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THE INFLUENCE OF DEMOCRATIC PARENTING AND SELF-EFFICACY ON MATH LEARNING ACHIEVEMENT

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Abstract

The purpose of this study was to reveal the influence of democratic parenting and the level of self-efficacy in relation to the achievement of learning outcomes for elementary school students in Dagangan sub-district, Madiun district. The type of research is quantitative with descriptive survey research method. The population is class IV, V, and VI public elementary schools in Dagangan sub-district, Madiun district. The research sample was calculated using the Taro Yamane formula of 45 students. Data collection through document analysis. Data analysis using multiple regression equation: $\hat{Y} = a + b_1X_1 + b_2X_2$. The results showed that the multiple regression $\hat{Y} = 66.816 + 0.263X_1 + 0.421X_2$, meaning that if there is no democratic parenting score and self-efficacy score, the learning achievement score is 66.816. Furthermore, the b value for X_1 which shows the number 0.263 and the b value for X_2 which shows the number 0.421 means that every 1% addition of the democratic parenting score will make the learning achievement value increase by 0.516 (0.263 + 0.421). In conclusion: democratic parenting and self-efficacy affect math learning achievement.

Keywords: Democratic parenting, Self-efficacy, Math learning achievement

Introduction

Education is closely related to learning achievement. Education aims to provide learning experiences to students and help them achieve high learning achievements. According to Syafi'i et al (2018) Learning achievement is the result of learning achieved after going through the process of teaching and learning activities. According to Wati (2020) learning achievement is the result of the

impact of learning as evidenced by grades or numbers in the form of understanding of the subject matter and achieving predetermined goals. According to Hafiz A (2018) learning achievement is an educational assessment of student progress in everything that schools do that involves knowledge, skills. For this reason, it is understood that learning achievement will be obtained from the measurement results of the assessment of students' learning efforts

on their progress which are expressed in the form of symbols, letters, or sentences that reflect the achievement of each student concerning knowledge and skills. In learning, it can be observed various achievement results from various subjects, including mathematics learning achievement which is often in the spotlight in students' understanding.

Mathematics has an important role in human life. All forms of problem solving in everyday life can be related to the application of mathematics, although in reality most students still see math as a lesson only, not as a necessity. This has an impact on students' math learning achievement. Mathematics learning achievement is the level of ability a person has in digesting information obtained in the process of teaching and learning mathematics (Manafe, 2022). Mathematics learning achievement is the mastery of knowledge and skills developed in the field of mathematics study obtained through the process of students' efforts in the active interaction of the subject with its environment which can be seen from the students' mathematics learning outcomes (Sirait, 2016). Mathematics learning achievement is the result obtained by students from the mathematics learning process, which includes a process of behavior change that results in changes in knowledge, especially mastery of mathematics learning materials (Astuti, 2015). So obtained about the perception of mathematics learning achievement is a result obtained by students in the form of abilities and skills in mastering teaching materials in the field of mathematics study.

The results of research by Ningsih, R., & Nurrahmah, A. (2016) suggest that parental attention has an influence on a child's learning achievement. The better and higher the parental attention to students, the higher the student's math learning achievement and vice versa if students get low parental attention then their learning achievement is low. The influence of good and bad parents will affect the formation of children's role models, in this case it will be easy to understand if parents set good examples then children will imitate these examples and vice versa, therefore parents are the main examples that are easy and closest to being imitated by children (Watak, S. R., & Mambrasar, A. T., 2022). Society can be seen to be narrower through the family, before the child begins to get acquainted with the outside world, children first get lessons from the basic value of education from both parents to face the vast scope of society (Andhika, M. R., 2021). Family is the first place for children to get education and guidance from their parents. In the family, parenting patterns become a benchmark in child development and character cultivation. (Marintan, D., & Priyanti, N. Y., 2022). Then parenting becomes the foundation of forming children's character that will shape the values, attitudes, and behaviors that children have throughout their lives.

