer the sub-problem on parents' education level, the following steps were taken:
 - a. Grouping parent education data based on administrative data for students in class VI B.
 - b. Then the results obtained are adjusted based on the criteria for formal education levels according to Law No. 20 of 2003 Chapter I, Article 1 Paragraph 8.
2. To answer sub-problem two, the following steps were used:
 - a. The first step that must be taken is to convert the qualitative data from the questionnaire results into quantitative data, as in the table below.

Tabel 1
Students' Out of School English Activity Score Likert Scale

Statement	Always	Often	Sometimes	Rarely	Never
Positif	5	4	3	2	1
Negatif	1	2	3	4	5

Source: Processed Data

- b. Using the percentage formula to see how many percent of the influence of student motivation on student learning outcomes.

⁶ Sugiyono. (2004). *Metode penelitian pendidikan: Pendekatan kuantitatif, kualitatif dan R&D*. Bandung: Alfabeta.

⁷ Arikunto, S. (2008). *Prosedur penelitian: Suatu pendekatan praktik*. Jakarta: Rineka Cipta

To answer sub-problem three, the statistical method of parametric analysis is used, namely one-way anava with unequal cells. However, before hypothesis testing is carried out, the anava prerequisite test is first carried out, namely the normality test and homogeneity test. The steps used are as follows:

a. Performing Anava Requirement Test

Normality test with liliefors test. Followed by a homogeneous test using the Bartlett test. In calculating data using the one-way unequal cell anavas test, the prerequisite anava test is first carried out, namely the normality test and the homogeneity test. The normality test was carried out 4 times, namely by calculating the normality test of student learning outcomes based on rows and columns. Student learning outcomes based on rows are the learning outcomes of class VI B students. Student learning outcomes based on columns are learning outcomes based on the level of parental education (primary, secondary, tertiary and higher education). The homogeneity test was carried out once, namely by calculating the homogeneity test of student learning outcomes based on the level of parental education (primary, secondary, higher education and college). The following are the results of the calculation of the normality test and homogeneity test.

b. Normality Test

The normality test was carried out 4 times, namely the normality test of student learning outcomes in class VI B, and student learning outcomes based on the level of parental education (primary, secondary, tertiary and tertiary) using the Lilliefors method.

Table.2 Summary of Normality test results

$\alpha = 5\%$

Normality Test	N	L_{maks}	Regional Critical	Test decision	Conclusion
Kelas VI B	20	0,1322	0,1568	H_0 accepted	Normal
University	3	0,3255	0,254	H_0 accepted	Normal
High school	7	0,201557	0,319	H_0 accepted	Normal
Middle Shool	19	0,152801	0,195	H_0 accepted	Normal
Elementary School	6	0,85165	0,300	H_0 accepted	Normal

a. Source: Processed Data

a. Homogeneity Test

The homogeneity test was carried out once using the Bartlett test, the summary results of the Bartlett test calculation are presented in the following table:

Tabel.3 Rangkuman hasil Uji Homogenitas

Uji Homogenitas	χ_{hitung}	χ_{tabel}	P	Keputusan uji	Kesimpulan
Dasar, Menengah, Atas Perguruan Tinggi	1,311	5,9915	$\chi_{hitung} < \chi_{tabel}$	H_0 ditolak	Homogen

$\alpha = 5\%$ Sumber: Hasil Olahan Data

1. Hypothesis Test

To answer the last problem formulation in this study using hypothesis testing with one-way analysis of variance (anava) with unequal cells. The summary results of one-way anova test calculations with unequal cells are as follows:

Tabel.4 Rangkuman analisis variansi

Sumber	JK	dK	RK	Fobs	Fa	P
Pendidikan Orang Tua	59.656955	2	29.828477	0.1921 36	4.26	<0.05
Galat	1397.218	9	155.24645			
Total	1456.875	11				

Based on table 4, the calculation results show that the H0 test decision is accepted, so it can be concluded that the level of parental education affects students' English language skills. This shows that parents are indeed one of the determining factors for increasing student learning motivation, in addition to parental educational background there are several factors determining student success, namely, parenting and how much attention parents pay to their children. The attention given by parents to their children is material and non-material and attention to the child's play environment, so that it can develop and can have better learning motivation, in line with what has been discussed in the theoretical study, parents are responsible for their children's education, for the sake of the child's future in order to achieve success. parents in this case are obliged to send / provide education for their children and pay attention to their children's development. Parents must try to provide facilities for children to study in formal education (school) for the sake of the child's future. Parents should not impose their will in choosing an educational unit or major, but rather parents only provide views and guidance.

