Method for Calculating Children’s Parenting and Self-Concept towards Student’s Environmental Behaviour Using Correlational Approach

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Abstract. The purpose of this study is to find the correlation among three variables namely children’s parenting and self-concept to increase students’ environmental behaviour on college students of Office Administration and Business Administration of Universitas Bina Sarana Informatika in Central Jakarta. Research and Development is chosen by involving 120 college students. The data were collected through participant observation using questionnaires. The data searched by the researcher using correlational approach with survey technique. The research findings showed that (1) the correlation between children’s parenting and students’ environment behaviour is positive and significant with the result of correlation is 0.327, (2) the correlation between self-concept and students’ environmental behaviour is positive and significant with the result of correlation is 0.360, and (3) the correlation both children’s parenting and self-concept is positive and significant with the result of contributed 0.253 towards environmental behaviour.

1. Introduction
Environmental behaviour for adolescents should be based on environmental material, awareness, care and attitudes dealing with the surroundings as well as the progress and development of individual thinking insights. Based on the knowledge and care mentioned above, it is expected that environmental behaviour for environmentally conscious youth can arise in their daily activities in fostering harmony with their environment. The results of this study are expected (1) to provide an overview of the factors associated with the formation of environmental behaviour in students of Universitas Bina Sarana Informatika Central Jakarta, (2) develop writer’s insight and valuable experience in training the writer’s ability to conduct research related with factors related to the formation of environmental behaviour in the students of Universitas Bina Sarana Informatika Central Jakarta, (3) became the basic data for further research development.
[1] explained in their research results that various controls must be considered in defining the general determinants of environmental behaviour. The findings of this study indicate that environmental education is the right tool to shape the green behaviour of green citizens.

The proposition that knowledge is a condition to make it effective. It is related with the theory of planned behaviour [2], we request that knowledge is neither enough nor needed and attempt to explain why knowledge, as specific conceptualized and evaluated, does not work to estimate behaviour. Knowledge evaluations have a series of real assertions and participants are requested for each assertion, either they trust it is right or wrong.

Natural damage that occurs is basically more focused on the ability of humans to see beyond the limits of their own interests in addition to the ability to see the real reality in life [3]. This is a challenge for the development of environmental education to be able to contribute to the formation of responsible behaviour towards the environment. Although it requires a long process, and the results cannot be seen immediately as well as technical solutions, but through fostering behavioural change towards being more responsible in environmental management is a strategic thing [4].

It denoted that demographic component affects students’ environmental behaviour in Israel and Colcata, India [5]. It also happens a correlation between students’ environmental knowledge and attitude who has registered those students who has taken the class in Texas, USA [6].

According to Stipek and Ogawa in [7] with the programme preschool education provides short-term benefits as well lengths such as increasing learning achievement, low repeat grades, and lower delinquency rates. Factor Supporting the success of school readiness, namely the practice of parenting, family socioeconomics, cooperation between parents and school, child’s age, gender, positive interactions, self-concept in children, and school readiness.

According to Djaali in [9], self-concept is someone’s scope of himself which involves what he knows and feels about his behaviour, the contents of his thoughts and feelings, and how his behaviour affects other people.

The results of previous studies indicate the self-concept of dip influenced by several factors, namely education, parenting, teacher-child correlation [7], parenting practices, family interactions.

Based on the analysis of concepts and theories above, which mainly relates to self-concept, its development and its correlation with academic ability, in this study what is meant by self-concept is, description and overall evaluation by a person against himself which includes physical aspects, psychological, social and academic status or academic ability possessed.

Pangesti and Agussafutri in [7] research results show, the role of parenting influence the formation of children’s self-concept. This indicates, the better care provided, the better the child’s self-concept.

The results of [9] research, the engagement of parents’ role in education is inseparable in the formation of children’s self-concepts that significantly increase self-confidence, adaptability, and improve academic achievement. Children who have good self-concept, show ability to adapt to their peers, improve cognitive, language, and social emotional skills so that children have mature school readiness [7].

Unlike the case when children receive negative parental care in the form of neglect, rejection, and a home environment that is less supportive in stimulating the impact on suboptimal growth and development of children [8].

This indicates that structural changes in the family will have an impact on the suboptimal role of parenting given to children. Socio-economic conditions influence caregiving and its impact on parents’ mental health, access to resources, knowledge about caregiving, and cultural values [11].