Parenting is one of the factors that influence child development, because parents are basically role models for children. The first education for a child is obtained from parents. Children are able to grow and develop according to their personality when parents are able to carry out their role as educators, mentors and protectors for children (Yulianto, et al, 2017). Proper parenting will form a good child's character, and vice versa, children who do not get good parenting will have a bad character. So, parents' parenting of their children has a big impact on social intelligence for children (Asy'ari & Indri M, 2019). Therefore, the importance of choosing the appropriate parenting pattern. These types of parenting patterns each have different characteristics and characteristics. Regarding the types of parenting patterns, Baumrind (Qurrotu,

2017) categorizes parenting patterns into three types, namely parenting (1) authoritarian (Authoritarian), (2) democratic parenting (Authoritative), (3) permissive parenting (permissive). These parenting choices have different impacts on children's development and character building. Authoritarian parenting tends to produce children who are obedient but lack creativity and initiative. Permissive parenting can produce children who lack boundaries and order in life. Meanwhile, democratic parenting is considered more balanced, where children are taught to have independence, responsibility, and good decision-making skills.

Azizah (2019) democratic parenting is a parenting pattern that prioritizes the interests of children, but does not hesitate to control children. Parents with this background are rational people who always act based on circumstances and ideas. This kind of parenting gives children the freedom to choose behavior and a sincere approach. Democratic parenting gives children the freedom to express their opinions and even trust their own decisions. However, it remains the responsibility of parents to control their children and limit what children can and cannot do (Hasanah & Sugito, 2020). According to Almannur (2019), democratic parenting is parenting that emphasizes education. Explanations are repeated until the child accepts, explains, and discusses aspects of discipline, and helps the child understand why he or she is asked to act according to certain rules and consequences. Authoritarian (democratic) parenting, where the child is free to act but is still required to take responsibility for their social and emotional development.

According to Florina (2019) self-efficacy is an individual's belief or belief about his ability to organize, perform a task, achieve a goal, produce something and implement actions to display certain skills. Self-efficacy is a person's belief in the ability to complete academic tasks based on self-awareness about the importance of education, values and expectations of the results to be achieved in learning activities (Suroso, 2014) Self-efficacy is a belief in an individual to achieve something desired with a predetermined target (Mawaddah, 2019) it can be interpreted that self-efficacy is an individual's belief in his ability to organize and perform tasks, achieve goals, and produce the desired results.

Taking into account the description above, the purpose of this study is to reveal the influence of democratic parenting and the level of self-efficacy in relation to learning achievement for elementary school students in Dagangan sub-district, Madiun district. So the title of this research is about the influence of democratic parenting and the level of self-efficacy on the learning achievement of elementary school students in Dagangan sub-district, Madiun district.

Research Methods

Type of Research

This research uses a quantitative approach with descriptive survey research methods. The study population was students in grades IV, V, and VI of public elementary schools in Dagangan sub-district, Madiun district. The research was conducted from October 2022 to February 2023. The sample in accordance with the research focus is based on calculations using the Taro Yamane formula of 45 students.

Data for variable X_1 , namely democratic parenting and variable X_2 , namely self-efficacy using a questionnaire with a Likert scale that has been tested for validity and reliability. Meanwhile, the data for variable Y, namely mathematics learning achievement, used

documentation techniques, namely the average mid-semester score data. Data analysis used descriptive statistics, simple linear regression for hypotheses 1 and 2 and multiple linear regression on the third hypothesis. However, previously prerequisite tests were carried out, namely normality test and linearity test. Descriptive analysis to calculate the total number, mean, median, mode, standard deviation, minimum data, maximum data is carried out using computer assistance, namely the SPSS version 26 program. The normality test is carried out using the Kolmogorov Smirnov formula with the provisions of making a normal distribution data decision if the significance value is greater than 0.5. The linearity test uses a test of linearity with the provisions of making data decisions said to be linear if the significance value of linearity is greater than 0.05 and the significance value of deviation of linearity is above 0.05. Furthermore, for hypothesis testing 1 and 2, the simple regression and multiple regression equations from Sugiyono (2019) are presented below.

1. Simple regression equation: $\hat{Y} = a + bX$
 $Y =$ Subject in the predicted dependent variable.
 $a =$ Price Y when price $X = 0$ (constant price)
 $b =$ Direction number or regression coefficient, shows the number of increases or decreases in the dependent variable based on changes in the independent variable. If (+) the direction of the line goes up, and if (-) then the direction of the line goes down.
 $X =$ Subject in the independent variable that has a certain value.

