

The Relationship between Democratic Parenting Styles of Parents and Students' Academic Achievement

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Abstract

This study aims to determine the relationship between democratic parenting styles of parents and the academic achievement of fifth-grade students at MI Ma'arif Kalibeban in the 2025/2026 academic year. Democratic parenting is an approach that emphasizes a balance between effective warmth, two-way communication, and setting rational boundaries. While academic achievement is measured based on the average grade of the odd semester. This study uses a quantitative correlational method with a total of 24 fifth-grade B students selected using a non-saturated sampling technique. The instrument used is a democratic parenting questionnaire consisting of 50 statements, of which 43 items were declared valid with a Cronbach Alpha reliability value of 0.847. Data were analyzed using the Shapiro-Wilk normality test, linearity test, and Pearson Product Moment correlation test. The results showed that both variables were normally distributed with a significance value of 0.455 for democratic parenting styles and 0.225 for academic achievement, where both were > 0.05 . The linearity test shows an R value of 0.417 and an R Square of 0.174, indicating a linear relationship between variables. The results of the Pearson Product Moment correlation test obtained a correlation coefficient of 0.417 with a significance value of 0.043 (< 0.05), so the alternative hypothesis (H_a) is accepted. Thus, there is a positive and significant relationship between democratic parenting styles of parents and student academic achievement, although the level of the relationship is in the moderate category. Democratic parenting styles contribute 17.4% to student academic achievement, while 82.6% is influenced by other factors such as learning motivation, school environment, and peer influence.

Keywords: Democratic Parenting Patterns of Parents, Student Academic Achievement, Elementary Madrasah, Correlation

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INTRIDUCTION

Children's education is a responsibility that occurs not only in school but also begins in the family environment. Parents play a strategic role in internalizing the values, norms, and habits that form the basis of children's behavior and achievements in various aspects of life, including academics (Mulyati Bayna, 2017; Hadian et al., 2022). Active parental participation in the learning process is a crucial prerequisite for children's learning success (Mulyasa, 2020). From an Islamic perspective, education is an instrument exclusively intended for humanity to realize the true nature of humanity, which is faith, piety, and noble character. Through this educational process, individuals are guided to recognize the true

nature of their creator and to deeply understand the philosophical purpose behind their existence in the world (Ninis, Khusnul Wardan, 2025). The mother's role as a madrasah or first educator in the family is a fundamental concept that recognizes the magnitude of her influence. Mothers not only provide nurturing care, but also play a central role in shaping a child's personality, instilling life values, and developing a basic understanding of the world (Ririn Trinanda, et al., 2024).

The way parents raise their children actually reflects their attitudes and actions in guiding, educating, and directing them on a daily basis. Diana Baumrind, in Santrock, divides parental parenting into three types: authoritarian, democratic, and permissive parenting (Efendi & Fauziah, 2025). Of these three categories, democratic parenting is consistently considered the most constructive approach in building self-confidence, independence, and responsibility for children. Family harmony and parental role models significantly determine a child's future quality of life. This influence becomes more adaptive when parents consistently use an assertive communication approach with their children (Farah Saufika Permana, et al., 2020).

Democratic parenting is characterized by parental warmth, open communication, and consistency in enforcing rules while allowing children to express their aspirations (Maulana et al., 2025). This type of parenting is believed to create a positive ecosystem for children's cognitive development and social competence. Various empirical studies have shown that children raised with a democratic approach tend to achieve higher academic achievement (Maulida, 2023; Usmawati, 2020).

In the formal education system, academic achievement serves as a primary indicator of student learning success. This achievement is not solely a reflection of intellectual capability but also the result of the interaction between motivation, the quality of the learning environment, and family support (Slameto, 2020). Developmentally, MI students are currently in the concrete operational phase, according to Piaget's cognitive theory, where emotional support and parental guidance are essential to motivate them to persevere in learning (Hidayah et al., 2025).

However, the reality on the ground shows that many parents still rely on an authoritarian approach under the guise of instilling discipline (Tyaningtyas et al., 2021), while others are trapped in a permissive pattern (Nuryatmawati & Fauziah, 2020). Parents' busy work schedules also reduce the time spent supervising their children's learning at home (Wahyuni, 2024). This situation has the potential to weaken learning motivation and decline in children's academic achievement.

Research on the relationship between democratic parenting styles and academic achievement at the elementary school level, specifically at MI Ma'arif Kalibebber Wonosobo, has not been conducted previously. Several relevant previous studies include: Sundari (2021) who found the effect of democratic parenting on student discipline during MI; Apriani et al. (2022) who found a relationship between parental parenting styles and elementary school student learning achievement; and Pazli & Wati (2025) who proved the significant influence of democratic parenting patterns on the learning achievement of fourth-grade students at Pekanbaru Elementary School. All of these studies support the urgency of further research in the MI context. Based on this description, this research aims

to find out the relationship between democratic parenting patterns of parents and the academic achievement of fifth-grade students at MI Ma'arif Kalibeber in the 2025/2026 academic year. Thus, the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected, so that the better the application of democratic parenting patterns by parents, the higher the academic achievement achieved by students.

