



The Effect of Parents' Educational Background and School Qualifications on Student Learning Behavior in Indonesia

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Abstract: Students who have good learning behavior will be good learners in the future. It is essential to identify the influence of educational background and parental school qualifications on students' learning behavior, which is part of the child's progress in the future. Thus, the main objective of this study is to explore the influence of educational background and parental school qualifications on students' learning behavior. This study adopted a comparative causal study with a 4 x 3 factorial design and used a purposive sampling method. The sample consisted of 430 students from educational backgrounds whose parents graduated from elementary, junior high, high school, and undergraduate, and from schools with superior, very good, and good qualifications. Exploration of educational background and parental school qualifications was carried out on the learning behavior of low-class students. Data were collected through a three-part questionnaire on parental educational background, students' school qualifications, and a learning behavior assessment scale. The results show that parental background influences students' learning behavior, but school qualifications do not. However, school qualifications can support good learning behavior changes.

Keywords: learning behavior, parents' educational background, school qualifications

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INTRODUCTION

Parents have the closest relationship with their children. Parents' educational background indirectly has a significant impact on children's development. This educational background determines the ability of parents to make decisions in implementing an education system at home and the selection of school criteria for children. However, parents' educational background is low, preventing them from fully participating in school (Harris & Goodall, 2008), so they cannot fully control their child's learning behavior. In addition, the parents' education group was low; they were only involved in aspirations but not with learning behavior or achievements (Hill et al., 2004). According to Kainuwa et al. (2013), educational background and socioeconomic parents affect children's education. In addition to affecting children's education, differences in parents' educational backgrounds also create social inequality in children (Janke et al., 2017; Volodina et al., 2023). Social gaps often arise in learning patterns, readiness of learning facilities, and motivation. These three things are included in the elements of learning behavior. Parental involvement forms good learning behavior (Barnard, 2004). Parents with a higher educational background can help their children prepare for education according to their talents from an early age. In addition, they can guide and provide motivation and support for adequate learning facilities. Through their educational background, they become parents who can keep abreast of developments in science and technology (Hollingworth et al., 2011).

In Indonesia, parents also have the biggest role in choosing a school for their children. The qualifications of schools in Indonesia are classified based on the national school accreditation system with assessment indicators including components: graduate quality, learning process, teacher quality, and school management. Schools are divided into three qualifications: superior, very good, or good. The results of these school qualifications are very important in promoting the school and influencing parents to send their children to that school (Haryati, 2014). However, schools with superior qualifications tend to be considered the best schools. They are more selective in choosing student input. They also provide creative learning, adequate school facilities, and qualified teachers. Through creative learning, students can mobilize their abilities to keep trying to follow the lessons. They will study hard so that other friends do not leave them behind. Adequate school facilities will support them in creating a conducive and enjoyable learning atmosphere (Barrett et al., 2019; Hasbullah et al., 2011). They are also accompanied by teachers who are professionals in their fields. Based on these qualifications, in terms of learning behavior, it is suspected that children who attend schools with superior qualifications are better than those with very good or good qualifications. Education in Indonesia focuses on character-building through teaching and learning (Marini, 2018). Good learning behavior is one of the character values that need to be realized in students. Through good learning behaviour, students can achieve good

learning outcomes and build character value (Epstein, 1990; Safitri et al., 2019). Thematic learning is a learning approach that uses themes to connect several subjects to give students an overview of meaningful experiences (Ain & Rahutami, 2018). Students simultaneously use skills and knowledge from various subjects to answer questions or solve problems. Thus, the thematic learning model is designed based on the theme's specificity to provide students with meaningful experiences. According to Dewi (2021), parents find it challenging to help students with homework. Conversely, students feel bored because the duration of thematic lessons is longer than other subjects. In addition, the available facilities and infrastructure are still limited, with many students in one study group (Dewantara, 2020; Retnawati et al., 2017).

