

THE IMPACT OF POOR RELATIONSHIPS AND PARENTING TYPE ON CHILD'S BEHAVIOR AND LEARNING MOTIVATION

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ABSTRACT

This article aims at describing the bad effects of bad parenting at home and bad relationship of parents with the son towards the son's behavior and his learning motivation. By using the interviewing one of the teenagers during the recent three years, it can be described how was the effects of the authoritarian parenting style towards the son's behavior and learning motivation. Authoritarian parenting style and bad relationship of parents and the son disturb the son's five individual basic psychological needs as stated by Maslow: 1) safety, 2) love, 3) belongingness, 4) respect, and 5) self-esteem. It should be emphasized that these basic needs are essentially unconciuous, and when they are not filled, one's behavior is more or less dominated by the drive to fill them. It results deficiency-motivated behavior, effects one's basic anxiety, which then put him in the vicious circle. It increased bad behaviours in form of bad language use, conflicts, and neurotic needs. Naturally each individual has basic needs that should be fulfilled in order to make him have good behaviour and high motivation to learn both at home and school.

Keywords: Parenting style, Basic psychological needs, Behavior, Learning motivation.

ABSTRAK

Artikel ini bertujuan untuk mendeskripsikan dampak buruk pola asuh yang buruk di rumah dan buruknya hubungan orang tua dengan anak terhadap perilaku dan motivasi belajar anak. Dengan mewawancarai salah satu remaja selama tiga tahun terakhir, dapat digambarkan bagaimana pengaruh pola asuh otoriter terhadap perilaku dan motivasi belajar anak. Pola asuh otoriter dan hubungan buruk antara orang tua dan anak laki-laki mengganggu lima kebutuhan psikologis dasar individu anak laki-laki seperti yang diungkapkan Maslow: 1) rasa aman, 2) cinta, 3) rasa memiliki, 4) rasa hormat, dan 5) harga diri. Perlu ditekankan bahwa kebutuhan-kebutuhan dasar ini pada dasarnya tidak disadari, dan ketika kebutuhan-kebutuhan dasar ini tidak terpenuhi, perilaku seseorang kurang lebih didominasi oleh dorongan untuk memenuhi kebutuhan-kebutuhan tersebut. Hal ini mengakibatkan perilaku yang dimotivasi oleh kekurangan, berdampak pada kecemasan dasar seseorang, yang kemudian menempatkannya dalam lingkaran setan. Hal ini meningkatkan perilaku buruk dalam bentuk penggunaan bahasa yang buruk, konflik, dan kebutuhan neurotik. Secara alamiah setiap individu mempunyai kebutuhan dasar yang harus dipenuhi agar ia mempunyai perilaku yang baik dan motivasi belajar yang tinggi baik di rumah maupun di sekolah.

Kata kunci: Pola Asuh Orang Tua, Kebutuhan Psikologis Dasar, Perilaku, Motivasi Belajar.

INTRODUCTION

Within each individual there are a number of needs arranged in stages, starting from the lowest and basic needs, namely physiological needs, to the highest level—self-actualization. Every individual has the desire to actualize themselves, which Carl R. Roger's theory stated the urge to become oneself (to become a person). Every individual has the urge to be himself, because within him there is the ability to understand himself, determine his own life, and handle the problems he faces himself. That is why, in the process of parenting and creating parents-children relationships parents should pay close attention to the educational conditions. This conditions should be created to enable children to obtain and fulfill

all basic needs so that children are ultimately able to actively actualize themselves. These conditions should be applied in the family.

Family is the first and main place of education for a child. The parenting values applied by the family will influence the child's developing body until adulthood. This is in line with what was stated by Kilonzo (in Rahayu, 2020) who stated that parenting styles in the family have an important meaning in children's lives. Parenting is the interaction between children and parents during parenting activities. This care means that parents educate, guide and discipline and protect children to reach maturity in accordance with the norms that exist in society (Shochib in Rahayu, 2020).

