

Analysis of the Influence of Parental Education Level and Learning Discipline on Student Learning Achievement

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ABSTRACT

This research aims to analyze the influence of parental education level and learning discipline on student learning achievement. This research used a quantitative approach with a population of all class VI students at Madrasah Ibtidaiyah Raudhatul Ulum Pematang Rambai, totaling 45 students. The sampling technique used the total population, consisting of 24 students in class VI-A and 21 students in class VI-B. Data collection was carried out using the questionnaire method, while data analysis used the SPSS version 25 program for Windows. The results of the regression analysis show an R Square value of 0.516, which indicates that the variables of parental education level (X1) and student learning discipline (X2) contribute 51.6% to student learning achievement (Y). The effective contribution of variable X1 is 2.77%, while X2 is 48.83%. Thus, it can be concluded that the level of parental education and student learning discipline have a positive influence on increasing the learning achievement of class VI students at Madrasah Ibtidaiyah Raudhatul Ulum Pematang Rambai.

Keywords:

learning discipline, learning achievement, parental education level

INTRODUCTION

Student learning achievement is one of the main indicators of the success of the educational process. Learning achievement not only reflects students' academic abilities, but also illustrates the extent to which learning objectives are achieved in accordance with the established curriculum. According to Sudjana (2010), learning achievement is the result achieved by students after undergoing a learning process that involves various factors, both internal and external. External factors such as the family environment, especially the level of parental education, and internal factors such as student learning discipline, have a significant role in determining the level of student learning success.

Parents' education is one of the main factors in supporting children's academic development. According to Riyanto (2017), parents who have a higher level of education tend to be able to provide better direction, guidance and learning facilities to their children. This is in line with Bronfenbrenner's theory of the ecology of human development, which states that the family is a microenvironment that has a direct influence on children's development. In Madrasah Ibtidaiyah, parents' level of education is often one of the main determinants in shaping students' learning habits, especially in subjects such as Fiqh that require in-depth understanding of concepts.

Parents as the main component in the family environment are the first educators for children as family members. Parents can determine the child's learning process so that maximum results are obtained. Parents are the main educational component in the family because parents' direct children to behave and act from infancy to adulthood. Parents introduce children to how to walk, how to behave, until children grow into mature individuals (Sardiman, 2011).

In addition to parental education level, learning discipline is also an important aspect that affects student learning achievement. Learning discipline, according to

Santrock (2011), is the ability of students to manage time, focus, and consistency in learning. Learning discipline allows students to face various academic challenges more purposefully. In the context of Islamic religious education, such as Fiqh, learning discipline is needed because of the nature of the material that integrates memorization, analysis, and implementation of religious values in daily life.

Empirical studies show a positive relationship between parents' education level and student learning achievement. Research conducted by Wijaya (2021) found that students who have parents with high levels of education tend to achieve better learning outcomes than students with low-educated parents. This is because highly educated parents are better able to provide the emotional and intellectual support children need to succeed in learning.

In addition, research conducted by Hidayat (2022) states that learning discipline has a significant direct effect on student achievement. The study concluded that students who have regular and disciplined study habits tend to achieve higher academic grades. Learning discipline helps students to utilize study time effectively and reduce the influence of external distractions that can hinder the learning process.

Discipline is an attitude pattern that is formed from habits. A disciplined person will have a tendency to obey rules and regulations, and can control and adjust to binding rules and have the awareness to carry out duties and obligations. A person's disciplined attitude will create a comfortable situation when carrying out activities, including when carrying out learning activities. Someone who has learning discipline will voluntarily carry out learning activities regularly and seriously without coercion from others, so that the learning atmosphere in the classroom will be more comfortable which causes learning achievement and educational goals will be easier to achieve (Rini, 2015).

The context of this research focuses on grade VI students at Madrasah *Ibtidaiyah Raudhatul Ulum* Pematang Rambai, Kuala Mandor A, who study Fiqh subjects. This subject plays an important role in shaping students' character and understanding of Islamic values. Achievement in this subject not only reflects students' academic ability, but also the extent to which students are able to internalize religious values in their daily lives. Therefore, understanding the factors that influence learning achievement in Fiqh is important to support the success of learning in the madrasah.

In the 2024/2025 school year, the number of students in grade VI of Madrasah *Ibtidaiyah Raudhatul Ulum* was 45 students, with diverse family backgrounds and academic abilities. Most of the students' parents have a lower-middle level of education, which has the potential to affect the educational support provided to their children. Meanwhile, initial observations show that some students still lack discipline in managing their study time, which has an impact on the achievement of learning that is not optimal.

