

The Influence of Parental Education (Parenting), Classroom Management, and School Culture on Mathematic Learning Outcomes of Students of State Junior High School in Makassar City

Muhammad Raisuddin, Ismail Tolla, Arif Tiro

^{1,2,3}*Education Department, Universitas Negeri Makassar, Indonesia*

Corresponding Author: Muhammad Raisuddin

Abstract : *This study is aimed to analyze the influence of parental education (parenting), classroom management and school culture to mathematic learning outcomes of the students of state junior high school in Makassar. Data were collected from the 412 sample by using multi-stage sampling technique. The analysis was conducted using structural equation modeling (SEM) through Amos 20. The results showed that positive parental education (parenting) has significant impact on affective learning outcomes, but not applied for positive and significant impact on mathematic achievement, positive classroom management and significant impact on learning outcomes of mathematics, both affect learning and mathematic achievement, positive school culture and significant impact on affective learning outcomes, but not applied for positive and significant impact on mathematic achievement.*

Key words: *The Influence, Parental Education, Classroom Management, School Culture, School Culture*

Date of Submission: 17-03-2018

Date of acceptance: 02-03-2018

I. Introduction

Recognizing the importance of realizing the quality of human resources, the quality improvement efforts in the field of education is a compulsory that is always carried along so that people can grow and evolve in line with the advancement of science and technology. The efforts made in improving the quality of education have not been improved much. It shows from the decline in the average score of our students on the TIMSS results from 2007 to 2011. In 2007 the average score of our 397 students and in 2011 fell 11 points to 386. The results are as well below the average value scale centerpoint 500 TIMSS (The Trends in International Mathematics and Science Study). Similarly, the results of PISA (the Program for International Student Assessment) in 2012, the learners could only get the score 375; this result is far below the average of OECD (The Organization for Economic Co-operation and Development) which is scored as much as 494.

The low mathematic achievement of our students based on the results of both tests at the top is very alarming, because the math plays very important role in the development of the modern era, in line with the pace of development of science and technology. According to Tiro (2010) the role of mathematics is necessary to simplify the complex, to shorten the time and to reduce the costs.

In addition to learning achievement as the indicator of learning outcomes, the importance of the moral of learners plays major impact as well. A story related to this has ever been told i.e. in the world of education that once it was the four best performing students in the suburbs of New York who set fire to their school which resulted in loss of \$ 500,000 (Lickona, 1991). In the case of violent behavior by juveniles, the results Efobi & Nwokolo, (2014) revealed that most teenagers have a tendency of bullying behavior. In a national survey of Joshepson Institute of Athics Publication on American adolescent behavior involving 6,000 new students and the initial rate. It was found that 76% admitted that they had committed a fraudulent when they were in junior high school and senior high school. (Lickona, 1991).

Similarly, the number of violence case in Makassar as reported by Kadir (2014), that the number of criminal committed by the children using the motorbike in the police of South and West Sulawesi jurisdiction in 2014 has significantly increased, in 2014 the cases occurred for as many as 38 cases, an increase of 23 cases compared to 2013 that there were 15 cases as stated by South Sulawesi Chief Inspector General Police Setiadji in Makassar.

The moral decline was even more worrying nowadays, inasmuch as it happened to the young students who are expected to continue the struggle for truth, justice and peace for the future, the students were supposed to show some good character and this can be affected as a result of upbringing or early childhood education. On

the contrary, some others actually showed that their behavior is bad indeed, one of the factors or casues is the lack of effective moral teachings undertaken by households, schools and communities. (Nata, 2003).

When viewed from the stage of moral development, according to Piaget, children aged 11 and over are in the stage of autonomy, reality and moral reciprocity, meaning that they are able to consider the objectives of moral behavior and realize that moral rule is an agreement to change the tradition. Similarly, the theory of developmental stages of moral reasoning by Kohlberg stated that between the age of 13 years and over the teenagers who are classified under this category are already at the level of post-conventional morality that stages concerning with the rights of others and concern more to the ethical principles (Shah, 2012). Therefore, based on the theory of moral development over the first secondary school age for children between the ages of 12 to 15 years of age, they are supposed to behave more properly according to the moral principles derived from the universal law that is consistent with the common good and the interests of others.

To overcome the issue of the low learning outcomes of the students, learning outcomes related to both cognitive and affective domain then, it is necessary to create the optimal conditions of the educational environment for the students. According to Ali, M & Ansrori, M. (2012) there are two critical elements of the environmental role in influencing the children's intellectual development, the family environment and the school environment.

