

Analysis of the Role of Parents Role in Home Numeracy

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ABSTRACT

The purpose of this study is to find out how the activities and roles of parents towards numeracy learning at home are reviewed based on parents with different types of jobs. The research method used is descriptive qualitative research. Data was collected using a questionnaire guideline which includes counting activities at home done with the mother, interview guidelines as clarifying material from the questionnaire which contains counting activities done with the mother and the media used. The results showed the role of (1) parents who work as entrepreneurs have played a good and compact role in providing facilities that support counting activities at home, (2) parents who work as self-employed are quite good at providing facilities for counting activities at home, this is because parents are less compact and less involved in the process of children learning to count at home, (3) while parents who work as teachers have played a very good role in providing facilities for counting activities at home, and always provide motivation. This shows that parents' awareness is an important point in teaching counting at home.

Keywords: Numeracy Activities at Home, The Role of Parents, Types of Parents Work.

ABSTRAK

Tujuan penelitian ini adalah untuk mengetahui bagaimana kegiatan dan peran orang tua terhadap pembelajaran numerasi di rumah ditinjau berdasarkan orang tua dengan jenis pekerjaan yang berbeda. Metode penelitian yang digunakan adalah penelitian deskriptif kualitatif. Data dikumpulkan menggunakan pedoman angket yang mencakup kegiatan berhitung di rumah yang dilakukan bersama Ibu, pedoman wawancara sebagai bahan klarifikasi dari angket yang berisi kegiatan berhitung yang dilakukan bersama Ibu dan media yang digunakan. Hasil penelitian menunjukkan peran (1) orang tua yang berprofesi sebagai wirausaha telah berperan dengan baik dan kompak dalam menyediakan fasilitas yang mendukung kegiatan berhitung di rumah, (2) orang tua yang berprofesi sebagai wiraswasta cukup baik dalam menyediakan fasilitas kegiatan berhitung di rumah, hal ini karena orang tua kurang kompak dan kurang terlibat dalam proses anak belajar berhitung di rumah, (3) sedangkan orang tua yang berprofesi sebagai guru telah berperan sangat baik dalam menyediakan fasilitas kegiatan berhitung di rumah, dan selalu memberikan motivasi. Hal ini menunjukkan bahwa kesadaran orang tua menjadi poin penting dalam mengajari berhitung di rumah.

Kata kunci: Jenis Pekerjaan Orang Tua, Kegiatan Numerasi Di Rumah, Peran Orang Tua.

Received : July 6, 2023

/Revised : November 14, 2023

/Accepted : November 18, 2023

/ Published : November 30, 2023

Introduction

Home Numeracy is the involvement of parents in the learning process of counting at home. The application of numeracy skills in everyday life can be done by Mom or Dad during the counting process at home, with various educational games and learning media that support. Numeracy is closely related to problem solving (Rosadi, 2022). Mathematics has an important influence on science and plays a role in solving mathematical problems in everyday life, so it is in accordance with the skills needed (Mahendra & Husamah, 2023). Home numeracy is a child's experience when learning to count with parents at home. In essence, home numeracy can influence the success of children's numeracy learning process (Sugiarto, 2022). So, the involvement of parents in the learning process of counting at home will be very effective, if Dad and Mom are united in providing counting experiences at home.

In creating an atmosphere of learning to count at home, parents can facilitate children's learning, provide motivation and appreciation, and provide support in the form of teaching materials or learning media that are appropriate for their age (Abbas et al., 2019). Socioeconomic status (SES) is the income earned by parents to meet household needs, especially meeting children's educational needs. To meet children's educational needs in the form of learning media and teaching materials provided to support the learning process of counting at home. The relationship between parents' income and parents' education level is an important source in children's education (Garzia et al., 2019).

The economic condition of parents is a financial resource (material) that can improve the welfare of their children's lives with various activities, to fulfill the completeness, funds are needed, this is an external factor in the process of learning counting children at home (Yulianto, 2020). Economic conditions can affect children's learning support (motivation and appreciation) which is influenced by the family environment, so conditions in rural areas are generally lower middle class, and children have low motivation to learn (Cahya Rila et al., 2019). Thus, parents who have a low economy tend to provide less learning facilities such as reading materials, to learning media in the form of cellphones or other educational games. The economic condition in question is the SES of the family in terms of income, from one's work in meeting family needs, SES can be measured from occupation/profession, form of housing, area of residence, and source of income (Valentin & Hadi, 2018).

The problem that occurs at this time is still the lack of the role of parents towards home numeracy, some parents who do not help children when they have difficulty learning to count, citing the lack of family income so that they do not provide learning media for counting to children with a low parental education background. This makes the learning process not run optimally (Oktaviyanthi & Agus, 2019). The facilities and support provided are very influential on the development of learning to count at home. The results of the study state that providing children's learning facilities, providing motivation, giving gifts when children follow learning well, supervising children in learning, and helping to overcome learning difficulties greatly affect children's learning process of counting at home. If one of them is not fulfilled, it will hinder the children's learning process of counting at home (Mariana et al., 2023).

