

THE INFLUENCE OF CHILDREN'S PARENTING PATTERNS AND CONFIDENCE ON STUDENTS' MATHEMATICS LEARNING OUTCOMES AT SIGI DISTRICT SD IN THE PANDEMIC COVID-19

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Abstract: This study aims to find out and describe how the influence of parenting and children's self-confidence on students' mathematics learning outcomes at the elementary level of Sigi Regency during the Covid 19 pandemic. This type of research is qualitative descriptive or research that will describe the effect of parenting and self-confidence. children on students' mathematics learning outcomes at the elementary level of Sigi Regency during the Covid 19 pandemic. Then this research was carried out using a literature study which was used as secondary data. Based on the results of research that will be carried out with various studies that have been carried out by various studies, it shows that there is a significant influence between parenting patterns and children's self-confidence on students' mathematics learning outcomes at the elementary level during the Covid 19 pandemic. This indicates that parenting and Children's self-confidence must be considered in improving elementary students' mathematics learning outcomes, especially during the COVID-19 pandemic.

Preliminary

A. Background

The massive spread of the pandemic made face-to-face teaching and learning activities abolished to prevent and cope with the spread of the pandemic (Syahmuntaqy, 2020:1). Teaching and learning activities that were originally carried out offline were replaced using an online system by utilizing various learning platforms and social media to support the process of teaching and learning activities (Hasibuan, et al., 2020:1). Learning From Home Activities (BDR) were officially issued through the Circular Letter of the Minister of Education and Culture Number 36962/MPK.A/HK/2020 concerning Online Learning and working from home in order to prevent the spread of Corona Virus Disease (COVID-19).

Online teaching and learning activities make all forms and learning processes carried out in their respective homes. Learning and self-development of children academically and non-academically shifts fully into parental supervision. The full role of parents to take over some of the roles of teachers in schools is needed. This is important to be able to maximize children's teaching and learning activities during the pandemic.

In Winarti's research (2020: 131-132) it is stated that students in learning during the Covid-19 pandemic, there are many inhibiting factors in the learning process, especially the lack of parental roles in accompanying their children, because parents have to work so they are not optimal in accompanying children to study. . In addition, Atsani's research (2020: 82-93) states that in learning at home there are problems related to accessibility such as the ability to operate gadgets, limited internet quota to inadequate signal coverage. Learning at home, parents play a role in assisting children, encouraging, facilitating needs and helping children create a conducive learning environment (Iftitah & Anawaty, 2020:71-81).

To overcome various problems in the process of children's learning activities during the pandemic, it is important for parents to build good parenting patterns. The research clearly explains that parenting patterns applied by parents to children have various impacts on children's self-development.

The parenting style received by each student is very diverse, this depends on the way the family parenting style is applied by parents to their children. Various parenting patterns that exist in the family are authoritarian parenting, permissive parenting, democratic parenting and situational parenting (Helmawati, 2016:138-139). The way parents educate children will affect the personality so that it can affect children's learning outcomes at school.

Based on the description above and also supported by existing phenomena, the author wishes to conduct research in a scientific paper in the form of a thesis proposal with the title: "The Effect of Parenting Patterns and Self-Confidence on Students' Mathematics Learning Outcomes at SD Sigi Regency in The Covid-19 Pandemic Period.

B. Problem Identification

Based on the background of the problem, the following problems were identified:

1. The average learning outcomes in Mathematics for students at SD Sigi Regency during the Covid-19 pandemic were relatively low compared to other subjects.
2. During the Covid-19 pandemic, parents have not realized the importance of online education so that there is less attention to children's education at home.
3. The parenting pattern of parents during the Covid 19 pandemic was not as expected by children, so it affected the mathematics learning outcomes of students at SD Sigi Regency.
4. There are still students at SD Sigi Regency who have low self-confidence in participating in online math lessons during the Covid 19 pandemic.