Based on this, the results of research by [7] explained that positive parenting practices were felt appropriate for children aged 4-6 years related to habits and daily life by not doing acts of
violence both physically and psychologically (positive discipline, caring with care, and provide learning support). Quality, competent, and independent children are the result of a good family environment, and a conducive environment around the child.

The results of previous studies show that parenting practices that are positive and full of warmth through stimulation of learning, discipline, and control in children can affect the readiness of children to attend school well [13].

The success of children’s education depends on the involvement of parents who are not only at home but also at school through willingness to attend school events, have initiatives to communicate with teachers, know the learning model at school, and contribute in giving advice to support school policies so as to provide influence on children’s learning achievement [7].

System ecology theory is the basis of particular research thinking which is related to the micro system environment. The good correlation between parents and the teacher physically, socially, and symbolically can affect the progress of children [14].

However, the fact is that the involvement of parents in schools is still not optimal due to the busy schedule of parents making it difficult to arrange the right time to be present in activities in children’s schools, Prabhawani in [10].

From the various theories above, it can be stated that the self-concept is an individual’s view of himself or herself in the form of self-knowledge, self-expectation and self-assessment which includes the personal physical, personal moral ethic, personal, personal family, social life and self-criticism. How the individual sees himself or herself, will affect his behaviour. Positive and negative self-concept will also direct how individuals react specifically to people or situations and determine the quality of their behaviour.

The success of adolescents in understanding the things that can and should be done and the things that should not and should not be done related to their environmental behaviour, can not be separated from the great role of parents in the care process.

Based on the description above, it can be seen that with the norms and values and roles that apply in the environment, providing the consequences for adolescents to find their self-concept in order to be able to behave as expected. No exception is also the role of parents in the care process that prioritizes the side of responsibility and balanced demands that adolescents who are under their caregivers, are able to understand the values and norms that apply in the end, adolescents can act in accordance with the expectations of the community where they live to build their behaviours.

2. Method
The method used in this analysis is survey with a correlational approach. This is done to reveal the correlation between two independent variables with one dependent variable. This empirical fact was obtained through a field survey of Office and Business Administration students of Universitas Bina Sarana Informatika Central Jakarta, Indonesia. The research was carried out starting from the distribution of environmental behaviour questionnaire instruments, children’s parenting and self-concept lasted for three months. The place of this research was chosen because of the limited time and funds owned by the researchers and its strategic location and making the results of this study more objective, represented by all respondents, and easy to reach them.

Based on the description above, the authors tried to explain about different aspects from previous researches. The study more focused on the behaviour particularly in environmental behaviour, moreover it was conduct to 120 college students allegedly known that they had no background about environmental knowledge.

The sample used for trials in this study amount to 20 people and after the trial, the respondents studied were 120 people. The sampling technique used was simple random sampling (simple random sampling technique). For sampling of 120 people. The instrument used in this
study was to collect data in the form of a questionnaire compiled by researchers and developed in the form of a Likert scale. To provide clear limits on the preparation of instruments, the following operational definitions of each variable used are presented. After knowing the results of testing the instrument, that the data generated is valid and reliable, in fact the research is carried out data analysis with statistical tests

3. Results and Discussion

Meanwhile, different results were found in the study of Tam et al. in [15] which reveals that parents whose way of leadership are positively connected with adolescent self-efficacy. Authoritative parenting styles tend to play a vital role for teen-level self-efficacy compared to those who have authenticated and tolerant parenting method.

Baumrind in [15] also states that children living in authoritative family will live their lives with a sense of confidence and self-control in managing their emotions and goals. Parenting style is concerned with the ability of adolescents to control themselves, manage their emotions and goals.

This shows that the interactions that exist between parents are able to shape a shaping the correlation between the two and the environment can be well described by the child. This is because the formation of self-concept through the process of learning from childhood to adulthood through interaction, environment, experience, and care that will give colour to the child’s personality including his self-concept [16]. This is confirmed by [17] who found that parenting or family parenting correlations with more harmonious interactions tend to have children with good self-concepts, children are able to describe themselves as someone who is brave. Therefore, the children in this study have high self-esteem in describing themselves in terms of physical appearance and by expressing their liking for themselves and their physical activities. These results are in line with [18] which shows that early childhood are able to describe their concepts in various aspects of their lives such as appearance, sports, and academics. [19] show, in late childhood, children have begun to learn to think, and themselves when describing acceptance from the surrounding environment such as parents, teachers, and friends. The results of calculations (through SPSS), it got that the coefficient of regression (b) is 0.219 with the constant value (a) is 20.444. If the value is entered into the regression equation, the result is $\hat{Y} = 20.444 + 0.219 X_1$.

