

The Correlation Between Parents Educational Background on Student Mindset in Learning English of 10th Grade Students in SMK Ma'arif 9 Kebumen

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ABSTRACT

This research explore the correlation between parents' educational background and students' mindsets in learning English among tenth-grade students at SMK Ma'arif 9 Kebumen during the academic year 2024/2025. Utilizing Carol Dweck's theory of mindset, the study distinguishes between fixed and growth mindsets, emphasizing how these perspectives influence students' learning approaches and challenges faced in academic settings. A mixed-method approach was employed, with a sample size of 63 students selected through a random sampling technique, representing 20% of the total population. Data was collected using a Likert-type scale questionnaire designed to assess both parents' educational levels and students' mindsets, which were subsequently analyzed using Pearson's correlation coefficient. The findings revealed that the average educational background of parents fell into the low category. It can be seen from the average value of parents education level background was 29,03; it is on the interval 21 – 40. While students' mindsets were classified as having a moderate growth mindset. It can be seen from the average value of students mindset was 117,16 it is on the interval 90 – 119. However, the correlation analysis indicated no significant correlation between parents' educational background and students' mindsets in learning English. This is evidenced by the value of correlation coefficient= -0,080 , it meant very low or no significant.

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1. INTRODUCTION

Education is the main foundation for individual development and social progress, where the role of parents is vital in shaping children's mindsets and attitudes towards learning. Parents' educational background often determines the level of educational support they provide, which in turn influences children's perceptions and motivation to learn (Davis-Kean et al., 2020; Fan & Chen, 2001). In this context, the concept of mindset introduced by Carol Dweck (2006) becomes highly relevant. Dweck distinguishes between a 'fixed mindset,' where individuals believe their abilities are static, and a 'growth mindset,' where abilities are believed to be developable through effort. These mindsets significantly influence how students approach challenges and their perseverance in learning.

In today's era of globalisation, proficiency in English has become a crucial skill for both education and the workplace (Raja, 2023). However, in many educational institutions, including SMK Ma'arif 9 Kebumen, students still face significant challenges in learning English. Preliminary observations indicate that the perception of English as a difficult subject is often exacerbated by a lack of parental support and students' tendency to have a 'fixed mindset,' which makes them prone to giving up when faced with difficulties. This phenomenon aligns with Sampelan's (2022) findings linking low parental support to low student motivation, as well as Wilang's (2021) discovery that students with a 'fixed mindset' tend to avoid challenges in learning English.

Although many previous studies have examined the relationship between parental educational background and student learning outcomes, there are still gaps in our understanding of how parental educational background specifically influences students' mindsets in English language learning. For example, studies by Ruhiat and Mulyanto (2022), Ridwan (2018), and Urfa Kamaliya (2016) show a positive correlation between parental educational background and English language learning achievement, while Lestari (2019) highlights its influence on motivation. However, most of these studies tend to focus on academic outcomes or motivation levels without directly integrating Dweck's mindset theory. Therefore, this study aims to fill this gap by analysing the correlation between parents' educational background and students' mindset in the context of English language learning.

Based on the above description, this study formulates three main questions: (1) What is the level of educational background of the parents of Grade X Automotive Technology students at SMK Ma'arif 9 Kebumen in the 2024/2025 academic year? (2) What are the categories of thinking patterns of Grade X Automotive Technology students at SMK Ma'arif 9 Kebumen in English language learning in the 2024/2025 academic year? (3) Is there a significant correlation between the educational background of parents and the mindset of students in English language learning among Grade X Automotive Technology students at SMK Ma'arif 9 Kebumen in the 2024/2025 academic year?

1.1 Parents Education Level Background

Parents are a fundamental element in the family structure, bearing the primary responsibility for educating and guiding their children. Santrock (2019) defines parents not only as providers of physical needs, but also as essential educators and mentors in shaping children's character and values. In this context, the role of parents is crucial in creating an environment that supports children's emotional, social, and cognitive development. Parental involvement, whether direct or indirect, is a key determinant of children's educational success.

The role of parents in children's education can be divided into several crucial aspects, including parenting, formal and informal education, and emotional support. Newman et al. (2019) explain that parental involvement includes various activities such as helping with homework, communicating with teachers, and participating in school activities. This involvement not only contributes to academic achievement but also to children's social and emotional development. Maccoby and Martin (1983) emphasise that parents who are actively involved in their children's education tend to raise children who are more successful academically and socially.

