



Parenting Patterns and Study Habits on Mathematics Learning Outcomes of Fifth-Grade Elementary School Students

Ni Putu Suardiani^{1*}, Maria Goreti Rini Kristiantari² 

^{1,2} Pendidikan Dasar, Fakultas Ilmu Pendidikan, Universitas Pendidikan Ganesha, Singaraja, Indonesia

ARTICLE INFO

Article history:

Received March 27, 2023

Accepted July 10, 2023

Available online July 25, 2023

Kata Kunci:

Pola Asuh, Kebiasaan Belajar, Matematika

Keywords:

Parenting, Study Habits, Mathematics



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ABSTRAK

Orang tua merupakan peranan penting dalam proses belajar anak. Pemilihan pola asuh yang diterapkan di rumah juga memiliki peran penting dalam proses belajar siswa. Penelitian ini bertujuan menganalisis pengaruh pola asuh orang tua dan kebiasaan belajar terhadap hasil belajar matematika siswa kelas V SD. Penelitian ini adalah penelitian *ex-post-facto*. Sampel pada penelitian ini berjumlah 124 siswa. Penentuan sampel pada penelitian ini menggunakan teknik *random sampling*. Metode yang digunakan pada penelitian ini adalah kuesioner. Analisis yang digunakan pada penelitian ini adalah regresi sederhana dan regresi ganda. Hasil penelitian menunjukkan bahwa Tidak ada pengaruh antara pola asuh orang tua kategori otoriter terhadap hasil belajar siswa sejumlah 4,4%. Terdapat pengaruh antara pola asuh orang tua kategori demokratis terhadap hasil belajar siswa sejumlah 5,4%. Tidak ada pengaruh antara pola asuh orang tua kategori permisif terhadap hasil belajar siswa sejumlah 3,3%. Terdapat pengaruh antara kebiasaan belajar terhadap hasil belajar siswa sejumlah 5,7%. Berdasarkan hasil tersebut dapat disimpulkan bahwa pola asuh orang tua kategori otoriter, demokratis, permisif dan kebiasaan belajar siswa berpengaruh signifikan terhadap hasil belajar matematika siswa kelas V SD.

ABSTRACT

Parents play an important role in the child's learning process. The choice of parenting style applied at home also has an important role in the student learning process. This study aims to analyze the effect of parenting style and study habits on the mathematics learning outcomes of fifth-grade elementary school students. This research is *ex-post-facto* research. The sample in this study amounted to 124 students. Determination of the sample in this study using a random sampling technique. The method used in this study is a questionnaire. The analysis used in this study is simple regression and multiple regression. The results showed no effect between authoritarian parenting styles on student learning outcomes at 4.4%. There is an influence between parenting parents in the democratic category on student learning outcomes at 5.4%. There is no influence between the parenting style of permissive parents and student learning outcomes of 3.3%. There is an influence between study habits and student learning outcomes of 5.7%. Based on these results, it can be concluded that the parenting style of parents in the authoritarian, democratic, and permissive categories and students' learning habits significantly affect the results of learning mathematics for fifth-grade elementary school students.

1. INTRODUCTION

Education has an important role in developing abilities to get good results. Education is closely related to learning and learning. Learning refers to the concept of learning, so teaching and learning are closely related activities (Risdayanti & Abrar, 2022; Wiguna & Tridiyawati, 2022). Learning is an activity process to obtain knowledge from a new experience that has been learned (Hizam & Hamdi, 2020; Masturoh et al., 2023; Subandi et al., 2022). It shows that learning activities will provide high learning outcomes if there is great effort from the learning activities. Learning outcomes are considered important in a child's success in pursuing education. The success of an education is associated with the high and low learning outcomes achieved (Ecevit & Özdemir, 2020; Handayani et al., 2021). The higher the learning

outcomes, the more advanced the quality of education and vice versa. Many parents hope that their children will get high learning outcomes at school. However, good learning effort is needed to obtain high learning outcomes. One of the subjects that is used as a benchmark for student success in the learning process is mathematics (Effendi et al., 2021; Khikmiyah, 2021). Mathematics lessons are a field of study that is taught at all levels of education, from elementary school (SD), junior high school (SMP), high school (SMA) to college, and you get math lessons. It shows that mathematics is a science that plays a very important role in human life (Hendriawan & Muhammad, 2018; Masitoh & Aedi, 2020; Pratiwi & Wiarta, 2021). At the elementary school (SD) level, learning mathematics has very important goals, one of which is being able to solve various problems that exist in everyday life (Dusalan & Wirahmad, 2022; Pratini T et al., 2021; Saputri et al., 2022).

