THE INFLUENCE OF PARENTING STYLE AND CONDITION OF PARENTS TOWARDS LEARNING ACHIEVEMENT ON SOCIAL SUBJECTS OF EIGHTH GRADE STUDENTS OF STATE JUNIOR HIGH SCHOOL 2 SINGOSARI MALANG

THESIS

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JULY, 2018

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THESIS

Presented to Tarbiyah and Teacher Training Faculty
Maulana Malik Ibrahim State Islamic University Malang
In Partial Fulfillment of the Requirements for
The Degree Of Sarjana Pendidikan Ilmu Pengetahuan Sosial (S.Pd)

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DEDICATION

Alhamdulillahi robbil alamin hamdan Syukron lillah.

This study is dedicated to :

Allah SWT the best scenario writer in my life

Rasulullah SAW the best man in the whole word ,

My Beloved Father and Mother (Ridwan &Riwayati)

My Sister & Brother (Sintia & Fadil)

My Little Family, Social Science Department ICP, 2014

State Junior High School 2 Singosari give place and chace to get this research

Thanks For All

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MOTTO

وَهُوَ ٱلَّذِى يَقۡبَلُ ٱلتَّوۡبَةَ عَنۡ عِبَادِهِۦ وَيَعۡفُواْ عَنِ ٱلسَّيِّـَٔاتِ وَيَعۡلَمُ مَا تَفۡعَلُونَ ٢٥

"He who receives the repentance of his servants and forgives the faults and knows what you do"
(Asy-Syura : 25)

اَكْرِمُوْا اضُوْ لاَدِضُكُمْ وَاَ حْسِنُوْا اُدَبُهُمْ

"Honor your children and make good their education."
(H.R.At-Thabrani dan Khatib)

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CERTIFICATE OF THESIS AUTHORSHIP

I certify that the thesis i wrote to fulfill the requirement for Sarjana Pendidikan (S.Pd) entitled "The Influence of Parenting Style and Condition of Parents Towards Learning Achievement on Social Subjects of Eighth Grade Students of State Junior High School 2 Singosari Malang" is truly my original work. It does not incorporate any materials peviously written or published by another person, except those in quotation and bibliography. Due fact, I am the only who responsible for the thesis if there is any objection or claim for others.

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ACKNOWLEDGEMENT

Bismillahirrahmanirrohim

All praise and thanks to Allah SWT, God who gives blessings and grace. Over his aid author able to complete this thesis with the title "The Influence of Parenting Style and Condition of Parents Towards Learning Achievement on Social Subjects of Eighth Grade Students of State Junior High School 2 Singosari Malang". Peace and salutation may always be given to our Prophet Muhammad SAW.

This thesis is proposed to fulfill the requirement to finish the study and the degree of *Sarjana Pendidikan* (S.Pd) at Faculty of Education and Teacher Training. In other hand this thesis is also as a simple contribution of the author to world of education.

The author would like to say thank full to all parties who was involved over the process of the writing either direct or indirect :

1. Prof. Dr. H. Abdul Haris, M. Ag. as the rector of Maulana Malik Ibrahim State Islamic University Malang, who has given me a opportunity, so that this thesis can be finished well
2. Dr. H. Agus Maimun, M. Pd. as the Dean of Tarbiyah and Teaching Training Faculty who has given me permission to conduct this research
3. Dr. Alfiana Yuli Efiyanti, MA as the head of Social Science Education Program who also has given me permission in finishing this thesis

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4. Mokhammad Yahya, MA, Ph. D. as advisor who always patiently guide me in the middle of busy, may your kindness always receive and reply from Allah SWT. Amin.
5. All my lecture of Maulana Malik Ibrahim State Islamic University Malang, thanks to you all for giving me useful science of the world and the hereafter.
6. My father and mother as well as all of my family who have given affection, encouraging moral, sincere prayer and everything which cannot be replied by the author
7. My entire classmate on ICP IPS 2014 Nanda, Septa, Ajeng, Mardliyah, Yuni, Aina, Alvu, Syera, Lina, Syamda, Sarah, Itsna, Muhim, Ani, Bevi, Romli, Arfi, Ilus, Gufran, Aan, Habib you're best friend forever
8. All party who have helped me, both directly and indirectly who have great contribution in this thesis finishing process.

Malang, May 26th 2018

Irma Firlia Qorida

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GUIDELINES OF ARAB LATIN TRANSLITERATION

The writing of Arabic - Latin transliteration in this thesis using transliteration guidelines based on the decision by Minister of Relious Affairs and the Minister of Education and Culture of Republic Indonesia No. 158 of 1987 and No. 0543 b/U/1987 which can be broadly describe, as follows:

A. Alphabet

ا	=	A	ز	=	Z	ق	=	Q
ب	=	B	س	=	S	ك	=	K
ت	=	T	ش	=	SY	ل	=	L
ث	=	TS	ص	=	SH	م	=	M
ج	=	J	ض	=	DL	ن	=	N
ح	=	H	ط	=	TH	و	=	W
خ	=	KH	ظ	=	ZH	ه	=	H
د	=	D	ع	=	‘	ء	=	,
ذ	=	DZ	غ	=	GH	ي	=	Y
ر	=	R	ف	=	F			

B. Vocal Long

Vocal (a) long = â

Vocal (i) long = î

Vocal (u) long = û

C. Dipthhongs Vocal

أَوْ = aw

أيْ = ay

أُوْ = û

إِيْ = î

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Abstrak

Qorida, Irma Firlia 2018, *Pengaruh Pola Asuh Orang Tua dan Kondisi Keluarga Terhadap Prestasi Belajar Mata Pelajaran Ilmu Pengetahuan Sosial (IPS) Kelas VIII SMPN 2 Singosari* Social Sience Education Department, Faculty of Education and Teacher Training, Maulana Malik Ibrahim State Islamic University, Malang, Pembimbimg Skripsi: Mokhammad Yahya, Ph.D

Kata kunci: Pola Asuh, Kondisi Keluarga, Prestasi Belajar

Penelitian ini bertujuan untuk: (1) Untuk mengetahui pengaruh secara partial dari pola asuh orang tua terhadap hasil belajar siswa kelas VIII tahun ajaran 2017/2018 (2) Untuk mengetahui pengaruh secara partial dari kondisi orang tua terhadap hasil belajar siswa kelas VIII tahun ajaran 2017/2018.

Latar belakang penelitian ini adalah beragamnya siswa-siswi yang bersekolah di SMPN 2 Singosari seperti jarak ke sekolah, kawasan tempat tinggal, pekerjaan orang tua dan sebagainya, dalam hal ini peneliti ingin memfokuskan penelitian pada keberagaman pola asuh orang tua dan kondisi keluarga serta hasil belajar.

Jenis penelitian ini adalah penelitian kuantitatif, yang data- datanya berupa angka-angka. Penelitian ini melibatkan siswa-siswi kelas VIII kelas A-H SMPN 02 Singosari sebagai obyeknya, dengan jumlah populasi sebanyak 271 dan jumlah sampel diambil sebanyak 152 siswa-siswi yang diperoleh menggunakan tabel Isaac dan Michael, pada pengambilan sampel menggunakan metode proportiante stratified random sampling. Variabel independent terdiri dari pola asuh orang tua (X_1) dan kondisi keluarga (X_2) sedangkan variabel dependent adalah hasil belajar (Y). Pengumpulan data penelitian menggunakan daftar angket, hasil wawancara serta daftar pertanyaan pendek (untuk mengetahui kondisi keluarga siswa). Pengujian instrumen menggunakan uji validitas dan uji reliabilitas sedangkan dalam melakukan analisis data menggunakan *Partial Least Square*.

Berdasarkan hasil penelitian dapat diperoleh kesimpulan sebagai berikut: (1) Dari hasil penelitian mengindikasi bahwa terdapat hubungan (pengaruh) positif tidak signifikan dari variabel pola asuh orang tua terhadap nilai IPS yang di tunjukkan dengan koefisien jalur pengaruh pola asuh terhadap nilai IPS sebesar 0.044. Hal ini menunjukkan bahwa ada pengaruh positif dan tidak signifikan pola asuh terhadap nilai IPS. Hal ini berarti semakin baik pola asuh orang tua maka cenderung dapat meningkatkan nilai IPS siswa, meskipun peningkatannya tersebut tidak signifikan. (2) Dari hasil penelitian didapatkan hasil nilai IPS siswa yatim piatu sebagai variabel *dummy* lebih domain dibandingkan broken home, yatim, piatu, yatim piatu, harmonis.

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ABSTRACT

Qorida, Irma Firlia. 2018. *The Influence of Parenting and Family Conditions on Student Achievement of Social Science Subject on Grade VIII of SMPN 2 Singosari.* Social Sciences Education Department, Faculty of Tarbiya and Teaching Science, Universitas Islam Negeri Maulana Malik Ibrahim. Advisor: Mokhammad Yahya, Ph.D

Keywords: Parenting, Family Condition, Learning Achievement

This research aims: (1) To determine the partial influence of parenting on student learning achievement on grade VIII of academic year 2017/2018 (2) To determine the partial influence of the parents condition to the student learning achievement on grade VIII of academic year 2017/2018.

The research background is the diversity of students who school at SMPN 2 Singosari such as their condition of distance to school, residence area, parents' job and so on. In this case the researcher wants to focus on the research on diversity of parenting, family condition and learning achievement.

This research type is quantitative research, that consists of numbers. The population in this research was students on grade VIII (A – H) of SMPN 2 Singosari which amounted to 271 students. The sample of research was 152 students taken by using tables Isaac and Michael and proportiante stratified random sampling method. The independent variable consists of parenting (X1) and family condition (X2) while dependent variable is learning achievement (Y). The data collecting techniques that were used in this research were questionnaire, interview result and short questionnaire (to know the condition of student's family). The instrument testing used the validity test and reliability test while data analysis technique used Partial Least Square.

The research shows: (1) there is a relationship (the influence) positively insignificant from parenting to students' achievement of social science subject that was indicated with the path coefficient effect of parenting to the students' achievement of social science subject that amounted 0.044. It means that there is positive influence and no significant of parenting and the students' achievement of social science subject. This indicates that the better the parenting, the higher increasing of students' achievement in social science subject although the increasing of it is not significant. (2) The achievement of social science subject of the students with orphan status (*dummy* variable) is more domains than the achievement of students with the broken home parents, motherless child, fatherless child, and harmonic family status.

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مستخلص البحث

خريدة، إرمى فرليا، ٢٠١٨، أثر تربية الأطفال والوضع الأسري على الإنجازات التعليمية في مادة العلوم الاجتماعية في الصف الثامن بالمدرسة المتوسطة العامة الحكومية ٢ سنجاساري، البحث الجامعي، قسم تعليم العلوم الاجتماعية، كلية علوم التربية والتعليم بجامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج. المشرف: د. محمد يحيى.

الكلمات الرئيسية: تربية الأطفال، الوضع الأسري، الإنجازات التعليمية.

يهدف هذا البحث إلى: (١) معرفة أثر تربية الأطفال على الإنجازات التعليمية لدي الطلبة في الصف الثامن للعام الدراسي ٢٠١٧/٢٠١٨ جزئيا. (٢) معرفة أثر الوضع الأسري على الإنجازات التعليمية لدي الطلبة في الصف الثامن للعام الدراسي ٢٠١٧/٢٠١٨ جزئيا.

خلفية هذا البحث هو تنوع الطلبة الذين يدرسون في المدرسة المتوسطة العامة الحكومية ٢ سنجاساري من حيث المسافة إلى المدرسة، والمناطق السكنية، وعمل الوالدين وغيرها. في هذا الصدد، أرادت الباحثة التركيز على تنوع أنماط تربية الأطفال والوضع الأسري والحصيلة التعليمية.

هذا البحث من نوع البحث الكمي بياناته الرقمية. اشتمل موضوع هذا البحث الطلبة في الصف الثامن (أ-ه) بالمدرسة المتوسطة العامة الحكومية ٢ سنجاساري ، ويبلغ عددهم ٢٧١ طالبا وعدد العينات التي أخذت هي ١٥٢ طالبا، تم الحصول عليها باستخدام جدول اسحاق وميكائل (Isaac dan Michael)، في أخذ العينات باستخدام طريقة عشوائية (*random sampling*) كان المتغير المستقل يتكون من تربية الأطفال (X_1) والوضع الأسري (X_2)، في حين أن المتغير التابع هو الحصيلة التعليمة (Y). تم جمع البيانات من خلال قائمة الاستبانة، ونتيجة المقابلة والاستبانة بالأسئلة القصيرة (لمعرفة وضع أسرة الطلبة). تم اختبار الأدوات البحثية باستخدام اختبار الصدق واختبار الثبات وأمّا في تحليل البيانات استخدمت المربعات الصغرى الجزئية (*Partial Least Square*).

وبناء على نتائج هذا البحث تحصل الباحثة على ما يلي: (١) وجود أثر إيجابي صغير من متغير تربية الأطفال على نتيجة مادة العلوم الاجتماعية ، أشارت إلى ذلك معامل مسار أثر تربية الأطفال على نتيجة مادة العلوم الاجتماعية بالدرجة ٠,٠٤٤ . وهذا يدل على أن هناك أثر إيجابي وذي مغزى من تربية الأطفال على نتائج مادة العلوم الاجتماعية. وبمعنى أخر، إذا كانت تربية الأطفال أفضل فتميل إلى تحسين نتائج الطلبة في مادة العلوم الاجتماعية، على الرغم من أن الزيادة لم تكن كبيرة. (٢) من هذه النتائج، نتائج مادة العلوم الاجتماعية لدى الطلبة اليتامى كمتغير وهمي أكبر من متغير الأسرة المتفككة.

Penerjemah,	Tanggal Validasi Kepala PPB,
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CHAPTER I

INTRODUCTION

A. Background

Learning achievement is the result of a person achieving the knowledge and skills developed in the lesson from the cognitive, affective and psychomotor aspects which are then shown by the results of the figures of the planned test process developed by the teacher, Sudjana says that the achievement of student learning in school 30% are influenced by the environment and 70% influenced by the ability of the student[1] Environmental factors such as family environment.

The family is the smallest sphere that exists in society, the family has an important role in support of all aspects of child development. Role in every family is different, one of them the role of parents in raising children who become the most important responsibilities for the development of the child's mental attitude and how to care for and guide their children well and attentive. Because, parents are the first figure known to the child, the parents also provide responses to what is done by the child, if the parents fail in the role and function properly as a parent well in nurturing and educating, children who originally become the desire of the family , world jewelry, will invert as boomerang in family, slander and torture from God.

[1] Indrati Endang Mulyaningsih, *The Influence Of Social Interaction Of Family Relationship, Achievement Motivation, And Independent Learning On Learning Achievement, Jurnal Pendidikan dan Kebudayaan*, Vol. 20, Nomor 4, Desember 2014.

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Therefore, in relation to the maintenance and care of this child, the teachings of Islam which is written in the Qur'an Al Khafi verse 46.

اَلْمَالُ وَالْبَنُوْنَ زِيْنَةُ الْحَيٰوةِ الدُّنْيَا ۚ وَالْبٰقِيٰتُ الصّٰلِحٰتُ خَيْرٌ عِنْدَ رَبِّكَ ثَوَابًا وَّخَيْرٌ اَمَلًا. (الكهف: 46)

"Wealth and children are an ornament of the life of the world. But the good deeds which endure are better in thy Lord's sight for reward, and better in respect of hope". (QS. al-Khafi: 46)[2]

In educating children there are five kinds of parenting styles are applied to their children include: authoritarian parents, authoritative parents, and permissive parents.

Diana Baumrinds careful research on the antecedents of children's competence has led to the identification of three styles of parenting that are important in understanding children functioning at different ages and in different ethic groups.[3] Kind of parenting,

Authoritative parents exercise firm control over the child's behavior but also empphasize independance and individually the child. Although the parents have a clear notion of present and future standards of behavior for the child, they are rational, flexible, and attentive to the needs and preferences of the child. Their children are self-reliant and self-confident are the explore their world with excitement and pleasure.

[2] Aplikasi Alfanous Al-Quranul Karim Surah Al Khafi ayat ٤٦
[3]Jane B Brooks, *The Process Of Parenting Sixth Edition*, 2004. Mc Graw Hill. hlm. 57

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Authoritarian parents employ similar firm contol but in arbitrary power-oriented way without regrad for the child's individuality. They emphasize control without nurturance or support to achieve it. Children of authoritarian parents, relative to other groups of children, are unhappy, withdrawn, inhibited, and distrusful.

Permissive parents set few limits on the child. They are accepting of the child's impuluses, granting as much freedom as possible while still maintaining physical safety. They appear cool and uninvolved. Permissive parents sometimes allow behavior the angers them, but they do not feel sufficiently comfortable with their own anger express it. As a result, the anger builds up to unmanageable proportion. They then lash out and are likely to harm the child more than they want to. Their children are the least independent and self-controlled and could be best classified as immature.

Parenting styles will bring great influence when the child plunges into his or her first social environment when the child becomes a student, not only the nurture that plays an important role in supporting the child's development, the presence of the equipments of the family (father and mother) for the direct parenting is very important for the development of the child, but often we find good in another family there is a child who only in foster by a father, a child who only mothered a mother, even only by a grandmother or sibling it will affect the development of children, especially on the achievement of learning child.

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Based on previous research Nurmaily. 2017 mentions that the condition of family with fatherless status and motherless status have significant difference in thesis with title "Comparison of Learning Achievement Between Fatherless Students and Motherless Students on Social Subject di Junior High School 3 Banda Aceh 2017, and then the result of previous research from Siti Sulaikah Latif mention that students with parents harmonious have big difference on learning achievementfrom broken home family and then result of previous research from Siti Sulaikah Latif mention that students with parents harmonious have big difference on learning achievement student from broken home family on the thesis with title "Comparison of Learning Achievement Between Students from Broken Home Families with Students with parents harmonious in Class Students VIII Junior High School 03 Kedungwaru Tulungagung 2015.

At the stage of development of junior high school students classified to children who change from childhood to adolescence so that children really need the role of parents to make it a perfect teenager, *Help your child adapt and be flexible*. Because the years of eleven to fourteen are very much an age of constant adaption, and because every early adolescent will adapt in his or her own my way to internal and social simulation, your parental rules need to stay strong- and to adapt. Your scheadules need to sta firm-and to adapt. You need to stay true to your preset value assumptions about adolescence- and to adapt. You need to help your child adapt and learm each failur and succes in his or her myriad relationship. Your child need to fight hard for new aspects of his or her

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nature to show through-and meanwhile to adapt to the lost of childhood aspects of this nature[4]

The above explanation encourages researchers to do research at State Junior High School 2 Singosari which has a large number of students and come from various circles so that the second variable used is Orphan (fatherless, motherless, fatherless and motherless) , harmonious and broken home family which then focus on social subjects because in that school social subjects are placed in the lesson schedule in the last hour that makes students less concentrated and sleepy, This encourages researchers to conduct research entitled " The Influence of Parenting styles and Condition of Parents towards The Achievement of Class VIII Students on Social Studies Subjects In State Junior High School 2 Singosari."

[4] Michael Gurian. *Nurture The Nature Understanding And Supporting Your Child Unique Core And Personality*, 2007, US : John Wiley and Sons. Inc, hlm. 205.

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B. Problem of the Research

The formulation of the problem in this research are as follows:

1. Does the parenting style influence the learning achievement on social subjects of eighth grade students of State Junior High School 2 Singosari?
2. Does condition of parents influence the learning achievement on social subjects of eighth grade students of State Junior High School 2 Singosari?