From the results of calculations for the linearity test of the regression equation, it is known that the F value of 14.111. This value falls in the receiving area because the F cal is more than the F table value for the significance level of 5% (Fcount 14.111 $>$ F table 1.35). Thus it can be concluded that the correlation between the variables Y and X1 is significant. The results of these calculations confirm that the use of the analysis in hypothesis testing can be justified.

From the Variance Analysis table (ANOVA), it can be concluded that the correlation between children’s parenting (X1) and environmental behaviour (Y) is very significant and linear. Anova output shows that the calculated F value is 14.111 with sig 0.000. Thus it can be concluded that Ho is rejected, or there is a significant correlation between children’s parenting and behaviour. From the regression equation $\hat{Y} = 20.444 + 0.219 X_1$ shows that each increase or decrease of a unit score of the children’s parenting (X1) will affect the increase or decrease of a unit score on environmental behaviour in students (Y) by 0.219 at a constant of 20.444

The results of calculations (using SPSS), it got that the regression coefficient b1 = 0.139 and b = 0.371 with the constant value (a) is 13.037. If the value is entered into the regression equation, the result is obtained $\hat{Y} = 13.037 + 0.139 X_1 + 0.371 X_2$. From the results of calculations for the linearity test of the regression equation, it is known that the F value is 11.485. This value fell in the receiving area because the calculated F value is greater than the F table value for the 5% significance level (Fcal 11.485 $>$ Ftable 1.35).

Thus it can be concluded that the correlation that occurs between variables Y towards X1
Table 1. Environmental Behaviour (Y) on Children’s Parenting (X1) and Self-Concept (X2)

| Model       | Sum of Squares | Df | Mean Square | F     | Sig. |
|-------------|----------------|----|-------------|-------|------|
| Regression  | 315.227        | 2  | 157.613     | 11.485| .000²|
| Residual    | 1605.698       | 117| 13.724      |       |      |
| Total       | 1920.925       | 119|             |       |      |

and X2 is significant. The results of these calculations confirm that the use of the analysis in hypothesis test can be justified. This can be visualized in table 1.

From the analysis table of variance (ANOVA) above, it can be concluded that the correlation between children’s s of parenting (X1) and self-concept (X2) towards environmental behaviour (Y) is significant and linear. From the regression equation $\hat{Y} = 13.037 + 0.139 X1 + 0.371 X2$ shows that each increase or decrease in a unit score of the children’s parenting (X1) and self-concept (X2) will affect the increase or decrease in a unit score on environmental behaviour in students (Y) amount to 0.139 and 0.371 on the constant 13.037.

4. Conclusion

Based on the analysis above, the nature of children’s s of parenting (X1), self-concept (X2) and environmental behaviour (Y) that have been described in the previous parts, it can be concluded several things as follows:

There is a positive correlation between children’s parenting and environmental behaviour. This means that if the children’s parenting is getting better, then the children’s environmental behaviour will increase and it also found that there is a positive correlation between self-concept and environmental behaviour of students. This means if the self-concept is increasingly positive, then the environmental behaviour of the child will increase.

There is a positive correlation between both children’s s parenting and self-concept and environmental behaviour. This shows if the children’s parenting and self-concept are more positive, then the children’s environmental behaviour will be better. Children’s parenting and self-concept are very closely related to environmental behaviour in students. This can be seen from the contribution of each independent variable to the dependent variable as follows:

(i) Children’s parenting contributed 32.7% towards environmental behaviour.
(ii) Self-concept contributed 36% towards environmental behaviour.
(iii) Both children’s parenting and self-concept contributed 25.3% towards environmental behaviour.

It needs to be conduct further researches in the next future, as the contribution of each variable is still low and there will still be more other variables which affect the students’ environmental behaviour to be increased.

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