

Understanding Entrepreneurship Learning Outcomes: Parenting and Discipline

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This research aims to find out whether there is an influence of parenting and discipline in learning on the learning outcomes of entrepreneurship as a subject. This study uses quantitative methods with a correlational approach. The survey method is used to obtain primary data for variable X1 (parenting) and secondary data for variable X2 (discipline in learning). The sampling technique used is the proportional sampling technique, which uses a proportional random sampling method. For the data processing, the authors processed questionnaires using a Likert Scale and a semantic differential scale. The conclusion of this study is that parenting and discipline in learning have a positive and significant impact on the learning outcomes of students.

Key words: *Discipline of Learning, Entrepreneurship, Learning Outcome, Parenting.*

Introduction

Education is one thing that is very important in human life. Through education, people acquire extensive knowledge, improving their skills, attitudes, morals, and values so they can be virtuous. Without education, it would be impossible for Indonesia to achieve national education goals. The latter produce quality resources and enable the country to compete in globalisation. Indonesian education quality is in poor condition. Report results from the Program for International Students Assessment (PISA) of 2015, released on December 6, 2016, state that the performance of Indonesia is still low. Indonesia was ranked 62 out of 72 countries. Based on the Human Development Index (HDI), released by the United Nations



Development Program (UNDP) in 2016, Indonesia won 0689 figures. This value placed Indonesia in the medium human development category, ranking 113 out of 188 countries.

Low quality of education in Indonesia is not a new challenge that must be faced. The challenge is the same every year. The government responded to the importance of education by establishing Act No. 32 of 2013, Article 2, paragraph 1a of educational standards, which indicates that education standards should be improved in a planned, purposeful and sustainable way by following the demands for local, national and global change.

The purpose of the establishment of educational standards is to produce qualified human resources. The success of education in developing human quality can be obtained through developing knowledge, skills, attitudes, and spiritual good. Achieving this success can be done through a learning process that is effective, efficient, innovative, interesting, and fun.

In the process of teaching and learning, teachers have a role in encouraging, guiding and providing learning resources that are good for students. They must also create an atmosphere in the classroom and a learning process that is innovative, creative, interesting, and fun to consequently obtain expected learning progress. To see students' progress, there should be a benchmark for the acquisition of optimal learning results.

The results can be used as a benchmark to study the image of students' progress. Therefore, it is necessary to measure learning activities or the skill levels of students through their learning outcomes. Each student has various learning outcomes. High or low learning outcomes can be influenced by many factors, namely internal and external factors.

For most students who achieve poor learning outcomes, one of their reasons is that they are given freedom by their parents to do whatever they please. Because of freedom that given by these parents, students feel more pleased with their world and not too concerned with learning. Some students are under their parents' authoritarian rule. Parents of students often do not hesitate to give punishment when their children make mistakes. This makes students feel depressed, so they are not able to study in peace because they often hear insults from their parents. Based on the problems described above, it can be concluded that the problems that affect learning outcomes are discipline in learning and parenting that is not right. Of all the problems that affect poor performance and learning outcomes related to entrepreneurship, the authors have focused on some in particular.



Research Purposes

The purpose is to analyse the effect of parenting and discipline in learning on the learning outcomes of students of Bina Putra Vocational High School in South Jakarta in entrepreneurship.

Benefits of Research

The benefits of this research are theoretically to add insight and knowledge about parenting and discipline in learning to improve student learning outcomes as well as reference material useful for other researchers interested in these issues. Furthermore, the practical benefits of this research are inputs regarding efforts to improve student learning outcomes to support the achievements of vocational education programs in South Jakarta.

Literature Review

Learning Outcomes

Each individual experiences a lifelong learning process because learning has no age limits. Therefore, learning can be done by anyone: toddlers, children, adolescents, adults, and the elderly. Learning refers to what is done by a person in a subject of study. By learning, someone will experience changes that happen in their life. These include changes from not knowing to knowing, from misunderstanding to understanding, and from being unable to being able. Additionally, by studying a person can develop their potential.

According to Gagne in Susanto (2013), learning is defined as a process in which an organism changes an action as a result of experience. Gagne's statement indicates that learning is a process conducted by humans. The process is carried out to find an experience for them.

Hamalik (2004) explains that learning modifies or reinforces behaviour through experience. According to Hamalik's explanation regarding the definition of the study, learning is a process or activity and not an outcome. The second opinion, in line with this theory, says learning is a process by which a person attempts to obtain a change in behaviour to become better overall, as a result of their own experience and interaction with their environment (either a family or school environment).

Winkel (2007) suggests that learning is a mental activity that takes place in an active interaction between a person and the environment and produces changes in knowledge, understanding, skills, and values that are relatively constant. Winkel's statement can be expanded to encompass someone learning through interaction with the environment.

