

## The Influence Of Parents' Parenting Pattern On The Mathematics Learning Outcomes Of Students In Class V MI Babul Ulum

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**Abstract,** The parenting pattern of each parent is definitely different for each child, the factor that is thought to affect student learning outcomes is the parenting style of parents. This study aims to determine the type of parenting style of class V MI Babul Ulum parents and their effect on student learning outcomes in mathematics. Learning outcomes are measured from the test, namely by attaching the PTS (Middle Semester Assessment) score. This research is a research that uses a descriptive qualitative approach, which was carried out in the second semester of the 2021/2022 academic year at MI Babul Ulum Kanten Bojonegoro. Data collection techniques used questionnaires or questionnaires and documentation of math UTS scores to 16 students on May 14, 2022. From the research results obtained from 16 students, 3 students had authoritarian parenting, 3 students had permissive parenting and 10 students had democratic parenting. Of the 16 students, the average value of mathematics learning outcomes for each parenting pattern was 60 for authoritarian, 66.7 for permissive, and 61.5 for democracy. And it was found that there was no relationship or influence of parenting style on student learning outcomes

**Keywords :** Parenting Patterns, Mathematics Learning Outcomes student learning outcomes.

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### I. INTRODUCTION

Family is the first and main education for children, so it's not surprising if children imitate attitudes or what is done in their family. Children themselves are good imitators, therefore in raising parents it is necessary to set a good and good example for their children. And parents should never show a bad attitude in front of their children, because this could make their

children imitate them. School-age children, especially elementary school children, still really need love and warmth from their parents compared to teenagers. If parents don't give love to their children, they are afraid of negative things that can be experienced by children.

Learning outcomes can be measured through tests which are often referred to as learning achievement tests. According to

Sudijono, the learning achievement test is a learning achievement test, which is a type of test used to measure the development or progress of student learning. Learning outcomes tests are in the form of tests that are arranged in a planned manner to measure students' progress in terms of mastery of the material that has been taught. In educational activities, there are several types of learning outcomes tests, namely cognitive, affective, and psychomotor. Study results tests can be in the form of daily tests, formative tests, summative tests, and diagnostic tests. Therefore learning outcomes are one of the objectives to be achieved in the teaching and learning process in a formal educational institution.

Mathematics is considered by many people as a subject that is difficult, boring, and scary. According to James and James (Erman Suherman, 2001), mathematics is the science of logic regarding shapes, composition, quantities, concepts related to each other in large numbers which are divided into three fields, namely algebra, analysis, and geometry. . So mathematics is a science based on accuracy, clarity, accuracy, representation of symbols and is related to solving problems with numbers.

According to Slameto (2010) factors that can affect learning outcomes can be categorized into two, namely internal factors that come from within the student

and external factors that come from outside the student's self. Internal factors consist of intelligence or intelligence, attention, interest, talent, motivation, maturity, readiness and fatigue. While external factors consist of the family environment, school environment, and community environment and many more. Among the factors that are thought to influence mathematics learning outcomes are parenting patterns that are of concern to researchers. This parenting factor is suspected by researchers to cause heterogeneous student learning outcomes. Does parenting affect students' mathematics learning outcomes.

In addition, at MI Babul Ulum, researchers have not found empirical evidence which explains that parenting styles affect students' mathematics learning outcomes. From the description above, the researcher is interested in further researching parenting patterns on students' mathematics learning outcomes. Therefore the researchers conducted a study entitled "The Influence of Parenting Patterns on the Mathematics Learning Outcomes of Class V MI Babul Ulum".

The benefit of conducting this research is that it is hoped that it can add insight for parents to better understand the characteristics and needs of children.

## II. RESEARCH METHODS

This research is a qualitative-descriptive type of research carried out at MI Babul Ulum using data collection techniques in the form of documentation for teachers and questionnaires for students. The research population consisted of 16 research students starting on May 14, 2022. The instruments used were questionnaires and authentic documents, in the form of a list of PTS scores (Mid Semester Assessment) from teachers. The results of the data from the type of parenting parents used a questionnaire while the learning outcomes were obtained from the PTS (Mid Semester Assessment) scores. The results of the PTS scores were equated with parenting styles. The equation is written in the form of a comparison. The results of filling out authentic questionnaires and documents are also used to review data qualitatively.

