

# The Effect of Parenting Style on Students' Learning Achievement with Social Interaction as a Mediating Variable in Elementary Schools

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## ABSTRACT

This study examines the effect of parenting style on students' learning achievement with social interaction as a mediating variable among third-grade elementary school students in West Bekasi District. The research employed a quantitative correlational approach involving 68 students selected from a population of 95 students. Data were collected using parenting style questionnaires, social interaction questionnaires, and documentation of students' learning achievement. Data analysis was conducted using multiple regression and mediation analysis with SPSS. The results of the multiple regression analysis indicated that parenting style and social interaction simultaneously had a significant effect on students' learning achievement ( $R = 0.907$ ;  $R^2 = 0.822$ ;  $F = 149.965$ ;  $p < 0.001$ ). Parenting style had a significant positive effect on learning achievement ( $\beta = 0.702$ ;  $t = 7.189$ ;  $p < 0.001$ ) and significantly influenced social interaction. Social interaction also had a significant effect on learning achievement ( $\beta = 0.233$ ;  $t = 2.385$ ;  $p = 0.020$ ). Furthermore, mediation analysis revealed that social interaction partially mediated the relationship between parenting style and learning achievement, as indicated by the decrease in the direct effect of parenting style after the inclusion of the mediating variable. These findings suggest that positive parenting practices contribute to improved students' learning achievement both directly and indirectly through enhanced social interaction. This study highlights the importance of collaboration between parents and schools in fostering students' academic success.

**Keywords:** parenting style; social interaction; learning achievement; elementary school; mediation

## INTRODUCTION

Learning achievement is one of the key indicators of educational success at the elementary school level. Students' academic performance reflects not only their cognitive abilities but also the influence of environmental factors surrounding their daily lives. Among these factors, family environment, particularly parenting style, plays a crucial role in shaping children's attitudes, behaviors, and learning motivation. Parents serve as the first educators for children, and the way they guide, supervise, and interact with their children can significantly affect students' academic outcomes.

In recent years, educational research has increasingly emphasized the importance of parental involvement in children's learning processes. Parenting style refers to the patterns of behavior, attitudes, and strategies used by parents in raising and educating their children. Positive parenting practices, such as providing emotional support, consistent discipline, and academic encouragement, are associated with higher levels of student motivation and achievement [1]. Conversely, ineffective or neglectful parenting may hinder students' learning development and academic performance.

In addition to parenting style, social interaction is another important factor influencing students' learning achievement. Social interaction enables students to develop communication skills, cooperation, self-confidence, and emotional regulation. Through interactions with peers, teachers, and family members, students gain opportunities to exchange ideas, practice social skills, and develop positive learning behaviors. Effective social

interaction has been shown to support students' engagement in learning activities and improve academic outcomes [2].

In the context of elementary education in West Bekasi District, variations in students' learning achievement have been observed despite similarities in curriculum and instructional practices. This condition suggests that external factors beyond school instruction may contribute to differences in academic performance. Preliminary observations indicate that differences in parenting styles and students' social interaction patterns may influence learning achievement among third-grade students.

Previous studies have examined the relationship between parenting style and learning achievement, as well as the influence of social interaction on academic performance. However, limited research has investigated social interaction as a mediating variable in the relationship between parenting style and learning achievement, particularly at the elementary school level. This gap highlights the need for research that explores not only direct effects but also indirect mechanisms through which parenting style influences students' academic outcomes.

Therefore, this study aims to analyze the effect of parenting style on students' learning achievement with social interaction as a mediating variable among third-grade elementary school students in West Bekasi District. The findings are expected to provide empirical evidence regarding the role of parenting and social interaction in supporting students' academic success and to offer practical implications for parents, teachers, and policymakers.

## LITERATURE REVIEW

### Parenting Style

Parenting style refers to the overall pattern of parental behavior and attitudes toward child-rearing. Baumrind categorized parenting styles into authoritative, authoritarian, and permissive types, each of which has distinct characteristics and implications for child development [3]. Authoritative parenting, characterized by warmth, responsiveness, and reasonable control, is widely recognized as the most effective style in promoting positive academic and social outcomes.

In the educational context, parenting style influences children's learning habits, self-discipline, and motivation. Parents who provide consistent guidance and emotional support tend to foster positive attitudes toward learning and higher academic achievement [4].