The family as a social group embodies the development of the children through parental education (parenting). Slameto (2003) stated that the children will receive the influence of the family in the form of; how parents educate them, relationships between family members, the atmosphere within the households and family economic circumstances. Thus, he subject on how to educate their parents or a different parental education (parenting) had a different result in the children development.

The neighborhood surroundings were the second factor after the family environment that affects the development of children is the school environment. Schools can be considered as a social institution in which ongoing interactions between school members occurred, thus, creating a system of values or beliefs, as well as norms and habits that hold together is very essential.

At school, children mix, interact and mingle as well as blend with other children, which have no natural, diverse nature and temperament that have the same rights with them. At school, children do not have the privileges as well as when they are around the family or at home. All children have the same rights; all children have the same responsibility and most importantly, they like to treated equally the same or in other words, given the same treatment. Therefore, the children are supposed to be able to adapt to the culture of the schools.

The role of the teacher as a facilitator plays great deal and gives profound effect on school particularly in the development of the students or learners, the teachers should motivate and facilitate the students to learn and work using various methods that allow learners to work according to their own ideas and creativity. In the process of coaching, the teachers manage the class by doing a variety of methods and approaches to the achievement of learning objectives. The teachers' effort would lead to the creation of an atmosphere that is optimal for the process of effective learning in order to achieve the educational goals.

According to Soekanto (2009) in schools in which provide the early education up to junior high level, the role of the teachers is considerably vast, profound and even dominant. At the level of formal education, the teacher has the role which tends to be absolute and apparent particularly in the level of motivation and success of the study, as well as give an enormous impact on subsequent educational stages.

Based on the above statement, it is clear that the study of students, the learning outcomes related to both cognitive and affective form of learners who need to always get developeo. The most important factors which play the biggest role in influencing the students' or learners' development are family environment and the school environment, therefore, it needs to be explored further through the support of empirical data whether or not the parental education (parenting) is a factor relates to home environment, classroom management, and school culture. That the school environment factor significantly affects the results of mathematics learning of the learners in public or state junior high school (SMP Negeri) Makassar City.

Issue Formulation: Based on the background of the issue stated earlier, this research is directed to the formulation of the problem or issues as follows:

1. Does parental education (parenting) influence on the mathematics learning outcomes of the students of public or state junior high school (SMP Negeri) in Makassar City?
2. Does the classroom management influence on the mathematics learning outcomes of the students of public or state junior high school (SMP Negeri) in Makassar City?
3. Does the school culture influence on the mathematics learning outcomes of the students of public or state junior high school (SMP Negeri) in Makassar City?

Research Purposes: This study aims at finding several points. The first is the influence of parental education (parenting) on the mathematics learning outcomes of the students of public or state junior high school (SMP Negeri) in Makassar City. The second is classroom management influence on the mathematics learning outcomes of the students of public or state junior high school (SMP Negeri) in Makassar City. The third is the influence of culture on the mathematics learning outcomes of the students of public or state junior high school (SMP Negeri) in Makassar City.

II. Literature Review

Parenting Parents: Diana Baumrind (1991) in Efobi & Nwokolo, (2014) suggested four dimensions of parental education or parenting, namely: *Authoritarian, Permissive, authoritative and uninvolved*. Each of these parenting patterns uses different controlled methods in the family and each shows a significant impact foreseen on the feeling and behavior of the children. For further and more clearly explanation, please look at the four parenting relationships expressed by Baumrind based on the dimensions of *demandingness* and *responsiveness*.

Authoritarian parenting model: The characteristics of authoritarian parenting are: demanding high compliance value in a child or children. Authoritarian parenting also controls and delineate the boundaries or rules to control the behavior. Authoritarian parenting tries to establish and assess the attitudes and behavior of the children with the standard of absolute predefined. Authoritarian parenting tends to use punishment in disciplining of juveniles thus, it does not give children the opportunity to resolve the problem. Authoritarian parenting rarely shows emotional warmth, implementing expectations and high standards of conduct. Authoritarian parenting enforces the rules of behaving without considering the needs of children, expects a child to obey the rules without question, there is little room for reciprocal dialogue between parents and children and thus, there is only a bit of space for children to provide feedback to parents.