C. Objectives of the Research

a. To know in partial influence of parenting style to learning achievement on social subjects of eighth grade students of State Junior High School 2 Singosari.
b. To know in partial influence condition of parents to the learning achievement on social subjects of eighth grade students of State Junior High School 2 Singosari.

D. Significances of the Research

Based on the research objectives mentioned above can be explained two benefits expected from this research are:

1. Theoretically

   Theoretical research benefits are as follows:

   a. Theoretically subtantif gives a study of the thoughts especially relating to parenting styles, condition of parentss and achievement of junior high school students in social studies subjects

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b. Research results are expected to enrich knowledge insight for the parties to better understand the students and pay attention to the teaching and learning proces

2. Practical Benefits

a. For the government

To make improvements and provide socialization related to appropriate childcare patterns.

b. For School

It is expected that the results of this research can be a useful contribution in improving the achievement of VIII students in social studies subjects by taking into account the important role parents of students.

c. For School

This study is expected to help parents to pay more attention to the pattern of child care and guide the child to reach a better achievement.

d. For the Faculty or University

As a vehicle to carry out its duties in mengebangkan Tri Dharma Higher Education that is implementing:

1) Education and learning,

2) Research and

3) Community service, especially the Faculty of Tarbiyah and Teacher Training is a faculty that has the task of producing

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prospective teachers who are professional, dedicated and competitive in the future. Thus the results can be used as input materials in preparing prospective teachers in the future and also as a treasure of scientific developers.

e. For writers

Can find a way of solving the problems studied and add insight and knowledge of the author.

f. For other researchers

The results of this study can be used as reference and additional information to conduct further research, especially research about, parent care patterns, parent conditions and learning achievementon the subjects of social studies.

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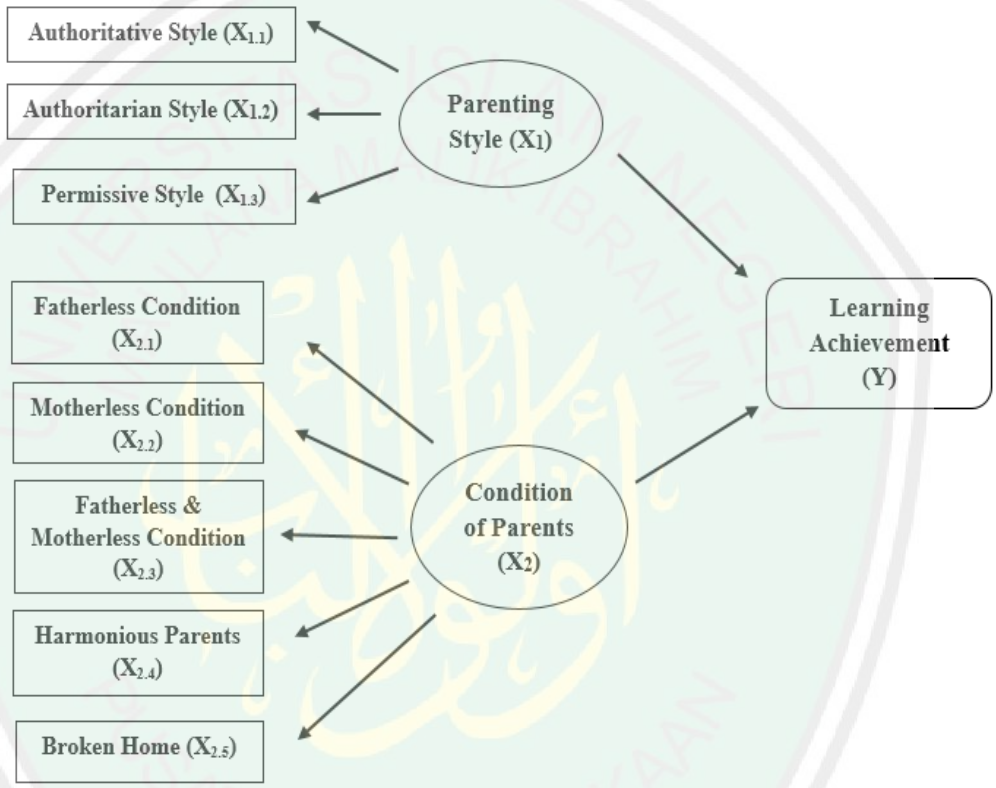
E. Hyphothesis of the Research

To explain the implementation of research as well as to facilitate understanding and analysis it is necessary to explain a framework as follows



Picture 1.1 Framework of research

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1. Independent variable X1 = Parenting Styles

   $X_{1.1}$ = Authoritative

   $X_{1.2}$ = Authoritarian

   $X_{1.3}$ = Permissive

2. Independent variable X2 = Conditions of Parents

   $X_{2.1}$ = Fatherless

   $X_{2.2}$ = Motherless

   $X_{2.3}$ = Broken Home

   $X_{.24}$ = Parents Harmonious

   Fathherless Motherless as a dummy

3. Dependent variable Y = Learning Achievement

From the above framework can be explained that Parenting styles and Condition of parentss will affect learning achievement in class VIII on Social Studies Subject in State Junior High School 2 Singosari.

With this research there is a hypothesis :

1. There is significant influence of parenting styles to learning achievement on social subjects of eighth grade students.
2. There is significant influence of condition of parents to learning achievement on social subjects of eighth grade students.

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F. Scope of the Research / Liminitation of the Research

In order for this research to achieve the goals and objectives optimally, the necessary restrictions on the problem, this research conducted in State Junior High School 2 Singosari where researchers determine the class VIII as population and sample based on Issac Michael. Appropriate title be appointed, the researchers used three variables that are X1 and X2 and Y with the following indicators:

1. Parenting styles as a variable X1 that affect the variable Y, the indicator of parents this parenting is the type of parenting styles given to the child, that is authoritarian, authoritative dan permissive
2. Parents condition as variable X2 affecting variable Y, indicators of the condition of this parents is the condition of fatherless, motherless, broken home family and harmonious family and fatherless and motherless (orphan) as dummy in every indicator of parents condition
3. Learning achievement as a variable Y that is influenced by variables X1 and X2. Indicators of this variable are final exam in the first semester report card on social subject semester of academic year 2017-2018

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Variable Indicator

No.	Variable	Indicator	Instrument	Data Source
1.	Parenting styles	- Authoritative Parents - Permissive Parents - Authoritarian Parents	Questionnaire	Students
2.	Condition Parents	- Orphan (Fatherless, Motherless (as Dummy), Fatherless & Motherless) - Broken Home Students - Students with Parents Harmonious	Questionnaire	Students
3	Students Achievements	Final exam semester report card semester of academic year 2017-2018 exclusively on the achievement of social studies subjects.	Documentation Guidelines	Documentation of the results of social science subjects

Table 1.1 Variable of Research

G. Previous Research

As the theoretical basis of this research, the researcher has some previous research in order to as a step of research direction and consideration of research result, previous research related to parental parenting pattern and parent condition to learning achievementon social studies subject.

Researched do by Nurmaily who have one variable same to the title of this study entitled Comparison of Learning Achievement Between Fatherless and Motherless Students on the subject of social sudies in Junior High School 3 Banda Aceh 2017 the results of learning achievementFatherless higher than the

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achievement of Motherless students in subject of social sudies in Junior High School 3 Banda Aceh 2017. This is indicated by the average of Fatherless students equal to 84.31 and the average Motherless student is 81.14

Researched do by Sulaikah Latif that have relationship with one of this research variable, with title entitled Comparison of Learning Achievement Between Student Of Family Of Broken Home with Student Of Harmonious Family in grade VIII student of Junior High School 3 Kedungwaru Tulungagung 2014/2015 result there is difference of achievement between student from broken home family with student from harmonic family, learning achievementfrom big harmonic family than student from broken home family indicated from result of decision 1 know that t value count is 2,267> t table (2,048), so H1 is accepted, whereas in decision making 2 it is known that the sig value is 0,031 <0,05 so that H1 is accepted.

Further researched do by Nazlah Hanim Nasution also have the same of variables with the title Effect Parenting styles and Interest Learning on Learning achievementEconomics class X IIIS Senior High School 1 Pancur Batu 2016/2017 mentions that the percentage of donation influence parenting styles and interest in learning to learning achievement of 65.5%. A good parenting pattern will foster students learning interest and can improve their learning achievement to produce quality students.

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Originality Research

No	Name of Researcher, Title, Form (thesis / thesis / journal / etc) Publisher and Year of Research	Similarities	Difference	Originality Research
1	Nurmaily, Comparison of Learning Achievement between Fatherless and Motherless Students On the subject of social studies subject in Junior High School 3 Banda Aceh 2017, Thesis, Electronic Thesis and Dissertations UNSYIAH, 2017	Similarities on learning achievement variable on social studies subject and Orphan Student	There is no parenting styles variables	There is a comparison of learning achievement between fatherless and motherless on social studies subjects
2	Siti Sulaikah Latif, Comparison of Learning Achievement Between Students From Family Broken Home with Students with parents harmonious in Students Class VIII Junior High School 3 Kedungwaru Tulungagung 2015, Thesis article, State University of Kediri PGRI, 2015	Similarities on learning achievement variable and students from broken home family with students with parents harmonious	There is no parenting styles variables	There is a comparison of learning achievement between students from broken home family with students with parents harmonious
3	Nazlah Hanim Nasution Influence Parenting styles and Learning Interest on Student Learning Achievement Economics class X IIIS Senior High School 1 Pancur Batu 2016/2017, Thesis, Digital Respository State University of Medan, 2017	Similarities on parenting styles and learning achievement	There is no family condition variable is meant by the researcher	Percentage of contribution of parenting styles and interest in learning achievement of 65.5%. A good parenting pattern will foster students learning interest and can improve their learning achievement to produce quality students.

Table 1.2 Originality Research

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H. Operational Definition of Key Terms

To facilitate in understanding the terms in the title of research it is necessary to describe the understanding of several terms as follows:

a. Parenting styles: patterns of behavior that parents give to shape child behavior, in this study focuses on the pattern of foster authoritative parenting, authoritarian parenting, permissive parenting.

b. Parent's condition: is a student coming from a family

Orphans: Children who have no father (died) and only have a mother

Children who have no mother (died) and only have a father

Children who have no father and mother (died)

Broken Home: the child who came from a complete family consisting of a father and a biological mother, who later separated because of internal and external factors of the household. So that children tend to be cared for by stepmother and biological father, step father and biological mother, or not in the care of his biological parents.

Students with Parents Harmonious: a child from a complete family (biological father and mother)

c. Learning achievement is the result of learning achieved by students when following final exam semester in learning activities at school. In this study, learning achievement is reflected by report score semester on social studies subjects obtained from the existing documents in the subject teachers of social studies Class VIII.

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I. Structure of Thesis

In order for this research can be arranged in a systematic and directed then the authors then explain the systematic discussion of each chapter. In this research proposal there are three chapters, in which there are several sub chapters. The explain as follows:

Chapter I: Preliminary chapters covering the Background, the Problem of the Research, the Objectives of the Research, the Significances of the Research, the Hyphothesis of the Research, the Research Scope of the Research, the Previous Research, the Operational Definition of Key Terms, the Structure of Thesis.

Chapter II: Study Chapter The literature is divided into three sub-chapters.

First; the foundation of previous research which contains three subjects namely parenting styleing, parent's condition, and learning achievement.

Second: Theoritical Framework about the Parenting Style that includes a) Understanding family, b) Family function, c) Understanding parenting styles, d) Various parenting styles, e) Factor Parenting Styles f) Parenting Style in an Islamic perspective

Condition of parentss include a) Understanding of harmonious family, b) Understanding broken home family, c) Understanding orphans, d) Orphans according to Islamic view,

Learning Achievement includes a) understanding of learning achievement, a) factors affecting learning pretation

Third: Research Roadmap

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Chapter III: Chapter Research methods include: Research Setting, Approach and Research Design, Research Variables, Population and Sample, Data and Data Sources, Research Instruments, Data Collection, Test of Reability and Validity, Data Analysis, Research Procedure.

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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoritical Framework

1. Parenting styles

a. Understanding Family

There is some understanding of the family, broad meaning and narrow meaning

In a complete dictionary of modern Indonesian literally family means relatives: relatives, householders, children, husbands, wives

In the Oxford Learne's Pocket Dictionary dictionary, the family is from a family word meaning:

2) Groub consisting of one or two parents and their children
3) Groub consisting of one or two parents, their children, and close relations
4) All the people descended from the same ancestor[5]

The immediate environment that the child experiences is the family. The family consists of people who are united by blood. The nuclear family is a household unit consisting of two generations of fathers and mothers and children. In Asian societies, including Indonesian large families also have an important role for the development of children. Large families are many generations of household units that usually consist of grandparents,

[5]Helmawati, *Pendidikan Keluarga*, (Bandung : PT Remaja Rosdakarya, 2014), hlm. 41

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uncles, aunts, nephews, and cousins. The social economic status of the family is one of the factors that influence the process of child development.[6]

According to Geungan family is the main social group where children learn to be social man. From family also children first start learning social interaction. He obtains a debriefing to become a valuable member of society later, whereas if the relationship between parents and children is not good, then it is probable that social interaction in general is less good also because family practice family norms apply. Thus the family plays an important role in determining the behavior of children's cultural life, both the education process and the development of a child's personality, norms in society and socialization of children more determined and directed from the family[7]

From this opinion that the family consist of mother, father, sister, brother bound by blood and the first environment that is known by the child, so that the family has an important role to the development of the child including the pattern of behavior, how to socialize the child to the environment is a reflection of his family, because the child's personal is formed from the rules, and the norms formed by family and obeyed by the child.

[6] Nuryanti, *Psikologi Anak*, (Jakarta : PT Indeks, 2008) hlm. 64.
[7] Gerungan, *Psikologi Sosial*, (Bandung: PT Refika Aditama, 2002), hlm. 202.

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يَٰٓأَيُّهَا ٱلَّذِينَ ءَامَنُواْ قُوٓاْ أَنفُسَكُمۡ وَأَهۡلِيكُمۡ نَارٗا وَقُودُهَا ٱلنَّاسُ وَٱلۡحِجَارَةُ عَلَيۡهَا مَلَٰٓئِكَةٌ غِلَاظٞ شِدَادٞ لَّا يَعۡصُونَ ٱللَّهَ مَآ أَمَرَهُمۡ وَيَفۡعَلُونَ مَا يُؤۡمَرُونَ ٦

Keep yourselves and your family from the fire of hell whose fuel is both human and stone; the guardian of angels who are rough, hard, and do not disobey Allah against what He commands them and always do what is commanded (Surah At-Tahrim: 06)[8]

The above verse explains that the first education must start from the home, the task as a parent is to give advice, guide his family, to always obey, to the command of Allah SWT besides the task of command to the parents in this verse is so that they believe in order to keep the self and the household from the fire of hell. The trick is to keep away the actions of sinners, strengthen themselves with faith in order not to follow the lust and always obey the command of Allah SWT. Islam is very concerned about the religiosity of the nuclear family, so the head of the family is asked to provide guidance, advice and education to them well. It is expected from that household to begin planting faith and fostering Islam. Because of the household that will form the ummah and then will upright the Islamic community. Families are fragile faith, then the joints of society and nation building will also be porous and weak.

[8] https://tafsirq.com/66-at-tahrim/ayat-6 diunduh pada tanggal 6 Juli 2018 pada pukul 23.37 WIB.

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b. Family Function

According to the Population and Family Planning Agency (BKKBN) Government Regulation No. 21 of 1994, families have eight functions :

1) Religious Function

The meaning of religious function, the family is the place of religious values, and at the same time the giving of religious identity to every child born. Religious values should be given, taught, practiced in family life. Thus all family members can get a very solid foundation of religious life gained from within the home.

2) Socio-Cultural Functions

The family is the first place where all its members gain understanding and cultivation of socio-cultural values that exist in society. Attitude of life, values, ethics, manners, manners

which has belonged to the community, was acquired and inculcated early in family life.

3) The Function of Love

The family should be the place to grow and sow the love and affection among all its members. If children get an atmosphere of love and affection in the family, they will grow into a human being full of love and affection. It will be a great capital for all family members to develop an attitude of love and affection in a wider life.

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4) Function Protection

The family must be a safe, comfortable and reassuring all of its members, because of the mutual protection. All family members feel calm, safe and peaceful, because they feel protected. There is no act of discrimination, violence, coercion of will, which makes any family member feel threatened and unsafe.

5) Reproduction Function

The family is the only legitimate and lawful means of developing offspring. Through the family, children appear as the next generation of nation and state. In family life, one of the main goals is to get offspring. This can not be obtained legally and lawfully, if not through the process of marriage and family formation.

6) Socialization and Education Functions

The family should also be the place where all its members to socialize with each other, communicate and interact in a healthy and productive. The family also became the first place to provide education for all children. In family life, the process of education runs very effectively because of the highly intensive interaction.

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7) Economic Function

Families will be strong if there is sufficient in terms of economy. Family welfare has a significant role in creating the integrity, harmony, sustainability and family happiness. So there must be a process of economic empowerment in the family that can involve all members proportionately.

8) Environmental Coaching Function

The family has a role to foster the community environment and the surrounding natural environment. Families should not be exclusives who do not know neighbors and the community around. Similarly, families should be concerned with the sustainability of the natural environment that begins in daily life[9]

Based from the book Family Education (2014) Function of Family have eight function:

1) Religious function

The function of religion is carried out through the implantation values of belief in the form of faith and piety. implantation belief and piety teach family members to always keep the commands of God and stay away from the prohibition. Learning can be done with the method of habituation and modeling.

[9] http://papua.bkkbn.go.id diunduh pada tanggal 20 Oktober 2017 pada pukul 20.05 WIB.

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This religious function is closely related to educative, protective and protective functions. Rifa'i (1994) reveals that if a family carries out a religious function, then the family will have a view that one's maturity is marked by a recognition of a system and the provisions of religious norms that are realized in the environment of everyday life. Religion also helps human beings in solving problems that are not answered by man himself.

2) Biological function

Biological function is the function of the fulfillment of the needs of the survival of its survival is maintained, including physically. The purpose is the fulfillment of needs related to the human body. Human basic needs that are fully covered food, clothing, shelter, other biological needs that is in the form of sexual needs that serves to product regeneration.

3) Economic function

This function is related to how earnings arrangements are obtained to meet household needs. A wife must be able to manage the finances that her husband bestowed. Prioritize the fulfillment of priority needs in the family so that the income earned by the husband will be able to meet the needs of family life.

In order for family needs to be met, a husband should have sufficient income to meet the primary needs of his family and be able to properly monitor his use. The use of family finances should be supervised because

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not all wives can manage finances well. The materialistic and hedonic influence of life can lead to greater expenditure than income.

4) The function of affection

This function states how each family member should love each other. The husband should pour out his love for his wife, and if you already have children parents should devote love to their children appropriately. Compassion is not only a matter given but attention, a warm togetherness as a family, mutually motivating and supportive for the common good.

5) Protection function

Every family member is entitled to protection from other members. As a family, a father should protect his family members from both harmful threats in the world and the hereafter. The world's protection covers the security of what is eaten or used and where the family lives.

6) Education function

Education is one of the most important factors to improve human dignity and civilization. As a leader in the family, a head of the family should provide guidance and education for each member of his family; both his wife and his children. For a wife, education is very important, with the cultivation of knowledge and insight so that it facilitates his role as a manager of the household and the main educator for his children.