Hilgard in Susanto (2013) adds that learning is a change in reaction to environmental activities that includes knowledge, skills, and behaviours and is acquired through practice. In line with the opinion of Djamarah (2014), learning is the unity of activities carried out by someone to obtain a change in behaviour in the form of cognitive abilities, affective abilities, and psychomotor abilities, where these changes occur as a result of their own experience.

According to some experts above, it is known that learning is a process that results in a change of business behaviour that involves knowledge, skills, and attitudes. These changes are passed on through the results of personal experience and practice. The changes are accepted by students due to the process of learning. The process of learning occurs when a teacher gives input in the form of stimulus that will produce an output in the form of a response. The process that occurs between the stimulus and response can be observed. Therefore, what is acceptable to teachers in the reaction or response of students takes the form of learning outcomes.

Simply put, according to Susanto (2013), the results of student learning are the abilities acquired by a child after engaging in learning activities. Sudjana (2013) also argues that learning outcomes are the abilities of students after receiving their learning experience. These two experts' statements indicate that students can determine the ability of learning results when the students have gone through a learning activity. The core of the third explanation refers only to the learning outcomes and acquired abilities of students after participating in learning activities.

Learning outcomes involve a change in behaviour that often occurs after the process of teaching and learning activities in education. Humans have the potential to change psychiatric behaviour in children. Changed behaviours involve the cognitive, affective, and psychomotor domains. Mulyono in Sudjana (2013) also describes learning outcomes as being the result of changes in behaviour in these three domains.

Parenting

Parenting involves patterns of children's growth, including the academic progress of children. It can continue to be sustainable from an early age into adulthood and even to into higher education. This needs to be done because it is a very big factor in encouraging students to achieve maximum learning results. Parenting plays an important role in how children are educated for the sake of them seeing their independence in the future.

Family educational environments come first and foremost according to Fuad (2008): as the first environment for children, the family environment is the first environment where a child gets conscious influence. Families are the oldest educational institutions. They are informal

and natural. Children firstly get an education and guidance from their parents. How parents guide and educate children involves the form of upbringing given by parents. According to Edwards (2006), parenting is what is done by parents to educate children. Methods are not free from the influence of individual character.

Parents generally consist of a father and mother who have formally binding relationships through marriage. This is supported by the opinion of Kartono (2005): parents are men and women who are married and ready to assume responsibility as fathers and mothers of children born. Based on these definitions, a parent is someone who is responsible for what is going to happen or has already happened to their children, including being responsible in the learning process. Learning outcomes are achieved through the provision of full attention.

According to Suarsini (2013), parenting is a pattern of behaviour applied to children that is relatively consistent over time. Parenting is felt by children positively and negatively and the upbringing instilled by each parent must be different. Furthermore, the pattern of parenting, according to Djamarah (2014), is made by parents who lead and guide children who perform consistently since birth to teenage years. Parents shape children's behaviour in accordance with norms and values and in accordance with people's lives. Apriastuti (2013) also describes ways to teach in order to care for, nurture, guide, train, and influence children. Furthermore, in parents' parenting, there are some indicators, such as those described by Suherman (2011). There are three kinds of attitudes of parents in families that affect children's growth: authoritarian attitudes, permissive attitudes or liberal and democratic attitudes.

Aqib (2011) also mentions three kinds of parenting: democratic, authoritarian and permissive parenting that will form different behaviours. Democratic parenting produces children who can control themselves, have good relationships with friends, and are open to parents. Authoritarian parenting will shape children's behaviour to make them depressed, silent, anxious, and withdrawn. Permissive parenting produces characteristically spoiled children who are selfish, lack confidence, and have a lack of self-control.

Discipline in Learning

According to Misnah et al (2019), the word discipline originates from the Latin word *discere*, which means learning. Therefore, the word discipline experiences several changes in meaning in several senses, namely discipline can be interpreted as obedience to regulations or being subject to supervision and self-control. Discipline can also be interpreted as an exercise that aims to develop people in order to be more orderly.

Discipline in learning needs to be invested in by each student because it is through discipline that students can perform learning activities regularly. Nurfitriyani (2014) asserts that



discipline is an act of obedience to order in the form of regulation. Moenir (2010) adds that discipline is a form of adherence to rules, both written and unwritten.

Based on the opinions of the experts above, discipline is an attitude that involves an individual obeying rules or regulations (written and unwritten) and the norms prevailing in society to achieve certain goals.

Discipline, according to Shah (2010), is the attitude of consciousness of learners always willing to follow the rules that have been established. Discipline is defined as an attitude of awareness of learners in keeping regulations in force.

