Sultra Educational Journal (Seduj)
Website: http://jurnal-unsultra.ac.id/index.php/seduj
Email: seduj.journal@gmail.com

Learning Anxiety and Parenting Pattern on Learning Achievement

INFO PENULIS

Fitriyani Hali
Universitas Sembilanbelas November Kolaka
fitriyanihali@gmail.com
+6282196671852

Saswina
Universitas Sembilanbelas November Kolaka

Gemi Susanti
Universitas Sembilanbelas November Kolaka

INFO ARTIKEL

ISSN: 2807-7474
Vol. 1, No. 2, Agustus 2021
http://jurnal-unsultra.ac.id/index.php/seduj

Saran Penulisan Referensi:

Hali, F., Saswina, & Susanti, G. (2021). Learning Anxiety and Parenting Pattern on Learning Achievement. *Sultra Educational Journal, 1* (2), 14-19.

Abstract

The purpose of this study was to determine the effect of learning anxiety and parenting patterns on student achievement. This research is an ex post facto research conducted at SMP Negeri 3 Kolaka in class VIII. The population referred to in this study is the entire class VIII with a total of 68 students. The sample used in the study is a saturated sample. This research data was collected using a questionnaire technique to investigate learning anxiety and parenting patterns and using documentation to collect data on mathematics learning achievement taken from the grade VIII student report cards of SMP Negeri 3 Kolaka in the even semester. The conclusion obtained is that there is an effect of learning anxiety and parenting patterns simultaneously on the mathematics learning achievement of eighth grade students of SMP Negeri 3 with the contribution level of learning anxiety and parenting patterns on students' mathematics learning achievement of 1.61%.

Key Words: Learning Anxiety, Parenting Pattern, Learning Achievement

A. Pendahuluan

Learning mathematics is the basis for developing knowledge so that good skills, creativity, and mathematical abilities are needed. If the development of mathematics can run as expected, it will obtain a quality generation in the future. However, efforts are not always as expected. Sometimes many obstacles are encountered in the process of implementing these efforts.

These barriers can come from within the individual or from the surrounding environment. If the government of a country does not immediately overcome these obstacles, especially in Indonesia, these obstacles can cause anxiety in the field of mathematics. Barriers within and around the individual include learning anxiety and parenting.

Based on observations and interviews with teachers and students on February 23, 2018 in class VIII of SMP Negeri 3 Kolaka, it was shown that students were less able to focus on learning

mathematics. This is indicated by the attitude of students during the learning process. When the teacher asks and points to one of the students in the class, feelings of fear and anxiety will disturb the students' minds. The results of observations showed that there were students who were less able to answer the questions given by the teacher, and students were afraid to come forward because they felt anxious about the wrong answers.

Anxiety is an unpleasant effective sensory state accompanied by physical sensations that warn people of imminent danger (Hadi et al., 2020; Nilawati, 2020; Pebriyani et al., 2020; Polignano, 2019; Utami & Warmi, 2019) . Anxiety is also defined as an individual's emotional form, namely feeling threatened, generally the object of the threat is less clear. The term anxiety is a subjective feeling experienced by a person that is generally unpredictable (Freud, 2006). This unexpected feeling is caused by the absence of a clear object that causes it, thus causing the individual's inability (Slameto, 2010).

Common complaints and symptoms of anxiety are divided into physiological and psychological symptoms, namely: 1. Physiological symptoms consist of: a.) Excessive sweating, b.) Dizziness/headache, c.) Heart beating faster, d.) Abdominal pain disorder or nausea, e.) Shortness of breath, f.) Tension, g.) nervousness, h.) Difficulty, i.) Cold hands. 2. Psychological symptoms consist of: a.) Not confident, b.) Fear, c.) Depression or being threatened, d.) Concentration disorders, e.) Memory, f.) Doubt, g.) Anxiety (Annisa & Ifdil, 2016).

Anxiety with a reasonable level can be considered positive as motivation, but if the level is very strong and negative it will damage and disrupt a person's physical and psychological (Fikri & Rafni, 2020; Rudiansyah , Amirullah, 2016; Suratmi et al., 2017).

