

The Influence of Parenting Style And Personality Type on Academic Achievement of Students in Islamic Education Iain Curup *by Eka Yanuarti*

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The Influence of Parenting Style And Personality Type on Academic Achievement of Students in Islamic Education Iain Curup

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ABSTRACT

The purpose of this study was to determine whether parenting style (X1) affects academic achievement (Y), whether personality type (X2) affects academic achievement (Y), whether student parenting style (X1) and personality type (X2) together have same effect on academic achievement (Y). This research is a quantitative descriptive research with the type of research used is field research. The sampling technique used is a probability sampling technique with the type of simple random sampling. The sample in this study was taken as many as 101 students and Islamic Education IAIN Curup students. Data collection techniques used were questionnaires, observations, interviews and documentation. The data analysis technique used was one sample t test, product moment correlation, multiple correlation and partial correlation. The results of this study indicate that first there is a positive influence between parenting style on academic achievement because $r_{count} = 0.432$ is greater than the 1% level = 0, 1956, secondly, there is a positive influence between personality types on academic achievement because $r_{count} = 0.52$ is greater than the 1% level = 0.1956. Third, there is a positive influence between parenting style and personality type together on academic achievement because $r_{count} = 0.58$ is greater than the 1% level = 0.1956. The results of this study are expected to provide benefits and contribute ideas to the IAIN Curup institution, lecturers and students.

Keywords: Parenting style, personality type, academic achievement

INTRODUCTION

Education is an inseparable part of life. Education cannot be separated from human life from the cradle to the grave. In the current era of globalization, quality human resources are needed to welcome a bright future and are ready to compete in this modern era. Education requires educational institutions as organizations that provide formal means in the world of education. One of the educational institutions, among others, is a university. Education has a very important role in educating people as stated in Law No. 20 of 2003 concerning SISDIKNAS, that:



National Education functions to develop capabilities and shape the character of a dignified nation's civilization in the context of educating the people, aiming at developing the potential of students to become human beings who believe, fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizen. (Ministry of Education and Culture, 2003)

Given the very importance of education for life, education must be carried out as well as possible in all levels of society so as to obtain maximum results. Education is said to be of quality if the teaching and learning process can run smoothly, effectively, efficiently and there is an interaction between the components contained in the teaching system, that is the objectives of education and teaching, students, education staff or teachers, curriculum, learning strategies, teaching and evaluation media. teaching.

So far, many people think that to achieve an achievement, high learning is needed. Education is a business or activity that is carried out intentionally, regularly and planned with the intention of changing or developing desired behavior. Schools as formal institutions are a means of achieving these educational goals. Through school, students learn various things. Academic achievement according to Bloom is "the result of behavior change which includes the cognitive, affective, and psychomotor domains which are a measure of student success".(Warsito, 2012)

Academic requirements in higher education are not just attending lectures, but there are other provisions such as the percentage of attendance in lectures, completion of assignments, and active participation in other academic activities (discussions, presentations, taking exams, quizzes). The success of students in the academic field is marked by the academic achievements achieved, indicated by the Achievement Index and Grade Point Average as well as accuracy in completing studies. The achievement index is used as a measure of student academic mastery. The better the student's academic mastery, the better the achievement will be.

³ The factors that affect student academic achievement are divided into three, namely internal factors, external factors, and learning approach factors. Internal factors consist of physiological aspects (nutritional status, health, and breakfast habits) and psychological aspects (intelligence, attitudes, talents, interests, and motivations). External factors consist of social environment (father's education, mother's education, economic situation of parents, teachers, playmates, and society) and non-social environment (school environment and living environment).

Parents are the closest people to their children, and the role of parents is very influential on their children's academic achievement, the role of parents here is not only to provide a decent place, nutritious food, good clothes but the role here is more than that, that is a good parenting style applied by parents to their children. Usually behind the high achievement of children there are parents who always motivate their children and precisely the parenting pattern applied by parents to the child so that the child can get high academic achievement.

Some studies have modelled parenting style in a game-theory structure, where both parents and children are players, and parents optimally choose a parenting strategy to maximize children good performance. Some other studies empirically evaluated the influence of parenting style and found that respectful, positive, and warm parenting styles are beneficial for the development of non cognitive ability.(Deng & Tong, 2020)

Parenting patterns can be determined starting from choosing from potential partners, as contained in the QS. At-Tahrim:6

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Meaning: "O you who believe, protect yourselves and your families from a hell fire whose fuel is people and stones; guardian of the angels who are strict and do not disobey Allah in what He commands them and always do what He is



commanded.

Parents have various functions, one of which is caring for their children. In raising their children, parents are influenced by the culture in their environment. In addition, parents have certain attitudes in nurturing, guiding, and directing their children. This attitude is reflected in the different parenting patterns for their children, because parents have certain parenting patterns. According to Latifa, parenting is "an activity carried out in an integrated manner over a long period of time by parents to their children, with the aim of guiding, fostering and protecting children. (Latifa, 2012)

The impact of parenting is very influential on children's behavior, as explained by Hafida Sulaiman Ahmed Al-Barashdiya that (AlBarashdi, 2020)

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The results of research conducted by Beny Tri Atmoko with the title The Effect of Parenting Patterns on Learning Achievement in Productive Subjects of Students in the Electrical Engineering Department of SMK Negeri 1 Magelang that there is a significant influence between parenting patterns and learning achievement.

