

## **The Effect of Parenting Toward Students Mathematics Learning Achievement on Grade VII Students of SMPN 4 Sungguminasa**

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### **Abstract**

*This research is an Ex-post Facto research with a quantitative approach and a comparative causal research design. This study aims to determine whether there is a parenting effect toward students mathematics learning achievement on grade VII students of SMPN 4 Sungguminasa. The population used in this study were all students on grade VII of SMPN 4 Sungguminasa, there are 349 students. The sample in this study was 64 students. Sampling using a random sampling technique. Data collection used the questionnaire and documentation method. Before data analysis, first do testing of the analysis requirements includes the normality and homogeneity tests. The data analysis technique used to test the hypothesis is Analysis Variant (ANOVA) with one way type (One Way Anova). The results showed that there was a parenting effect toward students mathematics learning achievement on grade VII students of SMPN 4 Sungguminasa. This is indicated by the value of Fcount (31.375) > Ftable (3.32) and the Sig value is 0.000 < 0.05 which means that there are significant differences in mean of all parenting groups.*

**Keywords:** Parenting, learning achievement, mathematics

### **Introduction**

Education is one of the components that support the success of national development and has a very important function in the development of human resources. The higher level of public education, the quality of life of the nation also increases. To improve the life of the nation is needed renewal and development in the field of education according to people needs who are always advancing and developing.

The Implementation of education is carried out through two channels, namely the formal education and the non-form. Non-formal education is education that is held outside of school, through learning activities that do not have to be gradual and continuous, such as computer courses, cooking and sewing. While the formal education is education held in schools through teaching and learning activities in stages and continuously.

Teaching and learning activities in schools, Teacher teach a variety of knowledge. This knowledge is classified into subjects, one of the subject is mathematics. Mathematics lessons are learning aimed at making students able to understand mathematical concepts and their relation to daily life. Knowledge that has been taught needs to be evaluated to see the quality of education. Evaluation results achieved by students in education process formally within a certain period of time is called learning achievement.

According to Suryabrata (2006) learning achievement is an educational evaluation result that has been obtained in a gradual and continuous educational process within a predetermined period of time where the results are in the form of numbers.

Another opinion from Slamento (2003) states that "Learning achievement is a change achieved by someone after following the learning process". While learning achievement according to Khajar (2012) is the result obtained by students after making a learning effort in the form of mastery of knowledge, attitudes and skills towards the subject shown by the daily

test scores given by the teacher. One way to measure students' level of understanding is to look at learning outcomes. (M.A. Samad, 2018)

According to Muhibbin (2006) learning achievement can be effected by two factors, the first factor is an external factor which is a condition or event that occurs outside of a child's personality, such as family environment, and the second factor is an internal factor which is a condition or event that originated from the personality of a child itself.

The family is a place where children do socialization for the first time and the first environment in forming the child's personality abilities. One of the success of children is effected by the family because the education of children obtained in the family environment can grow the potential that children have.

Parents nurture and educate children with the hope that children grow up with the character of being a good person and can be useful by many people. Therefore, in parenting children parents have their own efforts, which means that each parent has their own way and is different from the parents of other children. Parenting is also called parenting style. Parenting style is the most prominent pattern of parents' behavior or the most dominant in handling their children everyday.

According to Casmini (2007) parenting is an attitude and behavior of parents to their children toward maturity in terms of guiding, educating, disciplining, protecting up to the formation of norms expected by society in general.

Parenting according to Sugihartono, et al (2007) namely "Behavioral patterns used to relate to children". Meanwhile, Sunarti (2004) explains that parenting is an activity of a series of intensive interactions, parents directing children to have life skills.