Many factors cause the emergence of student learning anxiety. High curriculum achievement, non-conducive learning environment, very strict assignments, and a strict and unfair assessment system can be factors that cause anxiety that comes from elements of the curriculum. Likewise, the attitude and treatment of parents who are not friendly, fierce, very indifferent and have low abilities are also the cause of student learning anxiety that comes from parental factors.

Parents who do not pay attention to their children's learning, do not pay attention to the interests and needs of children in learning, do not manage their study time, do not provide learning tools, do not want to know the difficulties that occur in learning and others can cause failure of children's learning achievement. Actually, children may be smart, but due to inappropriate parenting patterns, learning becomes disorganized, and in the end there are more and more difficulties so that learning delays occur due to lazy learning. So that learning achievement is less satisfactory and not as expected. Parenting in educating children will have a significant impact on children's learning. This is confirmed by Wirowidjojo (Slameto, 2010) in his statement that the family is the first and most important educational institution.

Wise parenting is parents who always pay attention to the needs, interests and development of the child's soul. Whenever there is a problem in the family can share opinions with children. Children are involved in creating a pleasant family atmosphere and environment. Therefore, children will feel more at home because they feel needed and their rights are respected and receive attention, protection and affection from their parents.

B. Metodologi

The research used is ex post facto research, where the researcher acts directly in collecting data by looking at student achievement and providing questionnaires about learning anxiety and parenting patterns. This research was conducted at SMP Negeri 3 Kolaka on July 19, 2018 in class VIII even semester. The population referred to in this study were all eighth grade students of SMP Negeri 3 Koaka in 2018 academic year which consisted of 3 classes with a total of 68 students. The total population can be seen in table 1 below.

Table 1. Population Data of SMP Negeri 3 Kolaka

Number	Class	Many Students
1	VIII A	23
2	VIII B	23
3	VIII C	22
amount		68

While the sample used in this study is a saturated sample of a total population of 68

students. Collecting data from samples using questionnaires and documentation methods. Learning anxiety questionnaire as many as 22 valid statement items were used to collect data about learning anxiety and a parenting parenting pattern questionnaire as many as 40 valid statement items to collect parenting data. This questionnaire was prepared using a Likert scale with 5 alternative answers. The award score depends on the form of the item statement. While the documentation technique was used to obtain data on mathematics learning achievement taken from the report cards of class VIII students of SMP Negeri 3 Kolaka in the even semester.

The analysis used in this research is descriptive statistical analysis and inferential statistical analysis. Descriptive statistical analysis was used to describe the characteristics of the research variable scores in the form of a frequency distribution table, the mean (mean), and the standard deviation. While inferential statistics are used to test the research hypotheses using multiple regression analysis. However, before testing the research hypotheses, a prerequisite test was conducted to test the effect of the independent variables on the dependent variable with multiple regression, namely the residual normality test, linearity test, and multicollinearity test.

C. Hasil and Pembahasan

The results of the analysis of data processing using descriptive statistics are as follows.

Table 2. Results of Descriptive Analysis of Learning Anxiety for Class VIII Students of SMP Negeri 3 Kolaka

Statistics	**Statistics Value**
Maximum Score	63.617
Minimum Score	31.916
Average value	49.838
Standard Deviation	5.692471
Sample	68

Based on the reference for giving learning anxiety categories, the division of learning anxiety categories can be seen in table 3 below.

Table 3. Anxiety Categories for Class VIII Students of SMP Negeri 3 Kolaka

Category	Value	Frequency	Percentage (%)
Very Anxious	X ≥ 55.531	17	11.76%
Anxious	44.345≤X<55.079	34	76.47%
No Anxious	X < 44.146	17	11.76%
Amount		68	100%

Based on table 3 above, 17 people are categorized as very anxious with a percentage of 11.76%. A total of 34 people are categorized as anxious with a percentage of 76.47% and 17 people are categorized as not anxious with a percentage of 11.76%. So it can be concluded that the anxiety of studying at SMP Negeri 3 Kolaka in the category of anxiety is 34 people or a percentage of 76.47%.