Permissive Parenting Model: The characteristics of permissive parenting are: showing warmth in higher level, allowing the child to regulate himself, allowing the child without parental controls, and allowing the child to have some power at home. Permissive parenting does not have clear demands or standards of behavior. Permissive parenting does not have sanction for children, away from children physically and psychologically. Permissive parenting is indifferent to the needs of the activity, learning activities, and almost never talk or communicate with the child or children, providing a home environment that is loving and supportive, apply a little expectations or standards of behavior for children, unusual penalizing behavior not right, let kids or children make their own decisions.

Democratic Parenting Model: The characteristics of democratic parenting are: showing the warmth and effort from the parents, encouraging the children's freedom within the reasonable bounds, making the standard of behavior that is evident or unequivocal for children, parents demand responsibility and independence of children. Democratic parenting children's participation in family activities, involving children in family decisions, providing the home environment that is loving and supportive. Democratic parenting implements expectations and high standards of conduct, explaining why some behavior is acceptable whereas other behavior is not, enforce the consistent rules within the family, involving children in decision-making processes within the family, that are gradually removing the restrictions when children become more responsible and independent.

Uninvolved Parenting Model: The characteristics of uninvolved parenting model are: just provide a little to the sake of children's emotional support, sometimes nothing at all, merely applies a bit of expectation or standards of behavior for children, showed little interest in the child's life, parents seem to be busy taking care of their own business.

Kurniawan & Wustqa, (2014) research results in the grade VIII of Junior High School Students (SMP) in Mataram with the number of respondents as many as 364 learners, showed that parents' attention, motivation, learning and social environment altogether give a significant effect on mathematics achievement of the Junior High School Students (SMP).

Classroom Management: Classroom management is a skill that all teachers must have particularly in implementing the tasks in the classroom. Through classroom management skills teachers can create a learning environment which is conducive to the achievement of learning objectives. Without good classroom management, the learning process will be reserved so that the learning objectives are not achieved its full potential.

In classroom management, there are two very important things that must be done by teachers, they are; room management and the learners' management.

Room Management: The class is where students spend most of their activities or time to study in. therefore, each and every student should feel that they are in a happy place. According to Cowley (2010) a classroom is aimed to create the best behavior for the students. The classroom management should cover some of the following things; 1) open to anyone, 2) neat and not messy, 3) well-organized, 4) have a comprehensive learning tools, 4) a clear structure, 5) comfortable and secure, and 6) fun and interesting.

The layout of the room has a strong impact on the behavior and education of the students and their perceptions about what will happen in the room, Cowley (2010). The layout of classrooms can be changed according to the type of activities which are undertaken by the learners, so that learners could focus on the object of the learning resources. The arrangement of desks set or arranged in a row, a group arrangement or other forms will allow teachers to go around in rendering and providing better services to the learners and therefore, they would feel free to study and work.

The Learners Management: It comprises and consists of individual management and group management. In individual management, each student is an excited and involved individual; this means that in the class the teachers face many different types of students or learners. Therefore, the teachers should always perform a personal service that optimizes the learning atmosphere to be created or maintained properly.

In group management, many cooperative learning models require a group activity that can improve the performance of the learners. But their group activities can be a potential problem in the learning process. According to Hodojo, (1998) the problems or issues are associated with the following groups: (a) members of the group are not cooperative in working together with each other, (b) members of the group do not comply with the regulations of the group, (c) act negatively toward the group, (d) are not willing to do activities group, (e) disrupted the group's activities, (f) support the deviant actions, and (g) can not adjust.

Classical Management: In managing the activities of learning from the beginning to the end in addition to the individual and group management that is considered important as well is the classical management. Classical management on preliminary activities in learning is needed in the delivery of learning objectives, assignments that are meaningful and delivery of classroom rules so that the class which is managed by the teacher can run in optimal conditions. Similarly, in the next stage of learning activities, it required classical management to provide reinforcement to the learning process. Thus, the effective classroom management is supported by the management of the management varies between individuals, groups and classical learning.

Oliver research results, Wehby, &Rechly, (2011) found that *teacher's classroom management practices have a significant, positive effect on decreasing problem behavior in the classroom. Students in the treatment classrooms in all 12 studies located for the review showed that they were less disruptive, inappropriate, and showed aggressive behavior in the classroom compared to the untreated control students in the classrooms. Teachers who use effective classroom management can expect to experience improvements in students' behavior and improvement in other aspects that establish the context for effective instructional practices to occur.*

School Culture: According to Smith, (1995) *school culture as historically transmitted patterns of meaning that include the norms, values, beliefs, traditions, and myths to be understood, most possibly in various degrees by members of the school community.* Therefore, the school culture refers to a system of values, beliefs and norms accepted together and implemented with full awareness as a natural behavior, which is shaped by the environment that creates a common understanding of all elements and school personnels either of principals, teachers, staffs or the students and whenever necessary to form public opinion for the sake of schools.