The level of measurement of students' achievement of mathematics learning outcomes is carried out in the form of tests such as daily tests, mid-semester tests, and final semester tests. Various factors can influence success in learning mathematics at the elementary school level. The factors in question are internal factors within the student and external factors from the outside environment (Aditya, 2018; Komang Redy Winatha et al., 2020; Rangkuti et al., 2019). Factors influencing students' mathematics learning outcomes are intelligence, interest and attention, learning motivation, persistence, attitudes, and physical and health conditions. Meanwhile, the school environment where students study, student learning methods, and the type of parenting applied by students' parents at home are external factors that can influence mathematics learning outcomes. Each student has a different process for finding information. They are fast, medium, and slow, so students often have to make different efforts to understand each lesson. A responsible attitude towards assignments is one indicator of student learning habits. Students who are independent in learning are responsible for reviewing themselves in any aspect, achieving a goal, and focusing on what is assigned to them (Handika et al., 2021; Hidayat, 2017; Masunah et al., 2021). Student learning habits are indicated by the student's ability to know how the student learns, such as receiving lessons, doing assignments, and knowing the learning strategies to use so that the learning process will get optimal results (Dasmo et al., 2011; Magrifah, 2015). The learning habits of each determine student success in learning mathematics. The student's abilities achieved after the learning experience are one of the learning outcomes. It shows that study habits are crucial in understanding classroom learning (Bahar & Juhrianto, 2022; Hidayat, 2017).

Parents play an important role in the child's learning process and are responsible for their children, so they play a very important role in improving their education (Apriani, 2020; Bahri, 2022; Ratna Ningrum, 2018). The choice of parenting style applied at home also has an important role in the student's learning process at school. Parenting style is the initial education that children receive in a family environment. Children grow and develop under the care of their parents (Pujiningrum et al., 2021; Rofifah & Nasith, 2023; Sinaga, 2015). Parenting styles can be divided into three, namely, authoritarian, permissive, and democratic. Parental participation in helping children with their assignments is considered to increase children's self-confidence in their abilities (Anggraini et al., 2017; Sugiartini et al., 2019). Previous findings stated that children's self-confidence grows with support from parents. Appropriate parenting patterns and study habits will influence children's learning outcomes (Juniarti et al., 2020; Pujiningrum et al., 2021; Rofifah & Nasith, 2023; Safitri et al., 2020; Sinaga, 2015). It must be proven empirically that parental parenting patterns and study habits can influence students' mathematics learning outcomes. Based on this background, this research aims to determine the influence of parenting styles and study habits on the mathematics learning outcomes of fifth-grade elementary school students.

2. METHOD

This research was carried out on fifth-grade elementary school students. The choice of SDN Gugus II, Abiansemal District, Badung Regency, as the research location was due to affordability and feasibility. This research aims to determine the influence of parental parenting and study habits on mathematics learning outcomes by exploring pre-existing facts. This research is ex post facto research. This research only collects data based on the results obtained from respondents. The independent variables in this research are parenting patterns and study habits, while the dependent variable is the mathematics learning outcomes of fifth-grade elementary school students. In a study carried out by a researcher, a certain population will be needed to be studied. The population in this study were all fifth-grade students at SDN Gugus II, Abiansemal District, Badung Regency, which consisted of 8 schools. Data collection methods are very important to use in this research, which aims to answer the research problem formulation. This research aims to obtain the truth based on the scientific thinking process outlined in the research method. Data collection methods in research are divided into test and non-test. The method used in collecting this data is a non-test method. Non-test methods are methods that measure and evaluate the

realm of students' attitudes and skills. This research data collection method uses a non-test method, namely a questionnaire. The author uses a questionnaire instrument as a data collection tool for the independent variables. Data collection on the dependent variable is carried out by recording several documents that contain information about the dependent variable data. Non-test techniques are questionnaires to determine or measure parents' parenting patterns. The questionnaire grid can be seen in Table 1.