Numeracy skills are important things that children need to master as numeracy skills in order to solve problems in everyday life. Learning to count at home cannot be separated from the family environment, which is the first center of education for children and has a significant influence on children's numeracy development. Furthermore, the family's economic situation also has a significant influence on children's education (Jailani, 2019). Parents with an insufficient economy will have difficulty meeting their children's educational needs, while children with insufficient economic circumstances may focus more on meeting family needs than on education. Several studies have shown that parenting and the economy have a negative impact on children's educational development (Herbers et al., 2014). Economic shortages can hamper children's enthusiasm for learning, while adequate economic conditions can increase children's enthusiasm for learning and open up opportunities for better jobs in the future (Juniarti et al., 2020).

In numeracy activities at home, Mommy can provide an interesting learning style, by modifying numeracy learning at home with interest, such as playing number games, and playing puzzles about numbers and designing learning with interest (Hidayat et al., 2020). In addition, the role of parents in children's education has a very important role in the development of numeracy at

home. Parental involvement and parenting patterns affect the learning process of children's numeracy, parents who are actively involved in children's learning activities and provide guidance and support will improve children's learning outcomes (Hikmawati et al., 2023). In this context, this study aims to examine the relationship between factors such as family economics, math learning, numeracy skills and parental care and children's learning achievement in primary school. Understanding these relationships is expected to provide better insights into improving children's education and learning achievement.

Research Methods

This research uses a qualitative descriptive analysis approach, which does not manipulate data or provide treatment for research variables. The population and sample in this study consisted of 3 parents who represented different types of work, namely entrepreneurs and children with high numeracy, self-employed with medium numeracy children, and teachers with low numeracy children. It is known that children with high numeracy are ranked 1st in their class, children with medium numeracy are ranked 2nd in their class, and children with low numeracy are ranked 3rd in their class. The data was obtained from analyzing the home numeracy of second grade students of SD Negeri 1 Sukasenang based on different types of parents' occupations, located in Ciamis Regency. Data were collected through two techniques, namely questionnaires and interviews. Questionnaires were used to obtain data on changes in children's attitudes in numeracy activities carried out at home. Interviews were conducted with parents to obtain information related to numeracy activities at home and how parents teach numeracy at home. Data analysis was carried out during the research, then the data was reduced with a narrative presentation describing parents' efforts in developing numeracy at home. Then concluded with the role and activities of counting at home.

Result and Discussions

Research result

Based on the three subjects who have parents who work as entrepreneurs, self-employed and honorary teachers. The role of parents in learning numeracy at home in terms of different types of work, can be seen from the results of the questionnaire and interview below:

Educational Background of Parents and SES (Socio Economic Status)

Subject 1 with the initials MR, male, from father (IW, 44 years) who works as an entrepreneur in the Palembang area, and mother (AS, 30 years) who does not work (housewife). Father and mother's last formal education was high school/high school. Furthermore, the socio-economic status of parents who work as entrepreneurs is at the middle level, because their income as entrepreneurs is good enough to meet family needs and meet children's educational needs.

Subject 2 with the initials IN, female, from father (LC, 36 years) who works as a private employee (self-employed) in the Lampung area, and mother (AR, 30 years) who does not work (housewife). Father and mother's last formal education was junior high school of junior high school. Socio-economic status of parents who work as entrepreneurs are at the middle level, because they can meet the needs of the family and the needs of children's learning facilities.

Subject 3, with the initials KR, is female, from a father (DR, 41 years old) who works as a private employee (self-employed), and mother (LN, 36 years old) who works as an honorary teacher. The socio-economic status of parents who work as teachers is at the middle level, because they can meet household needs and fulfill children's learning facilities.

Activity Home Numeracy

Based on interviews at home, MR's father who works as an entrepreneur provides learning media in the form of cell phone, blackboards, Legos, puzzles, number posters, and teaching materials in the form of stationery. And MR is a child who is quite disciplined when studying at home, he always studies on his own without having to be reminded by his parents.

Then, IN's father who works as an entrepreneur and mother who does not work, only provides learning media in the form of cell phone, and puzzles, as well as teaching materials in the form of stationery. Even though parents have low education, parents are quite supportive in facilitating children's learning.