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For children, the family is the first and foremost place in their education. From this family the children begin to learn various things, especially values, moral beliefs, learning to speak, know the letters, numbers, and socialize. They learn from both parents. Children hear, see, and do what their parents say or do. They imitate what their parents did. Therefore, the words and behavior of parents should be a role model for their children. Positive and good activities should be a daily habit so the child will get used to doing good deeds. For children who have attended school, parents should educate in places that have the same vision and mission with the values or beliefs taught at home. The school selected should be able to represent parents to educate children in developing their potentials.

7) Child socialization function

In addition to being an individual being, man is also a social being who can not live alone to meet the needs of his life. In the family, children first socialize. Children begin to learn to communicate with their parents through hearing and movement or gesture until the child is able to talk.

Since early when communication children began to be taught to be able to listen, meghargai, and respect others, and care about the environment sekita. Children should be taught to be honest, help each other, love each other and be responsible.

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8) Recreation function

Humans not only need to meet their biological or physical needs, but also need to meet the needs of the soul or spirit. Everyday activities that are very time consuming and energy plus problems that arise either in the family, workplace, or school, would make physical, mind, and soul become tired. Therefore, humans need rest and recreation.Recreation is one of the good entertainment for the soul and mind. Recreation can refresh the mind, soothe the soul, and familiarize the family line.[10]

From this opinion function of family very important for the children or family itself, father has a huge responsibility on the family, although the function of the family of various types but in essence is the function must be implemented by parents and done by members together for results that match expectations.

c. Understanding Parenting Styles

Parenting is the way parents use in trying different strategies to encourage children to achieve their desired goals. These goals include knowledge, moral values, and standards of behavior that must be possessed by the child as an adult.[11]

Parents instill values to their children to help them build competence and peace. They cultivate honesty, hard work, self-respect, have feelings of

[10] Helmawati, *Op.cit* 44-49
[11] Mussen, *Perkembangan dan Kepribadian Anak*, (Jakarta : Arcan Noor, 1994) hlm. 395.

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affection and responsibility. With the practice of maturity, the characters become part of the whole life of children.

Education in the family has a strategic value in the formation of the child's personality. Since childhood children have received education from both parents through exemplary and daily living habits in the family. Whether or not the exemplary given and how the daily life habits of the family in the family will affect the development of the child's psyche. Exemplary and habits that parents show in behave and behave can not be separated from the attention and observation of children. Imitating the habits of parents is one thing that children often do, because it is in its development children always want to obey what the parents do. Children always want to imitate this in education known as children learn through imitation.[12]

The opinion above can not be denied, because in reality children like to imitate the attitude and behavior of parents in the family. Dorothy Law Nolte for example, strongly supports the above opinion. Through his poem entitled "Son learns from life", he says that: If a child is raised with reproach, he learns to curse. If a child is raised with hostility, he learns to fight. If a child is raised with ridicule, he learns to be inferior. If a child is raised with contempt, he learns to regret himself. If a child is raised with tolerance, he learns restraint. If a child is raised with encouragement, he learns confidence. If a child is raised with praise, he learns to appreciate. If

[12] Rakhmat,Jalaluddin, *Psikologi Komunikasi*, (Bandung: Remaja Rosdakarya, 2001) hlm. 103.

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the child is raised with the best treatment, he learns justice. If a child is raised with a sense of security, he learns to trust. If a child is raised with support, he learns to enjoy himself. If a child is raised with compassion and friendship, he learns to find love in life.[13]

From the opinion above parenting styles will reflect the personality of the child, because the child will imitate and imitate the behavior of parents, so as parents should be careful in acting or saying to the child even in the condition of reflex or carried away emotion. Because if our bad habits are emulated by the children then the parents fail in educating children.

d. Various Parenting styles

The American Heritage Dictionary of English Language defines parent is several ways-as afather or mother; an organism the generates another; guardian or proetector. Combining these dfinitions, one can define parent as a person who fosters all facets of a childs growth-nourising, protecting, guiding new life through the course of development.

The words protecting and guiding are vague. Social scientistis translate these terms into the context of everyday life and describe parents main functions as 1. Proceating 2. Providing basic resources such as food, shelter, and clothing that and ensure physical safety and survival, 3. Giving affection and caring 4. Teaching society's core values, and 5. Heling

[13] Purwanto,Ngalim M, *Ilmu Pendidikan Teoritis dan Praktis*, (Bandung: Remaja Rosdakarya, 1991) hlm. 11

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children develop competencies that enable them to become functioning adults in society[14]

Parenting is a process

The American Heritage Dictionary of English Language defines process as a "system of operations"; "a series of action, changes, or functins that bring about a desired end". The word emphasizes that the end result *depends on numerous* actions or changes occuring in a systmatic way overtime

Parenting in general can be described as a series of actions and interrations on the part of parents to promote the development of children. Parenting is not a one way street in wich parents influences child after day. It is a process of interactions between the two, influnced by cultural and social institutions. The interractions changes all the contributors.[15]

Baumrind Model

Is a limiting and punishment style, in which parents urged children to follow their direction and respect their work and efforts. Authoritarian parents exercise strict limits and controls on the child and minimize verbal debate. Authoritarian parents may also often beat children, impose rules rigidly without explaining them, and show anger in children. Children of authoritarian parents are often unhappy, frightened, inferior when comparing themselves with others, unable to start activities, and have

[14] Jane B Brooks. *The Process Of Parenting Fifth Edition*.2008. Mc Graw Hill. hlm. 1
[15] Jane. B. Brooks. *Op.cit* hlm. 5

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weak communication skills. Children of authoritarian parents may behave aggressively.

Attitudes or behavior of parents that attitude "acceptance" or acceptance is low, but high control, likes to punish physically, to command (require / govern)

1) **Authoritative parents**

Exercise firm control over the child's behavior but also empphasize independance and individually the child. Although the parents have a clear notion of present and future standards of behavior for the child, they are rational, flexible, and attentive to the needs and preferences of the child. Their children are self-reliant and self-confident are the explore their world with excitement and pleasure.

2) **Authoritarian parents**

Employ similar firm contol but in arbitrary power-oriented way without regrad for the child's individuality. They emphasize control without nurturance or support to achieve it. Children of authoritarian parents, relative to other groups of children, are unhappy, withdrawn, inhibited, and distrusful.

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3) Permissive parents

Set few limits on the child. They are accepting of the child's impuluses, granting as much freedom as possible while still maintaining physical safety. They appear cool and uninvolved. Permissive parents sometimes allow behavior the angers them, but they do not feel sufficiently comfortable with their own anger express it. As a result, the anger builds up to unmanageable proportion. They then lash out and are likely to harm the child more than they want to. Their children are the least independent and self-controlled and could be best classified as immature.[16]

[16]Jane B. Brooks *Op.cit.* hlm. 57-58

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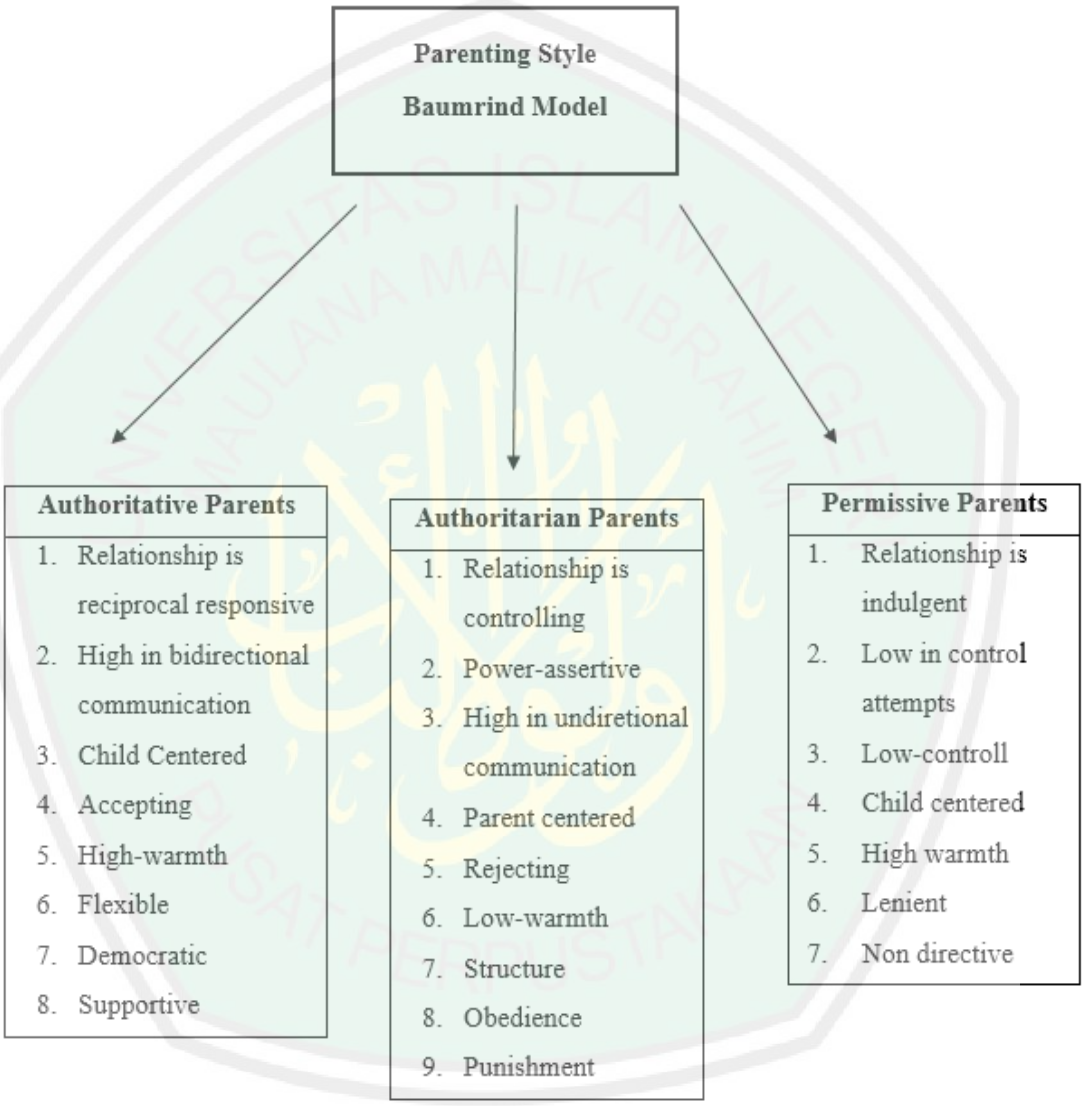
To Sum up Burmaids Model of parents style it can be defined as the following :



Picture 2.1 Parenting Stye from Baumrind Model

e. Factor Parenting Styles

In every family, especially parents have certain norms and reasons in applying parenting to their children. According to Mussen, several factors that influence parental care are:

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1) Neighborhood environment

The living environment affects the parenting pattern. This can be seen if a family living in a big city, the possibility of parents will control a lot of children because they are worried, for example: prohibit his son go out on his own. As for families living in rural areas, it is likely that older people are not too concerned if their children go out alone.

2) Cultural sub-culture

Culture in the environment residence of permanent family environment will affect parenting styleing. This can be seen from the opinion that many parents in the United States allow their children to ask for parental action and take part in the argument about moral rules and standards. In Mexico, such behavior is considered rude and inappropriate.

3) Socioeconomic status

Families from different social classes also have different views on how to apply appropriate and acceptable parenting to each family member[17]

f. Parenting style of parents an Islamic perspective

Parents' responsibilities for their children appear in various forms. Broadly speaking, when dibutiri then the responsibility of parents to their children is happy to welcome the birth of a child, a good name, treat with gentle and affection, instill a sense of love among children, provide moral

[17] Mussen, *Op.cit* hlm. 939.

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education, instill a creed of Tawheed, train children to pray, fair, caring for children, respecting children, providing entertainment, preventing free deeds, keeping children away from porn (pornographic) putting in a good environment, introducing relatives to children, educating neighbors and the community[18]

Context with parental responsibility in education, then the parent is the first and primary educator in the family. For children, parents are models that must be imitated and emulated. As a model, parents should provide the best example for children in the family. Parents' attitudes and behaviors must reflect noble character. Therefore, Islam teaches parents to always teach something that is okay to their child. In one of his hadith by Abdur Razzaq Sa'id bin Mansur, the Messenger of Allah said, which means:

"Teach your children goodness and educate them with good manners".

In another hadith from Ibn Abbas r.a., Baihaqi narrated the Messenger of Allah said, which means

"Among the rights of parents to their children is to educate him with good manners and give him a good name"

The formation of good manners is the main goal of Islamic education. Because with the manners that reflected the noble person. While the noble person is the main person to be achieved in educating children in the family. Unfortunately, not all parents can do it. Many factors are the cause

[18] Thalib, M, 40 Tanggung Jawab Orang Tua Terhadap Anak, (Bandung: Irsyad Baitus Salam, 1995) hlm 7-9.

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of busy parents and hard work sing and night in their lives to meet the material needs of their children, the time is spent outside the house, away from family, do not have time to supervise the development of children, and even do not have time to provide guidance, so moral education for their children is neglected.

Not a few found parents who feel proud of their children, because children show high learning achievement in the subjects of mathematics, physics, chemistry or English. Conversely, it is not uncommon to find parents who show mediocrity or do not feel sad when they see the value of religious lessons of his child is low. The old man is among the losers

2. Parents condition

a. Understanding harmonious family

Harmony comes from the word harmonic which has a sense. Harmony is more focused on a situation, where harmony is to achieve harmony and harmony and in the household harmony and harmony need to be maintained to get a harmonious household.

The harmonious family according to Gunarsa is when all family members feel happy which is marked by the reduction of tension, disappointment, and satisfaction of all the circumstances and existence of himself

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(aksistensi and self actualization) covering physical, mental, emotional and social aspects[19]

The child is one of the important elements of the family. Narrated by Dailami, from Ibn Asaskir, Rosulullah SAW said: "There are four keys to happiness for a Muslim: to have a virtuous wife, good children, a good environment and a permanent job in his own country."

In addition to having a shalehah wife, the criteria of family happiness are also measured by the nature of the child. Just imagine you have a stubborn child and naughty, sure family tranquility will also be disturbed. Conversely, a child who is educated according to religion since childhood, then he will grow into a rabbani nan qurani generation. Honor's will be good. Later the child can be the pride of parents in the world, and they are also a helper of his mother's father in the afterlife.

إِذَا مَاتَ الْإِنْسَانُ انْقَطَعَ عَمَلُهُ إِلَّا مِنْ ثَلَاثَةٍ مِنْ صَدَقَةٍ جَارِيَةٍ وَعِلْمٍ يُنْتَفَعُ بِهِ وَوَلَدٍ صَالِحٍ يَدْعُو لَهُ

"If a man dies, then his deeds shall be broken except for three things (that is): alms of falsehood, knowledge of use, or the prayer of a pious child" *(HR. Muslim no. 1631)*[20]

b. Understanding broken home family

The term "broken home" is usually used to describe a messy family as parents no longer care about family situations and circumstances at home.

[19] Singgih Gunarsa, Psikologi Praktis Anak, Remaja dan Keluarga (Jakarta: Gunung Mulia, 1991), hlm.52

[20] https://dalamislam.com/hukum-islam/pernikahan/keluarga-bahagia-menurut-islam diunduh pada tanggal 6 Juli 2018 pada pukul 23.39 WIB.

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Parents are no longer concerned about their children, either at home, at school, until the social development of our society.

However, broken home can also be interpreted as a family condition that is not in harmony and does not run like a harmonious, peaceful, and prosperous family because of frequent clashes and disputes that cause quarrels and ends in divorce. This condition has a huge impact, especially for children. It could be that the child becomes moody, sad that prolonged, and embarrassed. In addition, children also lose the grip as well as role models in the transition to adulthood.

Since parents are role models, role models, and role models for our development in adolescence, especially in psychic and emotional development, we need sufficient direction, control, and attention from them. Parents are one very important factor in the formation of our character in addition to environmental, social, and social factors.[21]

يَٰٓأَيُّهَا ٱلنَّاسُ ٱتَّقُوا۟ رَبَّكُمُ ٱلَّذِى خَلَقَكُم مِّن نَّفْسٍ وَٰحِدَةٍ وَخَلَقَ مِنْهَا زَوْجَهَا
وَبَثَّ مِنْهُمَا رِجَالًا كَثِيرًا وَنِسَآءً ۚ وَٱتَّقُوا۟ ٱللَّهَ ٱلَّذِى تَسَآءَلُونَ بِهِۦ وَٱلْأَرْحَامَ ۚ إِنَّ
ٱللَّهَ كَانَ عَلَيْكُمْ رَقِيبًا ﴿١﴾

Fear your Lord who created you from one self, and from him God created his wife; and of them God has multiplied many men and women. And fear Allah who by His name you ask one another, and (nurture) the relationship of silaturrahim. Allah always guards and keeps watch over you.
(*Surah An-Nisa:1)*[22]

[21] www.smallcrab.com diunduh pada tanggal 20 Oktober 2017 pada pukul 20.01 WIB.
[22] https://tafsirq.com/4-an-nisa/ayat-1diunduh pada tanggal 7 Juli 2018 pada pukul 01.03 WIB.

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For all human you must be fear God that has created you from one nafs (soul). From one nafs it creates its partner, and from that pair of nafs He then breeds many men and women. It is from that one nafs that you come from. Fear God, where you ask for everything you need and whose name you call in every affair. Keep the relationship and do not disconnect the relationship, both near and far. Allah is always watching over you. None of your business is hidden from Him. God will reply it all

c. Understanding Orphans

Yatim or Fatherless in the sense of Shari'a is the child who left his father and he has not reached the age of baligh. Because of lack of understanding of Shari'a, some Muslims give compensation to people who have no father but already baligh even he was married and have a family.[23]

Piatu or Motherless is someone who has no mother anymore and Yatim Piatu is someone who has no father and no mother.[24]

فَأَمَّا الْيَتِيمَ فَلَا تَقْهَرْ

Therefore, to orphans you should not be arbitrary (As for the orphans then you should not apply arbitrarily) by taking his property or others that belong to orphans. (Surah Ad-Duha 9)[25]

[23] https://alikhlaskebonduren.wordpress.com . diunduh pada tanggal 20 Oktober 2017 pada pukul 20.05 WIB.
[24] https://id.wikipedia.org/wiki/Yatim_piatu, . diunduh pada tanggal 25 Oktober 2017 pada pukul 20.10 WIB.
[25] https://tafsirq.com/93-ad-duha/ayat-9 diunduh pada tanggal 7 Juli 2018 pada pukul 01.21 WIB.

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3. Learning Achievement

a. Understanding learning achievement

Achievement is the result achieved (from what has been done, done, and so on).[26]

According to Ma'sum Abdul Qohar, achievement is what is created, the result of work, the results of which are pleasing, earned by the way of work perseverance.[27]

From these two meanings, it can be concluded that achievement is the result that has been achieved from something done / done with work perseverance.

Achievement is the result of learning. All that is obtained from the evaluation or assessment. Everyone will have different learning outcomes or achievements with each other. Achievements gained from learning outcomes after being assessed and evaluated may be low, moderate or high.

In accordance with the previously described that everyone has different potential abtara with each other, then the achievements of people will also vary, although someone has the same potential with others, but the ability and deepening and achievement may be different . It all depends on the effort (sincerity) and prayer, because no matter how hard the man strives,

[26] Departemen Pendidikan dan Kebudayaan. Kamus Besar Bahasa Indonesia (Jakarta: Balai Pustaka, 2002), hlm. 895.
[27] Syaiful Bahri Djamarah, Prestasi belajar dan kompetensi guru (Surabaya: Usaha Nasional, 1994), hlm. 21.