C. Troubleshooting

Based on the results of problem identification, researchers limit the problem to the effect of parenting and self-confidence on students' Mathematics learning outcomes at SD Sigi Regency during the Covid 19 pandemic. The problems that occur are related to parenting patterns and self-confidence and their effect on learning outcomes in Mathematics student. In limiting this problem, the researcher wants to know the relationship and influence of parenting and student self-confidence on students' mathematics learning outcomes at SD Sigi Regency during the Covid 19 pandemic.

D. Problem Formulation

This research is focused on identifying parenting patterns, self-confidence and mathematics learning outcomes of students at SD Sigi Regency during the Covid 19 Pandemic. Based on several reading references and initial evaluations in the field, the formulation of the problem in this study is as follows:

1. Does parenting and self-confidence simultaneously have a significant influence on students' mathematics learning outcomes at SD Sigi Regency during the Covid 19 Pandemic?
2. Does parenting partially have a significant influence on students' mathematics learning outcomes at SD Sigi Regency during the Covid 19 Pandemic?
3. Does self-confidence partially have a significant effect on students' mathematics learning outcomes at SD Sigi Regency during the Covid-19 Pandemic?
4. Does parenting have the most dominant influence on students' mathematics learning outcomes at SD Sigi Regency during the Covid-19 Pandemic?

E. Purpose

In accordance with the formulation of the problem above, this study aims to:

1. Knowing and analyzing the effect of parenting and self-confidence simultaneously on students' mathematics learning outcomes at SD Sigi Regency during the Covid 19 Pandemic.
2. Knowing and analyzing the effect of partial parenting on students' mathematics learning outcomes at SD Sigi Regency during the Covid 19 Pandemic.
3. Knowing and analyzing the effect of partial self-confidence on students' mathematics learning outcomes at SD Sigi Regency during the Covid 19 Pandemic.
4. Knowing and analyzing the most dominant variables affecting students' mathematics learning outcomes at SD Sigi Regency during the Covid 19 Pandemic.

Chapter II Discussion

A. Understanding Learning

Learning can be interpreted as a change in behavior in individuals due to the interaction between individuals and individuals and individuals with their environment so that they are better able to interact with their environment. In his foreign language: "Learning is a change in the individual due to instruction of that individual and his environment, which feels a need and makes him more capable of dealing adequately with his environment" (WH Burton, 1984 in Usman and Setiawati, 2013: 4).

Ernest R. Hilgard in Usman and Setiawati (2013:5), states that: "We may define learning as the process by which an activity originates or is changed through responding to situations, provide the change cannot be attributed to growth or the temporary state of the organism (as fatigue or under drugs)". The free translation is: "Learning is a process in which an activity is generated or changed because it reacts to a situation. The change is not caused by the growth process (maturation) or a temporary state of the organism (such as fatigue or due to the influence of drugs).

Witherington in Usman and Setiawati (2013: 5) argues that: "Learning is a change in personality that reveals itself as a new pattern of reactions in the form of skills, attitudes, personality habits or an understanding".

The three definitions show that learning is a process of changing human behavior or skills. This change in behavior is not caused by a physiological growth process or a maturation process. Changes that occur due to learning can be in the form of changes in habits (habits), skills (skills), or in the three aspects, namely knowledge (cognitive), attitudes (affective), and skills (psychomotor). Learning activities are the most basic activities in the whole educational process. This implies that the success or failure of achieving educational goals is very much dependent on how the learning process is experienced by students.

B. Understanding Learning Outcomes

Learning outcomes appear as changes in student behavior that can be observed and measured in the form of changes in knowledge, attitudes, skills. This change can be interpreted as an improvement and development that is better than before, for example from not knowing to knowing, being impolite to being polite (Hamalik, 2017:155).

According to Susanto (2016:5), the meaning of learning outcomes is all changes that involve cognitive and psychomotor aspects as a result of teaching and learning activities. Because learning is a process of someone trying to get a permanent form of behavior change. Then to test whether the learning outcomes have reached the learning objectives, an evaluation or assessment of learning outcomes can be carried out.