2. Multiple regression equation: $\hat{Y} = a + b_1 X_1 + b_2 X_2$
 $Y =$ Dependent variable (student learning achievement)
 $X_1 X_2 =$ Independent variables (Democratic Parenting and Self-Efficacy)
 $a =$ constant (if the value of X is 0, then Y will be a or constant).
 $b_1 b_2 =$ regression coefficient (increase or decrease value).

Research Results And Discussion

Descriptive data of the research results for the three variables obtained from 45 students are presented in table 1. X_1 variable data in table 1 below shows that the data has a range of 78, the mean and median are close together, namely 84.89 and the middle value is 84. While the mode is at 94 with a standard deviation of 19.02. Meanwhile, for variable X_2 based on the data in table 1 shows a value range of 78, then the mean, median and mode are quite far apart, namely the mean of 97.78 while the median is 100 and the mode is 71 with a standard deviation of 21.26. The data for variable Y which is also presented in table 1 shows that the range of data is 32 with 86.78 close to the median value of 88 and somewhat different from the mode of 94 with a standard deviation value of 8.43.

Table 1. Descriptive data of research variables X_1 , X_2 , and Y

No	Deskriptif	X_1	X_2	Y
1	Mean	84,19	84,56	85,49
2	Median	83,00	83,00	83,00
3	Modus	95,00	95,00	95,00
4	standard deviation	17,82	17,82	17,82
5	Range	77,00	77,00	77,00

6	Minimum	35,00	35,00	35,00
7	Maximum	118,00	118,00	118,00
8	Sum	3819,00	3818,00	3821,00

The descriptive analysis of the research was continued to test the requirements of regression analysis, namely normality test and linearity test. Normality testing was carried out using the SPSS 26 computer program using the One Sample Kolmogorov Smirnov Test method. The decision rule is based on the probability (p) $>$ α (0.05) then the research data is normally distributed.

Table 2. Data Uji Normalitas Variabel X_1 dan X_2

One-Sample Kolmogorov-Smirnov Test				
			Democratic parenting style X_1	Self-Efficacy X_2
N			45	45
Normal Parameters ^b		Mean	84.8889	84.8889
		Std. Deviation	19.01700	97.7778
		Absolute	.112	0.71
Most Extreme Differences		Positive	.085	.047
		Negatif	-.112	-.071
Kolmogorov-Smirnov Z			.754	.476
Asymp. Sig. (2-tailed)			.612	.877
a. Test distribution is Normal				
b. Calculated from data.				

The data in table 2 shows the significance value for variable $X_1 = 0.612$ and variable $X_2 = 0.877$. Both of these significance values are greater than 0.05. This indicates that both data are normally distributed. Testing the requirements of regression analysis continued on linearity testing using the test of linearity. The decision-making criterion is if the probability for Deviation From Linearity $>$ 0.05, it is concluded that the relationship between the two variables is linear. The data from the $X_1 * Y$ linearity test results are presented in table 3 and the $X_2 * Y$ linearity test results are presented in table 4.

Table 3. X₁*Y Linearity Test Data

ANOVA Tabel							
			Sum of Squares	df	Mean Square	F	Sig.
Learning achievement Y *_Democratic parenting style X ₁	Between Groups	(Combined)	2139.278	30	71.309	1.014	.510
		Linearity	685.984	1	685.984	9.755	.007
		Deviation from Linearity	1453.294	29	51.104	.722	.736
	Within Groups		984.500	14	69.825		
	Total		3123.778	44			

Table 4. X₂ Y Linearity Test Data

ANOVA Tabel							
			Sum of Squares	df	Mean Square	F	Sig.
Learning achievement Y *_Self-Efficacy X ₂	Between Groups	(Combined)	2906.778	36	80.744	2.977	.054
		Linearity	609.971	1	609.971	22.487	.001
		Deviation from Linearity	2296.807	35	68.623	2.419	.085
	Within Groups		217.000	8	27.125		
	Total		3123.778	44			

Based on the data in table 3, the significance value of Deviation From Linearity X₁*Y = 0.736, and based on the data in table 4, the significance value of Deviation From Linearity X₂*Y = 0.085; both values exceed 0.05. This means that the two relationships, X₁*Y and X₂*Y, are linear. The fulfillment of the assumption that the data is normally distributed for variables X₁ and X₂ and the two relationships X₁*Y and X₂*Y have a linear pattern, so simple regression analysis for testing hypotheses 1 and 2 and multiple regression analysis for testing hypothesis 3 can be carried out.