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if Allah has not allowed success for him, he will not achieve the achievements he hopes.

Achievements achieved children or learners with one another may be different, all depending on the potential (intelligence) it has. If a child has a prominent potential in an intelligence, he will most likely achieve high prestige in the field. Conversely, if the child lacks intelligence in a field, chances are he will have a less satisfactory achievement. If the child has the ability in several fields (multitalenta), of course the child will have many satisfactory achievements.[28]

b. Factors affecting learning achievement

Learning achievement is achieved by a person is a proof of interaction of various factors that influence both from within (internal factors) and from outside the self (external factors) of individuals.[29]

Learning achievementis obtained by teacher based on learning outcomes from all subjects. Learning outcomes achieved by the students are influenced by two main factors namely factors from within the student and factors that come from outside the student self or environmental factors. Factors that come from students themselves, especially the ability they have. Student ability factor is very big influence on the learning achievement. As Clark pointed out, students '70% student learning

[28] Ibid, 205
[29] Abu Ahmadi dan Widodo Supriyanto, Psikologi Belajar (Jakarta:Rineka Cipta.2004), h1m. 38.

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outcomes are influenced by students' ability and 30% are influenced by the environment.[30]

Factors derived from students themselves come from two aspects, namely

1) Biological Factors

The general condition of the body and the tone (muscle tension) that marks the level of fitness of the organs and the joints, can affect the spirit and intensity of students in following the lesson. The condition of weak organs, especially if accompanied by dizziness for example, can degrade the quality of the cognitive domain so that the material he studied was less or no trace. The condition of the student's special organs, such as the sensory level of the listener and the viewer, also greatly affects the students' ability to absorb information and knowledge, especially those presented in the classroom.[31]

2) Psychological Factors

Learning is essentially a psychological process. Therefore all psychological circumstances and functions of course affect a person's learning, this means learning is not independent, regardless of other factors such as external factors and internal factors. Psychological factors as a factor of in determining the intensity of learning a child. Although external

[30] Nana Sudjana, Dasar-dasar Proses Belajar Mengajar (Bandung: PT Sinar Baru Algensindo.2000), hlm. 39
[31] Syaiful Bahri Djamarah, Psikologi Belajar (Jakarta: Rineka Citra .2002), hlm. 157.

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factors support, but psychological factors do not support, then the external factors will be less significant. Therefore, interest, intelligence, talent, motivation, and cognitive abilities are the main psychological factors affecting the process and learning outcomes of students.

أَخْبَرَنَا عَمْرُو بْنُ عَوْنٍ أَخْبَرَنَا خَالِدٌ عَنْ عَطَاءِ بْنِ السَّائِبِ عَنْ عَبْدِ اللَّهِ بْنِ رُبَيِّعَةَ قَالَ قَالَ سَلْمَانُ لَا يَزَالُ النَّاسُ بِخَيْرٍ مَا بَقِيَ الْأَوَّلُ حَتَّى يَتَعَلَّمَ الْآخِرُ فَإِذَا هَلَكَ الْأَوَّلُ قَبْلَ أَنْ يَتَعَلَّمَ الْآخِرُ هَلَكَ النَّاسُ

Has reported to us ['Amr bin' Aun] has preached to us [Khalid] from ['Atha` bin As Sa`ib] from [Abdullah bin Rabi'a] he said: "[Salman] said:' Man shall remain in good condition as long as there is an early generation, until the next generation learns (from it), if the early generations have disappeared before the final generation of learning, the destruction of man " (Hadits Darimi 251).[32]

Meant in the hadith is that human beings will remain in good condition if the current generation is always obedient and obedient to always learn in the previous generation (the scholars) if associated with the current conditions, young people now many forget about learning on the scholars / people who are considered a teacher, because the young people today are affected by modernization, globalization and life more hedonism and no matter to others, this is what causes the younger generation of the nation's successor is increasingly destroyed, if this condition is not in fix, very bad impact on the last generation.

[32] https://tafsirq.com/hadits/darimi/2511diunduh pada tanggal 7 Juli 2018 pada pukul 01.26 WIB

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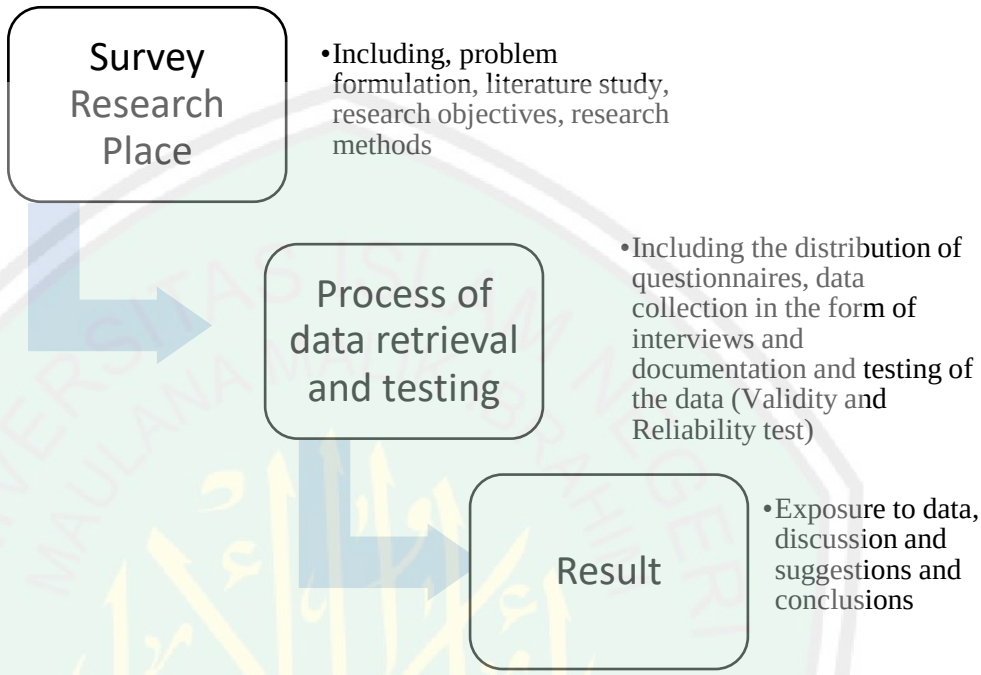
B. Research Roadmap



Picture 2.2 Research Roadmap

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CHAPTER III

METHOD OF THE RESEARCH

A. Research Setting

This research is located at State Junior High School 2 Singosari which is located at Boulevard Klampok no. 243, Klampok, Singosari District, Malang Regency, East Java 65153, the reason the researcher chose this school as research location is because students in this school come from various families and scheduling less systematic social subject.

B. Approach and Research Design

The approach used in this research is quantitative approach. Quantitative approach, namely emphasizing the results of his research is presented in the form of description by using statistical..[33]

Determination of this type of research based on the purpose of research that is knowing whether there is a relationship influence Parenting styleing and condition of parents on learning achievement of children.

[33] Purwanto, Metodologi penelitian Kuantitatif untuk Psikologi dan Pendidikan (Yogyakarta: Pustaka Belajar, 2012), hlm. 77

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C. Research Variables

The Variables here are anything in the form of what is set by the research to be learned so that in obtaining information about it, then in draw conclusions. [34].

Then the variables studied in this study there are two variables,

1. Independent Variable

Independent variables are often called predictor variables, stimuli, inputs, antencendent or influencing variables. The independent variable is the variable that causes the occurrence or change of the dependent variable (bound). So that independent variable can be regarded as influencing variable. Independent variables in this case are parenting style (X1) and parent condition (X2). In the measurement of variables X1 and X2 is measure using Likert scale.

2. Dependent variable

Dependent or bound variables are often also called criteria variables, output respondents (outcome). The dependent variable is the variable that is influenced or the result, because of the independent variable (free). The dependent variable of learning achievement(Y).

[34] Sugiyono, Statistik Untuk Penelitian, (Bandung; Alfabeta, 2013), hlm. 2.

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D. Population and Sample

The population is the whole subject of the study[35]. In other words the population is an entire unit equipped with the characteristics of the problems studied. While the sample is partly taken from the population by using certain ways. Then, the population used eighth grade students from 8A until 8H in State Junior High School 2 Singosari total population is 271 consists of male = 137 and female 134. And the sample in this study is after found how many students orphans, broken home students and students with parents harmonious (X1) and know parenting style from parents of students consists of authoritative, authoritarian and permissive. The total amount used as the sample in this research based from proportiante stratified random sampling, Is a stratified sample with populations divided into groups the homogeneous (Strata). from each group samples were taken proportional[36] and count sampel using table Isaac and Michael with significance 5% have results 152 sample . In other words, the number of samples taken is the whole student representing.

[35] Muhammad Nisfianoor, Pendekatan Statistika Modern Untuk Ilmu Sosial, (Jakarta, Salemba Humanika, 2009), hlm. 5

[36] Nurhayati, *Studi Perbandingan Metode Sampling Antara Simple Random Dengan Stratified Random*, Jurnal Basis Data, *ICT Research Center* UNAS Vol.3 No.1 Mei 2008.

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N	S			N	S			N	S		
	1%	5%	10%		1%	5%	10%		1%	5%	10%
10	10	10	10	280	197	115	138	2800	537	310	247
15	15	14	14	290	202	158	140	3000	543	312	248
20	19	19	19	300	207	161	143	3500	558	317	251
25	24	23	23	320	216	167	147	4000	569	320	254
30	29	28	27	340	225	172	151	4500	578	323	255
35	33	32	31	360	234	177	155	5000	586	326	257
40	38	36	35	380	242	182	158	6000	598	329	259
45	42	40	39	400	250	186	162	7000	606	332	261
50	47	44	42	420	257	191	165	8000	613	334	263
55	51	48	46	440	265	195	168	9000	618	335	263
60	55	51	49	460	272	198	171	10000	622	336	263
65	59	55	53	480	279	202	173	15000	635	340	266
70	63	58	56	500	285	205	176	20000	642	342	267
80	71	65	62	600	315	221	187	40000	563	345	269
85	75	68	65	650	329	227	191	50000	655	346	269
90	79	72	68	700	341	233	195	75000	658	346	270
95	83	75	71	750	352	238	199	100000	659	347	270
100	87	78	73	800	363	243	202	150000	661	347	270
110	94	84	78	850	373	247	205	200000	661	347	270
120	102	89	83	900	382	251	208	250000	662	348	270
130	109	95	88	950	391	255	211	300000	662	348	270
140	116	100	92	1000	399	258	213	350000	662	348	270
150	122	105	97	1050	414	265	217	400000	662	348	270
160	129	110	101	1100	427	270	221	450000	663	348	270
170	135	114	105	1200	440	275	224	500000	663	348	270
180	142	119	108	1300	450	279	227	550000	663	348	270
190	148	123	112	1400	460	283	229	600000	663	348	270
200	154	127	115	1500	469	286	232	650000	663	348	270
210	160	131	118	1600	477	289	234	700000	663	348	270
220	165	135	122	1700	485	292	235	750000	663	348	271
230	171	139	125	1800	492	294	237	800000	663	348	271
240	176	142	127	1900	498	297	238	850000	663	348	271
250	182	146	130	2000	510	301	241	900000	663	348	271
260	187	149	133	2200	520	304	243	950000	663	348	271
270	192	152	135	2600	529	307	245	1000000	664	349	272

Table 3.1 Table of Issac Michael

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NO	KELAS	JUMLAH SISWA		TOTAL
		LAKI-LAKI	PEREMPUAN	
1	VIII A	17	17	34
2	VIII B	18	16	34
3	VIII C	17	16	33
4	VIII D	18	17	35
5	VIII E	16	18	34
6	VIII F	17	15	32
7	VIII G	18	17	35
8	VIII H	16	18	34
	JUMLAH	137	134	271

Table 3.2 Table of Population

E. Data and Data Sources

Primary Data: Questionnaire results and questionnaires, interviews, documentation

Secondary Data: Final exam social subject in first semester from Class VIII student data for the academic year 2017/2018.

The priority in this research , that is,

NO	DATA	DATA SOURCES
1	Parenting Style	Students (Respondent)
2	Condition Of Parents	Students (Respondent)
3	Learning Achievement	First semester report card on social subject semester of academic year 2017-2018

Table 3.3 Data and Data Source

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F. Research Instrument

1. For Parenting Style

The method used in this measurement technique is Likert Scale, this scale is used to measure attitudes, opinions and the perception of a person or group of people about the phenomenon or social phenomena that occur. Then it is translated through dimensions into sub-variables and becomes an indicator that can be used as a benchmark to compile items of questions or statements related to research variables.

The revelation is then responded in the likert scale, expressed through words such as those in the table below :

Respondents answer measurement scale

Parenting styles
Always
Sometimes
Ever
Never

Table 3.4 Scale Parenting Style

Obtained from participant observation based on the focus of this study are, what is important to note in participant observation is to observe: (a) what people do at the study site, (b) listen to what they say and participate in their activities, as for obtained from the documentation based on the focus of this research are (a) student background, (b) student's interest in teacher.

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In this research use scale favorable and unvavorable

Blue print scale of Parenting Style

No	Aspect	Indicator	*Item*		Item total
			F	*UF*	
1	Authoritarian	a. Parents restrict children and urge children to follow specific rules b. Based on punishment and child control c. Not rewarding	**2, 8, 17, 20, 22, 23**	**6, 12 ,16**	**9**
2	Authoritative	a. Be warm, loving and supportive of children b. Provides an explanation of the given command	**1, 5, 4, 11, 13,14, 18**	**10, 21**	**9**
3	Permissive	a. Parents do not control children b. Too demanding adult behavior in children c. It does not impose penalties on the child's mistakes and does not pay attention in training the child's self-reliance and self-confidence	**3, 7, 15, 19, 24**	**9, 25**	**7**
		Jumlah	**18**	**7**	**25**

Table 3.5 Blue Print Scale of Parenting Style

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SCALE	POINT	
	FAVORABLE	UNFAVORABLE
Always	1	4
Sometimes	2	3
Ever	3	2
Never	4	1

Table 3.6 Point of Scale

2. For Condition of Parents

Research Instrument for Condition of parents using Short Question (choose one (X) A. harmonious B. fatherless C.motherless D. orphan E. broken home) for ask real condition from students.

G. Data Collection

1. Questionnaire

Questionnaire or questionnaire is a data collection technique that is done by giving a set of questions or written statement to the respondent to be answered. Questionnaires or questionnaires are a number of questions or written statements about factual data or opinions relating to the respondent's self, which are considered facts or truths that are known and need to be answered by the respondent. The data obtained in the form of parenting patterns of democratic parents, the number of orphans, broken home, and harmonious

Questionnaires suitable when used on the respondents whose numbers are large enough and spread over a large area. In the first stage of the

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questionnaire to choose from what families of the seventh graders in State Junior High School 2 Singosari, how do parents in everyday life take care of children with the Patronage of Democracy (Autoritative), b) Pemanja (Permisif) Care Pattern, c) Authoritarian Patterns (Autoritarian)

Second, the researchers spread the questionnaire back and checked the validity and reliability levels of the questionnaires that have been dispersed in small groups. Third, if the valid and reliable levels have been made, redistributed to the respondent or sample that has been set.

2. Participant Observation

In this study, researchers used participant observation techniques, where researchers are directly involved in the activities under study. This is in line with that affirmed by Sugiyono:

Whereas in participant observation the researcher is involved in the daily activities of the person being observed or being used as the source of the research data. While doing the observation, the researchers come to do what is done by the data source, and share feelings like his grief. With this participant observation, then the data obtained will be more complete, sharp, and to know at the level of meaning of every behavior that appears[37]

[37] Sugiyono, *Metode Penelitian Kuantitatif, Kualitaif, dan R&D*, (Bandung: CV. Alfabeta, 2011), hlm. 224.

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3. Interview

In general, interviews are conducted by two or more people, one party as the data seeker (interviwer) and the other as a data source (interviewee). This data collection technique bases itself on self-report or self-report, or at least on personal knowledge or beliefs. The interview instruments in the study can be seen in the appendix. Assumptions that need to be held by researchers in using interview methods are as follows:

1) That the subject (the respondent) is the person who knows best about himself.
2) That what the subjects declare to researchers is true and credible.
3) That the subject's interpretation of the questions the researcher asks him is the same as what the researcher intended.

4. Documentation

Documentation is a record of events that have passed and can be any posts, images, or monumental works of a person. Thus, the method of documentation is a method used in conducting research by recording data, official records from various sources related to research in this study using the value of rapot Final Examination on the subjects of social studies

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H. Test of Reability and Validity

Before the questionnaire can be used in this study, it will be tested first, that is by:

1. Validity test

Validity which means how far the accuracy and accuracy of a measuring instrument in performing the measuring function. A test or measuring instrument can be said to have a high validity if the tool performs its measuring function, or gives a measurable result in accordance with the intent of doing the Calibration[38]

Validity is the degree of accuracy between the data that occurs on the object of research with the power that can be reported by researchers. Thus, valid data is "no different" data between data reported by the researcher with actual data occurring on the research object[39]

The technique used to test the validity in this research is product-moment correlation technique from Karl Person with the following formula[40]

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}}$$

[38] Azwar, Saifuddin. *Reliabilitas dan Validitas.* (Yogyakarta: Pustaka Pelajar, 1997) hlm.5-6.
[39] Sugiyono, *Op.cit* hlm. 267
[40] Arikunto, Suharsimi. *Prosedur Penelitian Suatu Pendekatan Praktik,* (Jakarta: Rineka Cipta.2006), hlm.170

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Explanation :

X : Number of item scores
Y : Total Score
N : Number of subject

rxy :Correlation product moment

The above formula is the basic or manual formula to test the validity in a study. To get more accurate and accurate data, the researcher uses SPSS for windows in all version.

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2. Reliabilty Test

Reliability with regard to degree of consistency and stability of data or findings. In a positivistic (quantitative) view, a data is said to be reliable if two or more researchers in the same object produce the same data, or the same researcher in different times get the same data, or a group of data when split into two show no different data[41]

The measuring tool used to test reliability in this study using Alpha analysis from Cronbach[42]

$$r_{11} = \frac{k}{k-1} \; x \left\{1 - \frac{\sum S_i}{S_t}\right\}$$

Explanation :

r 11	: Instrument Reability
K	: The number of question
∑Si	: Number of varians
S_t	: Varians total

The above formula is the basic or manual formula to test the validity in a study. To get more accurate and accurate data, the researcher uses SPSS for windows in all version.

[41] Sugiyono. *Op.cit.*, hlm 268
[42] Arikunto, *Op.cit.*, hlm. 170

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I. Data Analysis

PLS Partial Least Square Analysis

Partial Least Square Analysis (PLS) is a multivariate statistical technique that performs the comparison between multiple dependent variables and multiple independent variables. PLS is one of the variance-based SEM static methods designed to solve multiple regressions when specific data problems occur, such as small sample size samples, missing mised values, and multicolinearity.

The purpose of PLS is to predict the effect of variable X on Y and explain the theoretical relationship between the two variables. PLS is a regression method that can be used to identify factors that are combinations of X variables as explaners and Y variables as responses (Talbot, 1997).[43]

Evaluation measurement model from PLS

Evaluation of this research measurement model using MMTM (Multi Trait Multi Model) approach by testing the validity of convergent and discriminant (Campbell and Fiske 1959). The convergant validity is related to the principle that the manifest variables of a construct must be highly correlated. The convergent validity test using Smart PLS 3.0 program can be seen from loading factor value for each constructor indicator Rule of thumb value for validity convergent, this is value loading factor more than from 0.7

[43] Abdillah, Willy dan Jogiyanto, *Partial Least Square (PLS) – Alternatif Structural Equation Modeling (SEM) dalam penelitian Bisnis* (Yogyakarta : C.V Andi Offset, 2015) hal. 147-161

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for confirmatory research and 0.6 - 0.7 for explanatory research and than average variance extracted (AVE) value more than 0.5.