Recent studies highlight that many parents struggle to support their children's homework, particularly in the primary and secondary school context (Bates et al., 2023; Darragh & Franke, 2022; Ghunu, 2022; Sayers et al., 2022, 2023; Silseth & Erstad, 2022). One of the main factors is parental self-efficacy. Self-efficacy refers to parents' beliefs about their ability to help their children with homework effectively. Parents with lower self-efficacy often experience higher levels of anxiety, which interferes with their ability to provide homework help (Muris, 2002; Steca et al., 2011; Wittkowski et al., 2017). Additionally, the demands of completing their children's homework can also be a burden for parents, especially when the assignments require more specialized knowledge or involve a long time commitment, as is seen in mathematics. Moreover, this challenge is further compounded by implementing thematic learning in elementary schools, as mandated by the 2013 Curriculum, which requires all schools with excellent, very good, and good qualifications to adopt this model. Thematic learning is carried out inside and outside the classroom. One is learning at home outside the school. Thematic learning at home requires parents to complete assignments given by the teacher. This study is significant because it reveals the role of parents in shaping students' learning behavior at home, which is a major supporting factor for successful learning in school. By providing an in-depth analysis of learning models in the context of the 2013 Curriculum, this study attempts to close the knowledge gap regarding the effectiveness of teaching approaches at the elementary school level. In addition, this study contributes to the field of elementary education by offering a more comprehensive understanding of the influence of parents' educational background and school qualifications on students' learning behavior. The findings of this study can be a basis for developing more integrated learning strategies between schools and families, as well as encouraging further research in elementary education.

METHODS

This research is a comparative causal research (Creswell, 2014). Comparative causation was chosen because the research was conducted without any treatment. This research explored the effect of the educational background of graduates' parents and school qualifications on the learning behavior of elementary school students. The research subjects consisted of 431 elementary school students in the lower grades. The sampling technique used purposive sampling. According to Latpate et al. (2021), purposive sampling was a technique with specific considerations. The research sample consisted of 9 schools based on different qualifications: schools with three excellent accredited schools, three very good accredited schools, and three good accredited schools in Indonesia in the 2022/2023 academic year. School qualification data was obtained from accreditation results data by the National Accreditation Board for Schools. Learning behavior is a student's learning habits, which are carried out spontaneously or appear because they are done repeatedly. Learning behavior data was obtained through a questionnaire. The instrument was validated by three experts and approved because it met the criteria of validity and reliability for use as a research instrument.

This study had three variables: two independent variables and one dependent variable. The independent variables, in this case, were parents' educational background (X1) and school qualifications (X2), while the dependent variable was learning behavior (Y). The factorial design was a factorial design with a 4 x 3 covariance analysis, and the factorial design can be seen in Table 1. The operational definitions of the variables in this study were: (1) parents' educational background was classified into code A for elementary school graduates, code B for junior high school graduates, code C for high school graduates, and code D for undergraduate graduates. Parents' educational background data was collected through an agent; (2) school qualifications are rankings determined based on accreditation scores.

Table 1. 4 x 3 Factorial Design

Qualifications School	1	2	3
	Parents' Educational Background		
A	A1	A2	A3
B	B1	B2	B3
C	C1	C2	C3
D	D1	D2	D3

Accreditation was categorized as code 1 for only accredited schools, code 2 for very good accredited schools, and code 3 for good certified schools. The hypothesis in this study can be presented as follows: 1) There was the effect of the educational background of graduates' parents: elementary, junior high, high school, and undergraduate, on student learning behavior; 2) There was the effect of the schools with excellent, very good, and good qualifications on student learning behavior; 3) There was an interaction between school qualifications and educational background on student learning behavior. Two-way ANOVA was used in hypothesis testing. Two-way ANOVA analysis was an analysis of variance used to test the hypothesis of comparing more than two samples, and each model consists of two or more types together (MacFarland, 2012). The tool used to analyze the data was SPSS software. The advantage of SPSS as a statistical tool is that it provides more complete analysis tools than other computer programs. It also had an enormous capacity to accommodate and process extensive data.

RESULT AND DISCUSSION

Data analysis begins with the prerequisite test, namely the normality test. The normality test results with the Kolmogorov-Smirnov test reveal that the significance value of the variables from school qualifications, parental education, and learning behaviour is 0.051. The value of these three variables is more than 0.05 at the 5% significance level, so the three research variables are normally distributed. The analysis uses parametric statistics, namely the two-way ANOVA test. According to Kerlinger (1979), the parametric test is stronger than the non-parametric test. Two-way ANOVA analysis tests the first, second, and third hypotheses. The results of the two-way ANOVA analysis are presented in Table 2.

Table 2 shows that the significant value in hypothesis 1 is obtained at $0.002 \leq 0.05$, and then H_0 is rejected. This means there are differences in student learning behavior in thematic learning regarding the educational background of parents of Elementary School, Junior High School, Senior High School, and Bachelor graduates. The significance value in hypothesis 2 was obtained at $0.136 \geq 0.05$, and then H_0 was accepted. This means there is no difference in student learning behaviour in thematic learning in schools with excellent, very good, and good qualifications. While hypothesis 3 was obtained at $0.044 \leq 0.05$, H_0 was rejected. This means there was an interaction between school qualifications and parents' educational background on student learning behavior.

