

## THE EFFECT OF STUDY HABITS AND PARENTAL GUIDANCE ON MATH LEARNING OUTCOMES

Siti Masyithoh<sup>1)</sup>, Nur Aisyah Hastuti<sup>2)</sup>

[siti.masyithoh@uinjkt.ac.id](mailto:siti.masyithoh@uinjkt.ac.id)

Syarif Hidayatullah State Islamic University

### Abstract

*This study aims to determine the effect of students' learning habits and parental guidance on students' mathematics learning outcomes in class VI at SDN Cipinang Besar Selatan 17 Jakarta partially and to determine the effect together, namely study habits and parental guidance on mathematics learning outcomes class VI students at SDN Cipinang Besar Selatan 17 Jakarta.. This research is an ex post facto research with a quantitative approach. Data collection uses angles for study habits and parental guidance variables, as well as semester 1 final assessment scores (PAS) documents for Mathematics learning outcomes variables. The subjects of this study were class VI students at SDN Cipinang Besar Selatan 17 Jakarta with a sample of 53 students using a saturated sample, that is, using all students from the population. To find out the validity was tested by Product Moment correlation analysis and to find out the reliability of the instrument was tested by Cronbach's Alpha analysis test. Test the prerequisites for data analysis using the normality test, linearity test and multicollinearity test. Hypothesis testing using multiple regression.*

*The results showed that there was a partial or simultaneous positive and significant influence on study habits and parental guidance on the learning outcomes of students VI at SDN Cipinang Besar Selatan 17 Jakarta. This is evidenced by the F test and t test. In the t-test, it was found that the study habits variable on cognitive learning outcomes of class VI students at SDN Cipinang Besar Selatan 17 Jakarta, at a significance level of  $\alpha = 0.05$ , a significance value of 0.000 is much smaller than 0.05 with an effect of 57.2%. In the parental guidance variable on the learning outcomes of class VI students at SDN Cipinang Besar Selatan 17 Jakarta, a significance value of  $0.005 < 0.05$  was also obtained with an effect of 18.2%. In the F test, the results obtained were  $F_{count} (76.826) > F_{table} (3.183)$  with a numerator dk of 2 and a denominator of 50, and a significant level of 0.000 is much smaller than 0.05. So it is proven that study habits and parental guidance partially or jointly have a positive and significant effect on the mathematics learning outcomes of class VI students at SDN Cipinang Besar Selatan 17 Jakarta.*

**Keywords:** study habits, parental guidance, learning outcomes

### INTRODUCTION

Education is the most important aspect for the country in creating and shaping quality human resources to be able to continue to develop. This is in accordance with the opinion of Agustyaningrum and Suryantini (2016: 158-164) who state that education is a necessity for every human being where without education, human civilization will be difficult to develop and will be left behind. Education plays an important role in life, one of which is to create quality human resources, think logically, and make humans responsible.

Quality human resources can be reviewed through several indicators. In education, one of the indicators that we most often encounter to measure the

quality of human resources can be seen through learning outcomes. According to Sudjana (2013:39) the learning outcomes achieved by students are influenced by two main factors, namely factors that come from within students and factors that come from outside students or commonly referred to as environmental factors.

Learning outcomes show changes in the success of mastering a number of learning materials given in the teaching and learning process for the formation through the teaching and learning process. According to Bloom, learning outcomes are measured across 3 domains, namely the cognitive domain, affective domain, and psychomotor domain. Cognitive domain learning outcomes usually lead to knowledge, understanding, analysis, synthesis, and evaluation.

According to R. Gagne in Susanto (2013:1) that learning can be defined as a process in which an organism changes its behavior as a result of experience. Learning and teaching are two concepts that cannot be separated from each other. These two concepts become integrated into one activity where there is an interaction between teachers and students, as well as students with students when learning takes place. Reinforcing Gagne's opinion, Slameto (2015:2) explains that learning is an effort to change new behavior as a whole, as a result of his own experience in interaction with his environment.