However, after the researcher conducted the initial survey, it turned out that there were gaps found in the field with the previous researchers and the theory that was read previously that the theory and previous research said that a child with democratic, authoritarian parenting can improve academic achievement, it is different with children who are raised from parents which can be said to be negligent parenting, that is by leaving the child with their grandmother by not giving them a living, they rarely communicates with the child because their parents are divorced, Usually, children who are raised in this way tend to do things that are negative or socially deviant, such as using drugs, free sex, and many other juvenile delinquency, but what I found in the field is just the opposite where children who can be said to be raised with neglect by their parents but can achieve high achievements compared to children who are raised from parenting styles that can be said to be democratic parenting.

So the first thing that the writer focuses on is that the writer wants to see whether parenting style has an effect on student academic achievement. Parenting is a complex activity that includes certain specific behaviors that work individually or separately and together to influence a child's behaviour.

One of the other factors that can lead to an increase or decrease in a person's academic achievement is the type of personality they have. In other words, interpersonal factors significantly influence the behavior of Internet users and certain personality traits including introversion and social withdrawal are closely related to academic achievement.

According to Suryabrata, personality is a dynamic organization and individual psychophysical system that determines the behavior and thinking of individuals specifically, personality is also something that is contained within the individual that guides and provides direction to individual behavior. (Suryabrata, 2011a)

Someone who has an introverted personality type will tend to be a thinker, prefers to be alone and they usually also have a melancholic personality type, people who have an introverted and melancholic personality type will have academic achievements that have great achievements.

After the researcher conducted an initial survey that there was a gap between theory and reality, the researcher encountered one student who has an introverted personality type, namely someone who does not easily interact with people but whose achievements are usually not what as imagined with the theory that people who have introverted characteristics will have quite a stunning achievement.

From the initial observation, the researcher interviewed one of the students of the Department of Islamic Education with Deri Yanita, she said that her parents were not too involved in his educational



affairs but her parents were enough to meet her needs and provide motivation, but the type of personality she had made her succeed with a GPA of 3.71 because she has a high effort and enthusiasm for learning. From the upbringing applied by her parents, it didn't really affect her academic achievement, but because of the type of personality she had, she finally got a satisfactory GPA.

The results of the interview with the second interviewee with Diana Monika, she said that her parents played quite a role in the world of education both materially and non-materially, her parents always gave motivation and cared enough for her duties, when viewed from the way of learning that she applied this resource has an introverted personality she is not used to memorizing in a crowded place she is easier to memorize when in silence, with the upbringing applied by her parents and the type of personality she has he managed to achieve a 3.56 GPA.

Previously, the researcher has found previous studies that can be used as references and comparisons, including the research of Masud, Hamid Ahmad, Muhammad Shakil Cho, Ki WoongFakhr, and Zainab entitled Parenting Styles and Aggression Among Young Adolescents: A Systematic Review of Literature (Masud, Ahmad, Cho, & Fakhr, 2019). Research by Moreno-Ruiz, David Martínez-Ferrer, Belen Garcia-Bacete, Francisco entitled Parenting styles, cyberaggression, and cybervictimization among adolescents (Moreno-Ruiz, Martínez-Ferrer, & Garcia-Bacete, 2019). Research by Fauzia, AlyaZachraMaslihah, Sri Ihsan, Helli entitled The Effect of Personality Type on Self-Disclosure in Early Adult Instagram Social Media Users in Bandung (Fauzia, Maslihah, & Ihsan, 2019). Aditya, Mohamad Ridwan Hasibuan, and Ahmad Basid's research entitled *The Effect of Perception, Gender and Student Personality Type on Career Selection of Accounting Students as Public Accountants (Case Study on Accounting Students at DarmaPersada University)* (Aditya & Hasibuan, 2020). And Amir Sriargianti's research entitled The Effect of Learning Motivation on Academic Achievement of D3 Nursing Students in North Kalimantan Tarakan Academic Year 2018 (Amir, 2019). From several previous studies, it appears that there have been discussions about parenting style, personality types and academic achievement. But until now the author has not found literature and previous studies that discuss the influence of parenting style and personality type on the academic achievement of Islamic Education IAIN Curup students so it can be said that it is worthy of further research, and this research is still original because there is no literature that has been published. discuss about this in particular.

METHOD

This research is a field research with a quantitative approach. Quantitative research can be defined as a research method based on the philosophy of positivism, used to examine certain populations or samples, sampling techniques are generally carried out randomly, data collection using research instruments, statistical data analysis with the aim of testing predetermined hypotheses (Sugiyono, 2016). The population in this study was 137 people. After calculating with the Isaac and Michel formula, a sample of 101 Islamic Education students and students of IAIN Curup was obtained, part of the population that was representative of the entire population (Surahmad, 1981). Data collection techniques include questionnaires, interviews, observation and documentation. Instrument validity includes validity and reliability, data analysis techniques include prerequisite tests, namely normality tests, homogeneity tests, and linear tests, hypothesis tests include simple hypotheses and multiple hypotheses.

RESULT AND DISCUSSION

RESULT

The effect of Parenting Style (X1) on Academic Achievement (Y).