For discriminant validity relating to the principle that different construct manifest variables should not have a high correlation, the way to test it can be by looking at the value of cross loading for each variable that is > 0.70

In addition to the validity test, model measurement is also done to test the reliability of a construct. The reliability test is performed to prove the accuracy, consistency and accuracy of the instrument in Smart PLS 3.0.[44]

[44] Imam Ghozali dan Hengky Lalan, *Partial Least Squares Konsep Teknik dan Aplikasi Menggunakan Program SmartPLS 3.0* (Semarang : Badan Penerbit Undip, 2015), hlm. 73-77

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Validity dan Reliability	Parameter	Rule of Thumb
Validity convergant	Loading factor	• > 0.70 for Confirmatory Research • > 0.60 for Exploratory Research
	Average Variance Extracted (AVE)	• > 0.50 for Confirmatory and Exploratory Research
	Communality	• > 0.50 for Confirmatory and Exploratory Research
Validity Discriminant	Cross Loading	• > 0.70 for every variable
	Quadrate from AVE and correlation between latent construct	Quadrate from AVE > correlation between latent construct
Reliability	Cronbach's Alpha	• > 0.70 for Confirmatory Research • > 0.60 for Exploratory Research
	Composite Reliability	• > 0.70 for Confirmatory Research • > 0.60 – 0.70 for Exploratory Research

Source Chin (1998), Chin (2010), Hair et al (2011), Hair et al (2012)

Table 3.7 Evaluation Measurement Validity and Reabilty PLS

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J. Research Prosedure

1. Planning

   The first thing to do before the research is preliminary observation, this activity aims to identify problems that occur in school. After finding the problem. to match events in laangan with theory then the theory comes from books, internet, and previous research. The next step is to formulate the hypothesis of determining the sample and preparing the research proosal.

2. Implementation

   In the implementation of this stage the collect the necessary data by using the method of documentation. The data obtained with the documentation is analyzed using SPSS 17.0 and SEM-PLS. Data that has been analyzed then consulted to Supervisor

3. Completion

   After the research activities are completed then be accountable in front of the board of examiners, then the results of this study are concerned and submitted to the parties concerned

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CHAPTER IV

EXPLANATION DATA AND RESEARCH FINDINGS

A. Description Data

3. Identity of Respondents Based on Condition of Parents

No.	Condition of Parents	F	%
1.	Harmonious	139	80.3%
2.	Fatherless	14	8.1%
3.	Broken home	13	7.5%
4.	Motherless	5	2.9%
5.	Fatherless and Motherless	2	1.2%
Total		**173**	**100%**

Table 4.1 Percentage Identity of Respondents Based on Condition of Parents

Based on the above table, it can be seen that most of the respondents who participated in this study who have a Harmonious condition with a percentage of 80.3%. Then by 8.1% of respondents have the condition of Fatherless. Furthermore, 7.5% of respondents are students who have Broken Home condition. Then by 2.9% of respondents are students who have the condition of an Motherless. While the rest of 1.2% of respondents are students who have the condition of orphaned.

1. Score Learning Achievement Social Science

N	Minimum	Maximum	Mean	Std. Deviation
173	50	91	73.21	8.463

Table 4.2 Std. Deviation Score Learning Achievement Social Science

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The results of descriptive statistics of social science learning results show the mean value of students of class VIII A to class VIII H at State Junior High School 2 Singosari is 73.21, with standard deviation of 8.463. The minimum score of VIII A to Class VIII H at State Junior High School 2 Singosari is 50 and maximum score is 91. It can be concluded that from 173 students who become the sample of research, achievement of highest social science score of 91 and achievement of lowest score 50.

2. Perception of Respondents

a. Authoritative Variable

Perception of respondents on Authoritative variables can be seen through the following table:

Question		Respondent Answer				Average
		S	KD	P	TP	
Item 1	F	41	79	43	10.00	2.87
	%	23.7%	45.7%	24.9%	5.8%	
Item 4	F	66	54	38	15.00	2.99
	%	38.2%	31.2%	22.0%	8.7%	
Item 5	F	95	38	39	1.00	3.31
	%	54.9%	22.0%	22.5%	0.6%	
Item 10	F	76	26	51	20.00	2.91
	%	43.9%	15.0%	29.5%	11.6%	
Item 11	F	105	33	31	4.00	3.38
	%	60.7%	19.1%	17.9%	2.3%	
Item 13	F	110	22	33	8.00	3.35
	%	63.6%	12.7%	19.1%	4.6%	
Item 14	F	125	28	18	2.00	3.60
	%	72.3%	16.2%	10.4%	1.2%	
Item 18	F	81	45	40	7.00	3.16
	%	46.8%	26.0%	23.1%	4.0%	
Item 21	F	65	34	54	20.00	2.83
	%	37.6%	19.7%	31.2%	11.6%	

Table 4.3 Percentage Perception of Respondents

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Based on the results of descriptive analysis in the above table, it was informed that from 173 students of grade A to grade VIII H at State Junior High School 2 Singosari, at most 45.7% of respondents stated sometimes that parents often invite students to sit together to discuss student ideals, and for 24.9 % of respondents stated that parents often invite students to sit together to discuss student ideals. The average item of 2.87 indicates that most respondents state sometimes that parents often invite students to sit together to discuss student ideals.

Then from 173 students of grade A to grade VIII H at State Junior High School 2 Singosari, at most 38.2% of respondents stated always that parents entrust the work that the students planned, and as much as 31.2% of respondents stated sometimes that parents entrust the work that the students planned. The average item of 2.99 indicates that most respondents state sometimes that parents entrust the work that the student is planning.

Furthermore, from 173 students of grade A to grade VIII H in State Junior High School 2 Singosari, at most of 54.9% of respondents stated always that When the students' learning achievement is good, parents always praise them, and as much as 22.5% of respondents stated that when the student achievement is good, parents always praise him. The average item of 3.31 indicates that most respondents

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stated always that When student achievement is good, parents always praise them.

Then from 173 students of grade A to grade VIII H in State Junior High School 2 Singosari, at most 43.9% of respondents stated always that parents tell students to do the job without giving instructions, and as much as 29.5% of respondents stated that parents asked them to do the job without giving instructions . The average item of 2.91 indicates that the majority of respondents stated sometimes that parents are telling students to do the job without giving directions.

Next from 173 students of grade A to grade VIII H at State Junior High School 2 Singosari, at most 60.7% of respondents stated that parents always give solution to problems faced by students, and 19.1% of respondents stated sometimes that parents always give solution to the problem students face. Average items of 3.38 indicate that most respondents state always that parents always give solutions to problems that students face.

Then from 173 students of grade A to grade VIII H at State Junior High School 2 Singosari, at most 63.6% of respondents stated always that parents direct the ideals that students want to reach, and as much as 19.1% of respondents said ever that parents direct the ideals that want students reach. The average item of 3.35 indicates that most

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respondents state always that parents direct the ideals that students want to reach.

Furthermore, from 173 students of grade A to grade VIII H in State Junior High School 2 Singosari, at most 72.3% of respondents stated that parents always pay attention to the students 'school needs, and 16.2% of respondents stated that parents always pay attention to the students' school needs. The average item of 3.60 shows that most respondents state always that parents always pay attention to the students' schooling needs.

Then from 173 students of grade A to grade VIII H in State Junior High School 2 Singosari, at most 46.8% of respondents stated always that parents help difficulties and motivate students to complete schoolwork, and as much as 26.0% of respondents said sometimes that parents help difficulties and motivate students to complete schoolwork. The average item of 3.16 shows that most respondents state sometimes that parents help with difficulties and motivate students to complete schoolwork.

The next of the 173 students of grade A to grade VIII H at State Junior High School 2 Singosari, at most 37.6% of respondents stated always that parents never invite discussion of students when making decisions, and 31.2% of respondents stated that parents never invited students discussion when make decisions. The average item of

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2.83 indicates that the majority of respondents stated sometimes that parents never invite student discussions when making decisions.

B. Results of The Research

1. Validity and Reabilty of Quistionare

a. Testing Instrument Validity

Testing instrument validity is done by correlating each item score with total score using Pearson Correlation technique (Product Moment). Criteria testing states if the correlation coefficient (riT) ≥ table correlation (r_{table}) means the item questionnaire declared valid or able to measure the variables measured, so it can be used as a data collection tool. The summary test results validity as the following table:

Dimension	Item	Coefficient of Validity	Cut Off	Description
Authoritarian	Item 2	0.535	0.361	valid
	Item 6	0.529	0.361	valid
	Item 8	0.425	0.361	valid
	Item 12	0.471	0.361	valid
	Item 16	0.405	0.361	valid
	Item 17	0.601	0.361	valid
	Item 20	0.494	0.361	valid
	Item 22	0.537	0.361	valid
	Item 23	0.539	0.361	valid
Authoritative	Item 1	0.392	0.361	valid
	Item 5	0.361	0.361	valid
	Item 4	0.458	0.361	valid
	Item 10	0.506	0.361	valid
	Item 11	0.377	0.361	valid
	Item 13	0.793	0.361	valid
	Item 14	0.604	0.361	valid
	Item 18	0.562	0.361	valid
	Item 21	0.440	0.361	valid
Permissive	Item 3	0.514	0.361	valid
	Item 7	0.438	0.361	valid

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	Item 9	0.616	0.361	valid
	Item 15	0.492	0.361	valid
	Item 19	0.669	0.361	valid
	Item 24	0.622	0.361	valid
	Item 25	0.511	0.361	valid

Table 4.4 Validity Test

Based on the summary of the test results of the validity of research variables known that all values of item correlation coefficients with total score (riT)> value table correlation (rtable). Thus the questionnaire items on the authoritarian, democratic and permissive dimensions are declared valid or able to measure these dimensions, so that it can be used as a data collection tool in this study.

b. Testing Instrument Reability

Variable reliability testing is intended to determine the reliability and consistency of research instruments as a tool to measure variables that measured. Reliability testing using Cronbach's Alpha technique. Criteria testing states if the coefficient Cronbach's Alpha ≥ 0.6 means the questionnaire items declared reliable or consistent in measuring the variables measured. As for the summary test results reliability as the following

Dimension	Coefficient of Reability	Cut Off	Description
Authoritarian	0.620	0.6	Reliable
Authoritative	0.620	0.6	Reliable
Permissive	0.616	0.6	Reliable

Table 4.5 Reliabilty Test

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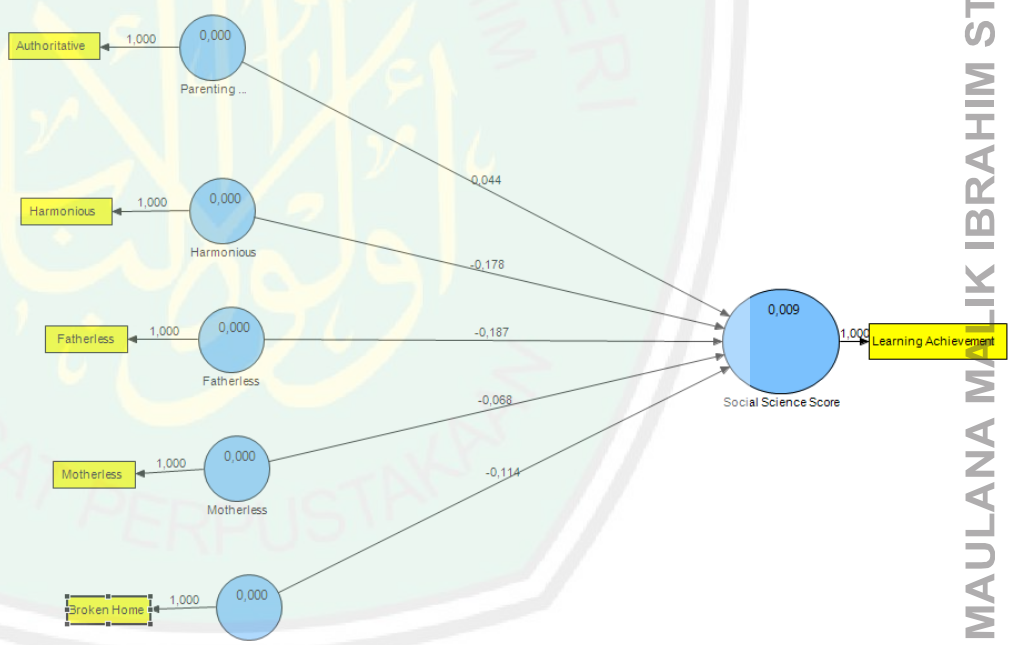
Based on the summary of the results of testing instrument reliability of the research note that the authoritarian, democratic and permissive dimensions produce Cronbach's Alpha value> 0.6. Thus the question items/ questionnaires on all dimensions are stated reliable or consistent in measuring these variables, so it can be used as a data collection tool in this research.

2. Analysis Partial Least Square (PLS)

a. Path Diagram



Picture 4.1 Path Diagram

b. Evaluation of Measurement Models

This research model consist of five constructs including parenting style, harmonious dummy, fatherless and motherless dummy, dummy piatu, dummy broken home and social subjects value.

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Evaluation of measurement model is a step to test the validity and reliability of a construct.

c. Evaluation of Reflective Model Validity

Evaluation of the validity of the reflective model is done by calculating the convergent validity and discriminant validity. Convergent validity is known through loading factor. An instrument is said to meet convergence validity test if it has a loading factor above 0.6. Convergent validity test results are presented in the following table:

Variabel	Indicator	Loading Factor
Parenting Style	Authoritative	1.000
Dummy Harmonious	Harmonious	1.000
Dummy Fatherless	Fatherless	1.000
Dummy Motherless	Motherless	1.000
Dummy Broken home	Broken home	1.000
Socisl Science Score	Score	1.000

Table 4.6 Indicator Reflective Model Validity

Based on the above table it can be seen that all the indicators that measure the variables of parenting, harmonious dummy, orphan dummy, dummy piatu, dummy broken home and variable social subjects value is greater than 0.6. Thus the indicator that measures the variable is declared valid.

Convergent validity can be seen through the loading factor, also can be known through Average Variance Extracted (AVE). An instrument is said to meet convergence validity testing if it has an Average Variance Extracted (AVE) above 0.5. Convergent validity test results are presented in the following table:

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Variable	AVE
Parenting Style	1.000
Dummy Harmonious	1.000
Dummy Fatherless	1.000
Dummy Motherless	1.000
Dummy Broken home	1.000
Social Science Score	1.000

Table 4.7 Variable Convergant Validity

Based on the above table it can be seen that the knowledge and attitude variables produce Average Variance Extracted (AVE) value greater than 0.5. Thus the indicator that measures the variable is declared valid.

Further discriminant validity is calculated using cross correlation with criteria that if the value of loading factor in a corresponding variable is greater than correlation value of indicator on other variable then the indicator is declared valid in measuring the corresponding variable. The results of cross correlation calculations are presented in the following table:

	PS	H	F	M	Broken home	SSS
Parenting Style	**1.000**	0.095	-0.068	-0.035	-0.041	0.047
Harmonious	0.095	**1.000**	-0.600	-0.349	-0.576	0.028
Fatherless	-0.068	-0.600	**1.000**	-0.051	-0.085	-0.070
Motherless	-0.035	-0.349	-0.051	**1.000**	-0.049	0.008
Broken home	-0.041	-0.576	-0.085	-0.049	**1.000**	0.006

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Social Science Score	0.047	0.028	-0.070	0.008	0.006	**1.000**

Table 4.8 Cross Corelation

Based on the measurement of cross correlation in the above table, it can be seen that overall indicators that measure the pattern of parenting resulted in a larger loading factor compared to cross correlation in other variables. Thus it can be stated that the indicator that measures the variable is declared valid.

d. Evaluate Reliability

Calculations that can be used to test the reliability of the construct is cronbach alpha and composite reliability. The test criteria states that if the composite reliability is greater than 0.7 and the cronbach alpha is greater than 0.6 then the construct is declared reliable.

The results of composite reliability and cronbach alpha can be seen through the summary presented in the following table:

Variable	Composite Reliability	Cronbachs Alpha
Parenting Style	1.000	1.000
Dummy Harmonious	1.000	1.000
Dummy Fatherless	1.000	1.000
Dummy Motherless	1.000	1.000
Dummy Broken home	1.000	1.000
Social Science Score	1.000	1.000

Table 4.9 Composite Reliability and Cronbach Alpha

Based on the above table it can be seen that the value of composite reliability in the pattern of parenting, harmonious dummy, orphan dummy, dummy piatu, dummy broken home and variable social subjects value greater than 0.7. Thus, based on composite reliability

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calculations all indicators that measure the variables of parenting, harmonious dummy, orphan dummy, dummy piatu, dummy broken home and social subjects variable values are declared reliable.

Next Cronbach's Alpha in variable parenting pattern, harmonic dummy, orphan dummy, dummy piatu, dummy broken home and variable social subjects value greater than 0.6. Thus, based on Cronbach's Alpha calculations all the indicators that measure the variables of parenting, harmonic dummy, orphan dummy, dummy piatu, dummy broken home and social science score variable values are declared reliable.

e. Measurement Model

The conversion of the path diagram into the measurement model can be determined by the following explanation:

1) Variable Parenting Style Measurement Model

Variable	Indicator	Loading Factor
Parenting Style	Authoritative	1.000

Table 4.10 Parenting Style Measurement Model

The measurement model of knowledge variables is as follows :

Parenting Style = 1.000 Authoritative

Based on the above measurement model, it is known that the measurement of democratic indicators on the pattern of parenting resulted in a loading value of 1,000. This means that the diversity of parenting variables can be explained by a democratic indicator of

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100%. In other words, the contribution of democratic indicators in measuring parenting variables is 100%.

2) Dummy Harmonious Variable Measurement Model

Dummy variables harmonious indicator can be seen through the table below :

Variable	Indicator	Loading Factor
Dummy Harmonious	Harmonious	1.000

Table 4.11 Dummy Harmonious Measurement Model

The measurement model of knowledge variables is as follows:

Dummy Harmonious = 1.000 Harmonious

Based on the above measurement model, it is known that the harmonic indicator measurement of the harmonic dummy variable produces a loading value of 1.000. This means that the diversity of dummy harmonic variables can be explained by a harmonic indicator of 100%. In other words, the contribution of harmonic indicators in measuring the dummy harmonic variable is 100%.

3) Dummy Fatherless Variable Measurement Model

Dummy Fatherless variable measurement indicators can be seen through the table below:

Variable	Indicator	Loading Factor
Dummy Fatherless	Fatherless	1.000

Table 4.12 Dummy Fatherless Measurement Model

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The measurement model of knowledge variables is as follows:

Dummy Fatherless = 1.000 Fatherless

Based on the above measurement model, it is known that the Fatherless indicator measurement of the Fatherless dummy variable produces a loading value of 1.000. This means that the diversity of dummy Fatherless variables can be explained by a harmonic indicator of 100%. In other words, the contribution of Fatherless indicators in measuring the dummy Fatherless variable is 100%.