More clearly Djamarah (2008:13) says that "learning is a series of activities of the body and soul to obtain a change in behavior as a result of individual experience in interaction with the environment which involves cognitive, affective, and psychomotor". Meanwhile, according to Woolfolk (Baharuddin, 2013:14) that "learning occurs when experience causes a relatively permanent change in an individual's knowledge or behavior". That is, learning is a relatively permanent change that includes knowledge and behavior in an individual due to experience.

If learning is a process of interaction in a series of activities, then learning outcomes can be interpreted as the level of student success in learning subject matter at school on a certain amount of subject matter (Susanto, 2013:5). Strengthening this opinion, Sudjana (2002:22) explains that learning outcomes are the abilities that students have after they receive their learning experience.

Broadly speaking, Bloom (Sudjana, 2002:23) classifies learning outcomes into three domains, namely:

- 1) The cognitive domain, regarding the attitude of intellectual learning outcomes consists of six aspects, which include knowledge, understanding, application, analysis, synthesis, and evaluation.
- 2) Affective domain, regarding attitudes consists of 5 aspects, namely acceptance, response to reactions, assessment, organization, and internalization.
- 3) The psychomotor domain, is related to skills and the ability to act. There are six aspects of the psychomotor domain, namely reflex movements, basic movement skills, perceptual abilities, harmony or accuracy, complex skill movements, and expressive and interpretive movements.

Based on the results of the initial study, most students in grade VI at SDN Cipinang Besar Selatan Jakarta consider mathematics to be a difficult and boring subject. This is evidenced by the low learning outcomes of grade VI students at SDN Cipinang Besar Selatan Jakarta in mathematics, where out of a total of 53 students, only 15 students reached the minimum completeness criteria (KKM) or  $\geq 70$ .

One of the most important factors in influencing learning outcomes is study habits (Demir et.al, 2021). This opinion is reinforced by the results of research by Ozsoy et al which explains that there is a moderate positive relationship between metacognitive knowledge and skills as learning outcomes, with student learning habits (Ozsoy et.al, 2009). Good study habits will form students who are disciplined in doing things. Study habits are a way or technique that stays with students when receiving lessons, reading books, doing assignments, and managing time to complete activities (Djaali, 2014:43). Study habits are planned and planned learning patterns that have achieved a form of student consistency in understanding academic subjects and passing exams (Chowdhury, 2017:32-36).

According to Aunurrahman (2019:185), learning habits are a person's learning behavior that has been embedded in a relatively long time / continuous time so that it gives characteristics to the learning activities he does. In more detail, Djaali (2014:128) explains that learning habits can be interpreted as a way or technique that stays with students usually when receiving lessons, reading books, doing assignments, and managing time to complete all their activities.

Learning habits are different individual behaviors in relation to learning and are a combination of learning methods and skills (Jafari:2019). Students study habits can therefore determine a lot in the area of academic achievement in mathematics. Some students find it difficult to do so in order to engage in serious study that can result in credible academic achievement and result-oriented study (2016:31-51).

The formation of good study habits according to Sudjana (2004:165-173), namely, how to attend lessons, how to study independently, how to study in groups, how to study textbooks, and how to face exams. Good study habits will shape a child into a child who is independent, responsible, and can manage time well. Sudjana also stated that the success of students in following learning depends on regular and continuous study habits (Sudjana, 2002:173).

Besides the study habit factor, good learning outcomes are also influenced by good and attentive parental guidance. Parents are the most important educators for their children. Djamarah (2014:40) argues that parents have a very important and strategic role in determining which direction and what personality of the child will be formed.

According to Sukardi (1993) guidance and counseling, that guidance is a process of assistance or help given to someone by developing their potential, recognizing themselves, and overcoming problems so that they can determine

their own way of life responsibly without depending on others. This definition emphasizes that guidance is a process of assistance or helping to someone with a clear goal, namely independence, where first the mentor (parent) brings the person (child) being guided to recognize himself, recognize his potential so that he can develop himself and be able to face the problems he faces in everyday life.