The results of data processing using descriptive statistics, obtained the results of the analysis of parenting in table 4 below.

Table 4. Results of Descriptive Analysis of Parenting Patterns for Class VIII Students of SMP Negeri 3 Kolaka

Statistics	Statistics Value
Maximum Score	89
Minimum Score	52
Average value	68
Standard Deviation	8.131208
Sample	68

Based on the reference for giving parenting categories, the division of parenting categories can be seen in table 5 below.

Table 5. Categories of Parenting for Class VIII SMP Negeri 3 Kolaka

Category	Value	Frequency	Percentage (%)
Very well	X ≥76	10	14.70%
Good	60 ≤ X < 70	48	70.58%
Quite good	X<60	10	14.70
Amount		68	

Based on Table 4.4 above, 10 people are categorized as very good with a percentage of 14.70%, 48 people are categorized as good with a percentage of 70.58% and 10 people are categorized as quite good with a percentage of 14.70%. So it can be concluded that the parenting style at SMP Negeri 3 Kolaka is in the good category as many as 48 people or a percentage of 70.58%.

The results of the processing and the results of mathematics learning achievements of Class VIII students of SMP Negeri 3 Kolaka are presented in table 6 below.

Table 6. Results of Descriptive Analysis of Mathematics Learning Achievement of Class VIII Students of SMP Negeri 3 Kolaka

Statistics	Statistics Value
Maximum Score	92
Minimum Score	42
Average value	78
Standard Deviation	9.392
Sample	68

Based on the reference for giving students' mathematics learning achievement categories, the division of students' mathematics learning achievement categories can be seen in table 7 below.

Table 7. Category of Mathematics Learning Achievement of Class VIII Students of SMP Negeri 3 Kolaka

Category	Value	Frequency	Percentage (%)
High	X≥88	11	16.17%
Medium	70≤X<87	54	79.41%
Low	X<69	3	4.411
Amount		68	100%

Based on table 7 above, 11 people are in the high category with a percentage of 16.17%, 54 people are in the medium category with a percentage of 79.41% and 3 people are in the low category with a percentage of 4.411%. So it can be concluded that the students of class VIII SMP Negeri 3 Kolaka have mathematics learning achievement in the medium category as many as 54 people or a percentage of 79.41%.

The results of the analysis of data processing using inferential statistics are as follows.

The results of the normality test for residuals X1 and X2 against Y are the results of calculations obtained at a significant level = 0.05 for n = 68 obtained D table = 0.163712 and D = 0.121371, this indicates that D D table which means that the residual from learning anxiety and the parenting pattern of the eighth grade students of SMP Negeri 3 Kolaka's mathematics learning achievement was normally distributed.

Based on the results of the linearity regression test, it is known that the value of Fcount < Ftable or 0.797 < 8.568, then H0 is rejected, meaning that the data has a linear pattern. So it can be said that learning anxiety and parenting patterns are linearly related to students' mathematics learning achievement.

Based on the results of the multicollinearity test in the table above, it is known that the value of Variance Inflation Factor (VIF) = 1.005 < 10. So the regression model in this study can be concluded that there is no multicollinearity problem between the independent variables in the regression model.

The results of the heteroscedasticity test use the help of a computer program to see if there is a certain pattern in the scatterplot graph between SRESID and ZPRED as shown in figure 1 below.