Table 2. The Results of two-way ANOVA analysis

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	385.606 ^a	11	35.055	2.348	.008
Intercepts	240525.204	1	240525.204	16110.685	.000
Educational Background Parent	223.109	3	74.370	4.981	.002
qualification	59.799	2	29.900	2.003	.136
Educational Background Parent * qualification	195.407	6	32.568	2.181	.044

Based on hypothesis testing, hypothesis 1 shows differences in student learning behaviour in thematic learning regarding the educational background of parents of Elementary School, Junior High School, Senior High School, and Bachelor graduates. Furthermore, a post hoc test was carried out to determine whether one group differed significantly from others, such as the parent's educational background. The post hoc test results are presented in Table 3. It shows no significant difference between one graduate and another.

Table 3. Post Hoc Test Results of Parents' Educational Background

(I) Parents' educational background	(J) Parents' educational background	Mean Difference (I-J)	Std. Error	Sig.
Elementary school graduate	Middle school graduate	-.69	.747	.789
	High school graduate	-1.22	.621	.203
	Graduates	-1.54	.679	.108
Middle school graduate	Elementary school graduate	.69	.747	.789
	High school graduate	-.53	.556	.780
	Graduates	-.84	.620	.524
High school graduate	Elementary school graduate	1.22	.621	.203
	Middle school graduate	.53	.556	.780
	Graduates	-.32	.460	.901
Graduates	Elementary school graduate	1.54	.679	.108
	Middle school graduate	.84	.620	.524
	Graduates	.32	.460	.901

Table 2 shows the differences in student learning behavior in thematic Learning regarding the educational background of the parents of Elementary School, Junior High School, Senior High School, and Bachelor graduates with a sig coefficient (2-tailed) of 0.002. This result was less than 0.05, so in thematic Learning, there are significant differences in learning behavior regarding parents' educational background. Thus, students' learning behavior in thematic Learning is influenced by parents' educational experience. This result was in line with previous research, namely that parental background impacted the quality of teaching before entering school. It had a significant direct effect on IQ and an indirect effect on achievement in low grades (Einglund et al., 2004). Good learning achievement was obtained from good learning behaviour.

Parents' educational background had an essential role in thematic Learning. Parents need to guide students in doing assignments at home. This was in line with research results that state that parental support and competence can help students' homework and are positively related to student learning outcomes (Dumont et al., 2012). Parents had a significant role in supervising children's learning activities (Castro et al., 2015). Thematic Learning that integrates several essential competencies in Learning or across subjects requires the participation and understanding of parents. Parents will experience difficulties if they only rely on learning experiences while still in school. This is because the current thematic learning approach differs significantly from the previous one. Parents with a graduate background will find it easier to keep up with scientific developments to guide their children's assignments at home. Even if parents cannot help their children in referring terms, they can still provide positive motivation (Usher & Kober, 2012). In addition, the post hoc test results showed that one parent's education graduate with another educational graduate is not significantly different. The teacher can overcome this difference by providing additional study time for students with poor learning behavior. Extra study time will form a pattern of good learning behaviour in understanding lessons. This additional study time allows students to improve their understanding and helps build discipline and responsibility in learning (Cheraghi & Rahimi, 2024; Vieites et al., 2024; Xu, 2023). With more intensive mentoring from teachers, students who are having difficulties can get more personal and specific attention according to their needs. Additionally, more study time can lessen students' reliance on parental assistance at home, particularly for those with less supportive educational backgrounds (Keser Aschenberger et al., 2023; Li et al., 2023; Sujarwo & Herwin, 2023; Treviño et al., 2021). This approach provides a more inclusive solution so that all students have an equal opportunity to succeed in thematic learning.