Hypothesis testing using simple regression analysis and correlation techniques on parenting style variable data on academic achievement resulted in a regression direction of b of 0.35 and a constant of 40.



Furthermore, to determine the degree of significance of the F test, for more details, it can be seen in the following table:

Table 1 ANAVA list for significance and linearity tests

Regression $Y = 35 + 0.40X_1$

Source Variance	Df	NS	ANS	F_{count}	F_{table}
Total	101	630690			
Regression a	1	623879,64	623879,64		
Regression b/a	1	1246,72	1246,72	22,18 **	6,90
difference	99	5563,64	56,20		
Not match	25	2473,59	98,94	2,37	2,03
Error	74	3090,05	41,75		

Annotation

** = Very significant regression ($F_{\text{count}} = 22,18 > F_{\text{table}} = 6,90$) at $\alpha = 0,01$

ns = Linear regression ($F_{\text{count}} = 2,37 > F_{\text{table}} = 2,03$) at $\alpha = 0,01$

df = degrees of freedom

NS = Number of Squares

ANS = Average Number of Squares

Based on the analysis of variance table above, the results of the significance and linearity test can be concluded that the regression equation $Y = 48 + 0.40X_1$ is very significant and linear because $F_h > F_t$, namely $(22.18 > 6.90)$ and $(2.37 > 2.03)$ at $\alpha = 0.01$. In other words, the equation $Y = 48 + 0.40X_1$, it means that every increase in one unit of parenting style will be followed by an increase in student academic achievement scores of 0.40 at the constant 48.

The influence model between parenting style variables on academic achievement using a regression equation model $Y = 48 + 0.40X_1$ can be described as follows:

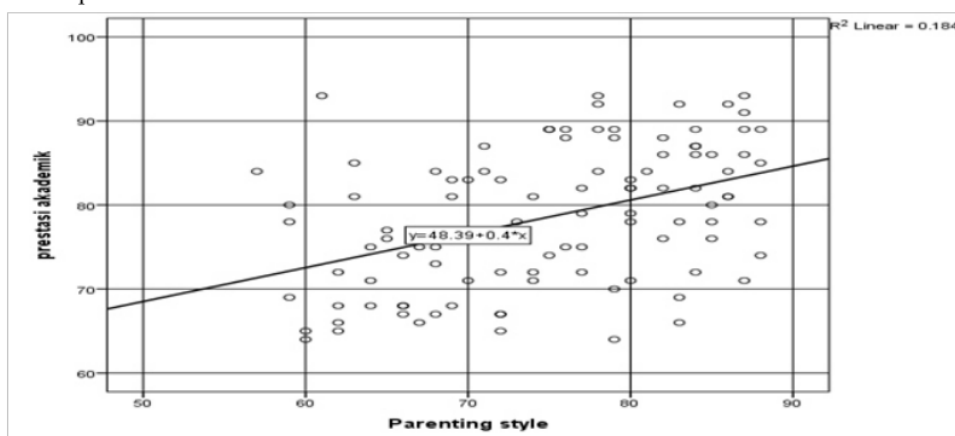




Figure 1 Effect of Parenting style (X1) on Academic Achievement (Y) Line Graph $Y = 48 + 0.40X1$
The strength of the influence between parenting style (X1) on academic achievement (Y) is indicated by a correlation coefficient (r_{yx1}) of 0.4322, then a significant coefficient test is carried out using the t-test test results as shown in the table below.

Table 2 Test the significance of the correlation between Parenting style (X1) on academic achievement (Y)

N	Correlation coefficient r_{yx1}	T_{count}	t_{table}	
			0,05	0,01
101	0,43	5,23**	1,98	2,63

Annotation:

** = Very significant regression ($t_{count} = 5,23 > t_{table} = 2,63$) on a real level $\alpha = 0,01$

r_{yx1} = Coefficient of X1 with Y

The next way to make decisions is to look at the basis of decisions based on curves, as shown below:

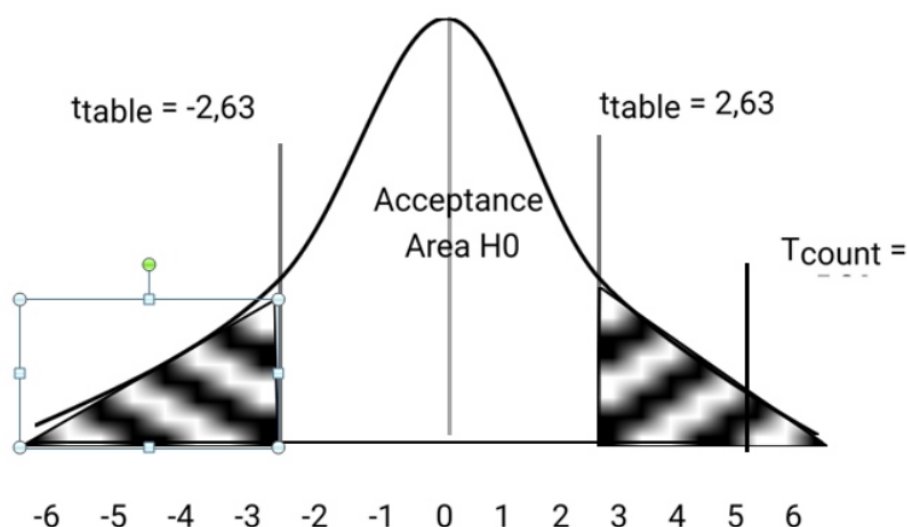


Figure 2 Test the significance of the correlation between Parenting style (X1) on academic achievement (Y)
Accept H_0 , if t_{count} lies between $-2,63$ and $2,63$. In other cases, H_0 is rejected, from the research it has been obtained that $t_{count} = 5,23$ and clearly lies in the rejection area of H_0 . So H_a accepted. Based on the results of the calculation of the correlation coefficient significance test $t_{count} = 5,23 > t_{table} = 2,63$, it can be said that the effect of parenting style (X1) on academic achievement (Y) is significant. This finding concludes that there is a positive influence between parenting style on academic achievement. It means that the better the parenting style, the higher the academic achievement.

The coefficient of determination is the square of the correlation coefficient between X1 and Y, namely $(r_{yx1})^2 = 0,184$, this is the variance that occurs between the student academic achievement variable (Y) 18% is determined by the variance that occurs in the parenting style variable (X1). This understanding is often interpreted as the influence of parenting style (X1) on academic achievement (Y) = 18% and the remaining 82% is determined by other variables such as family environment, facilities provided by parents, personality type, learning motivation,



learning methods. Variation in academic achievement (Y) can be explained by variation (X1) through regression $Y = 48 + 0.40X1$.

The strength of the influence between parenting style variables (X1) on academic achievement (Y) when controlling for academic achievement (X1), then obtained a partial correlation coefficient between parenting style (X1) and academic achievement (Y) when controlling for personality type (X2), then the partial correlation coefficient between parenting style (X1) and academics is 0.36.

To be clear, the partial correlation coefficient significant test can be seen in the table below: Table 3. Significance test of partial coefficient between parenting style (X1) and academic achievement (Y) by controlling for personality type variable (X2)

Partial Correlation Coefficient	T_{count}	t_{table}	
		$\alpha = 0,05$	$\alpha = 0,01$
$r_{yx1x2} = 0,35$	3,70**	1,98	2,63

Annotation:

**= Partial Correlation Coefficient r_{yx1x2} significant because $t_{count} = 3,70 > t_{table} = 2,63$ at real level $\alpha = 0,01$
The next way to make decisions is to look at the basis of decisions based on curves, as shown below:

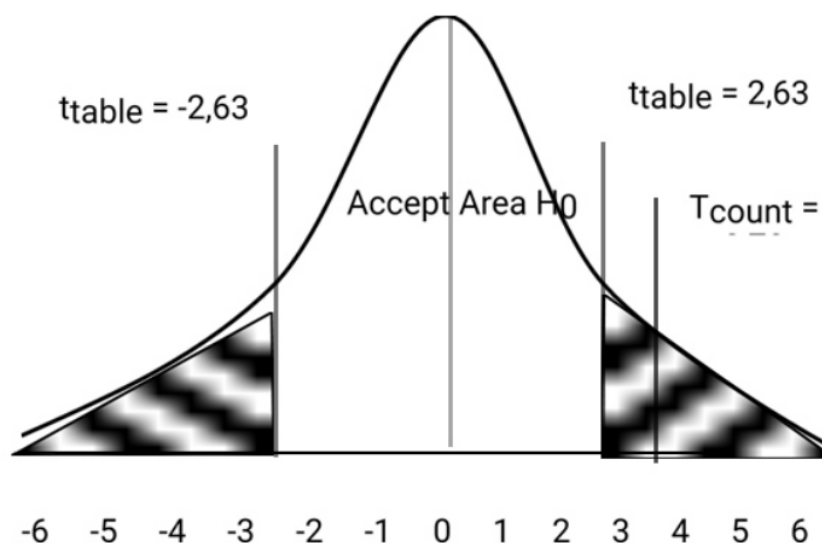


Figure 3. Significance test of partial coefficient between parenting style (X1) and academic achievement (Y) by controlling for personality type variable (X2)

Accept H_0 , if t_{count} lies between -2.63 and 2.63. In other cases, H_0 is rejected, from the research it has been obtained that $t_{count} = 3.70$ and clearly lies in the rejection area of H_0 . So H_a accepted.

This means that at a significant level of 0.01, the research shows that by controlling parenting style (X1) there is still a positive influence between personality types (X2) on academic achievement (Y).

2 The effect of Personality Type (X2) on Academic Achievement (Y)

The second hypothesis proposed in this study is that there is an influence between personality types (X2) on



Academic Achievement (Y). Thus, in this study, the better the personality type, the academic achievement will increase.