Social interaction is defined as reciprocal relationships and communication among individuals in social settings. In elementary education, social interaction plays a vital role in students' social and emotional development. Through interaction with peers and teachers, students learn cooperation, empathy, and problem-solving skills.

Positive social interaction contributes to students' engagement in classroom activities and enhances their learning experiences. Research indicates that students with strong social interaction skills tend to perform better academically because they are more confident in expressing ideas and collaborating with others [5].

### Learning Achievement

Learning achievement refers to the level of knowledge, skills, and competencies acquired by students as measured through academic assessments. Learning achievement is influenced by various internal and external factors, including intelligence, motivation, teaching quality, family support, and social environment.

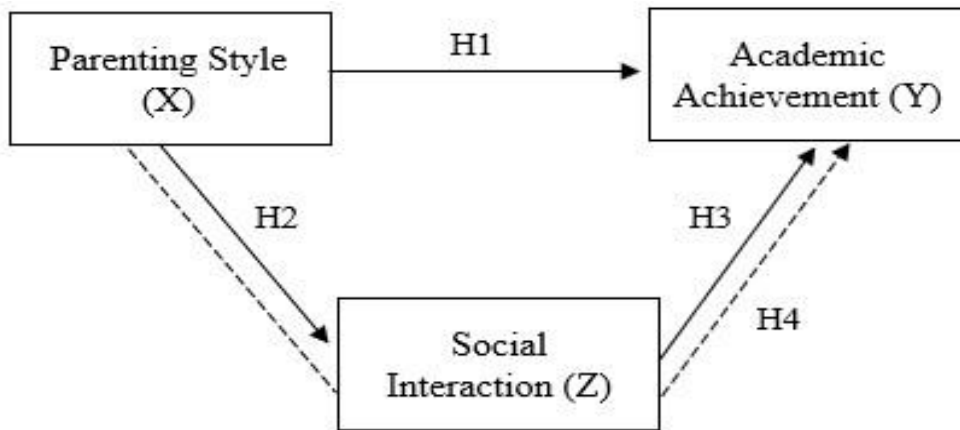
### Relationship among Parenting Style, Social Interaction, and Learning Achievement

Previous studies have shown that parenting style significantly affects students' learning achievement [6]. Additionally, parenting practices influence children's social development, which in turn affects academic performance. Social interaction has been identified as a factor that can mediate the relationship between parenting style and learning achievement [7].

Based on the theoretical framework and previous studies, the following hypotheses are proposed:

1. Parenting style has a significant effect on students' learning achievement.
2. Parenting style has a significant effect on students' social interaction.
3. Social interaction has a significant effect on students' learning achievement.
4. Social interaction mediates the relationship between parenting style and students' learning achievement.

Figure 1. Research Model



#### Notes:

- > Indicates a direct effect relationship
- - - - -> Indicates an indirect effect relationship

## METHODOLOGY

This study employed a quantitative correlational research design aimed at examining both direct and indirect relationships among parenting style, social interaction, and students' learning achievement. The correlational approach was selected because the research sought to analyze the magnitude and direction of relationships among variables without manipulating the research setting. In addition, mediation analysis was applied to identify the role of social interaction as an intervening variable in the relationship between parenting style and learning achievement.

The research was conducted in public elementary schools located in West Bekasi District during the 2024/2025 academic year. This location was selected based on considerations of accessibility, similarity of curriculum implementation, and the availability of complete academic data. The population of this study consisted of 95 third-grade elementary school students. From this population, a total of 68 students were included as research participants. The sample size was determined using a saturated sampling technique due to limitations in data completeness and parental response rates. This sampling approach ensured that all accessible subjects who met the research criteria were involved in the study.

The independent variable in this study was parenting style, defined as the pattern of parental behavior in guiding, supervising, and supporting children's learning activities at home. Parenting style was measured using a structured questionnaire adapted from established parenting theory and adjusted to the context of elementary education. The mediating variable was social interaction, which refers to students' ability to communicate, cooperate, and interact positively with peers and teachers in the school environment. Social interaction was measured using a questionnaire designed to capture indicators such as communication skills, cooperation, and social responsiveness. The dependent variable was students' learning achievement, which was operationalized using students' academic scores obtained from school documentation.

Prior to data collection, the research instruments underwent a validation process to ensure content validity and construct relevance. Instrument validation was conducted through expert judgment involving education and psychology experts. Reliability testing was then performed using internal consistency analysis to confirm that the instruments produced stable and consistent measurements. Only validated and reliable instruments were used for data collection.