Meanwhile, KR's father, who works as an honorary teacher, provides learning media in the form of cell phones, laptops, blackboards, puzzles, Legos, and teaching materials in the form of thematic books from elementary schools and stationery. Based on the results of the questionnaire, the following data were obtained:

Table 1. Questionnaire Results

Counting Activity	Subject 1	Subject 2	Subject 3
Counting the number of objects by adding and subtracting arithmetic operations using blackboard media or other media	S	S	SL
Watching television related to numbers	P	P	SL
Play games using educational game tools that involve counting activities	TP	P	KD
Play puzzles using numbers	P	P	P
Read a book on the concept of numbers	P	P	S
Compare sums of numbers when sharing food with friends	S	S	S

Information:

TP: Never

P: Yes

KD: Sometimes

S: Often

SL: Always

Based on the results of a questionnaire on numeracy activities at home, data was obtained that MR subjects were included in the category of quite active learning numeracy at home, this was because MR subjects studied more often with simple media, and did not always study with other media such as number concept books, playing puzzles, puzzles, or watching television. Whereas the IN subject was included in the category of being quite active in carrying out numeracy activities at home, this was because the IN subject felt that he was not being guided by his mother due to limited knowledge, so that the IN subject did not always study with other learning media, but used his fingers or cipoah independently. Meanwhile, the KR subject was included in the very active category in arithmetic activities, because the subject's mother always guided and reminded KR to learn to count and use the learning media provided by the subject's mother.

IN and KR subjects' fathers were less involved in the process of children's counting activities at home, because they were busy working. Meanwhile, the MR subject's father was quite involved in the child's counting process at home, even though he worked out of town, the MR subject's father always took the time when he returned home to teach numeracy at home, by playing techniques while studying or by giving practice questions. Then the involvement of the

MR subject's mother and the KR subject's mother played a very good role compared to the IN subject's mother who was less involved in the process of learning to count at home, due to limited knowledge and focus for children divided with their younger siblings.

The role of parents (Parenting style)

The parenting style applied by the subject's parents to MR is authoritarian parenting, in which parents have control over their children from any rules, or tasks that must be completed by children, so that children are required to obey all rules and orders from their parents. So that MR is always disciplined against the rules made by his parents. Then IN subject's parents apply permissive parenting, where this parenting style allows children to do what they want, parents do not punish or control children, so they lack the ability to control themselves. This affects the IN subject, so they lack confidence in IN when doing or doing a job.

While the parenting style used by KR subject's parents is a democratic parenting style that makes demands or requests for children, the impact of this parenting style is that children have high self-confidence in their social life. Parents use democratic parenting for their children, because they maximize the learning provided by the subject's mother and hope that their children can excel in the future.

Provide motivation and awards/prizes

MR subject's parents always provide learning motivation and give prizes when MR gets class rankings. MR has always wanted a holiday at the pool. Then the IN subject's parents gave less motivation to learn, but when they got the IN class rating they bought gifts such as new clothes that IN wanted. Meanwhile, the parents of the KR subject always gave motivation to study to the KR subject, and gave prizes when the KR got a class rating, in the form of money or food that the KR subject wanted.

Supervise children during the learning process

Based on the interview results, it was obtained data that the MR subject's mother always took time to study and guide children in learning to count at home, and often reminded them not to always play handphone because it interferes with learning activities. Then, the subject's mother does not supervise the child in learning and has little time to learn to count at home because she has a child who is still a toddler and has limited knowledge, so she cannot always supervise the IN subject in learning, and IN often studies alone without understanding from the subject's mother. Meanwhile, KR subject's mothers routinely took the time to learn to count at home, and always supervised their children while they were studying. Even though the subject's mother is busy because of work, the subject's mother does not forget her responsibilities as a mother who provides the best learning for her child.

Help overcome learning difficulties

Based on the interview results, data was obtained that the subject's mother always helped MR when she had difficulty learning to count by giving simple examples, such as using number posters, or objects around the house, such as counting the number of tiled floors or counting pieces of fruit or sticks divided into several parts. Then the IN subject's mother did not help IN when she had difficulty learning to count, this was because the subject's mother only studied up to junior high school, so she had limited knowledge to give to IN subject. Often, IN subjects feel confused when learning to count, due to a lack of understanding and direction from the subject's mother. Meanwhile, subject KR's mother always helps KR when she has learning

difficulties, and is assisted by providing math practice exercises with several examples of questions in thematic books and LKS (student worksheets).

Educational background and parents' work influence learning arithmetic activities at home. The educational background of parents who work as honorary teachers has a higher education than the educational background of parents who work as entrepreneurs and are self-employed. Parents with higher education tend to be different in involving children in counting activities at home compared to parents who have lower education. Even though parents are busy at work, parents still have an obligation to provide guidance in learning to count at home, by doing assignments, and setting the time for completing activities. Parents who are busy with work and have limited time at home tend to be less effective in teaching their children to count. Parents' educational level and family income are common factors of socio-economic status, compared to family income the role of parents in children's numeracy skills plays a different role.