Meanwhile, Shaleh (2009:165) explains that guidance is a process of special assistance to students in dealing with difficulties experienced by them in the context of optimal development so that they can act and behave in accordance with the circumstances in the school environment, family and society based on religious teachings. Thus it can be understood that what is meant by guidance is the process of providing psychological assistance to a person or group of people carried out by a supervisor who has the expertise, and a good personality to help students recognize themselves and their potential, their environment, and be able to overcome their life problems and be responsible.

To be able to get good results in learning, a student must certainly carry out maximum learning activities, both at school and at home. In carrying out learning activities in a pandemic like this, guidance from parents is needed by students. Because parental guidance during this pandemic towards student learning will be a driving force or motivation for him to study harder and achieve maximum results.

Slameto (2015:61) says that parents who do not care or do not pay attention to their children's education, such as being indifferent to their children's learning, not paying attention to their children's learning needs, not managing their children's study time, not providing/completing their learning tools, not paying attention to whether their children are learning or not, not wanting to know how their children's learning progress is, and the difficulties their children experience in learning, can cause children not / less successful in learning. So it can be said that parental guidance to students has a major influence on student learning outcomes, especially during the pandemic. In other words, the better the guidance given by parents to a student's learning, the better the learning outcomes he achieves. And vice versa.

Wirowidjojo cited by Slameto (2015:65) states that the family is said to be the first and most important educational institution. A healthy family means a lot for education in small sizes but is decisive for education in large sizes, namely the education of the nation, state, and world.

There are four ways that parents can increase their children's enthusiasm for learning, including:

- 1) Giving freedom/democracy, children must be given the flexibility or freedom to make choices and do whatever they want to do. For example, children are given the freedom of opinion by parents, not too restrained so that children feel uncomfortable, and are given the trust to work in groups with their friends (Ahmadi, 2018:87).
- 2) Giving rewards or punishments. The reward here means giving praise or

punishment. A reward is something given to a child as an award. Meanwhile, praise is used to motivate children. The punishment in question is a punishment that is educational for children. Children's mistakes for violating discipline can be given punishment in the form of sanctions for doing something, for example cleaning the house, or washing dishes (Djamarah & Zain, 2010:150).

- 3) Provide examples/role models. Parents are the closest example for their children, everything that parents do without realizing it will be imitated by their children. Therefore, the attitude of lazy parents is certainly not good to imitate, to be thrown away. Likewise, learning requires guidance from parents so that an adult attitude of responsibility will grow in children (Ahmadi, 2018:87).
- 4) Helping with difficulties in children. Learning requires guidance from parents so that the attitude of maturity, independence, and responsibility for learning grows in the child. Parents who are busy working, have too many children to supervise have many siblings and are busy with organizations or management, so it is likely that children do not get guidance from parents.

From the results of the class teacher interview, it was found that students' learning habits were not good because of the negative views of students towards mathematics. While from the results of interviews with several students, students said that math is a boring subject and difficult to understand. The students also admitted that math is an annoying subject because there are too many formulas to learn. In addition, when asked directly about math study habits and time, students revealed that some students study math when they are about to take an exam.

In addition to the problem of learning habits, teachers also revealed that of the many parents of students, only a few parents were involved in their children's education. Some parents are also busy with their work so they rarely accompany students in learning. Based on the results of interviews with several students, they said that their parents rarely reminded and accompanied them to study. Parents also only occasionally ask about the learning results they get at school. Most students also revealed that they were never given gifts when they got very good grades.

Based on some of the problems described above, the researcher is interested in conducting a study that aims to examine the effect of study habits and parental guidance on student math learning outcomes in class IV SDN Cipinang Besar Selatan 17 Jakarta. The questions below were tried to be answered to achieve this purpose::

1. Is there an effect of study habits on student learning outcomes of students studying mathematics in class IV SDN Cipinang Besar Selatan 17 Jakarta?
2. Is there an effect of parental guidance on student learning outcomes of students studying mathematics in class IV SDN Cipinang Besar Selatan 17 Jakarta?
3. Is there a joint influence of study habits and parental guidance on the learning

outcomes of students studying mathematics in class IV SDN Cipinang Besar Selatan 17 Jakarta?

