



The Influence of Democratic Parenting Style on Student Learning Outcomes at a Vocational High School

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ARTICLE INFO:

Received
March 10, 2026

Revised
April 19, 2026

Accepted
May 11, 2026

KEYWORDS:

childcare style, democratic, learning outcomes

How to Cite:

Ramadhani, H. S., Yanto, Y., & Kusaini, U. N. (2026). The Influence of Democratic Parenting Style on Student Learning Outcomes at a Vocational High School. *Ghaidan: Jurnal Bimbingan Konseling Islam Dan Kemasyarakatan*, 10(1).
<https://doi.org/10.19109/78bqe564>

Published by:

UIN Raden Fatah Palembang, Indonesia
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ABSTRACT

This study is grounded in the important role of family, particularly democratic parenting characterized by open communication, warmth, and guided autonomy, in supporting students' academic achievement. Differences in learning attitudes and behaviors among tenth-grade students during the transition from junior to vocational high school highlight the need to examine this relationship. This study aims to determine the influence of democratic parenting style on student learning outcomes in a state vocational high school. This research employed a quantitative, ex post facto design, involving a population of 699 students and a sample of 87 selected via simple random sampling. Data were collected using a Likert-scale questionnaire and analyzed using descriptive statistics, percentage analysis, normality and linearity tests, and simple linear regression. The results show that democratic parenting is in the high category (76.33%), while student learning outcomes are in the good category (70.09%). The correlation coefficient (R) of 0.631 and R Square of 0.398 indicate that democratic parenting contributes 39.8% to student learning outcomes, demonstrating a significant positive influence. It is recommended that future research expand the study by including additional variables that may affect learning outcomes.

INTRODUCTION

Background

Education is a conscious effort to develop students' potential by encouraging and motivating them to achieve optimal learning outcomes (Jainiyah et al., 2023). Student learning outcomes are an important indicator of educational success, determined not only by students' cognitive abilities but also by external factors, such as their family environment.

The family is the smallest unit in society, usually consisting of father, mother, and children. In this context, parents refer to biological fathers and mothers. The family is the primary educational place for children, as it is their primary source of education and primary teacher before receiving school (Lubis et al., 2023). In the context of education, parenting styles play an important role in determining how children cope with and manage the learning process at school. Parenting

styles include how parents provide attention, control, and support to their children, which can affect their motivation and learning outcomes (Anjani & Siregar, 2024). The parenting style adopted by parents will shape how children perceive themselves and learn. Therefore, understanding parenting styles is key to optimizing children's learning outcomes.

In general, parenting styles are divided into three types: authoritarian, permissive, and democratic. However, one parenting style that has been widely studied in relation to children's academic development is democratic parenting. Democratic parenting tends to provide emotional support and a sense of controlled freedom, so that children feel valued and motivated to learn better (Utomo, 2019). In this democratic parenting style, parents set clear rules and boundaries while still providing space for children to express their opinions and be involved in family decision-making (Rahmah, Andre, and Kamsir 2025). Parents also provide guidance and support when their children face difficulties, including those related to their studies. Children who grow up in this environment usually become more confident and responsible, and develop a greater enthusiasm for learning.

Previous research has shown that democratic parenting is positively associated with students' academic achievement. A study conducted in Yogyakarta found that democratic parenting has a significant positive effect on student learning achievement, contributing approximately 17% to academic outcomes (Puspaningtyas, 2019). In line with this, other studies also indicate that democratic parenting is positively associated with learning effectiveness, with a strong correlation coefficient of 0.795, indicating a strong relationship between the two variables (Mayesita, Abel, and Upa 2024).

However, differences in student learning behavior persist in many schools. Based on initial observations at SMKN 1 Jambi City, a variation in students' learning attitudes was observed. Some students show high motivation to learn, actively participate in class activities, and complete assignments on time. Meanwhile, other students show lower participation and motivation during the learning process. Several factors, including parental support and home-based parenting practices, can influence these differences.