4) Dummy Motherless Variable Measurement Model

Dummy Motherless variable measurement indicators can be seen through the table below:

Variable	Indicator	Loading Factor
Dummy Motherless	Motherless	1.000

Table 4.13 Dummy Motherless Measurement Model

The measurement model of knowledge variables is as follows:

Dummy Motherless = 1.000 Motherless

Based on the above measurement model, it is known that the Motherless indicator measurement of the Mothherless dummy variable produces a loading value of 1.000. This means that the diversity of dummy Motherless variables can be explained by a harmonic indicator of 100%. In other words, the contribution of Motherless indicators in measuring the dummy Motherless variable is 100%.

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5) Dummy Broken Home Variable Measurement Model

Dummy Broken Home variable measurement indicators can be seen through the table below:

Variable	Indicator	Loading Factor
Dummy Broken Home	Broken Home	1.000

Table 4.14 Dummy Broken Home Measurement Model

The measurement model of knowledge variables is as follows:

Dummy Broken Home = 1.000 Broken Home

Based on the above measurement model, it is known that the Broken Home indicator measurement of the Broken Home dummy variable produces a loading value of 1.000. This means that the diversity of dummy Broken Home variables can be explained by a Broken Home indicator of 100%. In other words, the contribution of Broken Home indicators in measuring the dummy Broken Home variable is 100%.

6) Social Science Score Variable Measurement Model

Score Social Science variable measurement indicators can be seen through the table below:

Variable	Indicator	Loading Factor
Social Science Score	Social Science Score	1.000

Table 4.15 Social Science Score Home Measurement Model

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The measurement model of knowledge variables is as follows:

Social Science Score = 1.000 Social Science Score

Based on the above measurement model, it is known that the Social Science Score indicator measurement of the Social Science Score variable produces a loading value of 1.000. This means that the diversity of Social Science Score variables can be explained by a Social Science Score indicator of 100%. In other words, the contribution of \ Social Science Score indicators in measuring the Social Science Score variable is 100%.

a. Goodness of Fit Model

Goodness of fit Model is used to know the ability of endogenous variable to explain the diversity of exogenous variables, or in other words to know the contribution of exogenous variable to endogenous variable. Goodness of fit Model in PLS analysis is done by using Q-Square predictive relevance (Q^2).

The results of the Goodness of fit Model which has been summarized in the following table.

Endogen	Q-Square = R Square
Social Science Score	0.009

Table 4.16 Godness of Fit Model

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R-square variable social subjects value is 0.009 or 0.9%. It can show that the diversity of social subjects value variables can be explained by parenting and parental condition variables by 0.9%, or in other words the contribution of parenting and parenting variable variable to social subjects value variable is 0.9%, while the rest of 99.1% is contribution other variables not discussed in this study.

b. Hyphotetsis Test

Testing significance is used to test whether there is influence of exogenous variables on endogenous variables. Testing criteria states that apabilanilai T-statistics ≥ T-table (1.96) then expressed the existence of significant influence exogenous variable to endogenous variables. The results of significance testing can be known through the following table:

Eksogen	Endogen	Path Coefficient	Standard Error	T Statistics
Parenting Style	Social Science Score	0.044	0.084	0.530
Harmonious	Social Science Score	-0.178	0.269	0.662
Fatherless	Social Science Score	-0.187	0.200	0.936
Motherless	Social Science Score	-0.068	0.122	0.554
Broken home	Social Science	-0.114	0.180	0.634

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	Score			

Table 4.17 Significant Testing

The effect of parenting variables on the value of Score of Social Science resulted in a T statistics of 0.530. The test results show that the value of T statistics <1.96. This means there is no significant influence on the pattern of parenting Score of Social Science.

The effect of dummy variable of harmonic family condition on Score of Social Science yields T statistics value of 0.662. The test results show that the value of T statistics <1.96. This means there is no significant influence of harmonious family condition on Score Social Science. Therefore it can be concluded that there is no significant difference of Score of Social Science in harmonious family condition with orphaned family.

Influence of dummy variable of fatherless family condition to social subjects value yields T statistics value of 0.936. The test results show that the value of T statistics <1.96. This means there is no significant effect of the fatherless condition on the value of social studies. Therefore it can be concluded that there is no significant difference of score social science value in orphan family condition with orphan family.

The influence of dummy variable of motherlesscondition to the value of social science score resulted in the value of T statistics of 0.554. The test results show that the value of T statistics <1.96. This

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means that there is no significant effect on the motherless condition on the value of social studies. Therefore it can be concluded that there is no significant difference of social science score in the motherless condition with orphaned family.

The influence of dummy variable of broken home family condition to social science score yields T statistics value of 0.634. The test results show that the value of T statistics <1.96. This means there is no significant effect of family broken home condition to social science score. Therefore it can be concluded that there is no significant difference of social subjects score in broken home family condition with orphaned family.

c. Conversion of Path Diagram into Structural Models

The path diagram conversion in the measurement model is intended to determine the direct influence of exogenous variables on endogne variables. The structural equation formed is as follows:

$$\mathbf{Y = 0.044\ X - 0.178\ D1 - 0.187\ D2 - 0.068\ D3 - 0.114\ D4}$$

From the above equation can be informed that:

a. **Path coefficient of influence of parenting style to social science score** of 0.044. This indicates that there is a positive and insignificant influence of parenting towards the social science score. This means that the better the parenting style tends to increase social science score, although the increase is not significant.

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b. **Path coefficient of harmonious to the influence of social science score** of -0.178. This means that the value of social science score of orphaned students is more dominant than the student's social science score with harmonious condition.

c. **Path coefficient of fatherless to the influence of social science score** is -0.187. This means that the social science score of orphaned students is more dominant than the student's social science score with the condition of the fatherless parents.

d. **Path coefficient of motherless to the influence of social science score** is -0.068. This means that the social science score of orphaned students is more dominant than the student's social science score with the condition of the motherless parents.

e. **Path coefficient of harmonious to the influence of social science score** is -0.114. This means that the value of social science score students orphans more dominant than the student's social subjects score with the condition of broken home.

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CHAPTER V

DISCUSSION

In this chapter will be discussed about the location of research, the reasons for the selection of variables, the use of PLS (Partial Least Square) as a data analysis and discussion of the results of research that will be discussed in detail based on the results of research and data analysis based on the exposure of problem formulas and hypotheses.

A. Research Place

This research was conducted at State Junior High School 2 Singosari located in Malang, which is 7 km north of Malang city, on klampok street number 243, Kelampok Village Singosari District precisely at 7,55o 0 'LS 112o 0' BT. SMPN 2 Singosari established since 1986, the land area is 1.9840 m². the number of study groups is currently 24 classes and all students are in the morning, consisting of grade VII from A-H, VIII class from A-H and XI class from A-H class, on average each class contains 30-33 students.

In the academic year 2017-2018 at State Junior High School 2 Singosari, Curriculum used is Curriculum Level of Education Unit (KTSP) in class XI and Curriculum 2013 (K-13) in class VII and VIII. The learning program consists of classes VII, VIII and XI with active learning methods and IT-based because it already has a very adequate computer Lab. SMPN 2 also requires students to follow extracurricular with various options such as, scout, choir, shield, basketball, volleyball, band and so on, Intra School Organization is active which consists of class VII and VIII.

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1. Vision State Junior High School 2 Singosari

Achieving, having faith and piety towards God Almighty, and responsive to the environment

Indicator :

a. Excellence in learning process.
b. Achievement of achievement in achieving the value of National Exam.
c. Superior in the competition to continue education to the level of Senior High School and Vocational High School.
d. Achievement of achievement in the field of sports competition.
e. Achievement of achievement in the field of art.
f. The inclusion of habituation of students to obedient worship and virtuous noble character
g. The realization of students who care about environmental conservation.
h. The realization of a beautiful school environment, shady, clean, tidy and as a source of learning.

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1. Vision State Junior High School 2 Singosari

Referring to the school vision, as well as the general objectives of basic education, the school mission in developing this education is as follows:

a. Achieve a complete Education Unit Level Curriculum (KTSP), relevant to national needs and insight.
b. Realizing the organization of schools that continue to learn (learning organization)
c. Implement active learning, creative, effective and fun so that each student can develop themselves optimally in accordance with their potential.
d. Conducting outentic assessments on cognitive, psychomotor and effective competencies.
e. Improving skills and achievements in sports, scouting and art that is strong and competitive.
f. Conducting worship activities in accordance with the religion of the school community.
g. Develop the competence of educators and education personnel.
h. Organizing school-based management.
i. Achieve equitable, fair and equitable education financing management.
j. Embedding habits on students to care and preserve the environment.
k. Create a safe, neat, clean, and comfortable school environment.

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B. Research Variable

The reason researchers do research in State Junior High School 2 Singosari is because this school students vary from various circles, family status, distance from home to school and so on so that researchers focus this research that is on parent care and parent condition associated with the social science from first score examination, the reason the researchers chose parenting in this study is because the diverse students must also vary the way parents take care of students to be the best, so researchers make the pattern of care as a variable x1 consisting of 3 types of parenting are categorized as follows: democratic parenting , permissive, and authoritarian based on Baumrind theory.

The **permissive parent** attempts to behave in a nonpunitive, acceptant and affirmative manner towards the child's impulses, desires, and actions. She [the parent] consults with him [the child] about policy decisions and gives explanations for family rules. She makes few demands for household responsibility and orderly behavior. She presents herself to the child as a resource for him to use as he wishes, not as an ideal for him to emulate, nor as an active agent responsible for shaping or altering his ongoing or future behavior. She allows the child to regulate his own activities as much as possible, avoids the exercise of control, and does not encourage him to obey externally defined standards. She attempts to use reason and manipulation, but not overt power to accomplish her ends.

The **authoritarian parent** attempts to shape, control, and evaluate the behavior and attitudes of the child in accordance with a set standard of conduct,

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usually an absolute standard, theologically motivated and formulated by a higher authority. She [the parent] values obedience as a virtue and favors punitive, forceful measures to curb self-will at points where the child's actions or beliefs conflict with what she thinks is right conduct. She believes in keeping the child in his place, in restricting his autonomy, and in assigning household responsibilities in order to inculcate respect for work. She regards the preservation of order and traditional structure as a highly valued end in itself. She does not encourage verbal give and take, believing that the child should accept her word for what is right.

The **authoritative parent** attempts to direct the child's activities but in a rational, issue-oriented manner. She [the parent] encourages verbal give and take, shares with the child the reasoning behind her policy, and solicits his objections when he refuses to conform. Both autonomous self-will and disciplined conformity are valued. [She values both expressive and instrumental attributes, both autonomous self-will and disciplined conformity] ... Therefore she exerts firm control at points of parent-child divergence, but does not hem the child in with restrictions. She enforces her own perspective as an adult, but recognizes the child's individual interests and special ways. The authoritative parent affirms the child's present qualities, but also sets standards for future conduct. She uses reason, power, and shaping by regime and reinforcement to achieve her objectives, and does not base her decisions on group consensus or the individual

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child's desires. [... but also does not regard herself as infallible, or divinely inspired.][45]

The data obtained is ordinal data, this data in addition to having the name (attribute), also has a rank or sequence, the given number contains levels such as highest to low, best until the worst and suitable applied to the type of likes skla, the thing is in i also conducted a researcher to collect data through questionnaire based on likert scale for variable x1.

X2 in this study is the condition of parents, the condition of the parents in question is the student sttus that is the harmonious family of students still have a complete father and mother, orphans ie the condition of students who only have a mother just because it was in his father's death died, students who only have a father just because it was in live his mother died, orphans are the condition of students who do not have a father because of death mother, broken home that is the condition of students whose parents experienced divorce or separation.

The reason why the researcher chose parent condition in this research because the total number of students of class VIII at State Junior High School 2 Singosari amounted to 271 will of course vary the condition of his family, the data obtained is nominal data ie data which only has the name (attribute) or discrete and has no sequence and if grouped in a number, the number will only become a label, not showing small, order, high-low. So the data of orphan category, orphan, orphan, broken home, and harmonic are categorized in nominal data, and get all

[45] http://www.devpsy.org/teaching/parent/baumrind_styles.html diunduh pada tanggal 7 Juli 2018 pada pukul 01.15 WIB

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categories in the students of class VIII A-H using short questionnaire list spread by the researcher to know the condition of student's family.

Then the variables x1 and variable x2 is associated with student learning outcomes (Y) on social subjects taken from the final exam result semseter one that is asked langusng from class social subjects teacher class VIII A-D class is mother Asmaning Hidayati, S.Pd and teacher social subjects class VIII class E-H that is Mrs. Chusnul Chotimah S.Pd and at a glance talking about social subjects in this school social subjects lesson scheduling system by waka curriculum always put in the last hour and lack of teachers present creative learning media so that students feel sleepy, and less concentration when social ubjects, this may later be the next research topic for students majoring in Social Science Education.

For get good results (learning achievement) you must be get this tips :

1. Create a conducive atmosphere

In learning, you must create a conducive, comfortable and quiet atmosphere to learn. This is a good way of learning because anyway if you want the material you learn to really get into your brain, you should be calm and in a comfortable state. So it does not interfere with concentration. Learning outdoors is probably a good choice, because in addition to more fresh, we can also be more calm and not tired in learning.

2. Look at the outline first

Tips on how to learn good by looking at the outline of the material. If reading a new subject matter, do not jump directly into it. You can further improve your understanding when you see the outline. Take a look at all the

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subtitle, caption and summary. If reading a long enough reading, then read the first sentence of each paragraph.

3. Make a note of the essence of the lesson material

Tips on how to learn the technique summarizes the essence of the lesson. If you summarize the material from each lesson into a small note, it will help you remember the lesson. By the time you write it, you must read the material again, right? It will make you quickly memorize the material. It should be written into a small book or paper that can be taken anywhere, so it can be read when and wherever you are.

4. Practice the ability to remember techniques

A Good Way to Learn with the technique of memory. In order for you to remember more easily the material you will memorize it is converted into an abbreviation or keyword (Mnemonics) with a formulation that is easy to remember. Such as MejiKuHiBiNiU for abbreviations of the colors of the rainbow, namely Red, Orange, Yellow, Green, Blue, Indigo and Purple. Even if you memorize directly in 1 week have forgotten, by using mnemonics like this you can remember until tens of years old.

5. Learn diligently and regularly.

Tips on how to learn the good and most powerful is with diligence and routine. Learning on time and seriously is also very influential in improving learning achievement, if you rarely learn and only learn if there will be a repeat would not be maximal achievement. So study diligently and routinely while there

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is time to learn. Also do not learn hastily on the last day before the test, a good way of learning like that the result also will not be maximized.

C. Verses Of Qur'an And Hadith

BACKGROUND OF RESEARCH

Based on verses 46 of the Qur'an Surah Al Khafi which interpreted the meaning (Treasure and children are jewelry of world life) both can be used as jewelry in the life of the world (but the eternal deeds are pious ever) that is saying the phrase: Subhaanallaah Wal Hamdulillaah Wa Laa Ilaaha Illallaah Wallaahu Akbar; according to some Ulama' added Walaa Haulaa Walaa Quwwata Illaa Billaahi (is a better reward on the side of your Rabb and better to be hopeful) the thing that is expected and become the desires of man in the sight of Allah SWT.

This discussion focuses on the topic of research is the child basically complete the life in a family, if associated with the results of research, if the learning outcome of good children, and good morals then the child will be the pride (beautiful parent) if the child is lazy school and we as parents do not advise, and children become naughty, children will be the burden of parents and not be jewelry for parents in the world, other than children, remember Allah SWT by saying sentence Subhaanallaah Wal Hamdulillaah Wa Laa Ilaaha Illallaah Wallaahu Akbar**.**

FAMILY FUNCTION

Based on the verse of the Qur'an Surah At-Tahrim: 06 the verse describes the duties of the family (father and mother) that a child gets first-time guidance

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is from their own home, example like a child is taught etiquette, manners and learning so that before the children enter the social life they have learned much from the mother's father at home and ready in the community, the things that parents teach hedaknya with the aim to obey the command of Allah SWT to go to heaven and free from the Fire of hell.

HARMONIOUS FAMILY

Based on "(HR Muslim No. 1631) In addition to having a shalehah's wife, the criteria of family happiness are also measured by the nature of the child. Just imagine you have a stubborn child and naughty, sure family tranquility will also be disturbed. Conversely, a child who is educated according to religion since childhood, then he will grow into a rabbani nan qurani generation. Akhlaknya will be good. Later the child can be the pride of the elderly in the world, and they are also the helpers of his mother's father in the end, then teach the child to always do good so that the child is easy to live his life, and the reward is abundant throughout his life. With children who have good morals, surely the family will feel peaceful and harmonious.

BROKEN HOME

Based on the interpretation of Surah An-Nisa verse 1 people, fear God that has created you from one nafs (soul). From one nafs it creates its partner, and from that pair of nafs He then breeds many men and women. It is from that one nafs that you come from. Fear God, where you ask for everything you need and whose name you call in every affair. Keep the relationship and do not disconnect

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the relationship, both near and far. Allah is always watching over you. None of your business is hidden from Him. God will repay it all

The verse explains that Allah created his creatures for pairs and breeds, so keep the relationship and not easy to divorce, because Allah knows what you are doing, in today's life men and women are easy to break even though it is binding promise of marriage, so the child is the victim and who is responsible for the survival of the child's life, the answer is parents, children need the affection of their parents, so as parents do not easy to divorce and maintain your relationship.

ORPHAN

Based on Surah Ad Duha verse 9 Therefore, "against the orphan you should not be arbitrary"

Has been mentioned in the father should not we apply arbitrarily to orphans because they do not have a complete family, as a fellow human should we have to love each other, so that peace on life

Just like in school if there is an orphaned friend, we do not have to be fair and should not be arbitrary to him. We must love all our friends should not be picky, because with us dear all our friends will have many friends and will not feel bored and lonely at school.

LEARNING ACHIEVEMENT

The meant in the hadith Darimi of the 251 is that humans will remain in good condition if the current generation is always obedient and obedient to always learn in the previous generation (the scholars) if associated with the current conditions, young zama now many have forgotten about learning on the scholars

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/ people who are considered a teacher, because the young people today are affected by modernization, globalization and life more hedonism and do not care about other people, this is what causes the younger generation of the nation's successively destroyed, if this condition is not in , will have a very bad impact on the final generation. If we want to learn and process well, good results will we get.

D. Analysis of PLS and Social Sciences

This research is a quantitative research whose data are in the form of numbers, whose data are collected through observation, interview, questionnaire and short questionnaire, then researcher analyze or use PLS (Partial Least Square) PLS is a powerful analytical method because it can be applied to all scale data, does not require many assumptions and the sample size does not have to be large. PLS can be used as a confirmation of the theory can also be used to build relationships that have no basis for terror or for testing propositions. PLS can also be used for structural modeling with reflective or formative factors[46]

The reason of the researcher using PLS is because the variable in this research can not be measured directly, the intention of can not be measured directly in this research is because the variable use the indicators, analysis using PLS also there is no requirement that must be fulfilled as process data analysis method others. Measurements using a PLS or so-called outer model can measure variables that are reflexive and formative so as to enable researchers to measure

[46] I Gede Nyoman Mindra Jaya dan I Made Sumertajaya, *Pemodelan Persamaan Struktural Dengan Partial Least Square.* Seminar Nasional 2008

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variables, in the PLS there are no assumptions that must be met and directly using the bootstraping technique, the constraint that is often experienced when bootstraping is data that can not be analyzed directly out of the output and often experience an error, so researchers should try repeatedly until the results of its output out and can be intrepetasikan, in the analysis of PLS is not required large samples, in this study in determining the sample size menggunkan table Isaac Michael, with analysis using basic PLS even weak theories can be used for the process of creating new theories, of course with a long process and ongoing research.