According to Sholeh (2016), learning is a process of discipline attempted by someone to obtain a change in behaviour as a result of interaction with the environment in schools through training and control. Tu'u (2004) also indicates that discipline in learning is a condition created and developed through one's efforts to acquire a new behavioural change. As a whole, it is a result of personal experience in interaction with the environment that shows the values obedience, regularity or order.

Based on both the opinions above, learning discipline is a process attempted by learners to obtain a change in behaviour from interaction with the environment of a school as well as from personal experience. These changes are indicated by the values of obedience, regularity, and order.

Effendi (2006) also believes discipline in learning is an attitude or behaviour of self-control that can create or show values of order. Obedience, adherence, and regularity in learning activities both at school and at home are based on the values of normal individuals in obtaining behavioural changes in attitudes and actions in accordance with the rules of the applicable norms in their environment.

Furthermore, Saputro et al (2012) state discipline is self-control students learn in the forms of rules (written or unwritten) that have been applied by the students concerned. It comes from outside as well as taking place in the form of awareness of duties and responsibilities.

Discipline is an attitude of self-control of students' involving regulations. The latter regards regulations made by the students concerned and regulations from outside that show the values of obedience, compliance and regularity in learning activities at home or in school. Consciousness is not only awareness in obeying the rules, but also awareness of duties and responsibilities as a student.

Results and Discussion

Based on the results of path analysis, the influence of parents' parenting (Variable X1), which directly affects the outcome of learning (Variable Y) has a value of $0.3192 = 0.101$ or 10.1%. Discipline in learning (variable X2) that affects the learning value is $0.5572 = 0.310$ or 31%. The influence of parenting on learning outcomes through discipline in learning is $= 0.376 \times 0.557 = 0.209$ or 20.9%. The total effect of parenting (X1) and discipline in learning (X2) on learning outcomes is as follows: $(Y) = 0.319 + (0.376 \times 0.557) = 0.528$ or 52.8 %.

Based on hypothesis testing, discipline in learning and parenting simultaneously have an impact on learning outcomes, as seen from $F (66.836) > F$ table of (3.08). Partially t of parenting (4.630) and t of discipline of learning (8.077) result in the table value (1.658). Parenting $t > t$ table shows parenting's effect on learning outcomes, whereas the discipline in learning $t > t$ table shows working learning discipline also influences learning outcomes. Both simultaneously express significant ($t > t$ table) effects. Parenting and discipline in learning have a positive influence on learning outcomes.

Based on the calculation of the dominant indicator of X1 (parenting), the indicators of democratic parenting obtained the highest score of 38.57% compared to other indicators. As for indicators that obtain the lowest score, authoritarian parenting scored 29.38% compared to other sub-indicators.

Based on calculations, it can be interpreted that parenting and discipline in learning affect learning outcomes. In other words, the more suitable the parenting received by students, the higher the perceived discipline of learning of the students that ultimately affects their learning outcomes. Vice versa, the less suitable the parenting received by students, the lower the level of discipline of learning, which ultimately makes their learning outcomes lower.

In previous research on parenting's influence on learning outcomes in social sciences, Ika Widhiasi et al (2017) found that 88.3% of fourth-grade students tend to experience democratic parenting. 39.5% of these students have very good learning outcomes. Permissive parenting had indicators showing 62.5% produced results that were quite good. Of students who had an authoritarian upbringing, 75% had fairly good learning outcomes. In general, there is a positive and significant correlation between parenting and learning outcomes of 12.3%.

Conclusion

Based on the results of research on the influence of parenting and discipline on learning and the learning outcomes of entrepreneurship subjects at Bina Putra Vocational High School in



South Jakarta, it can be concluded that the pattern of parenting and discipline in learning have a positive effect on learning outcomes. Parenting that is suitable for children will have a high or low impact on the learning outcomes of the students themselves. Parenting styles include democratic parenting, permissive parenting, and authoritarian parenting. Democratic parenting is done by parents who give children freedom to choose, which is reflected in student learning outcomes. Discipline in the learning of students can be seen in obedience, orderliness and adherence of students in carrying out learning activities. Teaching can affect student learning outcomes as well.

The pattern of parenting and discipline in student's learning can affect the learning outcomes of students. The more fit the parenting, the more aware children are of discipline in learning. This can then affect the level of student learning outcomes.

Suggestions

Based on the conclusions described earlier, the authors suggest that the Bina Putra Vocational High School should provide a motivational seminar for both students and parents. This is because students get different parenting and care in their homes. If one student studies harder than other students, he or she can be more focused and able to complete a task well. Students must also be given a sense of discipline to achieve favourable scores and to have good discipline. Students must have the passion to learn and improve to get good academic results.



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