METODE

This research used a quantitative method with a correlation model to determine the relationship between these two variables: democratic parenting (variable X) and student academic achievement (variable Y) (Sugiyono, 2015; Sari & Fitriani, 2023). The research was conducted at MI Ma'arif Kalibeber, Wonosobo, Central Java, from May 5 to 7, 2026. However, the author had previously conducted field experience practice at MI Ma'arif Kalibeber from July to August 2025, allowing the author to conduct observations on fifth-grade students.

The research population involved all 73 fifth-grade students at MI Ma'arif Kalibeber. In this study, the sample was selected using a purposive sampling technique, with certain considerations relevant to the research objectives (Waskito Rahman, et al., 2025). The sample was taken using a non-saturated sampling technique by selecting class V B, which had a total of 24 students, consisting of 13 boys and 11 girls. Parenting pattern data was collected using a questionnaire distributed to parents on May 5, 2026. The document used was the average student report card score for the odd semester of the 2025/2026 academic year.

The research instrument was a democratic parenting pattern questionnaire consisting of 50 statements with a Likert scale (Strongly Agree, Agree, Disagree, and Strongly Disagree). Before being used as a research instrument, the researcher conducted a trial to determine validity and reliability. The validity test used an r table value of 0.4044 ($n = 24$, $\alpha = 5\%$). Of the 50 statements, 43 were declared valid and 7 were invalid (numbers 10, 11, 17, 21, 25, 31, 42). The reliability test using mCronbach's Alpha yielded a value of 0.847, which is considered quite reliable (Arikunto, 2019).

Data analysis techniques included: 1) Descriptive analysis to describe the distribution of democratic parenting data; 2) Shapiro-Wilk analysis to test data normality; 3) Linearity test to determine the linear relationship between variables; and 4) Pearson Product Moment Correlation to test the hypothesis, followed by a significance test (t -test). All analyses were conducted using SPSS software and Microsoft Excel.

RESULT AND DISCUSSION

Brief Profile of Research Object

MI Ma'arif Kalibeber is an elementary school located in Kalibeber Village, Mojotengah, Wonosobo, Central Java. It offers a combination of general and Islamic curriculum. The total number of students is 485, with 73 students in grade V and 24 students from grade VB serving as the sample for this study.

Democratic Parenting Pattern Data Description

Based on questionnaire data collected from 24 respondents, the highest score was 182 and the lowest was 150, with an average (mean) score of 165.25. The data distribution is summarized in the following table:

Table 1. Frequency Distribution of Democratic Parenting Scores

X	F	Xi	F*xi	Information
150 – 155	4	152,5	610	
156 – 161	5	158,5	792,5	
162 – 167	5	164,5	822,5	
168 – 173	6	170,5	1023	
174 – 179	2	176,5	353	
180 - 185	2	182,5	365	
Amount	24		3966	Mean = $3966 : 24 = 165,25$

Based on the descriptive category using the Ideal Mean value ($M_i = 166$) and Ideal Standard Deviation ($SD_i = 5.3$), the average questionnaire value of 165.25 is in the interval 158 – 166 so that the democratic parenting pattern of parents of class V B MI Ma'arif Kalibeber students is categorized as quite good.

Academic Achievement Data Description

To measure student academic achievement, the benchmark is based on the average grades on report cards for the odd semester of the 2025/2026 academic year. Documentation results show the highest grade of 87.92 (for Daffa Ahnaf Zhafran) and the lowest grade of 78.21 (for Akhmad Aufa Matholib). The following is a summary of the average grades on report cards for all fifth-grade B students:

Table 2. Average Grades of Odd Semester Report Cards for Class V B Students

No.	Student Name	Average value
1.	Abyzal Hilmi Maulana	78,28
2.	Adrian Arif Rasyad	81,28
3.	Akhmad Aufa Matholib	78,21
4.	Akhmad Ibrahim Saputra	84,57
5.	Amelia Rahma	82,21
6.	Aufa Rohid Zen	82,64
7.	Azzahra Putri Rahmadani	81,42
8.	Basyasya Humaida Rafifa	87,50
9.	Daffa Ahnaf Zhafran	87,92
10.	Hilmi Maulana Ilkham	81,71
11.	Ibnu Nur Syarif	81,50
12.	Jian Al Fariza	79,57
13.	Mahira Hasna Kamila	80,21
14.	Maitsa Safira Adiba	83,50