The pattern of care adopted by each family is certainly different from other families. Parenting given by parents to children can be in the form of physical and psychological treatment such as speech, behavior and actions given. This is similar with the opinion of Gunarsa and Yulia Singgih (2002) which says that parenting is a way for parents to act, interact, educate and guide children as an activity that involves many specific behaviors individually or together as a series of active efforts to direct children. Similar things said by Aliana et al.,(2010:260) Parents' participation in Malaysian schools in improving academic achievement, especially in primary level is a new concept in Malaysia. A model developed by Epste in containing six aspects of parental involvement in school is adapted in forming questionnaires for this study. The six areas based on the model are communication, parenting, volunteering, home involvement, school governance and decision making and also community service.

According to Sugihartono, et al (2007) There are three types of parenting, that are authoritarian, democratic and permissive parenting. Where from each pattern of care has a different impact on the child's development. Thus parents must be able to apply appropriate parenting patterns to their children so that they can help children in learning process so that it will improve children's learning achievement at school. The factors that can effected parenting according to Marcelina (2003) include: living environment, cultural sub-culture, and socioeconomic status.

Based on the results of observation by researchers in July 2019 at SMPN 4 Sungguminasa, in teaching and learning process teacher often gave assignments to work on exercises to students whether they are working in class or at home. However, the efforts of students have not been optimal in do their tasks given as a result of low learning achievement. Kennedy et. al., (2008:3) stated that "Teachers and parents are challenged to consider mathematics differently from their school mathematics experience, which was dominated by calculations and procedures, drill and repetition, and solitary work.

Factors that effect learning achievement need to be known and examined so that efforts can be made to improve learning achievement. In improving student achievement, good collaboration is needed between the school and parents of students. The reality is that parents

tend to leave the learning process completely to the school. Parents are too busy with work which causes a lack of attention they give and tends to be indifferent to children's learning activities so that it will affect children's learning achievement at school.

The results of research conducted by Fitri (2017) show that there is a significant effected between parenting parents on student learning discipline at SMPN 2 Muara Jambi. This is also similar with Matthes and Stoecker (2018) saying that parenting has an impact on improving children's achievement.

## **Research Methods**

This study was conducted at SMPN 4 Sungguminasa, Gowa Regency. This research was conducted on March school year 2019/2020. The population in this study was all students on grade VII SMPN 4 Sungguminasa, there are 349 students. Samples taken in this study were 64 students. Type of study that researchers used is a type of ex-post facto research with a quantitative approach. The research design used is a causal-comparative research design. Causal-comparative research is focused on comparing independent variables from several groups of subjects. The effect of independent variables on the dependent variable occurs not because of the treatment of the researcher but has taken place before the research is conducted. This is consists of four procedures in the research phase, namely:

1. Preparation step, includes:
  - a. Observations  
In this step see and discuss with mathematics teachers in class VII related to student achievement, the curriculum used, to the problems faced by students in their daily lives. Besides that, documentation was also carried out in the form of books related to this study, data on school profiles and transcripts of daily mathematics test scores in grade VII students of SMPN 4 Sungguminasa
  - b. Preparation of research proposals and instruments  
In this step the researcher designs the results of the research and arranges the research instruments that will be used at the time of the study so that the research went well
  - c. Making and completing licensing letters for research
2. Data Collection step, includes :
  - a. Submitting the purpose of filling out the questionnaire to the respondent
  - b. Questionnaire distribution  
Questionnaire in this study is a written statement that was questioned to respondents regarding parenting. The type of questionnaire that will be used is a closed questionnaire that is the questionnaire that has been provided so that the respondent only needs to choose the answer
  - c. Explanation of questionnaire filling instructions  
Students are given information related to how to fill out the questionnaire, this is so that there is no incomplete data at the time of the study.
  - d. Questionnaire Collection  
The questionnaire was collected by researchers to ensure that all data and instrument statements were filled out by students.
3. Data Processing step, includes :
  - a. Data Verification
  - b. Data Scoring
  - c. Data Analysis
    1. Descriptive Analysis
    2. Inferensial Analysis
4. Completion step, includes:
  - a. Arrange data processing results

- b. Arrange research administration letters
- c. Completion of research report

## Results and Discussions

### Results

These results are divided into two, the results of descriptive statistical analysis and the results of inferential statistical analysis.