## METHODS

This research uses a quantitative approach because all symptoms observed and obtained by researchers are measured in the form of numbers. To explain the pattern of functional relationships between variables in this study, researchers finally used an ex post facto correlation method and analyzed using multiple regression analysis.

To obtain data on study habits and parental guidance, researchers obtained data by distributing questionnaires to grade VI students of SDN Cipinang Besar Selatan 17 Jakarta as respondents. The students were asked to answer the questions given in the questionnaire provided and the questionnaires that had been answered by the respondents were then collected to be processed and analyzed.

The data collection methods used in this study are the questionnaire method and the documentation method. The questionnaire method was used to obtain data on study habits and parental guidance from grade VI students of SDN To find out that an instrument to be used is valid and reliable.

In this study, the validity test was carried out using SPSS. An item in the questionnaire that can be used or not can be tested for the significance of the correlation coefficient with a significance level of 0.05 and the results show  $r_{count} > r_{table}$ .

The results of the validity test analysis conducted on 35 respondents, calculated using the product moment correlation formula processed with the SPSS For Windows version 26 program, showed that for the study habits questionnaire, the number of valid questionnaires was 41 items ( $r_{count}$  ranged from 0.334 - 0.731  $> r_{table} = 0.334$  (with  $N = 35$ ) and 9 items were invalid questionnaires. Furthermore, valid items were used for research and fallen items were eliminated.

To determine the reliability of the questionnaire, the researcher used the Alpha formula, because the item score is not zero or one, but 1 to 4. As the opinion conveyed by Arikunto (2019:249) that the alpha formula is used to find the reliability of instruments whose score is not zero or one, for example, a questionnaire or question form description. The next step is to interpret the acquisition of the reliability coefficient number based on Arikunto's classification by using the interpretation of the correlation coefficient obtained, or the  $r$  value. The results of the reliability test analysis show that the reliability coefficient value for the study habits questionnaire is 0.949 and falls into the interval 0,800 - 1.00 with a high category and  $> r_{table}$  (0.334). Likewise, for the Parental Guidance questionnaire, the reliability coefficient of 0.840 was obtained in the interval 0.800 - 1.00 with a high category and  $> r_{table}$  (0.334). Thus, the two questionnaires were declared reliable.



At the data analysis stage, so that the data can be analyzed using parametric inferential statistics, the classical assumption test is first carried out in the form of a normality test, linearity test, and multicollinearity test. The normality test was carried out with the aim of knowing whether the variables used had a normal distribution or not because Sugiyono revealed that the use of parametric statistics requires that the data for each variable to be analyzed must be normally distributed. (Sugiyono, 2016:241). Meanwhile, the linearity test according to Tulus Winarsunu is used to determine the linear status of a research data distribution. (Tulus, 2015:186). And the multicollinearity test according to Imam Ghozali aims to test whether the regression model found a correlation between independent variables (independent). (Ghozali, 2018:91).

If the data is normally and linearly distributed, then hypothesis testing is carried out in the form of a regression analysis test. Sugiyono suggests that regression analysis is used when we want to know how the dependent / criterion variable can be predicted through independent or predictor variables, individually. (Sugiyono, 2016:243). Furthermore, the regression analysis used is multiple regression analysis because in this study there are two independent variables. This hypothesis testing includes partial tests and simultaneous tests. This simultaneous test is used to determine the significance of the influence between the two independent variables together on the dependent variable so that it can be known whether the existing assumptions can be accepted or rejected. Meanwhile, this partial test is used to determine the significance of the influence of each independent variable individually, so that it can be known whether the existing conjecture can be accepted or not.

## RESULT AND DISCUSSION

### Data Descriptions

This research was conducted at SDN Cipinang Besar Selatan 17 Jakarta consisting of 53 students divided into two classes, namely class VI A consisting of 26 students, and VI B, each class has 27 students. Questionnaires were given to all 53 students using a random technique, this was done by the researcher so that all respondents did not feel differentiated in data collection.