The research hypothesis in hypothesis 1 is that there is an effect of democratic parenting on student learning achievement in State Elementary Schools in Dagangan sub-district, Madiun district. A summary of the results of hypothesis 1 testing using the SPSS computer program is presented in table 5.

Table 5. Summary Model of Democratic Parenting Variables on Student Learning Achievement

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.534 ^a	.2311	.201	7.52947
a. Predictors: (Constant), Democratic parenting style X ₁				
b. Dependent Variable: Learning achievement Y				

The data in table 5 above shows that $R^2 = (0.534)^2 = 0.2231$. The coefficient of determination or the determining coefficient in the effect of X_1 on Y (KP) = $r^2 \times 100\% = 0.2311 \times 100\% = 23.11\%$. This means that 23.11% of student learning achievement is determined by the value of the X_1 variable, namely democratic parenting, while the remaining 76.89% is influenced or explained by other variables. Analysis of the effect of democratic parenting (X_1) on learning achievement (Y) is continued to obtain a simple regression equation $X_1 * Y$. The results of the simple regression analysis are presented in table 6.

Table 6. Simple regression analysis X_1 Y (Coefficients^a)

Model	Unstandardized Coefficients		Standardized Coefficients	t.	Sig.	
	B	Std. Error	Beta			
1	(Constant)	68.352	5.190		13.325	.000
	Democratic parenting style X_1	.218	0.062	.469	3.459	.001

a. Dependent Variable: Learning achievement Y

Based on the data in table 6, the simple regression equation for the effect of $X_1 * Y$ is obtained: $\hat{Y} = 68.352 + 0.218 X_1$. This equation explains that if there is no parenting score from parents with a democratic type, the learning achievement score is 68.352. Furthermore, the value of b which shows the number 0.218 means that every 1% addition to the score of parenting patterns of democratic type parents will make the value of learning achievement increase by 0.218. Furthermore, the analysis continued with the t test. the data in table 6 shows that $t_{count} = 3.459 > t_{table} = 2.018$. The results of this analysis indicate that the research hypothesis is accepted and rejects H_0 , which means that the democratic parenting variable has an influence on the learning achievement variable of elementary school students in Dagangan sub-district, Madiun district.

Hypothesis testing continued on hypothesis 2 with the research hypothesis being that there is an effect of Self-Efficacy on the learning achievement of elementary school students in the Dagangan sub-district of Madiun district. A summary of the results of hypothesis 2 testing using the SPSS computer program is presented in table 7. The results of simple regression analysis to test the $X_2 * Y$ relationship are presented in table 8.

Table 7. Summary Model of Self-Efficacy Variables on Student Learning Achievement

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.465 ^a	.2156	.177	7.64596

a. Predictors: (Constant), Self-Efficacy X_2

b. Dependent Variable: Learning achievement Y

Table 8. Analisis regresi sederhana X_2 Y (Coefficients^a)

Model	Unstandardized Coefficients		Standardized Coefficients	t.	Sig.	
	B	Std. Error	Beta			
1	(Constant)	70.165	5.423		12.845	.000
	Self-Efficacy X_2	.166	.054	.442	3.431	.002

a. Dependent Variable: Learning achievement Y

The data in table 7 above shows that $R^2 = (0.465)^2 = 0.2156$. The coefficient of determination or the determining coefficient in the effect of X_1 on Y (KP) = $r^2 \times 100\% = 0.2156 \times 100\% = 21.56\%$. This means that 21.56% of student learning achievement is determined by the value of the X_2 variable, namely self-efficacy, while the remaining 78.44% is influenced or explained by other variables.