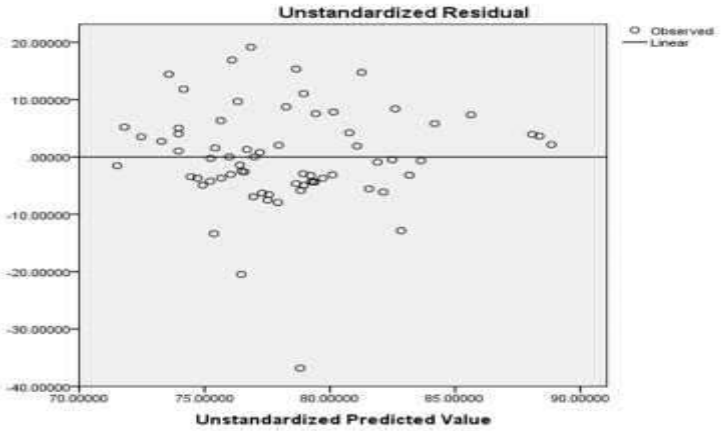

Figure 1. Scatterplot

Based on Figure 1 of the scatterplot above, it is known that 1) The scattering data points are above and below and are around zero; 2) The dots do not collect just above or below; 3) The spread of data points does not form a wavy pattern, namely widening then narrowing and widening again. Thus, it can be concluded that there is no heteroscedasticity problem, so that a good and ideal regression model can be fulfilled.

Furthermore, this research hypothesis is formulated H_0 : 1 = 2 = 0 H1 : i 0, i = 1,2. Based on the two correlation coefficients b1 = 0.191 > 0, b2 = 0.454 > 0, then H1 is accepted. So it can be concluded that there is an influence of learning anxiety and parenting patterns on mathematics learning achievement of class VIII students of SMP Negeri 3 Kolaka. Hypothesis testing departs from the results of data calculations which show that Fcount = 4.410 Ftable = 3.14 then H0 is rejected, meaning that it has a significant effect. So that the regression equation Y 37.907 + $0.191X_1$ + $0.454X_2$, which means that there is a simultaneous significant effect between learning anxiety and parenting patterns on the mathematics learning achievement of eighth grade students of SMP Negeri 3 Kolaka.

The results of data analysis using descriptive statistics and inferential statistics, the results of the study will be described as follows.

Descriptive analysis of student learning anxiety in class VIII SMP Negeri 3 Kolaka showed that of 68 students the lowest score was 17, the highest score was 17. Then the average value was 49.838 and the standard deviation was 5.692471. Based on the criteria used in table 3, it can be seen that of the 68 class VIII students of SMP Negeri 3 Kolaka who were sampled in this study, the learning anxiety of students who were included in the very anxious category was 17 people or 11.76%, category anxiety was 34 people or 76, 47%, while the category of not anxious amounted to 7 people or 11.76%. So it can be concluded that the learning anxiety of class VIII students of SMP Negeri 3 Kolaka is in the category of anxiety.

The results of the descriptive analysis of parenting styles for class VIII SMP Negeri 3 Kolaka, showed that of 68 students the lowest score was 52, the highest score was 89. Then the average value was 68 and the standard deviation was 8,131. based on the criteria used in table 4 shows that of the 68 class VIII students of SMP Negeri 3 Kolaka who were the samples in this study. Parenting patterns included in the very good category were 10 people or 14.70%, the good category were 48 people or 70.58%, while the category was quite good as many as 10 people or 14.70%. so it can be concluded that the parenting pattern of class VIII students of SMP Negeri 3 Kolaka is in the good category.

Furthermore, the results of the descriptive analysis of mathematics learning achievement of class VIII SMP Negeri 3 Kolaka, showed that of 68 students the lowest score was 42, the highest score was 92. Then the average value was 78 and the standard deviation was 9,392. Based on what is used in table 7, it shows that of the 68 class VIII students of SMP Negeri 3 Kolaka who were the samples in this study. Mathematics learning achievement of students included in the high category was 11 students or 16.176%, the medium category was 54 students or 79.411%, while the low category was 3 students or 4.411%. So it can be concluded that the mathematics learning achievement of class VIII students of SMP Negeri 3 Kolaka is in the medium category.

Regression model of learning anxiety and parenting of parents on students' mathematics learning achievement obtained the results Y = 37.907 + $0.191X_1$ + $0.454X_2$. This shows that students' learning achievement in mathematics can be estimated if it is known the value of student learning anxiety and student parenting. The constant 37.907 states that if there is no increase in the value of learning anxiety (X_1) and parenting (X_2), then the value of students' mathematics learning achievement (Y) is 37.907. The regression coefficients of 0.191 and 0.454

state that each addition of one unit or the value of learning anxiety and parenting style will give an increase in the value of 0.191 units and 0.454 units, respectively. The magnitude of the correlation coefficient simultaneously (r), which is 0.161. Thus, the magnitude of learning anxiety and parenting patterns of students' mathematics learning achievement is 16.1%.