Table 2 shows the differences in student learning behaviour in thematic learning regarding excellent, very good, and good school qualifications with a sig (2-tailed) coefficient of 0.136. This result was more significant than 0.05, so in thematic learning, there was no difference in learning behaviour regarding school qualifications. Based on these results, school qualifications did not affect student learning behaviour but affected community trust in the school. This finding was in line with the results of previous research, which showed that the higher the accreditation quality score, the higher the public's trust in the school (Supardi & Surur, 2022). However, in practice, school qualifications showed the differences in quality through school accreditation. Excellent schools had tendencies in graduate quality, learning processes, teacher quality, and school management that were managed by exceeding the school's national accreditation body assessment standards. The same goes for very good, good, and under superior quality accreditation. There was no difference in student learning behaviour regarding school qualifications because student learning behaviour comes from factors within the student himself. No matter how well the teacher is prepared to teach, if students are lazy, then poor learning behavior will stay the same. However, higher school accreditation still influences the views of society and parents when choosing schools for their children. Furthermore, parental involvement will influence children's school

motivation. (Boonk et al., 2022). Parents tend to have more trust in schools with good or superior accreditation because they are considered to have better quality education and can provide an environment that supports student development. This trust also plays a role in influencing the image of schools in the eyes of the public, so schools with high accreditation are often the primary choice for parents who want to provide the best education for their children. However, student learning behavior is only sometimes directly influenced by school accreditation.

In addition, school qualifications also impact the competitiveness and reputation of educational institutions in society. Schools with superior accreditation are more likely to attract students and quality educational resources, such as competent teachers and adequate facilities. However, even though the school offers an optimal educational environment, the primary responsibility remains with the students themselves. Internal factors such as learning motivation, discipline, and interest in learning are the main aspects that shape students' learning behavior, regardless of the quality of the school accreditation where they study (Bell & Puckett, 2023; Mahdavi et al., 2021; Usman et al., 2022). Table 2 shows the coefficient sig (2-tailed) of school qualifications with parents' educational background of 0.044. This result was less than 0.05, indicating a statistically significant correlation between school qualifications and parental educational experience in student learning behavior in thematic learning. These findings suggest that students from higher qualifications, when coupled with parents with stronger educational backgrounds, are more likely to demonstrate positive learning behaviors, further emphasizing the role of both school environment and parental education in shaping learning outcomes.

This interaction proved that student learning behavior was good if the child's school qualifications were good and the educational background of his parents was a bachelor's degree. Likewise, student learning behaviour was quite good if the child's school qualifications were excellent and the parents' background was a bachelor's degree. The student's learning behaviour was not good if the school's qualifications were very good, and the parents' educational background is undergraduate. This means that student learning behavior depends on parents' educational background and does not depend on school qualifications. This was in line with the findings of Solari (2014), which stated that to predict the learning behavior outcomes of elementary school students, it is necessary to consider the student's level and class factors. Students who attend schools with excellent, very good, and good qualifications tend not to influence student learning behaviour in thematic learning. This is because the government has standardized the learning process for all schools. Thematic learning is recommended for elementary school students, and this is because thematic learning models are more effective than conventional learning (Nurlaela et al., 2018).

However, even though the standardization of thematic learning has been implemented in various schools with various qualifications, parents' educational background remains an essential factor that influences students' learning behavior. Parents who have a higher educational background, such as a bachelor's degree, tend to be more able to support their children's learning development (Fakhrunnisak & Patria, 2022; Hidayatullah & Csíkos, 2024). This support is through their understanding of the subject matter and involvement in learning. This support from parents creates a more conducive learning environment at home, which ultimately positively impacts students' learning behavior at school, regardless of the qualifications of the school where they study.

In addition, the role of parents' educational background also influences students' perceptions of the importance of education. Children with highly educated parents often have a stronger intrinsic motivation to learn because they grow up in an environment that values education. Studies show that higher-education parents tend to create more intellectually stimulating home environments and model behaviors that support their children's academic success, fostering their desire to learn independently (Liu & Chiang, 2019). In addition, these parents often value education more and are more involved in their children's academic experiences, increasing their intrinsic drive to learn (Šimunović & Babarović, 2020). On the other hand, even though schools try to provide quality learning through more interactive and standardized thematic methods, if support and motivation from home are lacking, students' learning behavior can still be less than good. This study shows that in education, curriculum standards alone are not enough to ensure the development of optimal student learning behavior. Moreover, synergy between schools and families plays a vital role in supporting the formation of positive and consistent learning behavior.

CONCLUSION

The thematic learning model is a learning model for elementary school students. Through thematic learning, students are expected to have good learning behavior evenly in all school qualifications. Meanwhile, the results of the Two-way ANOVA test revealed significant differences in learning behaviour regarding parents' educational background, no difference in learning behaviour regarding school qualifications, and an interaction between school qualifications and educational experience on student learning behaviour in thematic learning.

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