There are many types of parenting can be found in family. Parenting style defined by Baumrind refers to "a pattern of child-rearing that is the result of parents' reactions to their child or children" Three parenting styles i.e. authoritative, authoritarian, and permission forms were identified. Authoritative parenting style is identified as a democratic form of parenting. Baumrind suggested that these parents "monitor and impart clear standards for their children's conduct". Permissive parenting style is referred to apply very few rules or boundaries, allowing children to dictate their life events and out rightly refuse compliance with the choices of others. Authoritarian parenting style is the domineering and dictatorial form of parenting (Dhariwala & Shwetha, 2020). One of the major influencing factors in a child's development is their innate dispositions i.e temperament which might evoke different parenting styles. Temperament is the building blocks of adult personality and can be broadly referred to the physical basis for expression and arousal of emotions and regulation components of personality.

Many researches have been conducted on the effect of parenting styles. Dominantly in Karyanto et al. (2022) the researches are about the implication of good style of parenting. Wibowo (2017) for example, explains pattern foster is the way how are parents in treating children give education for child, give help me, how discipline children, providing protection to children, which consists of from the way parents in provide rules, punishments, and rewards, controls and communication to obtain maturity in accordance with applicable norms in society. It is in line with results study conducted by Masni (2018) who explains that the role of democratic parenting applied by parents make children become people who are willing to accept criticism and respect others, have high self-confidence and are able to be responsible for their social life. It is also found that based on the study conducted by Afiyah and Alucyana (2021) children who have a good democratic parenting will try hard and are highly motivated, they will make good efforts and have good motivation too. It is stated that a good and healthy attachment will be experienced by children who receive a touch of love from their parents through eye contact, physical, warm touch that is full of love and affection. Parents and children have a good relationship, it will manifest in the pattern of secure attachments (Fadillah, 2021).

Parenting is one of the factors that influence formation independence in children, Kustia (2016) in the research results explain that independence in children will be seen if parents could understand the growing development process in children. Child will becomes independent personality if parents could show good attitude and example in applying independence values. Pattern type of foster Democracy expects children to share responsibilities and be able to develop their expected potential leadership. It can encourage children to be able to stand on their own, be responsible and believe in themselves. This thing supported by Desmita (2010) who explains that with the existence of foster democratic pattern and creativity, the child will develop things. This is because parents always stimulate their children to be able to take the initiative. Children who are raised in a family with a democratic atmosphere are more flexible in their development and can accept power rationally. On the other hand, children who are raised in an authoritarian atmosphere view power as something to be feared and secret.

This research is also different from the researches have conducted by others. In line with the research conducted by Desmita (2010) and Dhariwala & Shwetha (2020) who found that the authoritative style of parenting has an association with the temperament of the children. Also, there is a likelihood of a bi-directional relationship between the two variables i.e, parenting styles and temperament. Thus, early interventions strategies that focus on both parental training as well as targeting specific developmental targets for children can facilitate easy regulatory mechanisms for children. This study is further on the impact of generations on parenting.

This article is about the findings of the bad impact that occurs on a boy, here labeled with **R**, in terms of behavior and low motivation to learn as a result of bad parenting patterns of parents, and bad relationships created by other people—parents and other family members towards **R**. This study is different from the research conducted by Bang & Jang (2022) who have studied about identifying the factors that influence mothers' warm parenting behavior as the primary care-givers and to contribute to nursing interventions that promote mothers' warm parenting behavior, in which it is found that the factors that significantly predicted mothers' warm parenting behavior were parenting stress, happiness, and parenting role sharing. In Bang and Jang (2022) mothers' behavior were studied, while in this research the study was conducted to the child whose mother and father had parenting stress. They had Authoritarian parenting style, the style which is limits and punishes. This Authoritarian parenting style is the style where parents minimize verbal arguments and apply firm limits and control to children, enforce rules rigidly without clarity. The impact of authoritarian parenting if applied excessively will make children unhappy, afraid, inferior, and have an indifferent attitude towards learning, are passive, and have weak communication skills.

In line with Wafiroh & Pratikno (2023), family is the first and main education for children, so it's not surprising if children imitate attitudes or what is done in their family. Children themselves are good imitators, therefore in raising parents it is necessary to set a good and good example for their children. Parents should never show a bad attitude in front of their children, because this could make their children imitate them.

