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The Relationship between the Role of Parents and Mathematics Learning Outcomes of Class VII Students

Meilani Adharia Parnawati*, Nur Alim Noor, Abdul Hakim Ma'ruf
Mathematics Education, STKIP Kusuma Negara, Indonesia
*meilani_adharia@stkipkusumanegara.ac.id

Abstract

This research is to obtain empirical data about the relationship between the role of parents and students' mathematics learning outcomes in set material in class VII Imanusakti Middle School, Jakarta. This research uses a quantitative approach through correlation techniques or survey methods. The population in this study were students and students of class VII Imanusakti Middle School, Jakarta. This research was conducted using quantitative descriptive analysis, a correlation analysis approach to find out how big the relationship is between Variable X and Variable Y. The sample was class VII students at Imanusakti Middle School, Jakarta. Totaling 30 students. Based on the research result, it can be concluded that there is a significant positive relationship between the role of parents and the mathematics learning outcomes.

Keywords: Correlation, Mathematics learning outcomes, Role of parents.

1 INTRODUCTION

Education plays an important role in forming a child's character (Hasanah, 2016; Yoga, Suarmini, & Prabowo, 2015). The role of parents in children's learning is that parents must pay attention and always provide for learning needs so that children are more focused in their learning and responsible in carrying out the tasks given (Dila & Ekasatya, 2021; Machmud, 2021). Good learning outcomes are not only obtained solely from school or only the role of teachers and children as students, but are also supported by the role of parents (Al Hakim & Azis, 2021; Martoguhun, Limbong, & Sihotang, 2022).

The problem of learning is a problem for every human being, by learning humans gain skills and abilities so that knowledge increases (Suardi, 2018). Learning outcomes are the result of efforts to master physical and spiritual skills at school which are realized in the form of report cards every semester (Annisa & Marlina, 2019).

Learning outcomes are something that is awaited, not only by students as learning actors, but also by parents and teachers (Triwardhani et al., 2020). The role of parents is very determining in the learning outcomes of each child (Na'im & Ahsani, 2021). With the role of parents, each learning process will be easily understood by each child and determine their learning outcomes (Ahsani, 2020).

2 RESEARCH METHODS

This research was carried out in class VII at Imanusakti Middle School located at Cengkareng, West Jakarta. This research was carried out in the odd semester in 2021 - 2022. The data collection method used a questionnaire method, the role of parents (X) and the form of questions were used to obtain data on students' mathematics learning outcomes (Y). The data collection technique in this research uses the following method:

Questionnaire, used to collect data about learning independence which is the independent variable (X) with a total of 30 questions. in this research is an associative hypothesis, which is a temporary answer to an associative problem formulation, namely one that asks about the relationship between two or more variables.

The sampling technique uses simple random sampling technique. It is said to be simple because the sampling of sample members from the population is carried out randomly without paying attention to the strata in the population (Sugiyono, 2013).

3 RESULT AND DISCUSSION

This research uses the correlation method seen based on the ability to calculate rows and series. The first step in every activity and the reference for carrying out actions is the planning stage. The implementation stage is an action in the learning process that is in accordance with the plans that have been prepared. Next, these planning actions are observed to determine the quality that has been achieved. Then, the teacher reflects to find the weaknesses and strengths of the actions he takes to improve or perfect the actions in the following phase. Research From the data obtained scores variable of the role of parents in mathematics learning outcomes with a minimum score obtained from a questionnaire or questionnaire of 56, and a maximum score of 106. The average score is 81.9, the median is 84.1, the mode is 87.35, the variance amounted to 137.9, and the standard deviation was 11.47.

3.1 Normality test

The normality testing process is carried out by testing the data distribution of the two variables. A summary of the test results that have been carried out is presented in the following table Summary of Data Normality Test Results.

Tabel 1. Summary Of Data Normality Test Results

Data	L_{count}	L_{table}	Remark
Role of Parents	0.0596	0.161	Normal
Learning Outcomes	0.1134	0.161	Normal

Based on the calculation results as stated in the table, the L_{count} for the parental role variable (X) is 0.0596. And the Lcount for the mathematics learning outcome variable (Y) is 0.1134. Thus, H1 which stated that the data was taken from a population that did not have a normal distribution was rejected. Based on the results of the tests that have been carried out, the research variable data is considered to have met the requirements for further analysis using parametric statistical techniques

3.2 Linearity Test

From the linearity test calculations, the value of a=36.427 and the value of b=0.46 are obtained, so the regression equation is $\hat{Y}$=36.09+0.46X. Next, calculations were carried out and a regression coefficient of 9.17 was obtained. If you consult the F_{table} at a significance level of 0.05 and dk (1:28). Thus the price $F_{count}<F_{table}$. This means, received or linear data. Thus, the relationship between parental role variables and mathematics learning outcome variables is linear.

3.3 The Hypothesis Test

Based on the research results obtained $r_{count}>r_{table}$ (0.989>0.361) this shows that there is a positive relationship between the role of parents and mathematics learning outcomes for class VII Yapmi Imanusakti Middle School, Jakarta, which is shown by the tcount of 36.98 which is greater than the significant level α=0.05, namely 2.048. t_{count} is 36.98, so the higher the number, the higher the level of relationship between the role of parents and students' mathematics learning outcomes.

4 CONCLUSION

The results of the research carried out by the author along with the analysis. So the author was able to find empirical data regarding the positive relationship between the role of parents and the mathematics learning outcomes of students in class VII Imanusakti Middle School, Jakarta as follows. Based on the results of the product moment correlation test, the value of r_{count}=0.989 while the price of r_{table}=0.361 for the level significant 5% with n=30, because $r_{count}>r_{table}$ (0.989>0.361). This shows that there is a strong positive relationship between the role of parents and students' mathematics learning outcomes. Based on the correlation *t*-test, the t_{count} result is greater than t_{table} (36.98>2.048) with *db*=0.987:28. Comparison of the two values shows that there is a significant relationship, indicating the role of parents in significant mathematics learning outcomes. Based The coefficient of determination test obtained *r*=0.978, which means that the contribution of 97.8% of the mathematics learning outcomes of class VII students at Imanusakti Middle School, West Jakarta, is determined by the role of parents, and the remaining 2.2% is determined by other factors. Based on the description of the data above, the author concludes this research, there is a significant positive relationship between the role of parents and the mathematics learning outcomes of students in class VII Imanusakti Middle School, West Jakarta.

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