This research is relevant to conduct because it can provide a deeper understanding of the influence of parents' education level and learning discipline on student achievement. Thus, this research not only provides theoretical contributions, but also practical implications in an effort to improve the quality of education at Madrasah *Ibtidaiyah Raudhatul Ulum*.

Children's education cannot be separated from the factor of parental education which is certainly the cause of determining achievement for children. Each parent has a different level of education - things depend on how long they have taken both formal

and non-formal education. The character formed in each person with a different level of education will not be the same. Rahmanto states that individuals who have been educated longer or have a higher level of education will tend to have a better way of educating children compared to others who have a shorter education or a lower level of education (Setiawan, 2015).

Several factors that influence the improvement of student achievement are learning discipline and the level of parental education. As Rahmanto has stated in Setiawan (2015) that the level of parental education and student learning discipline has a significant relationship with student achievement.

METHOD

This type of research is comparative causal research. There are two independent variables in this study, namely the level of parental education (X1) and student learning discipline (X2), while the dependent variable is student learning achievement. The population in this study were all grade VI students of Madrasah *Ibtidaiyah Raudhatul Ulum* Pematang Rambai totaling 45 students. The sample of this study were students of class VI-A totaling 23 students and class VI-B totaling 22 students.

The data analysis procedures used in this study are: (1) analysis prerequisite test, and (2) hypothesis testing. Prerequisite tests were carried out for data normality, data linearity, and multicollinearity. Hypothesis testing is done with multiple regression to test hypotheses 1, 2 and 3, namely first, the influence of the variable level of parental education (X1) on student learning achievement in fiqh subject (Y). second, the influence of the variable influence of student learning discipline (X2) on fiqh learning achievement (Y). Third, the influence of the variable effect of the level of parental education (X1) and student learning discipline (X2) on fiqh learning achievement (Y).

RESULTS AND DISCUSSION

The education level of the fathers can be classified according to the following table 1

Table 1. Education level of parents (fathers)

No	Education Level	Total	%
1	Elementary School	1	2,22
2	Junior High School	11	24,44
3	Senior High School	24	53,33
4	Diploma III	2	4,44
5	Bachelor (S1)	6	13,33
6	Magister (S2)	2	2,22
Total		45	100,00

Source: processed by researcher, 2024

The level of education of the respondent's father ranged from elementary school to Master (S2). High school education level as many as 24 people or 53.33%, junior high school as many as 11 people or 24.44%, Bachelor education level (S1) as many as 6 people or 13.33%, Diploma III education level as many as 2 people or 4.44%, Master (S2) as many as 1 person or 2.22%, and elementary education level as many as 1 person or 2.22%.

Furthermore, the education level of the mother can be classified according to the following table 2;

Table 2. Education level of parents (mother)

No	Education Level	Total	%
1	Elementary School	2	4,44
2	Junior High School	12	26,67
3	Senior High School	26	57,78
4	Diploma III	1	2,22
5	Bachelor (S1)	4	8,89
Total		45	100,00

Source: processed by researcher, 2024

The education level of the respondent's mother ranged from elementary school to Bachelor (S1). The highest level of high school education was 26 people or 57.78%, junior high school was 12 people or 26.67%, bachelor's degree level was 4 people or 8.89%, elementary school education level was 2 people or 4.44%, and diploma III level was 1 person or 2.22%.

The majority of respondent mothers have a senior high school education, which is likely to influence their parenting patterns and support for their children's education. Furthermore, the low proportion of mothers with diploma and bachelor's degree education suggests that there is limited access to higher education for the previous generation in the area.

Student Learning Achievement

The average fiqh report card score is 77.98 with the highest score being 90 and the lowest score being 65, a variance of 52.43 and a standard deviation value of 7.24. Of the 45 students in class VI of Madrasah *Ibtidaiyah Raudhatul Ulum* Pematang Rambai Kuburaya Regency, students who had high fiqh learning achievement were 6 people or 13.34%, students who had medium fiqh learning achievement were 24 students or 53.33%, and students who had low fiqh learning achievement were 15 students or 33.33%.

Table 4. Frequency of student learning achievement categories

No	Score	F	%	Category
1.	$X \geq 81$	6	13.34	High
2.	$70 \leq X \leq 80$	24	53.33	Medium
3.	< 70	15	33.33	Low
Total		45	100,00	

Source: processed by researcher, 2024

Data Analysis Results

Based on the results of data analysis

Table 5. Output Coefficients^a t-test

Model		Unstandardized Coefficients			Sig.
		B	Std. Error	t	
1	(Constant)	7,665	4,673	6,640	,000
	Parents' education level	,238	,085	3,797	,000
	Learning Discipline	,215	,043	5,020	,000

Source: processed by researcher, 2024

Based on this table, the multiple linear regression equation can be arranged as follows:

$$Y = a + b_1X_1 + b_2X_2 + e$$

$$Y = 7.665 + 0,238X_1 + 0,215X_2 + e$$

Analysis of the effect of (X1) on (Y)

Simple regression analysis for the independent variable Parental Education Level (X1) on the dependent variable Student learning achievement (Y) was carried out to test hypothesis 1, namely; there is an effect of parental education level on student learning achievement. The results of the SPSS test obtained a tcount value of 37.97% with a significant value of 0.000, which means that there is a positive correlation between the variable level of parental education (X1) on the student learning achievement variable (Y), so that hypothesis 1 is accepted.