Parental educational background, which refers to the level of formal education achieved, is a strong predictor of the quality of academic support provided to children. Okten (2016) argues that parents with higher levels of education tend to have a better understanding of their children's academic needs and are better able to provide relevant resources and knowledge. This understanding enables the creation of a more conducive learning environment at home, which can directly improve children's motivation and academic performance.

In addition to their ability to provide resources, parents' educational backgrounds also influence their expectations for their children's education and their level of direct involvement in the learning process. Hill and Tyson (2009) found that highly educated parents are more likely to be actively involved in their children's educational activities, such as helping with homework or interacting with the school. This proactive involvement not only deepens children's understanding of the material, but also builds their confidence and motivation to learn. Jeynes (2016) adds that children of educated parents tend to show better grades and higher participation in academic activities.

Furthermore, parents' educational background plays an important role in the transmission of values and the formation of mindsets in children. Bourdieu (1986) explains that educated parents tend to instil positive values related to education, such as the importance of hard work and perseverance, which shape children's attitudes towards learning and influence their future choices. In the context of mindset, Waithaka et al. (2017) show that strong parental support and involvement contribute to the development of a 'growth mindset' in students, where children who feel supported tend to be more resilient in facing challenges and see mistakes as learning opportunities.

Overall, parents' educational background is a holistic factor that significantly influences various aspects of child development, ranging from academic support, shaping expectations, to the transmission of values and the formation of mindsets. Educated parents are not only able to provide better material and intellectual support, but also instil a strong psychological foundation for children to face educational challenges. Therefore, understanding

and supporting the role of parents, particularly in relation to their educational level, is essential for educational institutions and society to create an optimal and comprehensive learning ecosystem for future generations.

1.2 The Nature of Student Mindset in Learning English

Mindset refers to an individual's beliefs and attitudes towards their abilities and potential, which fundamentally influence how they learn and develop. Carol Dweck (2006), a leading psychologist, identified two main types of mindset: 'fixed mindset' and 'growth mindset'. Individuals with a 'fixed mindset' believe that ability and intelligence are innate traits that cannot be changed, while those with a 'growth mindset' believe that ability can be developed through effort, learning, and perseverance. Understanding these mindsets is crucial in the context of education, as they directly influence students' motivation, resilience, and academic achievement.

Students' mindsets have a significant impact on how they deal with challenges and difficulties in the learning process. Students with a 'growth mindset' tend to be more open to challenges and more willing to take risks in learning, seeing difficulties as opportunities for growth. Research by Blackwell, Trzesniewski, and Dweck (2007) shows that students with a 'growth mindset' experience greater improvement in academic achievement than those with a 'fixed mindset'. This is due to their positive attitude, which encourages them to keep trying despite facing obstacles.

Differences in mindset also influence how students respond to feedback and criticism. Students with a 'fixed mindset' tend to view feedback as an assessment of their intrinsic abilities, which can cause them to feel pressured and avoid challenges. Conversely, students with a 'growth mindset' view feedback as a valuable opportunity to learn and improve themselves (Dweck, 2010). A study by Yeager and Dweck (2012) indicates that interventions aimed at changing students' mindsets from 'fixed' to 'growth' can significantly improve their motivation and learning outcomes, highlighting the importance of constructive feedback.

In learning English as a foreign language, mindset plays a very important role in influencing students' motivation, engagement, and perseverance. Learners with a 'growth mindset' tend to view their language abilities as something that can be continuously improved, which in turn reduces anxiety and improves performance (Lou, 2019). They are more willing to accept mistakes as a natural part of the learning process and use them as stepping stones for improvement, in line with Dweck's (2016) view that mistakes are opportunities for growth.

The formation of students' mindset in English language learning does not only depend on internal factors, but is also greatly influenced by the social environment and support they receive. Rattan, Savani, Chugh, and Dweck (2015) show that an environment that supports the development of a growth mindset, such as recognition of effort and the learning process, can help students develop a positive attitude towards learning. This includes the role of teachers in providing constructive feedback, creating a classroom atmosphere that encourages exploration, as well as the positive influence of peers and family.