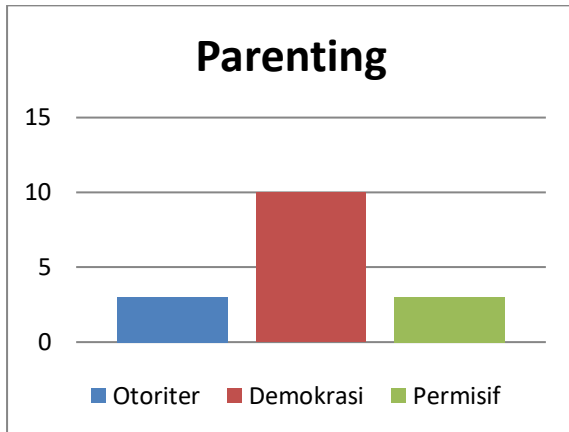
## III. RESEARCH RESULTS AND DISCUSSION

Table of upbringing and PTS scores in mathematics for fifth grade MI Babul Ulum students

No	Student's name	Math Grades	Parenting
1.	Goddess Ika Andriani	65	Permissive

2.	Firda Nashichal	80	Permissive
3.	Marselia Agustina Assyifa	90	Democracy
4.	Nur Fiana Putri	80	Democracy
5.	Nazila Izzatul Wafida	85	Democracy
6.	Dwi Putri Rahma Dimas Satria	55	Permissive
7.	Well done Okiviarno	40	Democracy
8.	Abid Islammudin	50	Authoritarian
9.	Wafi Ardan FP	50	Democracy
10.	Ahmad Khoiru Rijal Huda	70	Authoritarian
11.	Ahmad Khoirul Rojul Huda	60	Authoritarian
12.	Roni Iswahyudi	70	Democracy
13.	Irmania Clara Intan	65	Democracy
14.	Adelia Nafasya	60	Democracy
15.	Nanang Biantoro	70	Democracy
16.	Dwi Octaviani	75	Democracy

Parenting Pattern of Students' Parents

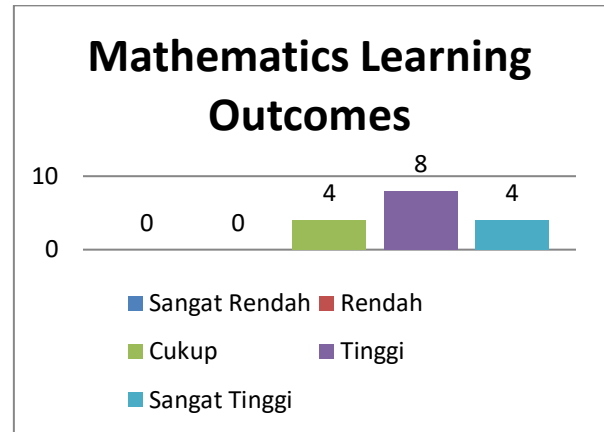


From the diagram above, it can be seen that of the 16 students, 3 students had authoritarian parenting styles, 10 students had democratic parenting styles and 3 students had permissive parenting styles.

#### Category Student Learning Achievement Mathematics

Interval Class	Amount	Category
$80 < x < 100$	4	Very high
$60 < x < 80$	8	Tall
$40 < x < 60$	4	Enough
$20 < x < 40$	0	Low
$0 < x < 20$	0	Very low

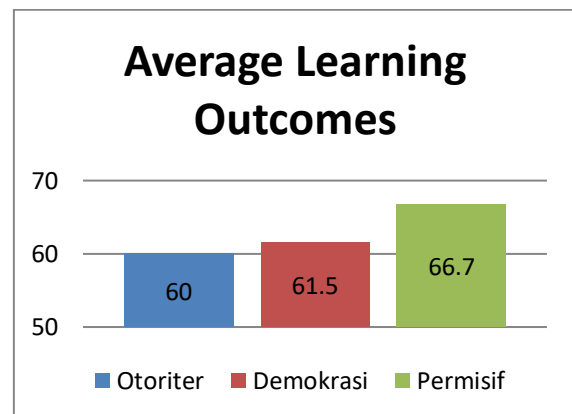
Based on the table above, then the distribution of frequency scores for the data variable of mathematics learning outcomes is described in the diagram below.



The average category of student mathematics learning outcomes

Parenting	Average Yield	Amount
Authoritarian	60	4
Democracy	61.5	8
Permissive	66,7	4

Based on the table above, then the parenting pattern data and learning outcomes are presented in the form of a diagram as follows.



Based on the diagram above, there are 3 students with authoritarian parenting styles who have an average value of 60, then there are 10 students whose parenting

styles are democratic with an average value of 61.5, and there are 3 students with permissive parenting styles who have an average value of 66.7.

From the table in the research results, it can be seen that there are three parenting styles of students' parents with different student learning outcomes. For authoritarian parenting, there are 3 students who have this parenting style and have an average score of 60. For democratic parenting, there are 10 students who have this parenting style and the average score of all students with democratic parenting is 61.5. And for permissive parenting, there are 3 students who have this parenting style with an average score of all students, namely 66.7.