In addition, the results obtained by the value of Fcount = 4.410 Ftable = 3.14 which means significant. So, it can be concluded that learning anxiety and parenting patterns simultaneously have a significant effect on the mathematics learning achievement of eighth grade students of SMP Negeri 3 Kolaka. This means that the lower the learning anxiety of parents, the higher the student's mathematics learning achievement.

D. Kesimpulan

There is a simultaneous influence of learning anxiety and parenting of parents on mathematics learning achievement of class VIII students of SMP Negeri 3 Kolaka, meaning that the lower the anxiety of learning and the better the parenting pattern of students, the higher the achievement of learning mathematics where the magnitude of the correlation coefficient simultaneously (r) = 0.161 . Thus, the magnitude of learning anxiety and parenting on students' mathematics learning achievement is 1.61%.

E. Referensi

Annisa, D. F., & Ifdil, I. (2016). Konsep Kecemasan (Anxiety) pada Lanjut Usia (Lansia). *Konselor*, *5*(2), 93. https://doi.org/10.24036/02016526480-0-00

Fikri, S., & Rafni, E. (2020). Teraoi Islam Mengurangi Kecemasan. *Al-Irsyad : Jurnal Bimbingan Konseling Islam*, *2*(2), 231–250.

Freud, S. (2006). *Pengantar umum psikoanalisis*. Pustaka Pelajar.

Hadi, F. Z., Fathurrohman, M., & Hadi, C. A. (2020). Kecemasan Matematika Dan Kemampuan Berpikir Kritis Matematis Siswa Di Sekolah Menengah Pertama. *ALGORITMA: Journal of Mathematics Education*, *2*(1), 59–72. https://doi.org/10.15408/ajme.v2i1.16312

Nilawati, U. (2020). EFEKTIVITAS LAYANAN INFORMASI UNTUK MENGURANGI KECEMASAN DALAM BELAJAR PADA SISWA SMA NEGERI 1 KLUET SELATAN. *Journal of Chemical Information and Modeling*, *43*(1), 7728. https://online210.psych.wisc.edu/wp-content/uploads/PSY-210_Unit_Materials/PSY-210_Unit01_Materials/Frost_Blog_2020.pdf%0Ahttps://www.economist.com/special-report/2020/02/06/china-is-making-substantial-investment-in-ports-and-pipelines-worldwide%0Ahttp://

Pebriyani, U., Sandayanti, V., Pramesti, W., & Safira, N. (2020). The Social Support with Student Anxiety Level in Facing the National Final Examination. *Juni*, *11*(1), 78–85. https://doi.org/10.35816/jiskh.v10i2.221

Polignano, M. V. (2019). Refleksi kecemasan dalam final destination 3. *Journal of Chemical Information and Modeling*, *53*(9), 1689–1699.

Rudiansyah , Amirullah, M. Y. (2016). Upaya Guru Dalam Mengatasi Kecemasan Siswa Dalam Menghadapi Tes (Pencapaian Hasil Belajar) Siswa Di Smp Negeri 3 Banda Aceh. *Jurnal Ilmiah Mahasiswa Pendidikan Kewarganegaraan Unsyiah*, *1*, 96–109.

Slameto. (2010). *Belajar dan Faktor yang Mempengaruhinya*. Rineka Cipta.

Suratmi, Abdullah, R., & Taufik, M. (2017). Hubungan Antara Tingkat Kecemasan Dengan Hasil Belajar Mahasiswa Di Program Studi Pendidikan Biologi Untirta. *Jurnal Pembelajaran Biologi*, *4*(1), 1,11,15.

Utami, A. H., & Warmi, A. (2019). Analisis kesulitan belajar ditinjau dari rasa kecemasan matematika. *Sesiomadika Journal*, 617–622.