After the questionnaire was filled in by students, the researcher then tabulated the score of the answers to the study habits questionnaire with each respondent. Furthermore, the researcher performed statistical calculations with the help of the SPSS version 26 program.

From the data of the statistical analysis results, the distribution of study habits variable scores can be classified in the following table:

**Table 1. Presentation score distribution of study habits**

No.	Category	Interval	Frequency	Percentage
1.	Low	$X < 97,1$	10	18,9%
2.	Medium	$97,1 \leq X < 133,56$	35	66,0%
3.	High	$133,56 \leq X$	8	15,1%

<b>Total</b>	<b>53</b>	<b>100%</b>
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From the table above, it can be seen that the score group that has the highest number of respondents in the moderate category is with a score interval of  $97.1 \leq X < 133.56$  with 35 students with a presentation of 66.0%.

**Table 2. Score distribution and presentation of parental guidance**

No.	Category	Interval	Fre quency	Per centage
1.	Low	$X < 40,34$	7	13,2%
2.	Medium	$40,34 \leq X < 52,94$	40	75,5%
3.	High	$52,94 \leq X$	6	11,3%
<b>Total</b>			<b>53</b>	<b>100%</b>

From the table above, it can be seen that the parental guidance score group has the largest number of respondents in the moderate category, namely with a score interval of  $40.34 \leq X < 52.94$  with 40 students and a presentation of 75.5%.

Data on mathematics learning outcomes were obtained from teacher documentation in the form of semester final test scores in mathematics class VI SDN Cipinang Besar Selatan 17 Jakarta. The results of the final test of this semester are the pure results of each student, the pure value of the end of this final semester has not been added to other grades to be included in the report card.

**Table 3. Score distribution and presentation of math learning outcomes**

No.	Category	Interval	Frequency	Percentage
1.	Low	$X < 65,81$	8	15,1%
2.	Medium	$65,81 \leq X < 87,09$	38	71,7%
3.	High	$87,09 \leq X$	7	13,2%
<b>Total</b>			<b>53</b>	<b>100%</b>

From the table above, it can be seen that the score group that has the highest number of respondents in the moderate category is with a score interval of  $65.81 \leq X < 87.09$  with 38 students and a presentation of 71.7%.

### Analysis Prerequisite Test

Furthermore, before testing the hypothesis using multiple linear regression techniques to determine the effect of study habits and parental guidance partially or simultaneously on the learning outcomes of Mathematics grade VI students of SDN Cipinang Besar Selatan 17 Jakarta, first the calculus assumption test or analysis prerequisite test is carried out in the form of normality test, linearity test and multicollinearity test.

The results of the normality test on the variables of study habits, parental guidance, and Mathematics learning outcomes using the Shapiro-Wilk formula are as follows.



**Table 4. Normality Test Results**

<b>Variable</b>	<b>Significance</b>	<b>Conclusion</b>
Study Habits	0,131	Normal
Parental Guidance	0,118	Normal
Math Learning Outcomes	0,122	Normal

Based on the table above, it can be seen that the significance value of study habits is 0.131, parental guidance obtained a significance value of 0.118 and math learning outcomes obtained a significance of 0.122. The data shows a significance value of more than 0.05, which means that the data is normally distributed so that it meets the requirements for parametric statistical testing.

Furthermore, the relationship between the independent variable and the dependent variable is said to be linear if the F-count price is smaller than the F-table price with a significance level of 5%. After the linearity test was carried out with the help of the SPSS For Windows version 26 program, the test results were obtained as follows:

**Table 5. 13 Linearity Test Results**

<b>Variable</b>	<b>F<sub>hitung</sub></b>	<b>F<sub>tabel</sub></b>	<b>Significance</b>	<b>Conclusion</b>
X <sub>1Y</sub>	1,495	2,429	0,230	Linier
X <sub>2Y</sub>	0,688	1,922	0,803	Linier

Winarsunu (2015, p.182) reveals that in the provisions with a significance level of 5%, namely  $F_{\text{count}} < F_{\text{table}}$ , the distribution of the data under study is linear. It is known that the F-count of part X<sub>1</sub> at the 5% significance level with a numerator dk of 39 and a denominator df of 12 is 2.429. While the F-table of the X<sub>2</sub> section at the 5% significance level with a dk of 19 numerators and a denominator of 32 is 1.922. Based on the linearity test table, it can be seen that for the study habits variable on Mathematics learning outcomes,  $F_c = 1.495 < F_t = 2.429$ , and for the parental guidance variable on Mathematics learning outcomes,  $F_c = 0.688 < F_t = 1.922$ . So it can be concluded that the data in this study is linear.