1. Education Level of Parents of Students in Grade VI MI Al-Hafiz

From the student administration data provided by the administration, it shows that the education level of the parents of students in class VI B is mostly middle-educated. That is with 7 people who have parents with secondary education, 4 people who have parents with primary education and the remaining 5 students who have parents with upper secondary education and 4 people have parents with tertiary education.

2. Student Learning Motivation in Class VI MI Al-Hafiz

Student parents' motivation is very good. Based on the results of questionnaire data processing, it can be seen that students who answered SL got a percentage of 48.9%, while students who answered S got a percentage of 24.1% and KK got a percentage of 22.7%. positive SL, S, KK summed up, 95.7% was obtained, which means that positive responses are in the very good category. As for the negative responses for the answer J, the percentage is 1.68% while the TP answer has a percentage of 2.71%. Then the negative

responses of J and TP are summed up, 4.39% is obtained, which means that negative responses are included in the less category.

3. The Effect of Parents' Level of Education on the Motivation of Grade VI Students in Grade VI MI Al-Hafiz

Parents' education level affects students' learning ability, as seen from the results of hypothesis testing with one-way anova with unequal cells $F_{obs} > F_{\alpha}$ or $0.61 > 3.32$ with the test decision H_0 accepted.

DISCUSSION

1. Education Level of Parents of Students in Grade VI MI Al-Hafiz

Secondary education is a continuation of basic education. Secondary education consists of general secondary education and vocational secondary education. Secondary education is in the form of Senior High School (SMA), Madrasah Aliyah (MA), Vocational High School (SMK), and Madrasah Aliyah Kejuruan (MAK), or other equivalent forms. Education is something that is important in life, one of which is higher education. However, by looking at the current real conditions about higher education, not many people want it. This is due to the decline in their interest in learning and the lack of hope to become a more advanced person through college. In addition, they think that there are few options to determine the education that suits their desires and their parents' economic conditions are inadequate. Thus, they always assume that many people become unemployed after going to university. This is the reason why many parents of grade VI MI Al-Hafiz students still have secondary education. There are several factors that cause high school graduates not to continue their education to college such as economic factors and a less supportive community environment.

2. Student Learning Motivation in Class VI MI Al-Hafiz.

Motivation is one of the psychological factors that can affect student learning achievement. Because in this motivation there are elements that are dynamic in learning such as feelings, attention, willingness and others. This learning motivation does not only grow from within students but motivation can also arise thanks to the driving force from other people, one of which is parents, in order to increase students' enthusiasm for learning both at home and at school. Motivation is a term that leads to a tendency to act to produce one or more influences..⁸ Where these factors are feelings of pleasure, willingness,

⁸ Dharma, A. (1999). *Manajemen pemberdayaan manusia*. Jakarta: Pustaka Pelajar.

and independence.⁹ Motivation is “the state within a person that encourages him to carry out activities to achieve goals”.¹⁰ The terms motive and motivation were originally a topic in psychology which then extended to other fields, such as education and management.¹¹

With a good spirit of learning shown from the research results, there are four important student learning activities in the learning process.¹²:

- 1) Desire, courage to express interests, needs and problems.
- 2) Desire and courage as well as opportunities to participate in the preparation, process and continuation of learning.
- 3) The appearance of various learning efforts or creativity in undergoing and completing teaching and learning activities until they achieve success.
- 4) Freedom or flexibility to do the above without pressure from teachers or other parties (learning independence).

With the above learning activities, it will be easier for students to plan and carry out learning. Learning is an activity that involves a person in an effort to gain knowledge, skills and positive values by utilizing various learning resources.¹³ With high learning motivation, the learning process with the above activities will be achieved well.

1. The Effect of Parents' Education Level on Learning Motivation of Grade VI Students in Grade VI MI Al-Hafiz.

Parental factors have a huge influence on children's success in learning.¹⁴ The high and low level of parental education, the size of the income, sufficient or lack of parental attention and guidance, whether or not the parents get along well, whether or not the parents' relationship with the children, whether or not the situation in the house is calm, all of these contribute to children's learning motivation. In the family environment, children will feel more free than at school, children are free to move, eat, drink, laugh, play, sleep and work as long as the child does not violate the customs or customs that apply to the family.