According to Rifa'i & Anni (2015: 67) what is meant by learning outcomes is the change in behavior that a person gets after going through learning. Aspects of behavior change that a person gets depends on what he learns in school. Changes in behavior that must be achieved by students after carrying out learning activities have been formulated in learning objectives. The purpose of learning is to gain knowledge, skills and understanding mental attitudes or values. The achievement of learning objectives means that it will produce learning outcomes. Relevant to the description of the learning objectives, the learning outcomes include:

- a. Matters of science and knowledge, concepts or facts (cognitive).
- b. Personal matters, personality or attitude (affective).
- c. Matters of behavior, skills or appearance (psychomotor).

From the description above, it can be concluded that learning outcomes are the achievement of learning objectives as indicated by changes in student knowledge that can be measured by an assessment tool called a test. The learning outcomes include cognitive, affective, and psychomotor aspects.

C. Understanding Parenting Parenting

Parenting comes from the words pattern and upbringing. According to the Big Indonesian Dictionary (KBBI), pattern means a fixed pattern, model, system, way of working, form (structure) (Ministry of Education and Culture, 2007:72). While the word "nurturing" can mean looking after (caring for and educating) small children, guiding (helping, training and so on), and leading (heading and organizing) an agency or institution (Ministry of Education and Culture RI, 2007:73).

Tridhonanto (2014: 5) defines parenting as an overall interaction between parents and children, where parents provide encouragement for children by changing behavior, knowledge, and values that are considered the most appropriate for parents so that children can independent, grow and develop in a healthy and optimal manner, have self-confidence, have curiosity, are friendly, and are oriented to success. Another opinion is expressed by Djamarah (2014: 51) that parenting is the habit of parents, fathers and or mothers in leading, nurturing, and guiding children in the family. Parents have the task of educating, nurturing, and guiding children in order to develop all their potential. This is in line with the opinion of Djamarah (2014: 51) which states that in the context of the family, the parents in question are the biological father and/or mother with the duties and responsibilities of educating children in the family.

Based on the above opinion, the researcher concludes that parenting is a method used by parents to care for and educate their children, where it is the responsibility of both parents because it is through parents that children get their first education in the family. Every parent has their own way and pattern in nurturing and educating their children. These methods and patterns will certainly differ from one family to another. According to Slameto (2010: 60) the way parents educate their children affects their learning success. This is in line with the opinion of Rahmawati, et al (2014), which states that parents who do not pay attention to their children's education can affect their child's development. If parents apply the right way of educating children and in accordance with the characteristics of the child, it will affect the achievement of learning achievements obtained.

D. Types of Parenting Parenting

In educating children, each parent must have a different way. Suherman & Joni (2015:44) classify the types of parenting into three groups, namely authoritarian, democratic, and permissive parenting. Baumrind in Ayundhaningrum & Siagian (2017:106-107), said that parenting is divided into three, namely authoritative parenting (democratic), authoritarian (authoritarian) and permissive (permissive).

It can be stated more clearly about the three types of parenting above are as follows:

- 1) Democratic Parenting (Authoritative Parenting)
- 2) Authoritarian Parenting
- 3) Permissive Parenting
- 4) Reasoning Parenting

E. Definition of Confidence

Self-confidence is an important aspect of personality in a person. Without self-confidence it will cause a lot of problems in a person. Self-confidence is the most valuable attribute in a person in social life, because with self-confidence, a person is able to actualize all the potential that exists within himself (Amri, 2018:157).

Confidence in English is also called self confidence. According to the Big Indonesian Dictionary, self-confidence is belief in one's abilities, strengths, and self-assessment (Depdikbud, 2008 in Amri, 2018:159). Self-confidence is one aspect of personality in the form of belief in one's own abilities so that they are not influenced by others and can act according to their will, happy, optimistic, tolerant, and responsible (Ghufron and Risnawati, 2010 in Amri, 2018:157).

According to Lauster (2003) in Amri (2018:157), self-confidence is an attitude or belief in one's own abilities, so that in their actions they are not too anxious, feel free to do things according to their wishes and are responsible for their actions. , polite in interacting with others, have a drive for achievement and can recognize their own strengths and weaknesses. The formation of self-confidence is a process of learning how to respond to various external stimuli through interaction with the environment.

