

Analysis of Parenting in the Question Level Perspective in Student of Universitas Riau Kepulauan

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Abstract: The aim of this study was to determine the effects of parenting and asking level of the student biology education in teacher training faculty Riau Island University. Method in this research is mixed-method that used side by side approach. The first, quantitative will be used and the second, the researcher could observe and interview. The effect of parental style is not seen in students' asking levels evidenced by the results of the multinomial logistic regression test $a\text{-sig} = 0.207$. Qualitative research results are presented after quantitative results. 81.25 % of students receive authoritarian parenting, and 18.25 % authoritative. The temporary conclusion is that the habit of asking questions is formed from childhood. Precisely, the authoritarian parenting styles received by almost all respondents made them reluctant to ask questions in class. Because when they were little they were only asked to obey orders without commenting anything. However, this research had a weaknesses, the scale should be given with each parenting pattern so that maximum results are obtained, and observations in class discussions are conducted in the long term and in several classes so that the observations are more accurate.

1 INTRODUCTION

The problems of teaching and learning in Indonesia are very diverse. Some of them are teacher-centered learning and student curiosity is low. Speaking of student curiosity, the most dominant problem was that students had no desire and interest to ask questions after completing the presentation and listen to the lecturer's explanation (Hasibuan, 2015) After several studies, it turns out that curiosity emerged and began to develop in infancy. When the infant starts to want to achieve something, grabs what is in front of him and learns to get what he is interested in. Curiosity is also associated with how a human explores and adapts to his world. On the other hand, curiosity is the basis of human behavior including thirst and hunger. Curiosity is alike natural human tendency and will develop according to its age. Curiosity is a power that drives humans to behave in certain ways so it is difficult to be reshaped if it passed its development phase (Baxter and Switzky, 2017).

In previous studies, it was said that curiosity is associated with boredom in learning and this boredom will be directly proportional to the decline

in academic achievement. And do not want to be involved in lectures in class. In different studies it was reported that the quality and interaction of parent and child relationships determined student achievement in school (Hardy et al., 2017; Hesari and Hejazi, 2011; Hunter et al., 2016; León et al., 2018). The interaction and quality of the child's and parent's relationship are summarized in the parenting patterns that parent do. Parenting is considered important in the development of behavior and can predict children's success in the future.

However, the opposite is happening, parent in Indonesia especially in the Batam want their children at the age of toddlers to sit, be quiet and obey all the commands of their parents. This resulted in adulthood where there is no sense of curiosity, self-efficacy, self-regulation, desired self-concept embedded. The role of parent in infancy and toddlers is to build closeness so that they can form the basic behaviors that their children need. A child will develop himself depending on the comfort and closeness found in his parents (Hasibuan and Ekowati, 2016; Thomson and Jaque, 2017).

Not being involved in class is one of the indications of the mismatch of parenting that was

given during childhood. This scene is very common in the Riau Kepulauan University, especially in the Biology Education department. The inactivity of student in the classroom is a big question mark. Moreover, their passivity occurs in human anatomy and physiology courses. Which this course is theoretically and practically very interesting, but rarely, do the questions appear in class. The Purpose of this study was to find and find out the problems of parenting and the level of asking students. And the contribution of research is to explore the internal problems of the university and can be used as a reference for forming problem solving designs in the following research.

1.1. Parenting Literature Review

Parenting pattern consists of four types, the first is the authoritarian type characterized by rigid parents, children must obey parents, control the child with height and warmth and closeness at the lowest level. The middle type of parenting is authoritative which it is a balance between control and the warmth that children receive from their parents. The third type is called permissive that warmth is at the highest level while child control is lacking. The last type is neglectful; the characteristic of parents like this is that they don't care about children, in the other words, abandoning a child. The parenting style concept had been found by Baumrind. The few decade research of Baumrind found three styles of parenting such as authoritarian, authoritative and permissive. Recently research discovered last style is neglectful. Many researcher observed authoritative style had a lot of advantageous, beneficial and strong to develop children. Fundamental of authoritative parenting styles are warmth and control. Warmth is defined which parents considerate, sympathetic, humane and aware to their physiological and psychological needs. Control is described that parents concern and engage to manage their behavior children and adjust to the family goal, normal attitude and have self-control (Williams and Wahler, 2010)