The atmosphere in the family environment and the concept of education that has been taught by the family, has an equally important role for children. Children sometimes have no motivation to learn when there is no attention from parents. And vice versa, the attention given by parents in the family

⁹ Istiwati, Y. E. (2012). *Efektivitas Quantum Teaching dengan Pendekatan Open Ended terhadap Kemampuan Berpikir Kreatif dan Motivasi Siswa dalam Pembelajaran Matematika Kelas VII SMP Negeri 2 Winong* (Skripsi, UIN Sunan Kalijaga Yogyakarta).

¹⁰ Soeharto, B., & dkk. (2003). *Pendidikan dan pengajaran di Indonesia: Suatu kajian*. Jakarta: Pustaka Jaya.

¹¹ (Abdurrahman Abror, 1989: 148).

¹² Sudjana, N. (1996). *Dasar-dasar proses belajar mengajar*. Bandung: Sinar Baru.

¹³ Susilana, R., & Riyana, C. (2007). *Pembelajaran berbasis konstruktivisme*. Bandung: Penerbit Nuansa.

¹⁴ Dalyono, M. (2010). *Psikologi pendidikan: Perspektif baru dalam pendidikan*. Jakarta: Rineka Cipta.

environment will have a positive impact, namely providing motivation that is even deeper in meaning. Existence in the way parents behave in educating emotional aspects is very necessary. So it can be said that children who are always given attention, guidance and affection by parents will have a tendency to be eager to learn. As parents must also be responsible for children's education for the sake of the child's future in order to achieve success. However, based on the results of the study, the relationship between students' English language skills and their parents' education level has a significant effect. Of the 20 students who have been differentiated based on the level of education of their parents, there are 4 people who have a parent background with a high level of education, 12 people who have a parent background with a medium level of education and 4 people who have a parent background with a low level of education. The average student learning outcomes showed a significant difference, namely their average learning outcomes of 53 with an average of low parental education level of 60.71, medium parental education level of 70, and high parental education level of 90.

Every parent participates in their children's learning activities in different ways. These differences are caused by different family backgrounds. These include parents' occupation, education, socioeconomic level, parents' knowledge and communication between parents and their children.

Parents as educators in the family have responsibilities towards their family members. In this case parents are obliged to fulfill the needs of education, clothing, food, shelter and health so that children are able to live on their own. Intellectual, spiritual and moral formation can run as perfectly as possible. Parents as educators must always establish a good relationship with children so that there is no gap and distance between children and parents as educators so that education can be achieved properly. Parents should look for positive ways to create children's love, strengthen relationships, establish cooperation between them and foster their affection. To be able to obtain optimal learning results in learning, a child needs to get both intrinsic and extrinsic motivation. Therefore, parents should always motivate their children to be more active in learning.

From the explanation above, the researcher concludes that the motivation provided by parents does have a very important role, but it is not only seen from one factor of parental educational background, there are many determining factors that motivate students to achieve their goals, such as parenting, communication, and facilities. This can be seen in the learning outcomes of English subjects in terms of parents' level of education, where parents' level of education does not have a significant effect in motivating students.

CONCLUSIONS

The level of education of parents of class VI MI Al-Hafiz is mostly middle class, it can be seen from the results of research that there are 4 parents with primary education, 5 middle class, 7 upper secondary and 4 tertiary education.

Student motivation is very good. Based on the results of questionnaire data processing, it can be seen that students who answered SL obtained a percentage of 48.9%, while for students who answered S obtained a percentage of 24.1% and KK obtained a percentage of 22.7%. After the positive responses of SL, S, KK were summed up, 95.7% was obtained, which means that the positive responses were in the very good category. As for the negative responses for the answer J, the percentage is 1.68% while the TP answer has a percentage of 2.71%. Then the negative responses of J and TP are summed up, 4.39% is obtained, which means that negative responses are included in the less category. The main factor in shaping a child's personality is family. With their affection, parents help children in developing physical, psychological and social aspects, and the child's future in order to achieve success.

The level of parental education does not affect student learning motivation, as seen from the results of the hypothesis test $F_{obs} < F_{\alpha}$ or $0.61 < 3.32$ with the test decision H_0 accepted.