Hypothesis testing using simple regression analysis and correlation techniques on personality type variable data on academic achievement resulted in a regression direction of b of 0.51 and a constant of 40. Furthermore, to determine the degree of significance of the F test, for more details, it can be seen in the following table: Table 4 ANAVA list for significance and linearity tests Regression $Y = 40 + 0,51 X_2$

Source Variance	Df	NS	ANS	F_{count}	F_{table}
Total	101	630690			
Regression a	1	623879,64	623879,64		
Regression b/a	1	1842,83	1842,83	36,72 **	6,90
difference	99	4967,53	50,18		
Not match	25	3024,91	131,52	5,15	2,06
Error	74	1942,62	25,56		

Annotation:

** = Very significant regression ($F_{\text{count}} = 36,72 > F_{\text{table}} = 6,90$) at $\alpha = 0,01$

ns = Linear regression ($F_{\text{count}} = 5,15 > F_{\text{table}} = 2,06$) at $\alpha = 0,01$

df = degrees of freedom

NS = Number of Squares

ANS = Average Number of Squares

Based on the analysis of variance table above, the results of the significance and linearity test can be concluded that the reference equation $Y = 40 + 0.51 X_2$ is very significant and linear because $F_h > F_t$, namely $(36.72 > 6.90)$ and $(5.15 > 2,06)$ at $\alpha = 0.01$. In other words, the equation $Y = 40 + 0.51 X_1$, it means that every increase in one unit of personality type will be followed by an increase in student academic achievement scores of 0.51 at constant 40.

The influence model between personality type variables on academic achievement using the regression equation model $Y = 40 + 0.51 X_2$ can be described as follows:

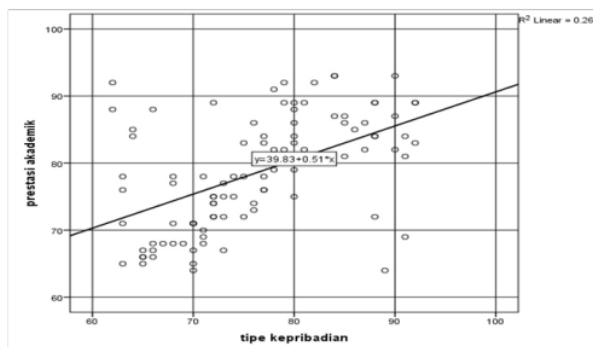


Figure 4. The influence of personality types (X2) on Academic Achievement (Y) Line Graph

$$Y = 40 + 0,51X_2$$

The strength of the influence between personality types (X_2) on academic achievement (Y) is shown by the correlation coefficient (r_{yx2}), then a significant coefficient test is carried out using the t-test test results as shown in the table below:

Table 5 Significance test of the correlation between personality types (X_2) on academic achievement (Y)

N	Correlation coefficient r_{yx2}	T_{count}	t_{table}	
			0,05	0,01
101	0,52	6,08**	1,98	2,63

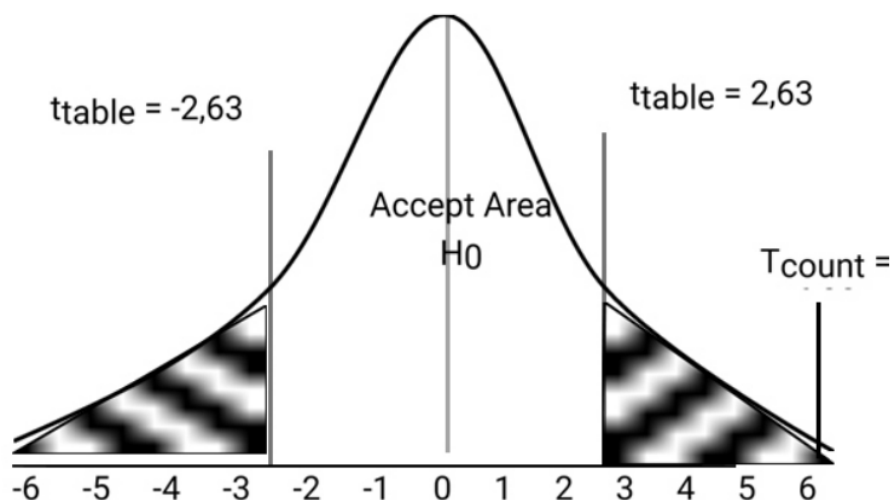
Annotation:

** = Very Significant Coefficient ($t_{count} = 6,08 > t_{table} = 2,63$ at $\alpha = 0,01$)

r_{y2} = Coefficient X_2 with Y

From 5 above, it can be seen that the correlation coefficient is significant because $t_{count} = 6.08$ is greater than $t_{table} = 2.63$ at the level of $\alpha = 0.01$ with 99.

The next way to make decisions is to look at the basis of decisions based on curves, as shown below:



Picture. 5 Significance test of the correlation between personality types (X_2) on academic achievement (Y) Accept H_0 , if t_{count} lies between -2.63 and 2.63 . In other cases H_0 is rejected, from the research it has been obtained that $t_{count} = 4.72$ and clearly lies in the rejection area of H_0 . So H_a accepted.

Based on the calculation results of the correlation coefficient significance test $t_{count} = 6.08 > t_{table} = 2.63$. it can be said that the influence of personality type (X_2) on academic achievement (Y) is significant. This finding concludes that there is a positive influence between personality types on academic achievement. It means that the better the personality type, the higher the academic achievement.

The coefficient of determination is the square of the correlation coefficient between X_2 and Y , namely $(r_{yx2})^2 = 0.21$. this is the variance that occurs between the student academic achievement variable (Y) 21% is determined by the variance that occurs in the personality type variable (X_2). This understanding is often interpreted as the influence of personality type (X_2) on academic achievement (Y) = 21% and the remaining 79% is determined by other variables such as parenting style, family environment, facilities provided by parents, learning motivation, learning methods. Variation in academic achievement (Y) can be explained by variation (X_1) through regression $Y = 29 + 0,51X_1$.