Understanding the nature of students' mindsets has significant implications for effective English language teaching. By fostering a 'growth mindset,' educators can help students become more motivated, tolerant of mistakes, and have a greater chance of improving their language skills (Liu, 2022). Therefore, it is important for English teachers to not only focus on knowledge transfer but also on developing a positive mindset that empowers students to tackle English language challenges with confidence and perseverance, viewing every difficulty as an opportunity to master this global language.

1.3 Method

This study adopts a mixed methods research design, which integrates quantitative and qualitative approaches to gain a comprehensive understanding. The quantitative approach is used to collect numerical data through questionnaires, which are then analysed statistically using SPSS to test hypotheses and measure variables (Creswell, 2009). The independent variable in this study is Parental Educational Background (X), while the dependent variable is Students' Thinking Patterns in Learning English (Y). Meanwhile, the qualitative approach, specifically through interviews, is used to deepen understanding and validate the data obtained from the questionnaire.

This study was conducted at SMK Ma'arif 9 Kebumen, located at Jl. Raya Klirong, Klirong District, Kebumen Regency, Central Java. The selection of this location was based on the researcher's initial identification of problems related to students' mindsets, particularly in English language learning, which tended to be low at this school. The data collection and research process was conducted from May to June 2025, ensuring that the data obtained was relevant to the current academic conditions.

The population of this study consists of all 316 students in the 10th grade Automotive Technology class at SMK Ma'arif 9 Kebumen for the 2024/2025 academic year, distributed across 8 classes. To determine the sample, the researcher used the 'random sampling' technique to ensure fair representation of the population. Based on Arikunto's (2006) recommendation to take a sample of between 10% and 25% for populations of more than 100, as well as Krejcie & Morgan's (in Bukhari, 2021) recommendation of a minimum of 30 samples for

quantitative designs, the researcher took 20% of the total population. Thus, the sample size used in this study was 63 students, randomly selected from eight different classes, with 7–8 students from each class.

Primary data collection was conducted by distributing questionnaires to a sample of students. These questionnaires were designed using a Likert scale, which allowed for the measurement of students' attitudes and perceptions of their mindset in learning English, as well as to identify their parents' educational background. The mindset questionnaire consists of 30 questions that refer to Carol Dweck's (2006) indicators of 'growth mindset' and 'fixed mindset', while the questionnaire on parents' educational background consists of 2 questions. In addition, secondary data was obtained through documentation, namely the collection of data from school archives related to the educational background of students' parents and the number of students in each class.

To strengthen the validity of the data obtained from the questionnaire, the researchers also used interviews. In-depth interviews were conducted to confirm and deepen the information provided by respondents, in line with Kvale's (2007) view, which emphasises the importance of building trust to obtain valid and in-depth information. The validity of the mindset questionnaire is also supported by references to Carol Dweck's (2006) theory, ensuring that the instrument measures what it is intended to measure.

The collected data were analysed using inferential statistics, specifically Pearson Product Moment correlation coefficients in SPSS, because both variables (parents' educational background and students' mindsets) were interval data (Ary et al., 2010). Data normality was tested using the Kolmogorov-Smirnov test to ensure that the residual values were normally distributed, which is a prerequisite for parametric analysis. The reliability of the questionnaire was tested using Cronbach's Alpha, where a value of 0.739 for parental educational background and 0.843 for student mindset indicates that this research instrument has good to very high reliability (Cohen, Manion, & Morrison in Lestari, 2019).

2. RESULTS

a. The level of parents' educational background of students in class X of Automotive Engineering at SMK Ma'arif 9 Kebumen in the academic year 2024/2025

Table 1. Mean of Parent Education Level Background

Statistics		
PENDIDIKAN		
N	Valid	63
	Missing	0
Mean		29.03
Std. Error of Mean		1.100
Std. Deviation		8.733
Sum		1829

The Classification of Parent Education Level Background Category

No	Interval	Category
1	0 – 20	Very Low
2	21 - 40	Low
3	41 - 60	Middle
4	61 - 80	High

b. The students' mindset on English learning in class X of Automotive Engineering at SMK Ma'arif 9 Kebumen in the academic year 2024/2025

Table 2. Mean of Student Mindset Category

Statistics		
MINDSET		
N	Valid	63
	Missing	0
Mean		117.16
Std. Error of Mean		1.190
Std. Deviation		9.445
Sum		7381