E. Results of Research

This study was represented by the students of grade VIII as the objects. The number of samples were proportional stratified random sampling method was employed for the purpose of sampling. The independent variables compresed parents' parenting style and family condition while the independent variable was the learning achievement. To examine the instruments, the validity test and reliability tests were utilized and the Partial Least Square was utilized for the data analysis,

First of all we can discuss through the formulation of problems that have been set in the early chapter of chapter 1, has been set problem formulation as follows:

1. Does the parenting style influence the achievement on social subjects of eighth grade students of State Junior High School 2 Singosari?
2. Does condition of parents influence the achievement on social subjects of eighth grade students of State Junior High School 2 Singosari?

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The purpose of the formulation of problem number 1 is whether after the research in result data from the influence of x1 parenting style of leraning achievement on kela VIII AH that has been made in the sample based on Isaac Michael table, we can discuss this through the data already in the analysis using PLS.

The influence of parenting style to learning achievement on social subjects of eighth grade students of State Junior High School 2 Singosari.

Variable x1 parenting style with data collected using questionnaire, after validity and reliability test at 30 students, the result can validly and reliably, as described in chapter IV, followed by research on 152 students which then linked with learning achievement analyzed using PLS with application of SmartPLS software which then after analysis of 3 indicator that is permissive, democratic and authoritarian must be cut because valid but not reliable, so that only valid and reliable indicator is left, even though 2 indicators removed this is not problem in research, because it is reflexive, then the democratic indicator representing X1 in association with learning achievement and in obtaining result like exposure of data,Path coefficient of influence of parenting style to social science score of 0.044. This indicates that there is a positive and insignificant influence of parenting towards the social science score. This means that the better the parenting style tends to increase the social science score, although the increase is not significant. So to answer the first problem formulation,

1. There is significant influence of parenting styles to learning achievement on social subjects of eighth grade students

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Said to reject the hypothesis because the influence of parenting styles to learning achievement on social subjects of eighth grade students insignificant and dont have influence.

The influence condition of parents to the achievement on social subjects of eighth grade students of State Junior High School 2 Singosari.

The x2 variable collected through short questionnaire which is disseminated in x1 class students so that it can be determined the number of samples used in the study using proportionate stratified random sampling, and then associated with learning achievement, then in the analysis using SmartPLS to test the validity and reliability, of orphans were made as dummy variables, to measure whether there were differences in values on other indicators.

Based statistical test that conditionts of parents to learn achievement has dominant score from students another conditions of parents that show not difference between orphan with score every indicator of another dummy.

From this research all variable contribute 0.9% to learning achievement, while 99.1% is the other contribution and did'nt discussed in this research.

So for X1 that is parenting style on democratic indicator which is tested its influence to Y that is learning achievement, not signifcant because score only of 0.044, and for X2 that is conditon of parents which is linked with Y that is learning achievement at social subjects student value there is no difference value with other indicators remain the student scores of the more dominant orphaned dummy variables.

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CHAPTER VI

CONCLUSSION

A. Conclussion

1. There is has in the positive subjects of social studies of the students of State Junior High School 2 Singosari and rejected hypothesis. Because the pattern of foster democratic coefficient of the path effect of parenting to the value of social subjects of 0.044. This indicates that there is a positive and insignificant influence of parenting towards the value of social subjects.
2. Path coefficient of harmonious to the influence of social science score of -0.178. This means that the value of social science score of orphaned students is more dominant than the student's social science score with harmonious condition.

   Path coefficient of fatherless to the influence of social science score is -0.187. This means that the social science score of orphaned students is more dominant than the student's social science score with the condition of the fatherless parents.

   Path coefficient of motherless to the influence of social science score is -0.068. This means that the social science score of orphaned students is more dominant than the student's social science score with the condition of the motherless parents.

   Path coefficient of harmonious to the influence of social science score is -0.114. This means that the value of social science score students orphans

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more dominant than the student's social subjects score with the condition of broken home.

Cloncussion from X2 is Not difference score social science from orphan to every indicator dummy, and make orphan has dominant score from another condition of parents. This is the show condition of parents not having significant difference to learing achievement like show in path diagram.

B. Suggestion

This research is aimed at parents, educators and concerned, to pay more attention to children, the researcher believes bawasanya with the parenting pattern of the various purposes of one haya is to educate the child to be the best parents and educators both support the talents and interests of children, parents also have to understand that every child has their own uniqueness and we must facilitate the child's uniqueness, the moon will not look bright at night without any reflection of sunshine, nor the child, he will not get the best without any parents and educators who always accompany his steps. A child whose condition does not have a complete family and a troubled family should be the environment and the educator and the respective person must also understand the child's condition and support it to be the best.

1. For Parents

Parents should try to support the child and understand the child by way of learning different children because social science subjects are a lot of lessons with stories, try to give media supporters such as reading books and by visiting

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places related to social science subjects, parents should understand because the parenting style is related to learning achievement student.

2. **For Teachers**

Teachers should give more attention to the condition of student status because by knowing the background of student teachers will be easier to motivate and provide direction to students to get better learning achievement , then for social science subject would be better to use the variation of learning media because students feel sleepy and bored when social subjects lessons.

3. **For Students**

How about the condition of parents and attention form of the parents to the students, students should be more independent and attention to the learningachievement , and make activities in school with positive things not by making problems in school, good students are students who are able to understand themselves, parents, teachers and the environment.

C. Liminitation Research

1. This study is limited to social science subject and VIII grade.
2. Too many students who have a harmonious family.
3. Next researcher should pay more attention to the research and data design in order to determine which staticistic is suitable to analyze this research

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APPENDIX

CENTRAL LIBRARY OF MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY OF MALANG

APPENDIX 1. LETTER OF RESEARCH PERMISSION

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
http:// fitk.uin-malang.ac.id. email : fitk@uin_malang.ac.id

Nomor : 62 /Un.03.1/TL.00.1/01/2018 19 Januari 2018
Sifat : Penting
Lampiran : -
Hal : **Izin Penelitian**

Kepada
Yth. Kepala SMPN 02 Singosari Malang
di
Malang

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama	:	Irma Firlia Qorida
NIM	:	14130046
Jurusan	:	Pendidikan Ilmu Pengetahuan Sosial (PIPS)
Semester - Tahun Akademik	:	Genap - 2017/2018
Judul Skripsi	:	**The Influence of Parenting Style and Condition of Parents Towards the Learing Achievement on Social Subjects of Eighth Grade Students of Junior High School 02 Singosari**
Lama Penelitian	:	**Januari 2018** sampai dengan **Maret 2018** (3 bulan)

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.

Dekan,

Dr. H. Agus Maimun, M.Pd
NIP. 19650817 199803 1 003

Tembusan :
1. Yth. Ketua Jurusan PIPS
2. Arsip

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APPENDIX 2. LETTER OF ACHIEVEMENT

PEMERINTAH KABUPATEN MALANG
DINAS PENDIDIKAN
SMP NEGERI 2 SINGOSARI
Jl. Klampok no. 243 ☎ 0341 - 450184 Singosari Kabupaten Malang
E-mail : smpn2sgs@yahoo.co.id

SURAT KETERANGAN

NOMOR : 423.4 / 71 / 421.102.830.004 / 2018

Yang bertanda tangan di bawah ini :

Nama	: **KUSNADI, S.Pd, M.Si**
NIP	: 19610129 198403 1 005
Pangkat / Gol	: Pembina Tk. I / IV b
Jabatan	: Kepala Sekolah
Unit Kerja	: SMP Negeri 2 Singosari

Menerangkan bahwa :

Nama	: IRMA FIRLIA QORIDA
Tempat,tanggal lahir	: Malang, 17 April 1996
NIM	: 14130046
Fakultas	: Ilmu Tarbiyah Dan Keguruan
Program / Jurusan	: Pendidikan Ilmu Pengetahuan Sosial (PIPS)
Universitas	: Islam Negeri Maulana Malik Ibrahim Malang

Telah melaksanakan penelitian di SMP Negeri 2 Singosari siswa kelas 8A - 8H mulai tanggal 19 Januari 2018 sampai dengan tanggal 31 Maret 2018 , untuk melengkapi pembuatan skripsi yang berjudul : **" The Influence of Parenting Style and Condition of Parents Towards the Learing Achievenment on Social Subjects of Eighth Grade Students of Junior High School 2 Singosari ".**

Demikian Surat Keterangan ini dibuat, agar dapat digunakan sebagaimana mestinya.

Singosari, 31 Maret 2018
Kepala Sekolah

KUSNADI, S.Pd, M.Si
NIP. 19610129 198403 1 005

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APPENDIX 3 EVIDENCE CONSULTATION

MAULANA MALIK IBRAHIM
STATE ISLAMIC UNIVERSITY MALANG
FACULTY of TARBIYAH AND TEACHING TRAINING
Jalan Gajayana Nomor 50 telephone (0341) 552398
Website: www.fitk.uin-malang.ac.id faximile (0341) 552398

EVIDANCE OF CONSULTATION

Name : Irma Firlia Qorida
Number of Student : 14130046
Department : Social Science Education
Advisor : Mokhammad Yahya, MA, Ph.D
Title of Skripsi : The Influence Of Parenting Style And Condition Of Parents Towards Learning Achievement On Social Subjects Of Eighth Grade Students Of State Junior High School 2 Singosari Malang

No	Date of Consultation	Consultation Material	Signature
1.	January, 19th 2018	Research Instrument	
2.	January, 24th 2018	Revision of Chapter I-III	
3.	April, 17th 2018	Revision of Chapter IV	
4.	May, 10th 2018	Chapter V	
5.	May, 17th 2018	Revision Chapter V	
6.	May, 24th 2018	Revision Chapter VI	
7.	May, 31th 2018	Chapter I-VI	
8.	June, 4th 2018	ACC	

Acknowledged by,
Head of Department

Dr. Alfiana Yuli Efiyanti, M.A
NIP. 19710701 200604 2 001

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APPENDIX 4. RESEARCH INSTRUMENT

PETUNJUK PENGISIAN ANGKET

Nama : Roy Ramadani
No Absensi : 19
Jenis Kelamin : Laki - Laki
Kelas : 8 G

1. Pada pengisian angket ini saudara diminta hanya mengisi satu jawaban pada setiap pertanyaan yang dianggap sesuai dengan keadaan saudara. Kami mengharapkan kejujuran dan keterbukaan saudara untuk mengisi angket ini.
2. Bacalah dan pahamilah tiap pertanyaan.
3. Tidak ada jawaban yang benar ataupun salah dalam angket ini (semua jawaban benar asal sesuai dengan kondisi saudara), dari 4 (empat) pilihan saudara hanya cukup mengisi salah satunya dan memberi tanda (x) pada jawaban yang saudara anggap sesuai dengan keadaan saudara)

Pilihan jawaban terdiri dari :

S = Jika pernyataan tersebut **selalu** *saudara alami*

KD = Jika pernyataan tersebut **kadang-kadang** saudara alami

P = Jika pernyataan tersebut **pernah** saudara alami

TP = Jika pernyataan tersebut **tidak pernah** saudara alami

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Selamat Mengerjakan ☺

No.	Pernyataan	Pilihan Jawaban			
		S= Sering	KD= Kadang-Kadang	P= Pernah	Tp= Tidak Pernah
1	Orang tua sering mengajak saya duduk bersama untuk membicarakan cita-cita saya	S	KD	X	TP
2	Orangtua selalu sibuk dengan pekerjaanya	S	X	P	TP
3	Saya bebas berteman dengan siapa saja	S	KD	X	TP
4	Orangtua mempercayakan pekerjaan yang saya rencanakan	S	KD	X	TP
5	Saat prestasi belajar saya baik, orang tua saya selalu memujinya	S	KD	X	TP
6	Orangtua tidak memberikan saya les tambahan	S	X	P	TP
7	Orangtua selalu mengantarkan kemanapun saya pergi	S	X	P	TP
8	Orangtua menetapkan aturan-aturan khusus yang harus saya patuhi	S	X	P	TP
9	Orangtua percaya saya bisa menyelesaikan permasalahan saya sendiri	S	KD	X	TP
10	Orangtua menyuruh saya melakukan pekerjaan tanpa memberikan petunjuk	S	KD	P	X
11	Orangtua selalu meberikan solusi atas masalah yang saya hadapi	X	KD	P	TP
12	Orangtua tidak peduli dengan potensi saya	S	KD	P	X
13	Orangtua mengarahkan cita-cita yang ingin saya gapai	S	KD	X	TP

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No.	Pernyataan	Pilihan Jawaban			
		S= Sering	KD= Kadang-Kadang	P= Pernah	Tp= Tidak Pernah
14	Orangtua selalu memperhatikan kebutuhan sekolah saya	S	KD	P	TP
15	Orangtua tidak membatasi kegiatan saya	S	KD	P	TP
16	Orang tua tidak pernah menyakan kegitan saya di sekolah	S	KD	P	TP
17	Setiap saya salah orang tua selalu memberikan hukuman	S	KD	P	TP
18	Orangtua membantu kesulitan dan memotivasi saya untuk menyelesaikan tugas sekolah	S	KD	P	TP
19	Orang tua biasa saja melihat nilai rapor saya jelek	S	KD	P	TP
20	Orang tua tidak pernah memberi selamat atas keberhasilan saya	S	KD	P	TP
21	Orang tua tidak pernah mengajak diskusi saya ketika mengambil keputusan	S	KD	P	TP
22	Orang tua memarahi saya jika tidak makan tepat waktu	S	KD	P	TP
23	Orang tua memarahi saya jika tidak tidur tepat waktu	S	KD	P	TP
24	Orang tua biasa saja melihat saya pulang larut malam	S	KD	P	TP
25	Saya dilatih mandiri dan tidak bergantung kepada orang lain	S	KD	P	TP

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PETUNJUK PENGISIAN ANGKET

Nama : Martha Selasonya

No Absensi : 13

Jenis Kelamin : Perempuan

Kelas : 8D

1. Pada pengisian angket ini saudara diminta hanya mengisi satu jawaban pada setiap pertanyaan yang dianggap sesuai dengan keadaan saudara. Kami mengharapkan kejujuran dan keterbukaan saudara untuk mengisi angket ini.
2. Bacalah dan pahamilah tiap pertanyaan.
3. Tidak ada jawaban yang benar ataupun salah dalam angket ini (semua jawaban benar asal sesuai dengan kondisi saudara), dari 4 (empat) pilihan saudara hanya cukup mengisi salah satunya dan memberi tanda (x) pada jawaban yang saudara anggap sesuai dengan keadaan saudara)

Pilihan jawaban terdiri dari :

S = Jika pernyataan tersebut **selalu** saudara alami

KD = Jika pernyataan tersebut **kadang-kadang** saudara alami

P = Jika pernyataan tersebut **pernah** saudara alami

TP = Jika pernyataan tersebut **tidak pernah** saudara alami

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Selamat Mengerjakan ☺

No.	Pernyataan	Pilihan Jawaban			
		S= Sering	KD= Kadang-Kadang	P= Pernah	Tp= Tidak Pernah
1	Orang tua sering mengajak saya duduk bersama untuk membicarakan cita-cita saya	S	KD	P	TP
2	Orangtua selalu sibuk dengan pekerjaanya	S	KD	P	TP
3	Saya bebas berteman dengan siapa saja	S	KD	P	TP
4	Orangtua mempercayakan pekerjaan yang saya rencanakan	S	KD	P	TP
5	Saat prestasi belajar saya baik, orang tua saya selalu memujinya	S	KD	P	TP
6	Orangtua tidak memberikan saya les tambahan	S	KD	P	TP
7	Orangtua selalu mengantarkan kemanapun saya pergi	S	KD	P	TP
8	Orangtua menetapkan aturan-aturan khusus yang harus saya patuhi	S	KD	P	TP
9	Orangtua percaya saya bisa menyelesaikan permasalahan saya sendiri	S	KD	P	TP
10	Orangtua menyuruh saya melakukan pekerjaan tanpa memberikan petunjuk	S	KD	P	TP
11	Orangtua selalu meberikan solusi atas masalah yang saya hadapi	S	KD	P	TP
12	Orangtua tidak peduli dengan potensi saya	S	KD	P	TP
13	Orangtua mengarahkan cita-cita yang ingin saya gapai	S	KD	P	TP

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No.	Pernyataan	Pilihan Jawaban			
		S= Sering	KD= Kadang-Kadang	P= Pernah	Tp= Tidak Pernah
14	Orangtua selalu memperhatikan kebutuhan sekolah saya	S	KD	P	TP
15	Orangtua tidak membatasi kegiatan saya	S	KD	P	TP
16	Orang tua tidak pernah menyakan kegitan saya di sekolah	S	KD	P	TP
17	Setiap saya salah orang tua selalu memberikan hukuman	S	KD	P	TP
18	Orangtua membantu kesulitan dan memotivasi saya untuk menyelesaikan tugas sekolah	S	KD	P	TP
19	Orang tua biasa saja melihat nilai rapor saya jelek	S	KD	P	TP
20	Orang tua tidak pernah memberi selamat atas keberhasilan saya	S	KD	P	TP
21	Orang tua tidak pernah mengajak diskusi saya ketika mengambil keputusan	S	KD	P	TP
22	Orang tua memarahi saya jika tidak makan tepat waktu	S	KD	P	TP
23	Orang tua memarahi saya jika tidak tidur tepat waktu	S	KD	P	TP
24	Orang tua biasa saja melihat saya pulang larut malam	S	KD	P	TP
25	Saya dilatih mandiri dan tidak bergantung kepada orang lain	S	KD	P	TP

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Nama : Roy Ramadani
Kelas : 8G
Pilihlah salah satu pada huruf a,b,c,d, atau e dan berilah tanda (x) sesuai dengan keadaanmu saat ini !
Status keluarga saya adalah ....