#### 1. Results of Descriptive Statistical Analysis

##### a. Parenting Variable Students on Grade VII SMPN 4 Sungguminasa

The number of respondents is 64 people. The values of the dimensions of responsiveness and demandiness are compared. If the value of the dimension of responsiveness is greater than the dimension of demandiness then the parenting applied by parents is permissive parenting, If the value of the dimension of responsiveness is smaller than the dimension of demandiness, the pattern of parenting applied by parents is authoritarian parenting, but if the value of the dimensions of responsiveness and dimensions of demandiness as big as the pattern of parenting that parents apply is democratic parenting.

From the result research Based on descriptive statistical tables for parenting on mathematics learning achievement on grade VII students of SMPN4 Sungguminasa it can be seen that permissive parenting has mean is 87.35, standard deviation is 2.080, minimum value is 85 and maximum value is 93. An authoritarian parenting has mean is 86.62, standard deviation is 1.936, value of minimum is 80 and maximum value is 86. Democratic parenting has mean is 83.25, standard deviation is 2.447, a minimum value is 80 and a maximum value is 87. While overall learning achievement of students in grade VII of SMPN 4 Sungguminasa has a mean is 83.25, standard deviation is 2.447, minimum value is 80, and is maximum value is 93.

From the result that on grade VII students of SMPN 4 Sungguminasa have Mathematics learning achievements of five categories, 62 good categories of students with a percentage of 96.9% and very good categories are 2 students with a percentage of 3.1%. After obtaining data about the mathematics learning achievement of students on grade VII students of SMPN 4 Sungguminasa the data is then processed to determine the value of students' mathematics subjects based on parenting applied by the parents of the students. description of the mathematics learning achievement of students with the type of parenting that is applied by parents of students on grade VII of SMPN 4 Sungguminasa. Parents who apply permissive parenting learning achievement of their children with a good category are 21 students with a percentage of 91% and very good category of 2 students with a percentage of 9% and no learning achievement of students who are in the category of very less, less good and enough category. Furthermore, parents who apply authoritarian parenting their children's learning achievement with a good category of 21 students with a percentage of 100%, and there are no learning achievements of students who are in the category of very less, less good and enough, or very good category.

Then parents who apply democratic parenting children's learning achievement with a good category of 20 students with a percentage of 100%, and there is no learning achievement of students who are in the category of very less, less good and enough, or very good category.

### Discussions

#### Parenting Students on Grade VII of SMPN 4 Sungguminasa

Parenting is a form of interaction between parents and children by giving treatment, attention, educating, guiding and disciplining so that children have life skills according to the norms expected by society in general. Parenting commonly applied by parents consists of permissive, authoritarian and democratic parenting. From the results of the study, parents on grade VII students of SMPN 4 Sungguminasa have a tendency to apply permissive parenting,

which is 23 people with a percentage of 36%. Permissive parenting is a pattern of parenting done by parents with the characteristic of children being given the freedom as freely as they can to regulate themselves, but this can cause the child to be less responsible and can do as they wish without parental control. Furthermore, the upbringing applied by parents of grade VII students of Sungguminasa Middle School 4 is an authoritarian parenting, which is 21 people with a percentage of 33%. Authoritarian parenting is a pattern of parenting with parents who have high demands and force the child to always follow the parents' commands without many reasons. In this parenting the usual application of physical punishment and rules is found without feeling the need to explain to children the reasons behind these rules. While parents who apply democratic parenting are 20 people with a percentage of 31%. Democratic parenting is a pattern of parenting done by parents with the characteristics of children given freedom in determining behavior but parents still provide supervision, guidance and direction so that children are trained to be responsible and disciplined.