The strength of the influence between personality type variables (X_2) on academic achievement (Y) when controlling for parenting style (X_1), the partial correlation coefficient between personality types (X_2) on academics is 0.47.

To be clear, the partial correlation coefficient significant test can be seen in the table below:
 Table 6. Significance test of partial coefficient between personality type (X2) and academic achievement (Y) by controlling for parenting style variable (X1)

Partial Correlation Coefficient	T_{count}	t_{table}	
		$\alpha = 0,05$	$\alpha = 0,01$
r_{yx1x2} r_{yx1x2} = 0,46	5,15	1,98	2,63

Annotation:

** = Partial Correlation Coefficient r_{y21} significant because $t_{count} = 5,28 > t_{table} = 2,36$ at $\alpha = 0,01$

The next way to make decisions is to look at the basis of decisions based on curves, as shown below:

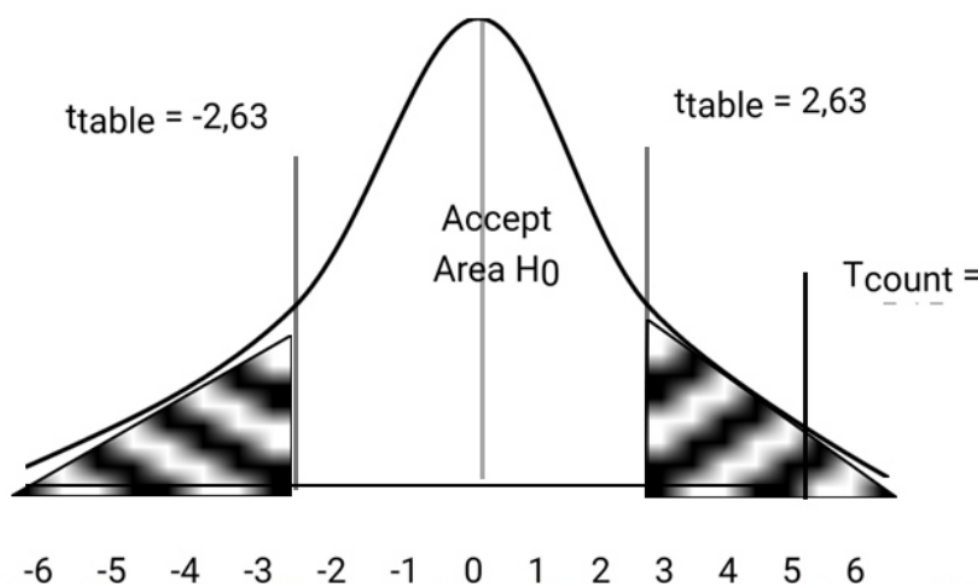


Figure 6 Significance test of partial coefficient between personality type (X1) and academic achievement (Y) by controlling for parenting style variable (X1)

Accept H_0 , if t count lies between -2.63 and 2.63 . In other cases, H_0 is rejected, from the research it has been obtained that $t_{count} = 5.15$ and clearly lies in the rejection area of H_0 . So H_a accepted.

1 This means that at a significant level of 0.01, the study shows that by controlling for personality type (X2) there is still a positive influence between parenting style (X1) on academic achievement (Y).

1

Effect of Parenting style (X1) and Personality Type (X2), on Academic Achievement (Y)

The third hypothesis proposed in this study is that there is an effect between Parenting Style (X1) and personality type (X2) together on Academic Achievement (Y). Thus, in this study, the better the parenting style and the better the personality type (X2), academic achievement will increase.

Based on the results of the calculation obtained the effect of Parenting Style (X1) and personality type (X2) together on Academic Achievement (Y). with academic achievement $Y = 82.81 + 0.31X_1 + 0.36X_2$.

To determine the degree of significance of the multiple regression equation, the resulting F test was carried out as shown in the following table.

Table 7 ANAVA List of Multiple Linear Regression Significance Tests $Y = 82.81 + 0.31X_1 + 0.36X_2$



Source Variance	Df	NS	ANS	F _{count}	F _{table}
Total	101	6810,36			0,01
Regression	2	2267,03	1133,52	24,45**	6,89
Difference	98	4543,33	46,36		

Annotation:

** =Very Significant regression ($F_{\text{count}} = 24,45 > F_{\text{table}} = 6,89$ at $\alpha = 0,01$)

df = degrees of freedom

NS = Number of Squares

ANS = Average Number of Squares

Based on the results of testing the significance of the regression equation as in the table above, it was obtained ($F_{\text{count}} = 24,45 > F_{\text{table}} = 3,09$) at level = 0.05, it can be concluded that the multiple regression equation $Y = 82,81 + 0,31X_1 + 0,36X_2$ is very significant meaning that there is a positive influence between parenting style (X1) and personality type (X2) together on academic achievement (Y).

The calculation of the multiple correlation between Parenting style (X1) and personality type (X2) together on academic achievement (Y) produces a correlation coefficient of $R_{yx1x2} = 0,58$. The significance test using the F test is $F_h = 25,37$. for more details can be seen in the table below.