Then the multicollinearity test was carried out. The criteria used are by looking at the VIF value and tolerance value. If the VIF value is less than 10 and the tolerance value is more than 0.1 then there is no multicollinearity relationship. The multicollinearity test is assisted by using the SPSS For Windows version 26 program, with the following test results:

**Table 6. Multicollinearity Test Results**

Variable	Correlation	Tolerance	VIF	Conclusion
Study Habits	0,626	0,608	1,643	No multicollinearity occurs
Parental Guidance	0,844	0,608	1,643	No multicollinearity occurs

Based on this table, it can be seen that the variables of Mathematics study habits and parental guidance on students' Mathematics learning outcomes have a tolerance value of  $0.608 > 0.1$  and the VIF value is  $1.643 < 10$ . This shows that there is no multicollinearity in the two variables of this study.

### Hypothesis Test

Furthermore, hypothesis testing is carried out using simultaneous tests and partial tests. Simultaneous testing has the aim of knowing the effect between the variables of study habits and parental guidance together on Mathematics learning outcomes, or the effect of variables X1 and X2 on Y simultaneously or together.

**Table 7. Regression test results between variables of study habits and parental guidance together on math learning outcomes**

R	R <sup>2</sup> Square	F <sub>count</sub>	F <sub>table</sub> (5%)	Sig
0,869	0,754	76,826	183	0,000

Based on the results of the multiple regression analysis of X1 and X2 with Y through testing the significance of the multiple correlations in F-regression obtained F-count of 76.826 and  $\rho$  (sig.) = 0.000 or  $\rho < 5\%$ . Furthermore, it is known that the F-table price at the 5% significance level with a numerator dk of 2 and a denominator df of 50 is 3.183. So, if  $F\text{-count} > F\text{-table}$ , then the regression can be declared significant.

The conclusion that can be drawn from these results is that the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_a$ ) is accepted, so there is a positive and significant influence of Mathematics study habits and parental guidance on Mathematics learning outcomes of grade VI students of SDN Cipinang Besar Selatan 17 Jakarta.

The percentage of the contribution of the influence of the independent variable on the dependent variable simultaneously can be known from the  $R^2$  (R Square) value, which is 0.754. This result shows that Mathematics study habits and parental guidance simultaneously have a contribution of 75.4% to the Mathematics learning outcomes of grade VI students of SDN Cipinang Besar Selatan 17 Jakarta, while the remaining 24.6% is influenced by other factors not examined.

The partial hypothesis testing, test aims to find the effect of each independent variable on the dependent variable, namely X1 on Y and X2 on Y. In this test, the t-count is used. If  $t\text{-count} > t\text{-table}$  at a significance level of 5% or sig. Smaller than 0.05 then  $H_0$  is rejected and  $H_a$  is accepted.

**Table 8. The effect of study habits and parental guidance variables partially on math learning outcomes**

Variabel	count	table	ig	Effect
Study Habits	7,545	2,008	0,000	57,2%
Parental Guidance	2,951	2,008	0,005	18,2%

From the table and calculations, it can be seen that all sub-variables  $t\text{-count} > t\text{-table}$ , namely for the variable study habits on mathematics learning outcomes  $t\text{-count} (7.545) > t\text{-table} (2.008)$  and the significance value (Sig)  $0.00 < 0.05$ , it can be concluded that  $H_0$  is rejected and  $H_a$  is accepted, which means "Study habits ( $X_1$ ) have a significant effect on math learning outcomes (Y).