X a. Lengkap
b. Yatim
c. Piatu
d. Yatim Piatu
e. Berpisah

Terimakasih ☺

Nama : Martha Selasanya
Kelas : 8D
Pilihlah salah satu pada huruf a,b,c,d, atau e dan berilah tanda (x) sesuai dengan keadaanmu saat ini !
Status keluarga saya adalah ....

a. Lengkap
X b. Yatim
c. Piatu
d. Yatim Piatu
e. Berpisah

Terimakasih ☺

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APPENDIX 5. DATA VALIDITY AND RELIABILITY FROM 30 STUDENTS

DATA VALIDITY AND RELIABILITY FROM 30 STUDENTS

AUTHORITATIVE

no	Nama Responden	no soal 1	no soal 5	no soal 4	no soal 10	no soal 11	no soal 13	no soal 14	no soal 18	no soal 21	total
1	Martha Selasonya	3	4	4	4	3	3	4	4	2	31
2	Yulia Triyanti	3	4	2	2	3	3	3	3	3	26
3	Roy Ramadani	2	2	2	4	4	2	2	3	1	22
4	Lyra Aprilia	2	4	4	4	4	4	4	4	4	34
5	Mia khairunisa	4	4	3	2	4	2	4	4	2	29
6	Maharani Yulia	3	4	1	2	4	2	2	2	2	22
7	Divah Imelda	3	4	4	4	2	4	4	4	3	32
8	Fitria indah	3	4	3	2	4	4	4	3	2	29
9	Riska Azizah	3	4	4	4	4	4	4	4	2	33
10	Elita Aisyah	4	4	2	2	2	4	4	4	2	28
11	Diky Aditia	4	4	4	4	4	4	4	4	4	36
12	Citra Okatviana	3	4	2	4	4	4	2	4	2	29
13	Hilal Basyri	4	4	4	4	4	4	4	4	4	36
14	Rizky Danindra	3	2	3	4	4	4	4	4	2	30
15	Eka Prasetyo	2	2	3	2	3	1	4	2	4	23
16	Citra Hamvah	3	4	4	4	4	4	4	4	2	33
17	June Ilham	2	4	2	4	4	4	4	4	4	32
18	Aditia Refi	2	4	2	2	3	2	4	2	4	25
19	Alif Alaika	2	4	4	4	4	4	4	3	4	33
20	Ramanda Yogi S	4	4	4	2	4	4	4	4	4	34
21	Ruri Ramayang	4	4	4	1	3	4	4	3	4	31
22	Erik revaldo	2	4	2	3	3	4	4	3	4	29
23	Putri Balqis	2	2	4	4	4	3	2	3	4	28
24	Feri Febiola	2	2	4	2	4	4	3	4	4	29
25	Ardini	4	4	4	3	4	4	4	4	4	35

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26	Slamet Efendi	3	3	4	2	4	4	4	2	2	28
27	Fani Vandelita	2	2	4	3	4	2	4	4	2	27
28	Nasaichul Ibad	2	2	3	4	4	4	4	4	4	31
29	Elang Samudra	4	4	1	4	4	4	4	3	4	32
30	Oktaviana Dewi	3	4	4	1	1	1	2	4	2	22

AUTHORITARIAN

no	Nama Responden	no soal 2	no soal 6	no soal 8	no soal 12	no soal 16	no soal 17	no soal 20	no soal 22	no soal 23	total
1	Martha Selasonya	3	2	3	4	2	3	3	3	3	26
2	Yulia Triyanti	3	4	3	3	2	3	3	2	2	25
3	Roy Ramadani	3	2	3	4	2	3	4	3	2	26
4	Lyra Aprilia	4	2	2	3	2	2	1	2	2	20
5	Mia khairunisa	3	3	4	4	3	4	1	3	3	28
6	Maharani Yulia	3	3	1	3	3	2	4	3	4	26
7	Divah Imelda	2	3	3	4	3	2	1	4	3	25
8	Fitria indah	1	4	3	4	2	3	2	3	3	25
9	Riska Azizah	2	2	4	4	4	4	3	2	4	29
10	Elita Aisyah	3	2	4	1	3	3	1	2	2	21
11	Diky Aditia	1	2	2	3	4	2	1	1	2	18
12	Citra Okatviana	3	2	4	4	4	3	1	3	4	28
13	Hilal Basyri	2	3	4	4	1	4	3	2	2	25
14	Rizky Danindra	2	2	4	4	2	3	1	3	4	25
15	Eka Prasetyo	4	3	3	3	1	3	4	3	1	25
16	Citra Hamvah	3	1	2	4	2	1	1	3	3	20
17	June Ilham	1	3	1	4	2	3	1	3	3	21
18	Aditia Refi	1	3	4	4	1	2	2	2	2	21
19	Alif Alaika	4	3	2	3	4	3	1	3	1	24

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20	Ramanda Yogi S	2	2	4	3	2	1	1	4	2	21
21	Ruri Ramayang	3	4	2	4	1	4	4	4	4	30
22	Erik revaldo	1	2	4	4	1	2	1	2	2	19
23	Putri Balqis	1	4	1	4	2	2	1	3	2	20
24	Feri Febiola	3	4	4	4	4	3	1	3	1	27
25	Ardini	1	1	1	2	1	1	1	2	1	11
26	Slamet Efendi	1	3	4	4	2	1	2	2	4	23
27	Fani Vandelita	1	4	2	4	2	1	3	2	4	23
28	Nasaichul Ibad	1	2	4	3	4	3	3	1	1	22
29	Elang Samudra	3	4	4	4	4	1	1	4	4	29
30	Oktaviana Dewi	4	4	4	4	4	4	4	4	4	36

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PERMISSIVE

no	Nama Responden	no soal 3	no soal 7	no soal 9	no soal 15	no soal 19	no soal 24	no soal 25	total
1	Martha Selasonya	3	3	2	3	3	1	1	16
2	Yulia Triyanti	3	3	3	2	1	1	1	14
3	Roy Ramadani	2	3	3	4	1	2	1	16
4	Lyra Aprilia	3	4	1	1	1	1	1	12
5	Mia khairunisa	2	3	2	2	1	1	1	12
6	Maharani Yulia	3	3	2	3	1	1	1	14
7	Divah Imelda	4	3	1	4	1	1	1	15
8	Fitria indah	2	3	1	3	1	1	1	12
9	Riska Azizah	3	4	2	3	1	1	1	15
10	Elita Aisyah	2	3	1	4	1	1	1	13
11	Diky Aditia	4	3	1	2	1	1	1	13
12	Citra Okatviana	3	4	2	3	1	1	1	15
13	Hilal Basyri	2	2	2	3	1	1	1	12
14	Rizky Danindra	3	3	2	3	1	4	2	18
15	Eka Prasetyo	4	2	1	3	3	1	1	15
16	Citra Hamvah	4	4	2	4	3	1	2	20
17	June Ilham	4	4	2	4	3	4	1	22
18	Aditia Refi	3	2	3	1	1	1	1	12
19	Alif Alaika	1	3	2	1	1	3	2	13
20	Ramanda Yogi S	4	2	2	4	1	4	1	18
21	Ruri Ramayang	4	4	4	4	4	4	2	26
22	Erik revaldo	3	2	3	1	1	4	1	15
23	Putri Balqis	2	4	3	2	2	1	3	17
24	Feri Febiola	4	2	3	3	3	1	1	17
25	Ardini	4	4	4	3	3	1	1	20
26	Slamet Efendi	4	4	2	3	2	2	1	18
27	Fani Vandelita	2	3	3	3	1	4	3	19
28	Nasaichul Ibad	3	3	2	1	3	1	2	15

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29	Elang Samudra	4	4	4	3	3	4	3	25
30	Oktaviana Dewi	4	1	2	3	3	1	1	15

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APPENDIX 6. RESULT INSTRUMENT TESTING 30 STUDENTS

Instrument Testing 30 Students

Authoritarian

Validty Test

Correlations

		X1.1	X1.2	X1.3	X1.4	X1.5	X1.6	X1.7	X1.8	X1.9	TX1
X1.1	Pearson Correlation	1	.071	.085	-.135	.252	.352	.237	.443*	.009	.535**
	Sig. (2-tailed)		.709	.654	.477	.179	.056	.207	.014	.964	.002
	N	30	30	30	30	30	30	30	30	30	30
X1.2	Pearson Correlation	.071	1	.000	.353	.076	.210	.276	.348	.216	.529**
	Sig. (2-tailed)	.709		1.000	.056	.691	.266	.140	.059	.252	.003
	N	30	30	30	30	30	30	30	30	30	30
X1.3	Pearson Correlation	.085	.000	1	.170	.224	.276	.000	.000	.085	.425*
	Sig. (2-tailed)	.654	1.000		.369	.234	.139	1.000	1.000	.657	.019
	N	30	30	30	30	30	30	30	30	30	30
X1.4	Pearson Correlation	-.135	.353	.170	1	-.040	.138	.118	.345	.485**	.471**
	Sig. (2-tailed)	.477	.056	.369		.834	.468	.534	.062	.007	.009
	N	30	30	30	30	30	30	30	30	30	30
X1.5	Pearson Correlation	.252	.076	.224	-.040	1	.171	-.155	.045	.146	.405*
	Sig. (2-tailed)	.179	.691	.234	.834		.366	.412	.814	.442	.027
	N	30	30	30	30	30	30	30	30	30	30
X1.6	Pearson Correlation	.352	.210	.276	.138	.171	1	.398*	.074	.027	.601**
	Sig. (2-tailed)	.056	.266	.139	.468	.366		.029	.699	.887	.000
	N	30	30	30	30	30	30	30	30	30	30
X1.7	Pearson Correlation	.237	.276	.000	.118	-.155	.398*	1	.034	.183	.494**
	Sig. (2-tailed)	.207	.140	1.000	.534	.412	.029		.857	.334	.006
	N	30	30	30	30	30	30	30	30	30	30
X1.8	Pearson Correlation	.443*	.348	.000	.345	.045	.074	.034	1	.364*	.537**
	Sig. (2-tailed)	.014	.059	1.000	.062	.814	.699	.857		.048	.002

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X1.9	N	30	30	30	30	30	30	30	30	30	30
	Pearson Correlation	.009	.216	.085	.485**	.146	.027	.183	.364*	1	.539**
	Sig. (2-tailed)	.964	.252	.657	.007	.442	.887	.334	.048		.002
	N	30	30	30	30	30	30	30	30	30	30
TX1	Pearson Correlation	.535**	.529**	.425*	.471**	.405*	.601**	.494**	.537**	.539**	1
	Sig. (2-tailed)	.002	.003	.019	.009	.027	.000	.006	.002	.002	
	N	30	30	30	30	30	30	30	30	30	30

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

Reliability Test

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded[a]	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Authoritative

Validity Test

Correlations

		X2.1	X2.2	X2.3	X2.4	X2.5	X2.6	X2.7	X2.8	X2.9	TX2
X2.1	Pearson Correlation	1	.524**	.063	-.197	-.072	.262	.212	.259	-.079	.392*
	Sig. (2-tailed)		.003	.740	.296	.705	.162	.261	.167	.678	.032
	N	30	30	30	30	30	30	30	30	30	30
X2.2	Pearson Correlation	.524**	1	-.098	-.094	-.233	.260	.208	.110	.058	.361*
	Sig. (2-tailed)	.003		.606	.622	.216	.164	.270	.564	.760	.050
	N	30	30	30	30	30	30	30	30	30	30

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X2.3	Pearson Correlation	.063	-.098	1	.058	.007	.175	.263	.401*	.125	.458*
	Sig. (2-tailed)	.740	.606		.760	.970	.356	.160	.028	.509	.011
	N	30	30	30	30	30	30	30	30	30	30
X2.4	Pearson Correlation	-.197	-.094	.058	1	.436*	.409*	.101	.378*	.062	.506**
	Sig. (2-tailed)	.296	.622	.760		.016	.025	.596	.039	.747	.004
	N	30	30	30	30	30	30	30	30	30	30
X2.5	Pearson Correlation	-.072	-.233	.007	.436*	1	.346	.104	.004	.105	.377*
	Sig. (2-tailed)	.705	.216	.970	.016		.061	.584	.983	.581	.040
	N	30	30	30	30	30	30	30	30	30	30
X2.6	Pearson Correlation	.262	.260	.175	.409*	.346	1	.421*	.372*	.288	.793**
	Sig. (2-tailed)	.162	.164	.356	.025	.061		.020	.043	.122	.000
	N	30	30	30	30	30	30	30	30	30	30
X2.7	Pearson Correlation	.212	.208	.263	.101	.104	.421*	1	.159	.321	.604**
	Sig. (2-tailed)	.261	.270	.160	.596	.584	.020		.400	.084	.000
	N	30	30	30	30	30	30	30	30	30	30
X2.8	Pearson Correlation	.259	.110	.401*	.378*	.004	.372*	.159	1	-.067	.562**
	Sig. (2-tailed)	.167	.564	.028	.039	.983	.043	.400		.725	.001
	N	30	30	30	30	30	30	30	30	30	30
X2.9	Pearson Correlation	-.079	.058	.125	.062	.105	.288	.321	-.067	1	.440*
	Sig. (2-tailed)	.678	.760	.509	.747	.581	.122	.084	.725		.015
	N	30	30	30	30	30	30	30	30	30	30
TX2	Pearson Correlation	.392*	.361*	.458*	.506**	.377*	.793**	.604**	.562**	.440*	1
	Sig. (2-tailed)	.032	.050	.011	.004	.040	.000	.000	.001	.015	
	N	30	30	30	30	30	30	30	30	30	30

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

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Reliability Test

Reliability Statistics

Cronbach's Alpha	N of Items
.620	9

Permisive

Validity Test

Correlations

		X3.1	X3.2	X3.3	X3.4	X3.5	X3.6	X3.7	TX3
X3.1	Pearson Correlation	1	.038	.100	.337	.569**	.076	-.181	.514**
	Sig. (2-tailed)		.843	.600	.069	.001	.691	.339	.004
	N	30	30	30	30	30	30	30	30
X3.2	Pearson Correlation	.038	1	.164	.144	.144	.075	.328	.438*
	Sig. (2-tailed)	.843		.387	.449	.449	.692	.077	.015
	N	30	30	30	30	30	30	30	30
X3.3	Pearson Correlation	.100	.164	1	-.014	.368*	.392*	.427*	.616**
	Sig. (2-tailed)	.600	.387		.941	.046	.032	.019	.000
	N	30	30	30	30	30	30	30	30
X3.4	Pearson Correlation	.337	.144	-.014	1	.251	.155	-.073	.492**
	Sig. (2-tailed)	.069	.449	.941		.181	.413	.700	.006
	N	30	30	30	30	30	30	30	30
X3.5	Pearson Correlation	.569**	.144	.368*	.251	1	.075	.234	.669**
	Sig. (2-tailed)	.001	.449	.046	.181		.692	.213	.000
	N	30	30	30	30	30	30	30	30
X3.6	Pearson Correlation	.076	.075	.392*	.155	.075	1	.433*	.622**
	Sig. (2-tailed)	.691	.692	.032	.413	.692		.017	.000
	N	30	30	30	30	30	30	30	30
X3.7	Pearson Correlation	-.181	.328	.427*	-.073	.234	.433*	1	.511**

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	Sig. (2-tailed)	.339	.077	.019	.700	.213	.017		.004
	N	30	30	30	30	30	30	30	30
	Pearson Correlation	.514**	.438*	.616**	.492**	.669**	.622**	.511**	1
TX3	Sig. (2-tailed)	.004	.015	.000	.006	.000	.000	.004	
	N	30	30	30	30	30	30	30	30

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Reliability Test

Reliability Statistics

Cronbach's Alpha	N of Items
.616	7

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APPENDIX 7. RESULT DESCRIPTION DATA

Score of Social Science

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Nilai Score	173	50	91	73.21	8.463
Valid N (listwise)	173				

Authoritative Variable

		soal 1	soal 4	soal 5	soal 10	soal 11	soal 13	soal 14	soal 18	soal 21
N	Valid	173	173	173	173	173	173	173	173	173
	Missing	0	0	0	0	0	0	0	0	0
Mean		2.87	2.99	3.31	2.91	3.38	3.35	3.60	3.16	2.83

Item 1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TP	10	5.8	5.8	5.8
	P	43	24.9	24.9	30.6
	KD	79	45.7	45.7	76.3
	S	41	23.7	23.7	100.0
	Total	173	100.0	100.0	

Item 4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TP	15	8.7	8.7	8.7
	P	38	22.0	22.0	30.6
	KD	54	31.2	31.2	61.8
	S	66	38.2	38.2	100.0
	Total	173	100.0	100.0	

Item 5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TP	1	.6	.6	.6
	P	39	22.5	22.5	23.1
	KD	38	22.0	22.0	45.1

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	S	95	54.9	54.9	100.0
	Total	173	100.0	100.0	

Item 10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TP	20	11.6	11.6	11.6
	P	51	29.5	29.5	41.0
	KD	26	15.0	15.0	56.1
	S	76	43.9	43.9	100.0
	Total	173	100.0	100.0	

Item 11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TP	4	2.3	2.3	2.3
	P	31	17.9	17.9	20.2
	KD	33	19.1	19.1	39.3
	S	105	60.7	60.7	100.0
	Total	173	100.0	100.0	

Item 13

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TP	8	4.6	4.6	4.6
	P	33	19.1	19.1	23.7
	KD	22	12.7	12.7	36.4
	S	110	63.6	63.6	100.0
	Total	173	100.0	100.0	

Item 14

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TP	2	1.2	1.2	1.2
	P	18	10.4	10.4	11.6
	KD	28	16.2	16.2	27.7
	S	125	72.3	72.3	100.0
	Total	173	100.0	100.0	

Item 18

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TP	7	4.0	4.0	4.0
	P	40	23.1	23.1	27.2
	KD	45	26.0	26.0	53.2

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	S	81	46.8	46.8	100.0
	Total	173	100.0	100.0	

Item 21

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TP	20	11.6	11.6	11.6
	P	54	31.2	31.2	42.8
	KD	34	19.7	19.7	62.4
	S	65	37.6	37.6	100.0
	Total	173	100.0	100.0	

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APPENDIX 8. RESULT DATA FINDINGS

PLS Analysis

Outer Loadings (Mean, STDEV, T-Values)

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)
Broken_Home <- Broken Home	1.000000	1.000000	0.000000
Harmonious <- Harmonious	1.000000	1.000000	0.000000
Score <- IPS Score	1.000000	1.000000	0.000000
Motherless <- Motherless	1.000000	1.000000	0.000000
T.Authoritative <- Parenting Styles	1.000000	1.000000	0.000000
Fatherless <- Fatherless	1.000000	1.000000	0.000000

Overview

	AVE	Composite Reliability	R Square	Cronbachs Alpha
Broken Home	1.000000	1.000000		1.000000
Harmonious	1.000000	1.000000		1.000000
IPS Score	1.000000	1.000000	0.009044	1.000000
Motherless	1.000000	1.000000		1.000000
Parenting Styles	1.000000	1.000000		1.000000
Fatherles	1.000000	1.000000		1.000000

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Cross Loadings

	Broken Home	Harmonis	Nilai IPS	Piatu	Pola Asuh	Yatim
Broken_Home	1.000000	-0.576341	0.005963	-0.049175	-0.040895	-0.084582
Harmonious	-0.576341	1.000000	0.027711	-0.348818	0.095375	-0.599975
Score	0.005963	0.027711	1.000000	0.008012	0.047102	-0.070112
Fatherless	-0.049175	-0.348818	0.008012	1.000000	-0.034993	-0.051191
T.Authoritative	-0.040895	0.095375	0.047102	-0.034993	1.000000	-0.068077
Motherless	-0.084582	-0.599975	-0.070112	-0.051191	-0.068077	1.000000

Path Coefficients (Mean, STDEV, T-Values)

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	Standard Error (STERR)	T Statistics (|O/STERR|)
Broken Home -> IPS Score	-0.113992	-0.091940	0.179687	0.179687	0.634392
Harmonis -> IPS Score	-0.178050	-0.151421	0.268898	0.268898	0.662149
Motherless -> IPS Score	-0.067724	-0.063030	0.122350	0.122350	0.553526

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Parenting Styles -> IPS Score	0.044320	0.041734	0.083697	0.083697	0.529528
Fatherless -> IPS Score	-0.187029	-0.160256	0.199896	0.199896	0.935632

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APPENDIX 9. DOCUMENTATION

TEST QUESTIONNAIRE FOR 30 STUDENTS IN BK

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PROCESS COLLECT DATA FROM QESTIONNAIRE IN 8A-8H

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APPENDIX 10. CURRICULUM VITAE

CURRICULUM VITAE

Name	: Irma Firlia Qorida
NIM	: 14130046
Date and Place of Birth	: Malang, April 17th, 1996
Faculty/Study Program	: Faculty of Tarbiyah and Teaching Training/ Social Science Education Department
Entrance Year	: 2014
Adress	: Dsn. Biru Gunungrejo Rt. 01 Rw. 01, Singosari, Malang.
Contact	: 081563239990
Email	: irmafirlia25@gmail.com
Instagram	: Irmafirlia17

Malang, June 2018

Researcher

Irma Firlia Qorida

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