Factors that can affect learning outcomes can be categorized into two, namely internal factors that come from within the student and external factors that come from outside the student's self. Internal factors consist of intelligence or intelligence, attention, interest, talent, motivation, maturity, readiness and fatigue. While external factors consist of the family environment, school environment, and community environment and many more. Among the factors that are thought to influence mathematics learning outcomes are parenting patterns that are of concern to researchers. This parenting factor is suspected by researchers to cause heterogeneous student learning outcomes (Slameto in Wafiroh & Pratikno, 2023).

METHOD

This research was conducted by using descriptive qualitative research design. The subject of this research is a young boy, labelled with **R**. The data were collected by using direct interview. Findings were obtained through observations and interview with **R**, **R**'s parents, as well as with the person who close to **R**. By observing directly, communicating directly with **R**, and interviews with people nearby (parents and close friend), it was found that **R** had the parenting problems which made him had bad behavior and low motivation to learn. The data collected by observation and interview are presented in table forms and verbally analyzed for showing the observation and interviews results about the effect of parenting style towards the child's basic psychological needs, behavior, and learning motivation.

DISCUSSION

The data collection was started with the problem of parenting patterns and bad relationships created by **R**'s parents at home, where his parents were angry because **R**'s grade on one of the school subjects, namely the subject of Religion which was not completed. Parents scold their child **R**, considering him to be incompetent and not serious about studying. For complete findings, the data are presented in following table:

Table 1: Data from Interview with **R**'s Parents, **R**, and **R**'s Friend

No	Questions	Parents' Answers	R 's Answer	R 's Friend Answer
1	What was the problem which make both of you angry with your son R ?	R 's grade on one of the school subjects, namely the subject of Religion which was not completed.		

2	When you know that your son couldn't complete and pass one of the subject at school, what did you do for him?	We always be angry and blame him for whatever the he did. It's not enough to just be angry, we also always treat him differently (unfairly) compared to other children—the oldest sister, the second and the youngest brothers.		
3	What did you do when your parents know that you were not pass on and couldn't complete one of the subject at school?		When my parents knew that I couldn't pass on of the subject at school the angry with me. It makes me afraid and found it such trigger. My father hit me. In the morning I left home and I am wearing school uniforms, but I didn't go to school. I went to a friend's house, away from my parents for several days.	
4	How long did you left school and home? What happened since then?		Due to the fact that after several days I did not come back home and go to school either. My parents were warned by my class teacher, and there was communication between my parents and the class teacher regarding the issue that I did not coming	

			home and not going to school.	
5	What did your parents do when they angry with you?		My parents scold me all the time when I was at home, considering me to be incompetent and not serious about studying. Not only scolded me, I was also thrown on by a bicycle. My father often hit and kick me when he is angry with me although it is because of the small problem I made. My mother always intimidate when I make mistake.	
6	Do you have sister or brother? How was your relationship with them?		Yes, I have sister and two brothers. We are not good in daily communication. They always busy with their own business, they do not care with me. My parents always care of them all, pay close attention to all their needs. My parents always treat them excitedly all the days. It is really a different treat to me.	

7	Do you know how R 's parents treat him every day?			Yes, he always tell me that every day his parents angry with him. He tells me that only because of a small problem such as putting the socks not in the appropriate place after school, his mother grumbled repot it to his father, then his father hit him directly. It makes him was hurt then left the house, and went to his friend's house. It happens all the times when he makes mistake although it is just a small mistake.
8	Do you know that when R left home, did he go to school as usual?			No, R did not come to school for about two or three days until I suggest him to go home and go on studying as well as go to school. This condition makes him lazy to study and sometimes it makes him rough and brutal. The conditions make him be the angry person.
9	How is R 's general ability and performance in each subject at school?			In fact R is good student at school. He has good

				performance in speech, especially in religious speech. However he had bad temper when he couldn't get good attention from his parents or people around him.
10	As a friend do you ever help R in his subject at school?			I have known R for long time. As a friend—a classmate, I often help R in his school subject when he had problem on it, but he seems to be indifferent about his own school problem. It seems that he is unmotivated to learn more about his school subject. He often ignore the learning activities in class.