From the results of descriptive statistical tests for parenting on mathematics learning achievement on Grade VII of SMPN 4 Sungguminasa shows that permissive parenting has a mean of 87.35, standard deviation of 2,080, minimum value of 85 and a maximum value of 93. Authoritarian parenting has a mean of 82.62, standard deviation of 1,936, value of deviation minimum 80 and a maximum value of 86. Democratic parenting has a mean of 83.25, a standard deviation of 2,447, a minimum value of 80 and a maximum value of 87. It is absolutely clear that the average permissive parenting has a difference with authoritarian parenting and democratic parenting. To see whether this difference is statistically significant one must examine the One Way ANOVA test output.

The calculation results show that on grade VII students of SMPN 4 Sungguminasa have mathematics learning achievements with five categories, the very less category is not found with a percentage of 0% students, the category of students less good is not found with a percentage of 0%, the category enough good not found there are students with a percentage of 0%, a good category of 62 students with a percentage of 96.9% and a very good category of 2 students with a percentage of 3.1%. It means that more than 85% of students are able to master 90-100% of mathematics subject matter very well.

Learning achievement is the result achieved after someone through the learning process. In a school, not all students have good learning achievement. The difference in learning achievement of students is caused by several factors, internal factors from within the students themselves and can come from outside themselves. In this regard teachers and parents must be able to understand and help solve problems faced by students so that the learning achievements they obtain can be optimal. Teachers and parents should not assume that underachievement is due to ignorant students, as teachers at home and at school, parents must understand that the abilities of each child and their living environment are not same.

The second parenting style has an effect on the mathematics learning achievement of students on grade VII of SMPN 4 Sungguminasa is a democratic parenting. Students whose parents apply democratic parenting have good category of learning achievements are 20 students with a percentage of 100%. The learning achievement of students whose parents apply democratic parenting is lower than students whose parents apply persuasive parenting. Parents who have democratic parenting try to give children freedom in determining behavior but parents still provide direction and guidance so that it can produce positive consequences for children such as cheerful, independent, achievement-oriented children, tend to maintain friendly relations with peers, working with adults, can deal with stress well and be able to be responsible for their social life. Parents who adopt a democratic parenting style exercise control over the child's actions. Children's understanding of the importance of obeying rules gives rise to self-control, responsibility, and obedience. However, if the control over the child's actions is excessive, it will cause a sense of discomfort in a child. The child feels not free and feels

constrained by the behavior of his own parents. If a child already feels uncomfortable about his family environment, it can affect the child's learning achievement.

While the type of parenting that at least gives a good effect on student achievement on Grade VII of SMPN 4 Sungguminasa is authoritarian parenting. Students whose parents apply authoritarian parenting do not have learning achievement with very good category with a percentage of 0% and categories good as many as 21 students with a percentage of 100%.

The impact of authoritarian parenting if applied excessively will make children unhappy, frightened, have an attitude of indifference in learning, passivity, and have weak communication skills. Children are in a situation where what they do is based on fear. They learn for fear of getting punished. Conditions like these children do not feel comfortable in learning. Children learn but the lesson is not remembered and understood by students so that it will adversely affect their learning achievement at school.

From all of the parenting provided by parents has its own impact on children's behavior and this is closely related to the discipline of learning in children. The right parent chooses parenting will provide positive changes in the child and his environment so that the learning achievements of children at school will also be better. Conversely, parents who are not right in applying parenting to their children will have a negative impact on their children, especially in terms of learning.

## Conclusions and Recommendations

### Conclusions

Based on the results of research that has been done, the Anova One Way test results show  $F_{\text{count}} (31.375) > F_{\text{table}} (3.32)$  and  $\text{Sig } 0.000 < 0.05$  then  $H_0$  is rejected and  $H_a$  is accepted so it can be concluded that there is a significant difference in students' mathematics learning achievement among students permissive parenting, democratic parenting and authoritarian parenting in other words, there is a parenting effected on mathematics learning achievement for students on grade VII of SMPN 4 Sungguminasa and the type of parenting that gives a good effected on learning achievement is permissive parenting.

### Recommendations

Parents are expected to apply appropriate parenting in educating children to improve learning achievement, especially in mathematics. For the school is expected to build good communication and collaboration with parents of students so that the objectives of the learning process can be achieved.

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