Furthermore, students in vocational schools often experience a transition period when switching from junior high school to vocational education. During this transition, students face new academic demands and a learning environment that requires a higher level of independence and responsibility. Parental guidance and support, delivered through an effective parenting style, can play an important role in helping students adapt and achieve better learning outcomes.

Although some studies have examined the relationship between democratic parenting and students' academic achievement, most have focused on primary and secondary education levels. Research examining this relationship in SMK Tinggi, especially at SMKN 1 Jambi City, remains limited. Therefore, this study aims to analyze the influence of a democratic parenting style on the learning outcomes of tenth-grade students at SMKN 1 Jambi City.

METHODS

Research Design

This study employed a quantitative, ex post facto design to examine the relationship between democratic parenting style and student learning outcomes, without directly manipulating variables. The population consisted of 699 tenth-grade students from a state vocational high school, and a sample of 87 students was selected using simple random sampling based on the Slovin formula, with a 10% error rate. Data were collected using structured questionnaires with a Likert scale, supported by preliminary observation and interviews.

The democratic parenting instrument included indicators such as balanced control and autonomy, emotional responsiveness, two-way communication, and positive discipline. At the same time, learning outcomes were measured across cognitive, affective, and psychomotor domains.

Instrument validity was tested using Pearson Product-Moment correlation, and reliability was assessed using Cronbach's Alpha, yielding coefficients of 0.943 and 0.923, indicating high reliability. Data analysis techniques included descriptive statistics, percentage analysis, a normality test using the Kolmogorov–Smirnov test, a linearity test using ANOVA, and simple linear regression with a significance level of 0.05 to determine the effect of democratic parenting on student learning outcomes.

Participants

This research was conducted at SMKN 1 Jambi City. The population consists of 699 tenth-grade students. A sample of 87 students was taken using the Slovin formula and simple random sampling. Data collection is carried out by distributing questionnaires to students and collecting student report cards as supporting documentation.

Measures

The instrument used in this study was a structured questionnaire designed to collect quantitative data from respondents. The questionnaire consisted of closed-ended items measured using a Likert scale, allowing responses to be quantified statistically (Creswell, 2014). Respondents were asked to select one answer that best reflected their perceptions and experiences. The response options ranged from strongly agree to strongly disagree, with scores of 4, 3, 2, 1, and 0 for positive statements and reversed scoring for negative statements.

The indicators and forms of the instrument were developed based on theoretical constructs of each variable. The democratic parenting style variable was measured using indicators including (1) balanced control and autonomy, reflected in parents providing rules while allowing independence; (2) high emotional responsiveness, indicated by warmth, support, and attention given to children; (3) two-way communication, shown through open discussions and mutual exchange of opinions between parents and children; and (4) positive and educative discipline, reflected in constructive guidance rather than punishment. Each indicator was operationalized as a set of questionnaire items.

Meanwhile, student learning outcomes were measured based on three domains adapted from Winkel (2009), namely (1) cognitive, including understanding of subject matter, ability to apply concepts, and improvement in academic performance; (2) affective, including interest and motivation in learning, responsibility and discipline, and positive attitudes toward teachers, peers, and the learning process; and (3) psychomotor, including practical skills, accuracy and neatness in task completion, and skill improvement through practice and experience. Each of these indicators was also translated into measurable questionnaire items to ensure alignment between theoretical constructs and empirical data collection.

Data Analysis

The collected data were analyzed using descriptive and inferential statistics. This analysis includes percentage testing, normality testing, linearity testing, and simple linear regression analysis using SPSS version 26 to determine the influence of democratic parenting styles on student learning outcomes.

RESULT AND DISCUSSION

Results

Descriptive statistics were used to describe the distributions and general characteristics of the research variables, namely, democratic parenting style and student learning outcomes. This analysis aims to provide an overview of the levels of each variable based on responses from study participants. This descriptive analysis was carried out using the formula c.