Table 1. Parenting pattern variable instrument before validity test

Parenting Style	Indicator	Question Items		Number of Items
		Positive	Negative	
<i>Authoritarian</i>	Parents are strict.	1, 3	4, 20	4
	Does not give freedom of action.	11, 13, 21	36, 44	5
	Giving punishment or sanctions.	16, 24	28, 29	4
	Children are not allowed to express opinions.	23, 33	18, 26	4
<i>Authoritative</i>	Parents are guiding.	19, 35	31, 39	4
	Parents pay attention to children's actions.	5, 14, 43	7, 10	5
	Parents listen to children's opinions.	6, 46	40, 45	4
<i>Permissive</i>	Parents do not guide children.	15, 22	37, 47	4
	Parents let children.	17, 27, 38	34, 42	5
	Do not place limits on children.	30, 32	12, 25	4
	Do not use punishment on children.	9, 41	2, 8	4
Total		25	22	47

Testing the instrument on the questionnaire that will be used aims to obtain a theoretical picture regarding the quality of the instrument used by the researcher. The research instrument must meet eligibility standards to be used as a measuring tool in research. The tests used in testing this questionnaire consist of validity tests and reliability tests. This research uses the data analysis methods and techniques needed by the author to be able to test the hypothesis that has been formulated. This research uses one data analysis method, namely the statistical analysis method. This statistical analysis method is used because the data obtained in this research is quantitative numerical data. Further explanation of the data analysis method is a) descriptive statistical analysis. The descriptive statistical analysis method is used to obtain an overview of the conclusions of a study obtained through frequency distribution, average value, mode, median, and general graphs from the data processing process. This data analysis technique is used when dealing with very large data. b) inferential statistical analysis. The inferential statistical analysis method aims to test the research hypothesis and obtain conclusions based on the hypothesis when processing the data. This test is carried out on data processed using statistical test formulas.

3. RESULT AND DISCUSSION

Result

The description of the research data that has been carried out explains the variables used in the research process. The independent variables used are parenting patterns and study habits. Descriptive statistics describe and describe data into information that is clearer and easier to understand. This research presents descriptive statistics to overview each variable's minimum value, maximum value, average value (mean), and standard deviation. Descriptive statistical results are shown in Table 2.

Table 2. Descriptive Analysis

	N	Minimum	Maximum	Mean	Std. Deviation
Authoritarian Parenting Style	124	25.00	60.00	53.4597	6.68745
Democratic Parenting Style	124	24.00	44.00	37.9355	4.49524
Permissive Parenting Style	124	22.00	69.00	59.9355	8.61530

	N	Minimum	Maximum	Mean	Std. Deviation
Student Study Habits	124	66.00	125.00	100.4919	14.07673
Learning outcomes	124	71.00	98.00	81.3145	6.14376
Valid N (listwise)	124				

The statistical t-test tests the influence of each independent variable on the related variable. In this study, we examined the influence of parenting styles in authoritarian, democratic, permissive, and students' study habits on the mathematics learning outcomes of fifth-grade students at SDN Gugus II, Abianseml District, Badung Regency. The test results are summarized in the form of [Table 3](#).

Table 3. T Test Results

Variable	tcount	ttable
Authoritarian Parenting Style	1.843	1.960
Democratic Parenting Style	2.125	1.960
Permissive Parenting Style	1.646	1.960
Study Habits	2.221	1.960

It is necessary to know the equation of the regression line. In this research, multiple regression analysis was carried out with the help of the IBM SPSS 16.0 for Windows program to find out the linear relationship that occurs between parental parenting variables in the categories of authoritarian, democratic, permissive, and student study habits on the mathematics learning outcomes of fifth-grade students at SDN Gugus II, Abianseml District, Badung Regency. Results are presented in [Table 4](#).