Table. 8 Significance Test of Multiple Correlation Coefficient

Observation Count	Correlation Coefficient R_{yx1x2}	F_{count}	F_{table}	
			0,05	0,01
101	0,58	25,37**	3,09	6,89

Annotation:

** = The correlation coefficient is very significant $F_c = 25,37 > F_t = 6,89$ at $\alpha = 0,01$

From the calculation of the multiple correlation significance test obtained $F_{\text{count}} = 25,37 > F_{\text{table}} = 6,89$, it can be concluded that the correlation coefficient between parenting style (X1) and personality type (X2) together on academic achievement (Y) is very significant $R_{yx1x2} = 0,58$.

The result of the coefficient of determination is the square of the correlation coefficient between X1 and X2 with Y $R_{yx1x2}^2 = (0,58)^2 = 0,34$ This shows that 34% of the academic achievement variance (Y) can be explained by parenting style (X1) and personality type (X2) together on academic achievement (Y) through the Y? regression equation. = $82,81 + 0,31X_1 + 0,36X_2$

Regarding the ranking of the influence of each independent variable on the dependent variable, it can be seen based on the order of magnitude of the partial correlation coefficient, as shown in the table below:

Table 9 Rank order according to the magnitude of the partial correlation coefficient

No.	Partial Correlation Coefficient	Rank
1.	$r_{yx2x1} = 0,46$	First
2.	$r_{yx1x2} = 0,35$	Second

The table above shows that the partial correlation coefficient of the personality type variable (X2) with $ryx1x2 = 0,46$ is the first rank. While the partial parenting style correlation coefficient (X1) with $ry1x2 = 0,35$ ranks second.



DISCUSSION

The effect of parenting style on academic achievement

The family environment is the initial environment for a child, all behavior and developments that appear in children will imitate their parents. In addition, parents as one of the parties responsible for the development of children's education. Multicultural education is diversity in culture, social and gender, in another aspect it is also stated that one's ideology, history and activities cover multicultural development. Broadly, it can be interpreted that children can accept diversity without distinguishing one's group or socio-cultural group. (Syukri, A, dan Sitorus, 2017)

Parenting is a pattern of interaction between parents and children, namely how the attitude or behavior of parents when interacting with children, including how to apply rules, teach values or norms, give attention and affection and show good attitudes and behavior so that they become role models for their children. (Yanuarti, 2019) Baumrind's typology of parenting styles, especially the authoritarian style and the authoritative style, has long guided Chinese literature on parenting, despite the increasingly acknowledged within-culture complexity and heterogeneity. (Zhang, Cao, Lin, & Ye, 2022)

Most studies in Europe and America show that authoritative parenting style is related to self-esteem Baumrind through parental support for their children's development, while authoritarian, permissive, or neglectful parenting is either negatively or not significantly related to children for the entire (Zhao & Yang, 2021) Factor contributing to intersectionality within a context is the sex of the parents and their interaction with the children according to their sex. Mothers and fathers may adopt different parenting styles based on the children's sex, according to role theory, with mothers in general being observed to be authoritative compared to fathers, who tend to assume an authoritarian style. Further, the authoritarian style is more likely adopted when parenting sons, while the authoritative style tends to be used with daughters. Nonetheless, despite these studies within different cultures, very little is known about how parenting styles may vary depending on the context of intersectionality in Latin America. (Zhang et al., 2022)

The results showed that there was a positive and significant influence between parenting style on academic achievement. This is indicated by the correlation coefficient with a significance coefficient count of 0.43 and a regression coefficient F of 22.18 which is very significant at the level of $\alpha = 0.01$.

The partial correlation coefficient by controlling for the personality type variable is 0.35 and 12% of the academic achievement variance can be influenced by the parenting style variable applied by the parents of the Islamic Education Department students at IAIN Curup which is expressed by the coefficient of determination (r^2) of 0.12. Simple linear equation formed between parenting style variable and academic achievement $Y = 48 + 0.40X_1$. The results of this statistic indicate that parenting style on academic achievement applied by parents of students majoring in Islamic Education class IAIN Curup is quite significant on academic achievement. It can be interpreted that the parenting style of parents of students majoring in Islamic education class IAIN Curup can improve academic achievement. On the other hand, the parenting style applied by parents is too authoritarian, where a child must behave in accordance with the direction of the parent or parents who follow their child's wishes without paying attention to good or bad then affect the academic achievement of students majoring in Islamic Education class IAIN Curup. In this case, according to the theory, parenting style is a method used in an effort to help children to grow and develop by caring for, guiding and educating, so that children achieve independence. Thus, as capital in helping children to achieve academic achievement, parents must know or must be able to find ways to educate and guide in the right way so that the goals to be achieved are so that children can achieve independence and proud academic achievements. In improving academic achievement, parenting style plays a very important role in supporting this improvement both materially and non-materially from parents such as motivation to their children.

With regard to the title of the research, improving academic achievement is aimed at enabling students from IAIN Curup to be able to complete a bachelor's degree on time, to be able to apply the knowledge gained on campus to everyday life, especially as a teacher of Islamic Religious Education, to become professional teaching staff and proportional. A student's achievement or not depends on the student himself, whether the student wants to change his learning system, the learning methods used, time management, choosing friends to hang out with and the environment depending on the individual student himself.