The descriptive analysis showed that the democratic parenting style variable was categorized as high, with a frequency of 76.33%. These findings suggest that most parents practice democratic parenting, characterized by open communication, emotional support, and balanced control over their children. Meanwhile, the variable for student learning outcomes is also categorized as high, with a 70.09% value. This shows that most students achieve satisfactory academic achievement during the learning process.

Overall, these findings suggest that democratic parenting styles and student learning outcomes are at relatively high levels among respondents. This condition suggests that supportive parenting practices can contribute positively to a student's academic development.

Table 1. Variable

Variable	Means	Percentage	Category
Democratic Parenting Style	76.33	76.33%	Height
Learning outcomes	70.09	70.09%	Height

Normality tests were performed to determine whether the distributions of the research variables were normal. The test is performed using the Kolmogorov-Smirnov test. The data is considered normally distributed if the significance value is greater than 0.05.

Table 2. Normality Test

Variabel	N	Test Statistics	Asimpa. Sig. (2 Squirrels)	Conclusion
Democratic Parenting Style	87	0.084	0.191	Normal
Learning outcomes	87	0.078	0.200	Normal

The results of the normality test showed that the two variables had p-values greater than 0.05, indicating that the data were normally distributed. Therefore, the data meet the assumptions necessary for further regression analysis. The linearity test was conducted to determine whether a linear relationship exists between democratic parenting styles and student learning outcomes. The test was performed using ANOVA for linearity.

Table 3. Linearity Test

Connection	Signifi. Linearitas	Deviations from Linearity	Conclusion
Democratic Parenting Style*Learning Outcomes	0.000	0.065	Linier

The results of the linearity test are presented in Table X. The significance value for Linearity is 0.000, which is lower than 0.05, indicating a significant relationship between democratic parenting styles and student learning outcomes. Meanwhile, the significance value for Deviation from Linearity is 0.065, which is greater than 0.05. This indicates no significant deviation from Linearity.

Therefore, it can be concluded that the relationship between democratic parenting styles and student learning outcomes is linear, and the data meet the assumptions necessary for regression analysis.

Structural model evaluation was carried out to examine the relationship between democratic parenting styles and student learning outcomes. This analysis aims to find out whether democratic parenting styles significantly affect students' academic performance. Simple linear regression analysis was used to determine the influence of democratic parenting on student learning outcomes. Data processing is carried out using SPSS version 26.

Table 4. Model Summary

Model	R	R Square	Customized R Box	Std. Error
1	0.631	0.398	0.391	7.155

Based on the results shown in Table X, the correlation coefficient (R) is 0.631, indicating a fairly strong relationship between democratic parenting styles and student learning outcomes. The determination coefficient (R^2) was 0.398, indicating that democratic parenting styles explained 39.8% of the variance in student learning outcomes, while other factors outside the study influenced the remaining 60.2%. Based on the table, the regression coefficient (B) for the democratic parenting style is 0.330, indicating that the democratic parenting style has a positive relationship with student learning outcomes. This means that the improvement of democratic parenting practices tends to improve students' academic achievement. Furthermore, the significance value obtained is 0.000, which is lower than the level of 0.05. These results show that a democratic parenting style has a positive and significant influence on student learning outcomes. Because the significance value is less than 0.05, it can be concluded that the variables of democratic parenting style have a positive and significant influence on student learning outcomes. Therefore, the regression equation in this study is stated as follows: $Y = a + bX$ $Y = 24.875 + 0.330X$.

Discussion

The results of this study show that a democratic parenting style has a positive and significant influence on student learning outcomes. This is evidenced by the regression analysis, which shows a significance value of 0.000, which is lower than the significance level of 0.05. In addition, the regression coefficient ($B = 0.330$) indicated that the democratic parenting style was positively associated with student learning outcomes. This means that the higher the level of democratic parenting, the higher the student learning outcomes.

These findings suggest that parenting practices play an important role in supporting students' academic achievement. Democratic parenting is characterized by warmth, open communication, and a balance of control between parents and children. Through this parenting approach, parents provide guidance and supervision while still providing opportunities for children to express their opinions and develop independence in their learning activities.