Table 4. Multiple Regression Analysis Table

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	49.221	6.187		7.956	0.000		
	Authoritarian Parenting Style	0.148	0.080	0.161	1.843	0.068	0.890	1.124
	Democratic Parenting Style	0.253	0.119	0.185	2.125	0.036	0.899	1.112
	Permissive Parenting Style	0.101	0.061	0.142	1.646	0.102	0.918	1.089
	Student Study Habits	0.085	0.038	0.194	2.221	0.028	0.898	1.114

Discussion

Theoretically, children's self-confidence grows with support from parents. Appropriate parenting patterns and study habits will influence children's learning outcomes. Authoritarian parenting prioritizes shaping a child's personality by setting absolute standards that must be followed, usually balanced with threats ([Albar & Pramesti, 2021](#); [Kurniasari, 2019](#); [Yumeri et al., 2022](#)). So, when students receive authoritarian parenting, they feel threatened, which has an impact on not improving student learning outcomes. Provides an overview of the influence of parenting styles on learning outcomes. Democratic parenting is a parenting style that applies treatment to children in order to shape the child's personality by prioritizing the interests of children who behave rationally or think ([Hidayatul M, 2018](#); [Noervadila & Meiliana, 2019](#); [Samintang, 2020](#)). Democratic parenting applies parenting patterns as follows. First, parents are responsive to children's needs. Second, parents encourage children to express opinions or questions. Third, parents explain the impact of good and bad actions. Fourth, parents warm and guide children. Fifth, parents involve their children in every decision. Parents use them as role models for their children. Sixth, parents are realistic about their children's abilities, have the authority to make final decisions in the family, and respect children's discipline. When children are given a democratic parenting style, it will improve student learning outcomes.

Permissive parenting is a parenting pattern for children order to shape the child's personality by providing very loose supervision and giving the child the opportunity to do something without sufficient supervision from him ([Bahar & Juhrianto, 2022](#); [Gede Yenny Apriani, 2022](#); [Marbun, 2021](#)). There is a

tendency for parents to refrain from reprimanding or warning their children when they are in danger, and they provide very little guidance. Primitive parenting does not affect learning outcomes because this parenting style provides freedom so that children's activities are not controlled in the learning process. So, it does not improve student learning outcomes. Study habits are student behavior carried out repeatedly from time to time with the same process on the part of the student. This study habit is a student's learning behavior that is recorded over a relatively long time so that it provides characteristics of learning activity that can determine student learning success (Dasmo et al., 2011; Firda Anggraini, 2022; Wahyuddin et al., 2020). Study habits impact learning outcomes because students with good study habits will improve their learning outcomes. Positive habits such as managing schedules, concentrating, and others will improve the child's learning process, improving their learning outcomes.

Parental parenting styles are categorized as authoritarian, democratic, and permissive, and students' study habits significantly affect the mathematics learning outcomes of fifth-grade students at SDN Gugus II, Abiansemal District, Badung Regency. Appropriate parenting patterns and good study habits, if carried out continuously, can form habitual patterns and feelings of comfort, pleasure, and enthusiasm for learning, which will ultimately influence high learning outcomes (Aprilia et al., 2021; Haloho et al., 2022; Rusmayani & Atikah, 2021). This research implies that the results of this research hope that child care needs to be improved through various forms, ranging from motivation to support in the learning process. Good parental care can improve student learning outcomes optimally. It is hoped that schools will improve communication with students' parents so that they can work together in the learning process. Schools are also expected to be able to improve their duties as educational institutions, namely formal educational institutions by their role so that students can achieve good and optimal learning results.

Based on the research results, the suggestions put forward in this research are as follows. School principals need to support the efforts made by teachers to improve student learning outcomes. Schools are advised to supervise student learning activities and help shape students' good study habits. Teachers are advised to improve learning outcomes for students so that they can form good study habits. Teachers should provide direction and guidance on organizing good learning patterns at school and at home. Teachers also need to establish active communication with students' parents. The research results show that other factors can influence student learning outcomes. Other researchers are advised to research factors that can influence student learning outcomes other than parenting patterns and student study habits so that we can find out the contribution of factors that can influence student learning outcomes.

4. CONCLUSION

Based on the results of the analysis and presentation above, it can be concluded that parental parenting styles categorized as authoritarian, democratic, and permissive and students' study habits have a significant influence on the mathematics learning outcomes of fifth-grade elementary school students. Students raised with a good parenting style, namely with a democratic parenting style and good study habits, will have high learning outcomes. It can happen because a conducive and comfortable learning atmosphere will be created by implementing parenting patterns that suit the child's character and level of development.

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