Furthermore, the parental guidance variable on mathematics learning outcomes  $t\text{-count} (2.951) > t\text{-table} (2.008)$  and the significance value (Sig)  $0.005 < 0.05$ , it can be concluded that  $H_0$  is rejected and  $H_a$  is accepted, which means "Parental Guidance ( $X_2$ ) has a significant effect on math learning outcomes (Y).

Based on the regression results above, it can be concluded that: (1) There is a positive and significant effect of study habits on the learning outcomes of grade VI students of SDN Cipinang Besar Selatan 17 Jakarta. The effect is 57.2%. (2) There is a positive and significant effect of parental guidance on the mathematics learning outcomes of grade VI students of SDN Cipinang Besar Selatan 17 Jakarta. The effect is 18.2%.

From the above data, it can be concluded that the proposed hypothesis is accepted with a positive and significant influence of each variable, namely study habits and parental guidance on the Mathematics learning outcomes of grade VI students of SDN Cipinang Besar Selatan 17 Jakarta.

This study aims to examine the effect of student learning habits and parental guidance on math learning outcomes in elementary schools. And after testing the hypothesis both partially and simultaneously, the results show that student learning habits and parental guidance affect student math learning outcomes. Learning outcome data is obtained through measurement in the form of a test given at the end of the semester. The magnitude of the effect of study habits of 57.2% on student learning outcomes in this study strengthens the opinion that explains that the variable student study habits are very influential on learning outcomes Study habits tell a person about how much he wants to learn, how far he wants to go, and how much he wants to produce (Rabia et.al, 2017:891). Therefore, regular and continuous study habits can determine student success in participating in learning (Sudjana, 2002:173).

Another variable that affects students' math learning outcomes is parental

guidance. Parental involvement is very influential on children's academic achievement. The more parental involvement, the more likely students are to excel in academics (Cole & Sylvia, 2017) (Echaune et al., 2015). This statement is evidenced by the results of the parental guidance variable hypothesis test which has an effect of 18.2%. Although the magnitude of the influence of the parental guidance variable on the mathematics learning outcomes of elementary school students in this study is not as great as the influence of the study habits variable, the influence of parental guidance cannot be ignored because parents are considered to play a very important role in the development of their children (Munyi, 2013). Trena (2011) noted that learners go to school with an attitude that could be good or bad based on parental guidance.

Another thing to note is the result of simultaneous hypothesis testing on the magnitude of the effect of study habits and parental guidance together on learning outcomes of 75.4%. This proves that good study habits accompanied by good parental guidance can determine students' academic success.

## CONCLUSIONS

Based on the results of research, data analysis, and hypothesis testing and discussion, it can be concluded that math study habits have a positive and significant influence on the learning outcomes of grade VI students in SDN Cipinang Besar Selatan 17 Jakarta, can make children have good habits such as discipline in their studies, can manage their study time well and can make learning a necessity in students. The effect of learning habits on learning outcomes in this study was 57.2%. So the higher the study habits, the higher the learning outcomes that students have.

Parental guidance has a positive and significant influence on the learning outcomes of grade VI students in SDN Cipinang Besar Selatan 17 Jakarta, which can make children more motivation to learn, and have enthusiasm for their learning. The effect of parental guidance on learning outcomes in this study was 18.2%. So the higher and better the parental guidance, the higher the cognitive learning outcomes that students have.

As for the positive and significant influence together between study habits and parental guidance on the learning outcomes of Mathematics VI students at SDN Cipinang Besar Selatan 17 Jakarta, it can be proven by the results of hypothesis testing which shows a multiple correlation coefficient of 0.869 so that the coefficient of determination is 0.754 This shows that 75.4% of the variation in the value of students' Mathematics learning outcomes is jointly influenced by study habits and parental guidance factors.

The importance of study habits and parental guidance on math learning outcomes is that both have a good impact if they have good study habits and sufficient parental guidance. So it is proven that together they have a significant effect on the mathematics learning outcomes of grade VI students at SDN Cipinang Besar Selatan 17 Jakarta.

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