These findings align with Hurlock's (2010) theory, which holds that democratic parenting encourages children to develop responsibility, independence, and confidence. Parents who practice democratic parenting tend to involve children in decision-making and provide clear explanations for rules and expectations. Such parenting practices create a supportive environment that helps children develop positive attitudes toward learning.

In addition, democratic parenting also promotes better communication between parents and children. According to Hurlock, effective communication within the family enables parents to understand a child's needs, difficulties, and learning interests. As a result, parents can provide the right support and motivation, which contribute to improved academic performance.

The findings of this study also support previous research showing that democratic parenting is associated with higher academic motivation and better learning outcomes among students. Children who grow up in families with supportive and communicative parenting practices tend to develop stronger learning discipline and greater responsibility for their academic tasks.

Therefore, this study's results confirm that a democratic parenting style plays an important role in improving student learning outcomes. Parents who practice democratic parenting can create

a positive, supportive home environment that motivates and empowers children to be more responsible in their learning.

Implication

The practical implications of these findings are significant for educational practice, especially in strengthening families' roles in supporting students' academic achievement. The results of this study highlight the importance of a democratic parenting style in fostering positive learning behaviors and improving student learning outcomes.

For parents, the findings suggest that implementing democratic parenting practices—such as open communication, emotional support, and balanced supervision—can foster a supportive home environment that encourages children to be more responsible and motivated in their learning. Parents are encouraged to be actively involved in their children's education by providing guidance, encouragement, and opportunities for children to express their opinions.

For schools and educators, these findings emphasize the importance of strengthening collaboration between schools and families. Schools may host parenting education programs, workshops, or counseling sessions to help parents understand effective parenting practices that support students' academic development.

In addition, these findings provide important insights for future research in education and child development. Further studies can explore other factors that influence student learning outcomes, such as learning motivation, peer environment, and school support, to gain a more comprehensive understanding of students' academic achievement.

Limitations and Recommendations for Further Research

Despite the valuable findings obtained in this study, some limitations must be acknowledged. First, this study only examines the influence of democratic parenting styles on student learning outcomes. In reality, a student's academic achievement is influenced by a variety of factors, including learning motivation, peer influence, learning environment, and teaching methods. Therefore, the results of this study cannot fully explain all the factors that affect student learning outcomes.

Second, the data in this study were collected via a questionnaire that relied on students' perceptions of their parents' parenting style. This approach can yield subjective responses that do not fully reflect the actual parenting practices implemented in the home.

Third, the research sample was limited to tenth-grade students at SMKN 1 Jambi City, which may limit the generalizability of the findings to other educational contexts or school levels.

Based on these limitations, future research is recommended to explore additional variables that may affect student learning outcomes, such as learning motivation, parental involvement, peer relationships, and the school environment. Future studies may also involve a larger, more diverse sample from different schools or educational levels to yield more comprehensive findings. In addition, researchers may consider using blended research methods that combine quantitative and qualitative approaches to gain a deeper understanding of how parenting practices affect students' academic development.

CONCLUSION

This study examines the influence of a democratic parenting style on the learning outcomes of tenth-grade students at SMKN 1 Jambi City. The analysis shows that a democratic parenting style has a positive, significant influence on student learning outcomes. Regression analysis showed that democratic parenting accounted for 39.8% of students' learning outcomes, suggesting that parenting practices play an important role in supporting students' academic achievement.

The findings suggest that parents who practice democratic parenting—characterized by open communication, emotional support, and balanced supervision—can foster a supportive home environment that encourages students to develop responsibility, independence, and motivation in their learning. Such nurturing practices help students build positive learning behaviors that ultimately contribute to improved academic performance.

These findings highlight the importance of strengthening collaboration between families and educational institutions in supporting students' academic development. Schools can encourage parental involvement through parenting programs or communication initiatives that help parents better understand effective parenting practices that support students' learning processes.

Overall, this study confirms that a democratic parenting style is an important factor in student learning outcomes. Therefore, promoting positive parenting practices can improve students' academic success and educational development.

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