15.	Maulana Faqih Ghani	83,42
16.	Muhamad Lathif Akmal El Azzam	84,14
17.	Muhammad Alby Luthfi Adzaky	81,92
18.	M. Dwian Pandu Septiansyah	82,57
19.	M. Zacky Mahrus Ali Syahrul Fath	80,71
20.	Mutasya Alza Azwa	84,35
21.	Nia Asyfiani	82,71
22.	Salwa Salsabila	81,07
23.	Siti Nur Fadila	81,21
24.	Zazkiya Zuhra Zabrina	82,50

Validity and Reliability Test Results

To check the validity of the measuring instrument, the benchmark used was the r value of 0.4044 ($n=24$). Of the 50 statement items, only 43 were valid. The remaining seven were declared invalid: numbers 10, 11, 17, 21, 25, 31, and 42. For reliability testing, this research used the Cronbach Alpha method and obtained a coefficient score of 0.847. Because this score is already in the fairly reliable category, the instrument is safe and suitable for use in data collection.

Normality Test

To test for normality, this research used the Shapiro-Wilk method. The test results are presented in the following table:

Table 3. Results of Normality Test (Shapiro-Wilk)

Variabel	Statistic	df	Sig.
Democratic Parenting Style	0,961	24	0,455
Student Academic Achievement	0,946	24	0,225

The results show a significance value of 0.455 for the democratic parenting variable and 0.225 for academic achievement, both of which are greater than 0.05. Therefore, these two variables are normally distributed and meet the requirements.

Linearity Test

This linearity test is used to determine whether the relationship between variables X and Y is linear. The results show an R value of 0.417 and an R square of 0.174. The Eta value is 0.720 and an Eta square of 0.518. These findings demonstrate a linear relationship

between democratic parenting styles and student academic achievement, confirming the need for a Pearson Product Moment correlation analysis.

Pearson Product Moment Correlation Test

Table 4. Results of the Pearson Product Moment Correlation Test

Variables		Democratic Parenting Style (X)	Academic Achievement (Y)
Democratic Parenting Style (X)	<i>Pearson Correlation</i>	1	0,417*
	<i>Sig. (2-tailed)</i>	–	0,043
	N	24	24
Academic Achievement (Y)	<i>Pearson Correlation</i>	0,417*	1
	<i>Sig. (2-tailed)</i>	0,043	–
	N	24	24

*Significant correlation at the 0.05 level (2-tailed)

The table above shows the Pearson correlation score at 0.417 and a significance value of 0.043 (below 0.05). These results demonstrate a significant relationship between democratic parenting styles and student academic achievement. A coefficient of 0.417 indicates a moderate/sufficient and positive relationship.

Significance Test (t-Test)

Table 5. Significance Test Results (t-Test)

Model	B	Std. Error	Beta	t	Sig.
(Constant)	63,757	8,625	–	7,392	0,000
Democratic Parenting Style (X)	0,112	0,052	0,417	2,152	0,043

Dependent Variable: Student Academic Achievement

The calculated t-score was 2.152, with a significance level of 0.043 (below 0.05). This result indicates that H₀ is rejected and H_a is accepted. The regression coefficient B is 0.112, meaning that for every one-point increase in the democratic parenting style, students' academic achievement scores also increase by 0.112 points. In conclusion, this research hypothesis is proven, indicating a positive and significant relationship between democratic parenting styles and student academic achievement.

Discussion

The results of this study demonstrate that democratic parenting has a positive and significant relationship with the academic achievement of fifth-grade students at MI Ma'arif Kalibeber. The correlation coefficient of 0.417 indicates a moderate relationship, meaning that the better the implementation of democratic parenting, the higher the likelihood of student academic achievement.

These findings align with research by Usdawati (2020), who concluded a significant positive correlation between democratic parenting and student learning motivation, and by Maulida (2023), who found a positive effect of democratic parenting on MI students' mathematics learning outcomes. Parents who implement democratic parenting provide attention, support, guidance, and opportunities for children to express their opinions, resulting in children feeling comfortable, valued, and more confident in their learning.

Descriptively, the implementation of democratic parenting at MI Ma'arif Kalibeber falls into the "Fairly Good" category, with an average score of 165.25 within the 1581166 range. This indicates that most parents have implemented democratic parenting, although there is still room for improvement. This is supported by interview data conducted with the homeroom teacher, Ms. Septiana, who stated that students who receive less parental attention and guidance tend to have lower learning motivation and less confidence in class.