1.2. Taxonomy Bloom

Meanwhile, to analyze the level of asking students used Bloom Taxonomy. The first level of this theory is revision, memorization, repeating and duplicating. The next step is to explain the idea or concept of the material or idea. Then, use abstracts to solve a problem. The fourth level is to make connectivity between ideas or materials. The fifth stage can

criticize one thing with credible data and the last one produces an idea and can develop it (Armstrong, 2014).

2 METHODS

2.1 Research Framework

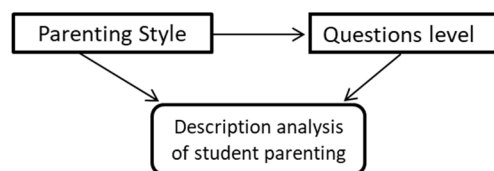


Figure 1: Research Framework

2.2 Research Samples

The samples in this study were 16 biology students in human anatomy and physiology courses. They are sampled because the subjects ask very less even though they are very interesting. This course studies about itself but not many students ask questions.

2.3 Measurement of Variables

Measuring the perspective of parenting used a scale developed by (Erlina, 2016) in her thesis with a tittle parenting as a predictor of emotional intelligence in adolescents.

2.4 Research Analysis

Research analysis is divided into two forms. The first, analysis used statistics with multinomial regression logistic test. And the second analysis used narrative analysis as a contextualize model that can be used as a method in psychology to understand human actions. Because narrative analysis puts forward the meaning of a story in a specific context. This approach is also integrated with the effect of time, place of storytelling and audience which are used as a unified analysis in narrative (Frost, 2011).

2.5 Research Method

This study uses a mixed-method in which each method has their strengths and weakness. The aim is how the limitations of one research method can be covered by another research method. The continued statement why the mixed-method was chosen is because in the parenting style and the level of asking students there is quantitative and qualitative data in

which if one is chosen there will be an imbalance. Some characteristics of mixed-method are the data and the analysis includes both, there are procedures, that are a bit rigid, for example there must be sample, source of information and data analysis step. Mixed design method in research is convergent parallel. The convergent mixed methods approach is probably the most familiar of the basic and advanced mixed method strategies. In this approach, a researcher collects both quantitative and qualitative data, analyzes them separately and then compares the results to see if the findings confirm or disconfirm each other (Creswell, 2014).

3 RESULTS

3.1 Descriptive Statistic

Before examining the finding we shall provide a more detailed description of our sample.

Table 1: Mean, standard Deviation, and minimum and maximum scores of the variable

No	Variable	Mean	SD	Max	Min
1	Parenting Style	295.94	28.110	239	330

As table 1 shows the mean, standard deviation, minimum and maximum score for parenting style.

3.2 Bloom's Classification

Table 2: Sample and Bloom's Classification

No	Initial Name	Bloom's Classification
1	Bibah	C4
2	Ovani	C1
3	Salwa	C4
4	NC	C4
5	NR Nasution	C4
6	DM	C1
7	Frisca	C4
8	SL	C4
9	JMR	C4
10	DC	C4
11	HS	C4
12	PS	C4
13	Hambowo	C4
14	WY	C1
15	Romidhar	C1
16	L Saragih	C4

Bloom's classification is obtained by observation 4-5 times in course human anatomy and physiology. Observed what they asked and the question are then analyzed according to the Bloom Theory. There were 12 students with C4 asking levels and 4 students with C1 asking levels.