The Classification of Mindset Category

No	Interval	Category
1	120 - 150	Strong Growth Mindset
2	90 - 119	Middle Growth Mindset
3	60 - 89	Neutral Mindset
4	30 - 59	Middle Fixed Mindset
5	1 - 29	Strong Fixed Mindset

c. The Correlation Between Parents Educational Background on Student Mindset in Learning English of 10th Grade Students in SMK Ma'arif 9 Kebumen

Table 3. Correlation Product Moment

Correlations		PENDIDIKAN	MINDSET
PENDIDIKAN	Pearson Correlation	1	-.080
	Sig. (2-tailed)		.532
	N	63	63
MINDSET	Pearson Correlation	-.080	1
	Sig. (2-tailed)	.532	
	N	63	63

The Interpretation of Correlation Coefficient

No	Coefficient Interval	Level of Correlation
1	0.00-0.200	Very Low
2	0.200-0.400	Low
3	0.400-0.700	Medium
4	0.700-0.900	Strong
5	0.900-1000	Very Strong

3. DISCUSSION AND CONCLUSION

The research results indicate that the educational background level of parents of Grade X Automotive Engineering students at SMK Ma'arif 9 Kebumen in the 2024/2025 academic year falls into the low category, with an average score of 29.03, which falls within the 21-40 range. Survey data and interviews support this finding, as the majority of parents only have an education level equivalent to primary or lower secondary school. Nevertheless, these findings align with the general conditions in many regions of Indonesia, particularly in rural or less urban areas (Okten, 2016; FKIP UMSU, 2023), indicating that the formal education level of parents remains a challenge in the national education context.

Although the parents' educational background is relatively low, the students' mindset in learning English at SMK Ma'arif 9 Kebumen shows a 'moderate growth mindset' category, with an average score of 117.16, which falls within the 90-119 interval. This means that most students believe that their English language skills can be improved through effort and perseverance. This finding is consistent with Carol Dweck's (2006) theoretical framework, which states that a 'growth mindset' promotes resilience and openness to challenges. These results are also supported by questionnaire data showing high scores on 'growth mindset' statements, as well as interviews indicating students' understanding of the importance of learning English, particularly as vocational high school students preparing to enter the workforce.

Pearson Product Moment correlation analysis shows that there is no significant correlation between parental educational background and students' mindset in English language learning. The correlation coefficient found is -0.080 with a significance value of 0.532 ($p > 0.05$), indicating a very low or even no correlation. These results reject the alternative hypothesis (H_a) and accept the null hypothesis (H_0), which states that there is no significant relationship between the two variables. The negative form of the relationship indicates that the higher the parents' educational background, the lower the students' mindset, or vice versa, although the correlation is very weak.

This finding of no correlation challenges the common assumption that parental education is directly positively correlated with students' mindsets, as has often been assumed in previous studies (e.g., Gonzalez-DeHass et al., 2005; Lestari, 2019). These results are consistent with studies by Ruhiat and Mulyanto (2022) and Widya (2018), which also reported negligible correlations between parental education levels and students' English

achievement. This suggests that students' mindsets are multifactorial phenomena not solely determined by parental educational backgrounds. Other factors such as the learning environment at school, the quality of teaching, teacher feedback, peer influence, and students' intrinsic motivation (Dweck, 2006; Rattan et al., 2015; Liu, 2022) likely play a more dominant role in shaping students' mindset at SMK Ma'arif 9 Kebumen.

Based on the findings and discussions, it can be concluded that the educational background of the parents of students in class X at SMK Ma'arif 9 Kebumen is in the low category. However, the students' mindset in learning English is classified as a 'moderate growth mindset.' Most importantly, this study found that there is no significant correlation between the educational background of parents and the students' mindset in learning English at the school. This indicates that factors outside of formal parental education have a greater influence in shaping the students' mindset.

This study highlights that even though parents have low educational backgrounds, students can still develop a positive growth mindset, demonstrating the effectiveness of school interventions in shaping mindsets. Therefore, schools should continue to develop interactive learning programmes and emotional support from teachers, while encouraging further research to identify other factors such as social environment, peer support, and teaching strategies that have a greater impact. Practical recommendations include increasing parental awareness of the importance of emotional support, encouraging students to actively develop a growth mindset, and using varied teaching methods and constructive feedback from teachers, while researchers are encouraged to explore other variables and different contexts.

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