Democratic parenting contributes 17.4% to student academic achievement (R Square = 0.174). This figure indicates that academic achievement is still influenced by other factors, accounting for 82.6%, such as intrinsic learning motivation, classroom quality, individual intelligence, and peer influence (Putri & Ramdani, 2023; Aminati et al., 2022). These findings are consistent with Slameto's (2020) view that academic achievement is the result of multifactorial interactions.

Based on the results of the research data analysis, a positive and significant relationship was found between democratic parenting styles and the academic achievement of fifth-grade students at MI Ma'arif Kalibeber in the 2025/2026 academic year. Report card data shows that students with higher scores on democratic parenting styles tend to have better academic grades, although this difference is not absolute. This indicates that democratic parenting plays a role as a supporting factor in academic success, not the sole determinant. Active parental involvement through open communication, motivation, and home learning support has been shown to increase children's enthusiasm and discipline for learning at school.

From a theoretical perspective, these empirical findings strongly support Diana Baumrind's view of the superiority of authoritative parenting styles in optimizing child development. Baumrind, as cited in Santrock, explains that democratic parenting is characterized by warm, communicative, yet firm parental attitudes with clear boundaries, and by providing opportunities for children to express their opinions (Efendi & Fauziah, 2025). Through this dialogic space and two-way communication, children are raised in a safe and valued nurturing environment, fostering self-confidence, achievement-oriented behavior, and stronger intrinsic motivation (Tridhonanto, 2014). This positive psychological state then transfers positive self-regulation energy to children as they face the academic demands of school.

This positive relationship also aligns closely with the cognitive development stages of elementary school (MI)-aged children. Based on Jean Piaget's cognitive development theory, fifth-grade MI children (aged 10-11 years) are in the concrete operational development stage, a time when children begin to think logically and systematically about concrete matters (Suryani & Anisa, 2022; Hidayah et al., 2025). During this developmental transition, emotional support, guidance, and the tangible presence of parents are essential

to assist and guide children's logical thinking skills so they function optimally (Piaget, as cited in Suryani & Anisa, 2022). Parental involvement through democratic parenting patterns acts as a bridge that facilitates these cognitive needs, so that children become more diligent and are able to achieve maximum learning outcomes.

When compared with previous research, the findings at MI Ma'arif Kalibebber strengthen and enrich the results of previous empirical research. These findings are consistent with the research of Eny Usmawati (2020), which concluded that there is a significant positive correlation between democratic parenting styles and elementary school student achievement. Consistent with this finding, Suryani and Anisa (2022) also found that students with parents who practice democratic parenting styles tend to be more active and achieve higher levels of achievement in class. Similarly, the research of Desak Gede Yenny Apriani, Desak Made Firsia Sastra Putri, and Wira Sukanada (2022) at SD N 3 Candikuning confirmed a significant linear relationship between parenting styles, particularly democratic parenting styles, and the academic achievement of fourth and fifth grade students.

However, the fact that this relationship is not absolute indicates the existence of a dialectical relationship with factors beyond parenting styles. As stated in the research of M. Hafidz Husmei (2022), student achievement or learning outcomes are not entirely influenced by parental parenting styles alone, but are also determined by the interaction of various internal factors (such as intelligence, interests, talents, physical condition) and external factors (such as the school and social environment). This is reinforced by the study of Yuyun Trilia Sundari (2021), which states that in addition to parenting styles at home, children's discipline and interest in learning are also influenced by technological challenges, the development of social media, and their peer environment. Thus, democratic parenting in this study has been shown to function as a safe zone instrument or the main emotional fortress for children. When parents implement democratic parenting styles that balance warmth and discipline, children will internalize these values of responsibility, thereby maintaining self-control and a strong motivation to achieve amidst the complex influences of the outside school environment.

CONCLUSION

This research concludes that there is a positive and significant relationship between democratic parenting styles and the academic achievement of fifth-grade students at MI Ma'arif Kalibebber in the 2025/2026 academic year. This is evidenced by the Pearson Product Moment correlation coefficient of 0.417 with a significance value of 0.043 (<0.05), indicating that the alternative hypothesis (H_a) is accepted. The correlation is categorized as moderate/sufficient, with the contribution of democratic parenting styles to academic achievement amounting to 17.4%.

Descriptively, the democratic parenting styles of parents of fifth-grade B students are categorized as "Fair" (mean 165.25; range 158–166), while student academic achievement shows quite good results, with a highest score of 87.92 and a lowest of 78.21. These findings confirm that the active role of parents through a democratic approach, which includes two-way communication, providing freedom with responsible boundaries, and providing motivation, significantly contributes to building a family climate conducive to children's academic development.

Given that democratic parenting only contributed 17.4%, it is recommended that future research expand the study to include other factors that influence student academic

achievement, such as learning motivation, learning styles, learning quality, and the influence of the social environment. Using a larger sample size and a broader range of locations would also yield more representative findings.

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