Data collection was carried out by distributing parenting style and social interaction questionnaires to students' parents and students under the supervision of teachers. Learning achievement data were collected through official school records to ensure objectivity and accuracy. Ethical considerations were observed throughout the research process, including obtaining permission from school authorities and ensuring the confidentiality of respondents' identities.

Data analysis was conducted using the Statistical Package for the Social Sciences (SPSS). The analysis began with descriptive statistics to summarize the characteristics of each variable. Subsequently, inferential statistical analysis was performed using regression analysis to test the direct effects among variables. Simple regression analysis was applied to examine the effect of parenting style on learning achievement, the effect of parenting style on social interaction, and the effect of social interaction on learning achievement. Multiple regression analysis was then used to examine the simultaneous effects of parenting style and social interaction on learning achievement.

To test the mediating role of social interaction, mediation analysis was conducted following the regression-based approach. The mediation effect was determined by examining changes in regression coefficients when the mediating variable was included in the model. A decrease in the direct effect of parenting style on learning achievement after the inclusion of social interaction, while remaining statistically significant, indicated partial mediation. The significance level for all statistical tests was set at 0.05. This analytical procedure allowed for a comprehensive understanding of the direct and indirect relationships among the variables studied.

## RESULTS AND DISCUSSION

The results of the descriptive analysis indicated that parenting style and social interaction among third-grade elementary school students were generally in the moderate to high category. Students' learning achievement also showed variation across the sample, reflecting differences in family background and social interaction patterns.

The results of multiple regression analysis demonstrated that parenting style and social interaction simultaneously had a significant effect on students' learning achievement. The regression model produced an R value of 0.907 with an  $R^2$  of 0.822, indicating that 82.2% of the variance in students' learning achievement could be explained by parenting style and social interaction. The ANOVA test confirmed that the regression model was statistically significant ( $F = 149.965$ ;  $p < 0.001$ ).

Individually, parenting style had a significant positive effect on learning achievement ( $\beta = 0.702$ ;  $t = 7.189$ ;  $p < 0.001$ ). This finding indicates that positive parenting practices contribute directly to improving students' academic performance. Social interaction also showed a significant positive effect on learning achievement ( $\beta = 0.233$ ;  $t = 2.385$ ;  $p = 0.020$ ), suggesting that students who demonstrate better social interaction skills tend to achieve higher learning outcomes.

Further regression analysis revealed that parenting style had a strong and significant effect on learning achievement when examined independently ( $\beta = 0.898$ ;  $t = 16.575$ ;  $p < 0.001$ ). Parenting style was also found to have a significant effect on social interaction, and social interaction independently had a significant effect on learning achievement ( $\beta = 0.825$ ;  $t = 11.850$ ;  $p < 0.001$ ). When social interaction was included in the regression model, the coefficient of parenting style decreased but remained significant. This result indicates that social interaction partially mediates the relationship between parenting style and students' learning achievement.

These findings support educational and developmental theories that emphasize the central role of family environment in children's academic development. Positive parenting practices not only enhance students' learning achievement directly but also indirectly improve academic outcomes by fostering better social

interaction skills. Improved social interaction enables students to engage more effectively in learning activities, communicate confidently, and collaborate with peers, which ultimately supports academic success.

Table 1. Summary of Regression and Mediation Analysis Results

Relationship	$\beta$	t-value	Sig.	Interpretation
Parenting Style → Learning Achievement	0.898	16.575	0.000	Significant
Parenting Style → Social Interaction	0,958	12.781	0.000	Significant
Social Interaction → Learning Achievement	0.825	11.850	0.000	Significant
Parenting Style + Social Interaction → Learning Achievement	0.702 / 0.233	7.189 / 2.385	0.000 / 0.020	Partial Mediation

## CONCLUSION

This study concludes that parenting style significantly affects students' learning achievement both directly and indirectly through social interaction. Social interaction serves as a partial mediating variable in the relationship between parenting style and learning achievement among third-grade elementary school students in West Bekasi District.

The findings imply that parents should adopt positive and supportive parenting practices to enhance children's academic and social development. Schools are encouraged to strengthen collaboration with parents and promote learning environments that support positive social interaction.

This study is limited by its correlational design and sample size. Future research is recommended to involve larger samples and explore additional mediating variables that may influence students' learning achievement.

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