DISCUSSIONS

Not only was the boy **R** scolded, **R** was also thrown on a bicycle, because the parents were embarrassed that their son had received incomplete grades in religious subjects while the child was studying at an Islamic boarding school in junior high school. Since then the parents have always been angry and blamed the child **R** for whatever the child did. It's not enough to just be angry, parents also always treat **R** differently (unfairly) compared to other children—the oldest, the second and the youngest (**R** was the third child in the family), including giving attention and affection. This became a trigger and resulted in **R** leaving the house. Leaving home wearing school clothes in the morning, but apparently **R** didn't go to school. It turned out that **R** went to a friend's house, away from his parents for several days.

Due to the fact that after several days **R** did not go to school, the parents were warned by **R**'s class teacher, and there was communication between the parents and the class teacher regarding the issue of **R** not coming home and not going to school. From the results of communication between parents and class teacher **R**, an agreement was reached to obtain information about "R" through his classmates. From **R**'s classmate, information was obtained that "R" had not been to school after several days, and further information was obtained by the classroom teacher that there was a close friend of **R** who was still his classmate who knew about the whereabouts of **R**. Finally **R**'s parents agreed with the classroom teacher to meet the writer's child at home to get information about **R**'s whereabouts".

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With the arrival of **R**'s parents to meet the author's child, the author began to collect all the data in the form of information from the results of the author's interviews with **R**'s parents. Information also began to be collected through interviews with the author's own children as one of **R**'s friends, and also through the author's direct communication with **R**, both face-to-face, via telephone and via Short Message (SMS). From the information and data collected, it shows that **R** is actually experiencing a problem of non-fulfillment of his psychological basic needs.

R's problem in the finding data above seems to be in line with the theories proposed by Abraham Maslow as a pioneer of humanistic psychology believed that humans are driven to understand and accept themselves as much as possible. His theory which is very famous to this day is the theory of the Hierarchy of Needs. His family life and life experiences had an influence on his psychological ideas. After World War II, Maslow began to question how previous psychologists viewed the human mind. Even though he did not deny it completely, he had his own ideas for understanding human thinking.

Humanist psychologists believe that every person has a strong desire to realize his or her potential, to reach the level of self-actualization. To prove that humans do not just react to situations that occur around them, but to achieve something more, Maslow studied someone with a healthy mental state, rather than studying someone with mental health problems. This illustrates that humans can only experience the "peak experience" when they are in harmony with themselves and their surroundings. In Maslow's view, humans who self-actualize can have many peak experiences compared to humans who lack self-actualization.

Maslow used the pyramid as a model to visualize his ideas regarding the hierarchy of needs theory (Slavin: 1994). According to Maslow in Slavin "humans are motivated to fulfill their life needs". These needs have levels or hierarchies, starting from the lowest (basic/physiological) to the highest (self-actualization). The hierarchy of needs is as follows: 1) Physiological or basic needs, 2) The need for security, 3) The need to be loved and cherished, 4) The need to be appreciated, and 5) The need for self-actualization.

Maslow called four needs ranging from physiological needs to self-esteem needs as homeostasis. Then they stop by themselves. Maslow expanded the scope of this homeostatic principle to those needs, such as security, love and self-esteem, which ones usually do not associate with this principle. Maslow considered these deficit needs as survival needs. Love and affection actually make it clear that this need has been there since birth, exactly the same as instinct according to Maslow (Koeswara, 2001 and Alwisol 2005).

Based on the finding data above, it is found that **R**'s psychological need is not fulfilled. **R** didn't get his parents' love completely since he always be scolded by his parents every time he makes mistakes, although it is a small one. It is found that **R** always be intimidated by his parents. His parents applied authoritarian parenting style for **R**. It is in line with the style of parenting explained by Baumrind (Dhariwala & Shwetha, 2020) who stated that parenting style defined as Authoritarian parenting style is the domineering and dictatorial form of parenting.

CONCLUSIONS

The benefit of conducting this research is that it is hoped that it can add insight for parents to better understand the characteristics and needs of children. From the results of the research that has been carried out, it can be concluded that parenting style affect child's performance and behavior. Authoritative style of parenting has an association with the temperament of the children. It makes them do not motivated to learn. Authoritative style of parenting makes child difficult to fulfill his psychological needs in his life.

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