Analysis of the effect of X2 and Y

Simple regression analysis for the independent variable Student Learning Discipline (X2) on the dependent variable Student Learning Achievement (Y) was carried out to test hypothesis 2, namely; there is an effect of student learning discipline on student learning achievement. The SPSS test results obtained an rcount value of 50.20% with a significant value of 0.000, which means that there is a positive correlation between the student learning discipline variable (X2) and the student learning achievement variable (Y), so that hypothesis 2 is accepted.

Analysis of the effect of X1 and X3 on Y

The results of regression analysis using the SPSS program obtained an f-count of 0.76.065 with a significance value of 0.000. which means that there is a positive correlation between the independent variable (X1 or X2) and the dependent variable (Y). The table of F test analysis results is as follows:

Table 6. Results of the F-count test analysis

Model		Sum of Squares F		Sig.
1	Regression	5203,797	76,065	,000 ^a
	Residual	1453,759		
	Total	6657,556		

Source: processed by researcher, 2024

The results of the regression analysis obtained F- count of 76.065 then consulted with F-table of 3,232 at the 5% significance level. The results of the analysis show that F-count is greater than F-table at a significance level of 5% or $\alpha = 0.05$ the independent variables of Parental Education Level and Student Learning Discipline have a significant effect on the dependent variable Student learning achievement.

The F test obtained F-count = 76.065 and Sig value. = 0.00, then the Significance value is compared with α , namely: $0.000 < 0.05$, in other words H_0 is rejected and H_1 is accepted or the variables of Parental Education Level (X1) and Student Learning Discipline (X2) have an effect on student learning achievement.

Discussion

The Effect of Parents' Education Level on Student Learning Achievement

The results of simple regression analysis show a positive correlation between the level of parental education (X1) and student learning achievement (Y) in the Fiqh subject of grade VI students at Madrasah *Ibtidaiyah Raudhatul Ulum* Pematang Rambai. With a t-count value of 37.97 with a significant value of 0.000, this study proves that the first hypothesis is accepted. That is, the higher the level of parental education, the greater the contribution to student learning achievement. These results

indicate that parents' education level has a significant influence on children's ability to understand Fiqh subject matter, which involves in-depth religious concepts.

This finding is in line with research by Setiawan (2015), who found that the level of parental education and student learning discipline significantly influenced student learning achievement in accounting subjects. Parents who have higher education tend to provide better guidance and support to their children, both in the form of academic direction and in creating a conducive learning atmosphere. This condition supports strengthening student motivation and discipline to achieve optimal learning outcomes.

Another study by Hidayat (2022) also showed that parents' education level plays an important role in shaping children's learning discipline. Parents with higher education tend to have a better understanding of the importance of study time management, which is then applied to their children. This parenting pattern has a direct impact on students' ability to manage their study time, thus improving academic achievement, including in Fiqh subjects that require high consistency and discipline.

Furthermore, research by Azizah and Suryani (2021) found that higher parental education has a significant impact on children's ability to understand abstract concepts in lessons. This is particularly relevant in the context of Fiqh subjects, which not only teach memorization, but also analysis and implementation of religious values in daily life. The support of higher-educated parents helps students to internalize these values better.

Another empirical study by Rahmanto (2018) highlights the important role of parental education in shaping children's learning culture. In the context of Madrasah *Ibtidaiyah Raudhatul Ulum*, the majority of parents have a secondary level of education, which is sufficient to exert a positive influence, although it still requires additional support from the school environment. The combination of parental education and institutional support such as teacher guidance can create an ideal educational ecosystem to improve student learning achievement. Overall, this study confirms that parents' education level is one of the main determinants in supporting students' academic success.

The Effect of Learning Discipline on Student Learning Achievement

The results of simple regression analysis show that there is a positive and significant influence between student learning discipline (X₂) on student learning achievement (Y) in Fiqh subjects in class VI Madrasah *Ibtidaiyah Raudhatul Ulum* Pematang. Based on the regression test using SPSS, the t-count value of 50.20% with a significance level of 0.000 indicates that student learning discipline has a strong correlation with learning achievement. This supports the second hypothesis that "There is a positive influence of student learning discipline on student learning achievement." In other words, students who have a high level of learning discipline tend to achieve better learning outcomes.