Fyans research results and Maher Smith, (1995), which distributed 16,310 questionnaires to 820 students from wide range of different schools in the Illinois public school system where students representing the ethnic population of rural and urban areas. Fyans and Maher then concluded that the research results related to the school culture which led to the increased motivation and academic achievement.

III. Research Methods

This research included a survey with quantitative approach. The study population was all the students of grade IX in Junior High School (SMP) in Makassar enrolled in the academic year 2015/2016. The number of samples obtained was 412 students, by using the technique of *multi-phase sampling*. Data collection methods used in this research is observation.

Data were analyzed by structural equation modeling (SEM). The use of SEM analysis according to Tiro opinion, Sukarna & Aswi (2010) that SEM is used to explain the phenomenon in the form of causal variables assumed, SEM allows for the latent variables that cannot be measured directly.

IV. Results and Discussion

Test Results of Confirmatory Factor Analysis (CFA): Confirmatory Factor Analysis aims to determine how accurate the manifesting variables can explain the latent variables. Before looking at the test results of the CFA to first see the results of the goodness of fit test to determine the feasibility of the model. There is a flurry index that can be used as a reference of the goodness of fit test described in Tiro and Sukarna (2010), among others from the Chi-square statistic, NFI, CFI, RFI, IFI, GFI and AGFI as the criteria of great value, and which demands little value to suitability models, among others RMSE, RMR, CVI, AIC, NCF and FFV as well as alternative criteria to CMIN / DF. According to (Widarjono, 2015) of several feasibility study model, the model is feasible if at least one essay method of feasibility of this model fulfilled.

Parenting Variable: Once the model is declared fit for the model which meets the eligibility criteria, the next stage is to see whether or not there are indicators that can construct the parental education or parenting and there is also no other indicator that can explain these constructs. Result of p-value is less than 0.001. It then can be concluded that all indicators are of significant parental education or parenting, this means that all indicators that form the factor of parental education or parenting are supported by empirical facts.

Classroom Management Variable: From the test results CFA, it can be concluded that all indicators of the classroom management is significant in which the p-value is less than 0.001. The probability is less than 5% or 1%, so if referring to the results of testing the model, it can be concluded that the indicators that form the factors of classroom management are supported by empirical facts.

School Culture Variable: All indicators of school culture in which the significant p-value available is less than 0.001. The probability is less than 5% or 1%, in other words, this means that all indicators shaping the school culture factor are supported by empirical facts.

Results of Test Data Processing using Structural Model: Based on the results of data processing, it will be seen whether the hypothesis is accepted or not, in other words these are supported by empirical data or not.

Table 1. Results of Regression Test

			Estimate	S.E.	C.R.	P
Affective	<---	Nurture	1,903	0,404	4,715	<0.001
Mathematics	<---	Nurture	-0,032	0,217	-0,146	0,884
Affective	<---	Management	0,244	0,095	2,558	0,011
Mathematics	<---	Management	0,257	0,080	3,221	0,001
Affective	<---	Culture	0,187	0,070	2,665	0,008
Mathematics	<---	Culture	-0,141	0,059	-2,398	0,016

The Influence of Parenting on Learning Outcomes Affective: Based on test results that are presented in the table above, it shows the results of estimation = 1.903 with a probability of <0.001 is less than 0.05. It can be concluded that the hypothesis in this study that says there is a significant positive effect on the parental education or parenting which is affective to learning outcomes that are supported by empirical facts.

The Influence of Parents' Parenting on Mathematics Achievement: Based on test results that are presented in the table above shows the results of estimation = -0.032 with a probability of 0.884 that is much greater than 0.05. It can be concluded that the hypothesis in this study stated that there was a significant positive direct influence on parental education or parenting towards mathematic achievement which is not in line with the empirical facts since the estimated negative value means that the negative parental education or parenting influence on mathematic achievement, but these effects are not really significant.