Based on the opinions of the experts above, it can be concluded that the definition of self-confidence is belief in one's own ability to be able to achieve targets, desires, and goals to be completed even though they face various challenges and problems and are carried out with full responsibility. Self-confidence is the nature of being sure and believing in one's own abilities, so that a person does not depend on others, and is able to express himself fully.

F. Study of Relevant Research Result

Several previous studies that examined the problem of parenting, self-confidence, and learning outcomes that were considered to have relevance as a reference to strengthen the scientificity of this research were described as follows:

Tisngati & Meifiani (2014) examined the Effect of Confidence and Parenting Patterns in Number Theory Courses on Learning Achievement. This research is an ex-post facto quantitative research. The instruments used for data collection consisted of questionnaires and mathematics learning achievement tests. The results showed that: 1) There was no simultaneous effect of self-confidence and parenting patterns in number theory courses on mathematics learning achievement; 2) There is an effect of self-confidence in number theory courses on learning achievement in Mathematics.

Fitasari, et al (2019) investigated the Effect of Parenting Patterns on Mathematics Learning Outcomes with Self-Efficacy as an Intervening. In this study, the sample used was 149 fifth grade students of SD Cluster IV, Gianyar District. The data collection method used non-test techniques. This type of research is an ex post facto research using path analysis as an analytical method. The results of hypothesis testing show that: 1) there is a significant effect of parenting in the authoritarian category on mathematics learning outcomes of 25.2%; 2) there is a significant effect of parenting in the democratic category on mathematics learning outcomes by 26.8%; 3) there is a significant effect of parenting in the permissive category on mathematics learning outcomes by 11.6%; 4) there is a significant effect of self-efficacy on mathematics learning outcomes of 66.6%; 5) there is a significant effect of parenting authoritarian category on mathematics learning outcomes through self-efficacy by 26.3%; 6) there is a significant effect of parenting in the democratic category on mathematics learning outcomes through self-efficacy of 39.3%; 7) there is a significant effect of parenting in the permissive category on mathematics learning outcomes through self-efficacy of 25.2%.

Kusumawati, et al. (2017) examined the Effects of Parenting, Community Environment and Learning Discipline on the Learning Outcomes of Elementary School Students in Badungan District. This research uses a quantitative approach with a hypothetical study research design. The population of this study was the high grade students of the Bandung District Elementary School in the 2016/2017 academic year totaling 1,829. With an error tolerance range of 5%, a sample size of 328 was obtained. The sampling technique used single stage cluster random sampling. Data collection techniques using observation, questionnaires and documentaries. The data analysis technique used descriptive and inferential statistical analysis techniques. The results showed that the parenting pattern of parents gave a significant direct effect of 51% on student learning outcomes. The community environment has a direct influence of 14% on student learning outcomes and learning discipline has a significant direct influence of 47.7% on student learning outcomes.

The previous studies above have examined the variables of parenting and self-confidence on student learning outcomes separately. This study combines the two variables (parenting style and self-confidence) as independent variables to be tested for their effect on student learning outcomes.

Chapter III

Closing

A. Conclusion

Based on the results of observations and the results of existing research explain the following:

1. The average learning outcomes in Mathematics for elementary school students during the Covid-19 pandemic was relatively low compared to other subjects.
2. During the Covid-19 pandemic, parents have not realized the importance of online education so that there is less attention to children's education at home.
3. The parenting pattern of parents during the Covid 19 pandemic was not in accordance with what the children expected so that it affected the mathematics learning outcomes of students in elementary school.
4. There are still students in elementary school who have low self-confidence in participating in online math lessons during the Covid 19 pandemic.
5. Parenting greatly affects learning outcomes significantly this is due to the lack of focus of students in receiving lessons from educators or teachers

B. Suggestion

Basically, choosing the right parenting style for children is very important, especially during the Covid-19 pandemic so that it can provide comfort for children in absorbing the lessons given by educators, and parents also play an active role in increasing children's confidence to continue learning and improve student learning outcomes. study at home.

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