The results of this study are in line with the study conducted by Hidayat (2022), who found that learning discipline has a direct and significant effect on student achievement. Hidayat's research shows that students who are disciplined in managing study time, focus, and consistency in learning are able to overcome academic challenges better. This discipline factor determines success, especially in subjects that require integration between memorization, understanding, and application, such as Fiqh.

A similar study by Wijaya (2021) also supports this finding, which shows that regular and disciplined study habits help students utilize study time effectively. In the context of Islamic religious education, learning discipline provides a framework that allows students to internalize religious values through a systematic and directed learning process. This research confirms that students who have structured study habits tend to have higher academic achievement.

In addition, research conducted by Rini (2015) shows that learning discipline not only helps students in achieving optimal learning outcomes but also creates a comfortable and conducive learning atmosphere. Disciplined attitudes, such as adhering to a study schedule and focusing on assignments, provide space for students to study without pressure or distraction. In the long run, these habits support students in building a responsible character, which is relevant to the success of learning in Fiqh.

The opinion of Santrock (2011) is also relevant to this finding, which states that learning discipline is the ability of students to manage time, focus, and consistency in learning. This discipline allows students to better manage the learning load, especially in subjects that require a combination of memorization and analysis. Thus, the results of this study confirm the importance of early learning discipline formation to support students' academic success, especially in subjects that require an understanding of religious values such as Fiqh. This provides practical implications for teachers and parents to encourage students' learning discipline through strengthening learning routines and providing motivation.

The Effect of Parents' Education Level and Learning Discipline on Student Learning Achievement

The results of regression analysis using the SPSS program show an f-count value of 76.065 with a significance value of 0.000. The significance value that is smaller than 0.05 indicates that there is a significant influence between the independent variables, namely the level of parental education (X1) and learning discipline (X2), with the dependent variable, namely student learning achievement (Y). In this case, a high f-count indicates that the two independent variables together have a positive effect on student learning achievement in Fiqh subjects at Madrasah *Ibtidaiyah Raudhatul Ulum* Pematang Rambai. This indicates that the level of parental education and student learning discipline have a significant contribution in determining students' academic achievement.

Research conducted by Wijaya (2021) supports this finding, which shows that there is a positive relationship between parents' education level and students' learning achievement. Parents with higher levels of education tend to have the knowledge and skills to support their children in achieving academic goals. In this context, highly educated parents are able to provide better direction and learning facilities, including creating a conducive learning environment at home. This influences the way students manage their time and study, which ultimately improves their achievement in subjects such as Fiqh that require a deep understanding of religious concepts.

Learning discipline also plays an important role in improving student achievement. The results of Hidayat's research (2022) show that learning discipline has a significant direct effect on student learning outcomes. Students who are disciplined in managing their study time tend to achieve higher academic performance. Learning discipline includes the ability to manage time effectively, maintain consistency in learning, and avoid external distractions. In the context of Madrasah

Ibtidaiyah Raudhatul Ulum, students' learning discipline in preparing for Fiqh lessons is very important because the material taught requires not only memorization, but also understanding and application of religious values in everyday life.

Empirical studies by Rini (2015) emphasize the importance of discipline in learning. Rini stated that good learning discipline creates a more comfortable and productive learning atmosphere, which will contribute to higher learning achievement. When students have high learning discipline, they will find it easier to understand the subject matter, including in Fiqh subjects that require practical application of the theories that have been learned. This learning discipline also creates good habits in managing time, which makes the learning process more directed and focused.

In this study, the findings regarding the positive influence between parents' education level and learning discipline on student learning achievement are in line with the opinion of Aziz (2015), who emphasizes that parents with higher education tend to develop good time management patterns, which are then applied to their children. The positive influence of highly educated parents on children's learning discipline creates a better learning atmosphere, which in turn improves students' learning achievement. This finding shows that these two factors are interrelated and mutually supportive in creating optimal learning achievement among students. Therefore, to improve student learning achievement at Madrasah *Ibtidaiyah Raudhatul Ulum*, it is important for the school and parents to work together in creating an environment that supports disciplined and structured learning.

CONCLUSION

Based on the explanation above, there is a significant influence between the level of parental education on the learning achievement of grade VI students of Madrasah *Ibtidaiyah Raudhatul Ulum*. There is a significant influence between learning discipline on the learning achievement of grade VI students of Madrasah *Ibtidaiyah Raudhatul Ulum*. There is a significant influence between the level of parental education and learning discipline on the learning achievement of grade VI students of Madrasah *Ibtidaiyah Raudhatul Ulum*.

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