Classroom Management Influence on Affective Learning Outcomes: Based on the results presented in the table above, it shows that the results of estimation = 0,244 with a probability of 0.011 is smaller than 0.05. This means that Ho is rejected at the 0.05 significant levels. It can be concluded that the hypothesis in this study stated that there is a positive and significant influence on the results of classroom management particularly on affective learning supported by empirical facts.

Classroom Management Influence on Mathematics Achievement: The test result presented in Table above shows the results of estimation = 0.257 with a probability of 0.001 that is much smaller than 0.05. This means that Ho is rejected at the 0.05 significant levels. It can be concluded that the hypothesis in this study stated that

there is a positive and significant influence on the classroom management of mathematics achievement that is supported by empirical facts.

The Influence of School Culture on Affective Learning Outcomes: The test results are presented in Table above shows that the results of estimation = 0.187 with a probability of 0.008 smaller than 0.05. This means that H_0 is rejected at the 0.05 significance level. It can be concluded that the hypothesis in this study that states that there is a significant positive effect on the school culture of affective learning outcomes is supported by empirical facts.

The Influence of School Culture on Mathematics Achievement: Based on test results that are presented in the table above it shows that the results of estimation = -0.141 with probability equal to 0,016 smaller than 0.05. This means that H_0 is accepted at significance level of 0.05. It can be concluded that the hypothesis in this study states that there is a positive and significant effect of school culture on mathematics achievement that is not in line with empirical facts.

V. Conclusions

Based on the analysis and discussion of the influence among variables that have been conducted or carried out previously, it can be concluded as follows:

1. Parental education (parenting) has positive and significant effects on mathematics achievement of the learners as well as the positive and significant impact on learning outcomes of the learners particularly for the state junior high school or SMP Negeri in Makassar City.
2. Classroom management possesses positive and significant effect on the mathematics achievement of the learners as well as the positive and significant impact on learning outcomes of the learners particularly for the state junior high school or SMP Negeri in Makassar City.
3. School culture has positive and significant effect on mathematics achievement and has positive and significant impact on affective learning outcomes of the learners particularly for the state junior high school or SMP Negeri in Makassar City.

References

- [1] Ali, M & Asrori, M. (2012). Youth Development Psychology Students. Jakarta: Bumi Aksara.
- [2] Cowley, S. (2010). Student Behavior Management Guide. Translation by Gina Gania, 2011. Jakarta: Erlangga.
- [3] Efobi, A., & Nwokolo, C. (2014). Relationship between Parenting Styles and Tendency to Bullying Behaviour. Journal of Education & Human Development (Online) Vol. 3, No.1 (www.aripd.org/jehd , Accessed January 5, 2015)
- [4] Hudojo, H. (1988). Teaching and Learning Mathematics. Jakarta: Dirjen Dikti Depdikbud
- [5] Kadir A. 31 Desember, (2014). 2014 Motorcycle Gang Crime Rises (Online).(www.antaraneews.com, Accessed 5 January 2015)
- [6] Lickona ,T. (1991). Educating for Character Shaping: How Schools Can Provide Education on Respect and Responsibility. Translation by Wamaungo, J.A. 1991. Jakarta: Bumi Aksara
- [7] Nata, A. (2003). Education Management: Overcoming the weakness of Islamic education in Indonesia. Bogor: Kencana.
- [8] Oliver, R.M., Wehby, J.M., & Rechly, D.J. (2011). Teacher classroom management practices: effects on disruptive or aggressive student behavior.(Online) (<http://www.campbellcollaboration.org/lib/project/164/> accessed 25 April 2015).
- [9] Slameto. (2003). Learning and Factors Affecting. Jakarta: RinekaCipta.
- [10] Smith S.S.S.C. (1995). Transforming school culture: Stories, Symbols, Values & the Leader's Role, USA: University of Oregon
- [11] Soekanto, S. (2009). Family Sociology: On matters of family. Teenagers and Children. Jakarta: Rineka Cipta.
- [12] Syah, M. (2012). Psychology of Learning. Jakarta: RajaGrafindo Persada.
- [13] Tiro, M.A., (2010). Effective Ways to Learn Maths. Makassar: Andira Publisher.
- [14] Tiro, M.A., Sukarna & Aswi. (2010). Path analysis. Makassar: Andira Publisher.

Muhammad Raisuddin "The Influence of Parental Education (Parenting), Classroom Management, and School Culture on Mathematic Learning Outcomes of Students of State Junior High School in Makassar CityIOSR Journal of Research & Method in Education (IOSR-JRME) , vol. 8, no. 2, 2018, pp. 22-27.