The student who had the first authoritarian parenting style was named Ahmad Khoirul Rijal Huda, from the results of the questionnaire data obtained it could be seen that Rijal liked mathematics, however, he did not understand what the teacher conveyed in mathematics. Then the next student's answer was that he often asked the teacher when he didn't understand math subject matter, however, he was not always able to do practice questions in mathematics. The good thing about this student is that he applies mathematics in everyday life, but during the test he often asks his friends for answers. The results of

this student's mathematics learning were 70. The next student with authoritarian parenting was named Abid Islammudin, from the results of the student questionnaire it was found that this abid liked mathematics but he often did not understand what the teacher conveyed and did not want to ask questions when he did not understand the teacher and this child's delivery not always able to answer math practice questions. It's good that this student applies math material to his life and also doesn't ask friends for answers when the test is in progress. The learning result from Abid is 50.

The student who had the first democratic parenting style was named Marselia Agustina Assyifa, from the results of the questionnaire obtained it stated that this student liked mathematics and she also understood what the teacher conveyed in mathematics but she did not ask questions if she did not understand what the teacher conveyed. He is also always able to do math practice questions and apply this math material to his daily life and it's good that he also never asks his friends for answers during a test. The learning outcomes obtained by this student were 90. Students with the second democratic parenting style were Bagus Okiviarno, from the results of the questionnaire it was found that students liked mathematics and understood what the

teacher was saying but students were not always able to do math practice questions. Students also apply math material in their daily lives and do not ask their friends when the test is in progress. The learning outcomes obtained by students are 40.

Students who have the first permissive parenting style, namely Firda Nashichal F., from the results of the questionnaire, it was found that these students liked mathematics and often understood what the teacher conveyed in mathematics and students often asked the teacher if he did not understand what the teacher said. . However, students are not always able to work on the practice questions that the teacher gives, students also apply mathematics in everyday life and students do not ask friends for answers when the test is in progress. The results of the student learning mathematics were 80. Students who had the second permissive parenting style, namely Dwi Putra Rahma Dimas Satria, the results of the questionnaire were that students liked mathematics, but they often did not understand what the teacher was saying and did not want to ask questions. Students are also not always able to work on the practice questions given by the teacher, he applies them to everyday life and he often asks his friends for answers during tests. The

learning outcomes obtained by students are 55.

In the learning process many students experience difficulties, because mathematics itself is a subject that is often seen by people as a difficult subject. Many experts state that there are many factors that affect learning difficulties, according to Syah (2008: 173) "Factors of student learning difficulties include disturbances or students' psycho-physical disabilities" namely in the form of cognitive, affective, and psychomotor. From the results of the cognitive questionnaire, students have difficulty accepting the material presented, which means that there is a capacity for intelligence or intelligence from students. In the affective form, many students do not like and have no interest in mathematics, so because of this right, student learning outcomes tend to be low. And in the psychomotor form, namely the disruption of the senses such as the senses of sight and hearing so that students cannot learn optimally.

As for external factors that can affect student learning difficulties, according to Syah (2008: 173) "Student external factors consist of all situations and environmental conditions that do not support student learning activities", these

factors are divided into three types, as follows:

1. The school environment, for example, the condition and location of the school is not good, for example, it is close to crowded places such as markets, the condition of teachers and learning facilities is lacking, and so on.
2. Family environment, for example students have families that are less harmonious or have low family economics.
3. The community environment, for example students living in places that are less hygienic and also playmates who will not have a bad influence on students.

From the table above, it is obtained that student learning outcomes in mathematics content, there are students who have very high scores and that is from various parenting styles such as there are students with democratic parenting styles who have a score of 90 and there are children with permissive parenting styles who also receive high marks. not far from that, namely 80. Then for the category of high learning outcomes there are 8 children and they are from various parenting styles as well as the low category. And also the average value of student learning outcomes in each parenting style is different, such as

authoritarian parenting with an average score of 60, democratic parenting with an average score of 61.5, and permissive parenting 66.7. This proves that the learning outcomes obtained by individuals are the result of links between various factors that affect learning difficulties ranging from internal factors to external factors. External factors are very influential on students but we forget that there are internal factors that can influence external factors. According to Hasibuan et al (2006) The process of learning and learning is influenced by the readiness and health of students.

#### **IV. CONCLUSION**

From the results of the research that has been carried out, it can be concluded that parenting parents cannot be associated with student learning outcomes in mathematics class V MI Babul Ulum, but it was found that there are also other factors that influence student learning outcomes including student intelligence, motivation , and student interests.

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