The Effect of Personality Type on Academic Achievement

Personality in English is expressed by personality. This term comes from the Greek, namely persona, which means mask and personae, which means penetrate. The term mask relates to one of the attributes used by the performers in ancient Greece. With a mask that is worn and reinforced by gestures and what is said, the character of the character being played can penetrate outside, in the sense that it can be understood by the audience. (Purwanto, 2004)



The results showed that there was a positive influence between personality types on academic achievement. This is indicated by the correlation coefficient with a significance coefficient of t count of 0.52 and a regression coefficient of F of 36.72 which is very significant at the level of $\alpha = 0.01$.

The partial correlation coefficient by controlling the parenting style variable is 0.46 and the 21% variance of academic achievement can be influenced by the personality type variable applied by the parents of the Islamic Education Department students at IAIN Curup which is expressed by the coefficient of determination (r^2) of 0.21. Simple linear equation formed between parenting style variable and academic achievement $Y = 40 + 0,51X_1$. The results of this statistic indicate that the personality type on academic achievement of students majoring in Islamic Education class IAIN Curup is quite significant on academic achievement. It can be interpreted, that the good personality types of students majoring in Islamic Education class IAIN Curup can improve academic achievement. On the other hand, the personality types possessed by these students are not good, such as not being able to manage time, not being able to find the right learning method and not being able to place themselves with the environment, so it affects the academic achievement of students majoring in Islamic Education class IAIN Curup.

In accordance with the theory which states that academic achievement is a real skill that can be measured by knowledge, attitudes, and skills as an active interaction between learning subjects and learning objects during the teaching and learning process to achieve learning outcomes or goals. In this case, in order to achieve maximum learning outcomes or goals, a student must be able to find learning models, learning strategies, learning methods, study times and the environment according to their personality type Muthmainnah, M et al (2023). The efforts made can run smoothly if there is a will from the students themselves to make changes. In principle, knowing the type of personality that is owned will determine a student in achieving his goals in this case, namely academic achievement because a student who already knows the type of personality he has will automatically be able to find learning methods, study times, and a learning environment that suits his personality type which he has.

1 The Effect of Parenting Style and Personality Type Together on Academic Achievement

According to Suryabrata, academic achievement is a sentence consisting of two words, namely achievement and academic, in which achievement and academic have different meanings. Achievement comes from the Dutch language, namely prestatie which means the result of effort. Achievement is the result achieved, done and done by someone. Everyone's achievements are not always the same in various fields. For example achievements in the arts, sports, literature, leadership and science, technology and so on. While academics are all things related to science. (Suryabrata, 2011b)

The third hypothesis is proposed, the results of the study indicate that there is a positive influence between parenting style and personality type on academic achievement of students majoring in Islamic Studies class IAIN Curup. From multiple regression analysis, it is obtained that the R^2 multiple correlation coefficient is 0.58. with a significant multiple regression coefficient F of 25.37. multiple linear regression equation is indicated by the equation $Y = 82,81 + 0,31X_1 + 0,36X_2$.

The results of this study indicate that the study and interpretation of research results that have been carried out refer to empirical reality and the results of other studies prove important findings that parenting style and personality type variables can improve academic achievement because together these two variables can explain the variance of academic achievement of 34 % and the correlation coefficient of determination is (R^2) = 0,3329. From the multiple regression equation, it can be interpreted that a better parenting style and a better personality type will also increase student academic achievement. On the other hand, according to parenting style, if the parenting style is inappropriate or the parents are too idealistic, they force the child to act according to what he wants or spoil the child too much to obey everything he asks for and the personality type is not good, the student's academic achievement will also be low.

CONCLUSION

From the discussion above, it can be concluded that first, there is a positive and significant influence between parenting style on academic achievement. This is because the better the parenting style, the more academic achievement will be. On the other hand, if the parenting style is not implemented well, academic achievement will also be low. From the results of calculations in this study obtained a coefficient of determination of 0.12. this means that the contribution of parenting style to academic achievement is 12%. Meanwhile, the test results show that the simple regression equation between the two variables is linear and meaningful. The regression equation obtained also illustrates that every one point increase in parenting style score (X_1) will be followed by an increase in academic achievement score (Y) of 0.40 in the constant direction of 35. Second, there is a positive and significant influence between personality types on academic achievement. This is because the better the personality type, the higher the academic achievement, on the contrary, if the personality type is not good, the academic achievement will also be



low. From the results of calculations in this study obtained a coefficient of determination of 0.21. this means that the contribution of personality type to academic achievement is 21%. Meanwhile, the test results show that the simple regression equation between the two variables is linear and meaningful. The regression equation obtained also illustrates that every one point increase in personality type score (X_2) will be followed by an increase in academic achievement score (Y) of 0.51 in a constant direction of 29. Third, there is a positive and significant influence between parenting style and personality type together on academic achievement. This is because the better the parenting style and personality type, the higher the academic achievement of students, on the other hand, if the parenting style and personality type are not good, the academic achievement will also be low. From the results of calculations in this study obtained a coefficient of determination of 0.3329. this means that the contribution of personality type to academic achievement is 34%. Meanwhile, the test results show that the multiple regression equation between the two independent variables, namely parenting style and personality type, on academic achievement is significant.

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