Learning to count at home can be done with media that supports simple addition learning activities by playing while learning, measuring on card games or sharing food with friends (Utari & Wardana., 2019). Based on the questionnaire results, subject KR is more active in doing numeracy activities than subject IN and subject MR, this is because subject KR has a higher SES than subject IN and subject MR. Understanding of numeracy at home is related to SES which can improve their children's numeracy skills (Cheung et al., 2020).

The socioeconomic status of parents who work as honorary teachers is in the upper middle SES category (higher level) compared to parents who work as entrepreneurs and self-employed. Parents with higher socioeconomic status tend to provide more learning facilities such as media, teaching materials, and educational games to support counting activities at home, compared to parents with lower socioeconomic status who have limitations in providing these resources due to limited income (Atika et al., 2018).

The role of parents, such as parenting patterns applied by parents who work as entrepreneurs apply authoritarian parenting, parents who work as self-employed apply permissive parenting, and parents who work as honorary teachers apply democratic parenting. So that from each parenting style applied, parents can adjust to the personality of the child, so that the parenting style applied is not misused, meaning that it is in accordance with the child's personality (Sari & Sumardi, 2020). As a result, if parents apply inappropriate parenting, it will have an impact on children's self-confidence (Arwen, 2021).

The obstacles parents face when teaching counting activities at home are children's mood swings and boredom. Parents who work as self-employed often feel that their children cannot focus when learning to count, compared to parents who work as entrepreneurs and honorary teachers. This is because each mother has a different busy schedule and teaching style. Monotonous and less creative teaching styles from parents can cause children to feel bored in the process of learning to count (Rusmiyati, 2017). The teaching style applied by parents must be in accordance with the child's understanding, so that the child can use counting techniques that are easy and well understood by the child. This must be understood by parents to understand the learning difficulties experienced by children, if parents cannot detect children's learning difficulties, it will hinder the process of learning to count at home, so that children lack independence in learning with a sense of responsibility and initiative (Hidayat & Bangkalan, 2015). This can be done by sharing with the class teacher or looking for references from

YouTube or other goggle sources, so that parents have an understanding of the learning difficulties experienced by children.

The results of this study are in line with previous findings regarding the role of parents who have a relationship with the process of children's learning outcomes. His research shows that the role of parents who work as farmers is quite good in providing learning media, but less in guiding children during the learning process. Meanwhile, parents who work as employees, provide learning media well and provide motivation and guide children during the learning process. Then, parents who are self-employed provide learning media well, and guide children during the learning process at home (Sriwati, 2021). Likewise, research shows that the level of learning motivation and children's confidence when learning significantly affects the learning process of counting (Nurojab et al., 2019). Based on the results of the study, parents who work as teachers are more able to handle between work, work at home, and the obligation to teach counting to children at home, besides that parents who work as teachers have fun learning media such as digital media and exercise books that can hone children's counting skills at home. Then parents who work as entrepreneurs can handle between household chores and the obligation to teach children to count at home, even with simple media but children easily understand the counting lessons taught by their mothers. Meanwhile, parents who work as self-employed are less able to handle work and the obligation to teach children to count at home, this is because parents are very busy with work and have a weak understanding of mathematics, so they cannot always accompany children to learn counting at home.

It can be concluded that the role of parents in activities home numeracy class II elementary school students, namely (1) parenting style and the support given affects the development of children's learning to count at home. Good parenting and support in the form of motivation, appreciation, teaching materials, media, and educational games can improve children's numeracy skills. (2) The cohesiveness between father and mother in providing support and teaching arithmetic at home has an impact on children's cognitive and social development. (3) Parental support, family roles, parents' academic beliefs, and balanced family socio-economic aspects are important factors in the success of educational activities.home numeracy. Children with a high socioeconomic background, strong academic convictions from their parents, and full support from their parents tend to achieve better results in math activities at home compared to children who come from a low socioeconomic background and lack of parental academic support and confidence.

Conclusion

Based on the results of data analysis and discussion, it can be concluded that there are several factors that influence children's home numeracy activities, including: (1) parents' educational background, (2) SES (social economic status), (3) learning style, (4) pattern parenting, (5) support in the form of motivation and appreciation, and (6) Based on the type of work of parents who provide positive potential for counting activities at home are parents who work as teachers, because they can divide their time between work and teaching children to count at home. While parents who work as entrepreneurs and self-employed are less able to provide positive potential for children's numeracy development at home, this is due to several obstacles such as lack of learning media, and lack of understanding of counting so that mothers cannot teach children optimally. In the process of learning to count, it is very necessary for the role of parents and adequate learning facilities, so that children can learn optimally and effectively. In this case, parents must be more sensitive and more creative in modifying the style of learning to count at home, by maximizing the learning media or teaching materials available at home.

Acknowledgement

We would like to express our deepest gratitude to our supervisors, family, and friends who always provide support for their guidance so that this article can be completed properly and contribute to this research.

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