Based on the data in table 8, the simple regression equation for the effect of X_2 on Y is obtained: $\hat{Y} = 70.165 + 0.166X_2$. This equation explains that if there is no learning efficacy score, the learning achievement score is 70.165. Furthermore, the b value which shows the number 0.166 means that every 1% increase in the self-efficacy score will make the learning achievement value increase by 0.166. Furthermore, the analysis continued with the t test. the data in table 8 shows that $t_{count} = 3.431 > t_{table} = 2.018$. The results of this analysis indicate that the research hypothesis is accepted and rejects H_0 , which means that the self-efficacy variable has an influence on the learning achievement variable of elementary school students in Dagangan sub-district, Madiun district.

Testing the third hypothesis with the research hypothesis that there is an influence of democratic parenting and self-efficacy together on the learning achievement of fifth grade students of Wonogiri State Elementary School is described as follows. A summary of the results of hypothesis 3 testing using the SPSS computer program is presented in table 9, and the results of multiple regression analysis to test the relationship between X_1 and X_2 to Y are presented in table 10.

Table 9. Summary Model of Democratic Parenting and Self-Efficacy Variables on Student Learning Achievement

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.516 ^a	.2272	.183	7.61480

a. Predictors: (Constant), Democratic parenting style X_1 , Self-Efficacy X_2

b. Dependent Variable: Learning achievement Y

Table 10. Multiple Regression Analysis of Democratic Parenting and Self-Efficacy Variables on Student Learning Achievement (X_1 X_2 Y) (Coefficientsa)

Model		Unstandardized Coefficients		Standardized Coefficients	t.	Sig.
		B	Std. Error	Beta		
1	(Constant)	66.816	5.404		12.844	.000
	Democratic parenting style X_1	.263	0.215	.564	1.163	.002
	Self-Efficacy Diri X_2	.421	.192	.499	.304	.003

a. Dependent Variable: Learning achievement Y

The data in table 9 above shows that $R^2 = (0.516)^2 = 0.2272$. The coefficient of determination or the determining coefficient in the effect of X_1 on Y (KP) = $r^2 \times 100\% = 0.2272 \times 100\% = 22.72\%$. This means that 22.72% of student learning achievement is determined by the value of democratic parenting and self-efficacy together while the remaining 77.28% is influenced or explained by other variables.

Based on the data in table 10, the multiple regression equation that describes the effect of X_1 X_2 * Y is: $\hat{Y} = 66.816 + 0.263X_1 + 0.421X_2$. This equation explains that if there is no democratic parenting score and self-efficacy score, the learning achievement score is 66.816. Furthermore, the b value for X_1 which shows the number 0.263 and the b value for X_2 which shows the number 0.421 means that every 1% addition to the democratic parenting score will make the learning achievement value increase by 0.516 (0.263 + 0.421). Furthermore, the analysis continued with the F test which is presented in table 11.

Table 11. Multiple Regression of Democratic Parenting, Self-Efficacy on Student Learning Achievement (ANOVA^a)

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	688.401	2	344.200	5.844	.005 ^b

1	Residual	2435.377	42	57.985		
	Total	3123.778	44			

a. Dependent Variable: Learning achievement Y

b. Predictors: (Constant), Democratic parenting style X₁, Self-Efficacy X₂.

Based on the data in table 11, it shows that the significance value = 0.005 <0.05; and the value of Fcount = 5.844 > Ftable = 3.22. The results of this analysis mean that testing this third hypothesis rejects H₀ and accepts the research hypothesis, namely that there is an effect of democratic parenting and self-efficacy together on the learning achievement of elementary school students in Dagangan sub-district, Madiun district.

Conclusion

Efforts to improve student learning achievement need to pay attention to democratic parenting in order to provide motivation for students so that in learning when students have high self-efficacy so as to achieve optimal learning achievement. This is supported by the results of the study that from the multiple regression $\hat{Y} = 66.816 + 0.263X_1 + 0.421X_2$. It can be explained that if there is no democratic parenting score and self-efficacy score, the learning achievement score is 66.816. Furthermore, the b value for X₁ which shows the number 0.263 and the b value for X₂ which shows the number 0.421 means that every 1% addition to the democratic parenting score will make the learning achievement value increase by 0.516 (0.263 + 0.421).

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