3.3 The Logistic Multinomial Regression

We applied a logistic multinomial regression to investigate whether there is an effect of parenting on the level of asking students. Multinomial logistic was used because data of Bloom' taxonomy is nominal.

Table 3: Logistic multinomial regression

Effect	Model Fitting Criteria	Chi-Square	df	Sig
Parenting	17.995	17.995	14	0.207

Using logistic multinomial regression would to determine effect parenting on the asking level of student. Logistic multinomial regression is used because one variable data was nominal. Result of this research, there is no effect of parenting on the level of asking students. It will be identified by sig 0.207. Accurately, level of asking student is not associated to parenting perspective.

4 DISCUSSION

An interesting founding is that almost all respondents received authoritarian parenting from childhood to adolescence. Two respondents who care with authoritative style and both are orphans, the other father died when the respondent was in womb and the other died before the respondent entered elementary school. However, parenting styles was change after respondent going to puberty.

The change is because parents are confused about how to deal with adolescent behavioral problems, for example: going out at night and hanging out with friends until the wee hours of the morning, smoking, fighting and shouting when scolded by parents.

The average father never invited to discuss about school, the future and others. He stayed more at home. Work and earn money is the father's duty, and the one who takes care about children is a mother. There were 4 respondents who were not

taken care of by parents until entering high school. All four respondents were taken care of by other families, especially grandmothers because their parents divorced. Precisely, toddler to adolescent was a grim period for the four respondents.

It should be noted, lower of asking level was affected by self-esteem and self-autonomy. Earlier research reported lower sense of autonomy in adolescents contribute to low self-esteem, which contributes in turn to adolescents identification with peer group who violate social norms and increases the likelihood that they will espouse norm-violating attitudes and behavior. Previous study likely reported self-esteem fully mediated the relationship between social support and academic achievement and social exhaustion (Hesari and Hejazi, 2011; Li et al., 2018).

Other studies said, to achieve C6 in taxonomy Bloom requires deep learning. Then deep learning should be collaborated with technology enhanced learning environment (TEL) which is now very easy to obtain. Recent research concludes that self-system need to be developed to elaborate problem-solving skills and design a combined problem-solving solution that admit the critics and suggestion (Demetriou et al., 2019; Lee and Choi, 2017).

We would answer about parenting and question level. We found that parenting is positively related to parent-adolescent interaction. It is known that the positive parent-adolescent relationship that is built will have an impact on quality of life (QOL) and partially reduced the level of smartphone use disorder (SUD). On the other hand, poor parent-child relationship enhanced SUD and has an effect on QOL. We know that almost all respondents did not have a good relationship with their parents as a child. They grow by themselves without being unhappy with parent. Four of respondent were not taken care of by their children childhood (Gao et al., 2019).

It was found in the respondents that their parents were never satisfied and proud of the result they had achieved. This is consistent with previous studies that reported that a majority of older adults expressed dissatisfaction with their children achievement in both occupation and finances while expressions of satisfaction were found in education, health, relationship and spirituality (Olawa and Idemudia, 2019).

Parents have direct genetic influences on children's temperament and personality. In addition, passive gene-environment correlations mean that parenting practices, as well as the choices parents make in shaping their child's environment, are

influenced by shared genetic characteristics. Most of the respondents were raised by the type of authoritarian parents. Only three respondents claimed to be cared for with parents who would listen and discuss with them. The rest they must obey the commands of their parents. Must not oppose or express his opinion personally. Even though the rules are all related to themselves (Anaya and Pérez-Edgar, 2019)

The temporary conclusion is that the habit of asking questions is formed from childhood. Precisely, the authoritarian parenting styles received by almost all respondents made them reluctant to ask questions in class. Because when they were little they were only asked to obey orders without commenting anything. However, this research had a weaknesses, the scale should be given with each parenting pattern so that maximum results are obtained, and observations in class discussions are conducted in the long term and in several classes so that the observations are more accurate.

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