

## PARENTS BEHAVIOUR IN STRUGGLING TO MOTIVATE MATHEMATICS LEARNERS

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### A. Idealnya

Sebagai pengantar kami paparkan petikan artikel dari kompas.com mengenai profil sekolah yang mendapat prestasi lantaran melibatkan peran orang tua dan masyarakat sebagai tokoh sentral dalam prestasi akademik, yaitu SDN 1 Panjatan Kulonprogo, berikut petikannya :

“...Di penghujung tahun ajaran 2008/2009, sekolah dasar yang berada di Desa Panjatan, Kecamatan Panjatan, sekitar 35 kilometer arah barat daya Kota Yogyakarta itu, berhasil unggul dalam perolehan nilai ujian akhir sekolah berstandar nasional (UASBN) se- DIY. Lebih membanggakan lagi, lanjut Kepala SDN 1 Panjatan Jumari , prestasi ini berhasil dipertahankan selama tiga tahun berturut-turut. Sebanyak 24 siswa kelas VI yang menempuh UASBN, Mei lalu, pun dinyatakan lulus dengan predikat amat memuaskan. Rata-rata akumulasi nilai UASBN siswa SDN 1 Panjatan adalah 28,51, atau sekitar 9,50 untuk tiap mata pelajaran yang diujikan yakni Bahasa Indonesia, Matematika, dan Ilmu Pengetahuan Alam. Jika dirinci, rata-rata perolehan nilai Bahasa Indonesia adalah 8,88, kemudian Matematika 9,71, dan Ilmu Pengetahuan Alam 9,92. Lantas bagaimana SDN 1 Panjatan dapat sukses membimbing anak didiknya meraih nilai ujian terbaik? Apabila dibandingkan dengan sekolah -sekolah lain, SDN 1 Panjatan bisa dikatakan tertinggal. Sekolah yang sudah ada sejak zaman penjajahan Belanda itu hanya terdiri dari bangunan-bangunan dasar: ruang kelas, ruang guru, dan perpustakaan sekaligus ruang komputer. Sekolah ini pun sedikit sulit diakses karena tidak berada di tepi jalan raya. Bahkan, sebagian orang menjuluki SDN 1 Panjatan sebagai sekolah mewah, alias mepet sawah. Untuk dapat pergi ke sekolah, mayoritas siswa berjalan kaki atau bersepeda. "Kami menyadari segala keterbatasan sarana dan prasarana ini. Akan tetapi, sesungguhnya hal itu bukan menjadi alasan bagi kami untuk tidak berprestasi. Kami masih memiliki kreativitas," ujar Jumari saat ditemui di ruang kerjanya, Sabtu (20/6). Sejak tahun ajaran 2006/2007, SDN 1 Panjatan memandang UASBN sebagai tantangan. Persiapan pun dilakukan selama setahun penuh, dimulai sejak seminggu terakh ir masa liburan kenaikan kelas yang dimanfaatkan sebagai ajang matrikulasi siswa. Dijelaskan guru kelas VI Haryana, pada masa matrikulasi itu ia melakukan pemetaan kemampuan siswa dalam berbagai bidang mata pelajaran. Setelah itu, dilakukan pembinaan intensif agar semua siswa memiliki tingkat pemahaman dan kemampuan akademis seragam. Matrikulasi dilakukan seizin orangtua dan wali siswa...”

Dalam UU No 20 tahun 2003 Bab XV dijelaskan mengenai pentingnya peran serta masyarakat dalam pendidikan, yaitu meliputi peran serta perseorangan,

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kelompok, dan keluarga. Ini menunjukkan bahwa pemerintah juga menginginkan peran serta anggota keluarga terutama orang tua siswa untuk mewujudkan pendidikan yang seutuhnya seperti yang dimaksudkan oleh Sisdikas.

Faktor penyebab timbulnya masalah dalam dunia pendidikan sangat kompleks dan dapat dilihat dari berbagai aspek. Namun selama ini yang banyak di kaji adalah faktor guru dan siswa. Faktor lingkungan terutama lingkungan keluarga kurang mendapat perhatian selama ini. Mengingat salah satu faktor utama yang mempengaruhi proses pembelajaran adalah *Environmental Input*, yaitu salah satunya adalah peran orang tua dalam mendukung dan memotivasi siswa terutama pada mata pelajaran matematika.

Anak – anak tumbuh dalam keluarga yang berbeda – beda. Beberapa orang tua mengasuh dan mendukung anak mereka. Orang tua lainnya bersikap kasar atau mengabaikan anaknya. Beberapa anak orang tuanya bercerai,. Anak lainnya tinggal dalam keluarga yang tidak pernah bercerai . Anak lainnya ikut keluarga angka. Beberapa ayah dan ibu anak, bekerja seharian dan menempatkan anaknya dalam kegiatan sekolah tambahan atau kursus. Begitu seterusnya, sampai pada muara situasi yang bervariasi inilah yang akan mempengaruhi perkembangan anak dan mempengaruhi murid di dalam dan di luar kelas (John W.Santrock : 90)

## **B. Hasil Temuan**

### **1. Method of Research**

Main method of research used is questionnaires. Altogether 130 students were given prepared questionnaires for their mothers to fill. Strictly only the mothers were asked to fill the questionnaires.

Namun, pada prakteknya karena ada kendala perijinan, maka kami memutuskan untuk membagikan kuosioner kepada dua SD, yaitu SD Negeri Ngemplak Nganti, Mlati, Sleman dan SD Baturan 1, Gamping, Sleman (SD Inti), dengan mengambil sampel orang tua siswa kelas V dari masing – masing sekolah.

## 2. Research Results

### Results of Analysis

No.	Items	Below Average	Average	Above Vaerage
1	Age	41-50	41-50	31-40
2	Occupation	Other jobs	Other jobs	Other jobs
3	Marriage Status	Married	Married	Married
4	No. of children	1-3	1-3	1-3
5	No. of days working	6	6	6
6	No. og hours/ day	7-12	7-12	7-12
7	Level of education	SMA	SMA	SMA
8				
9	Any other jobs?	No	No	No
10				
11	Types of activities	play	others	All
12	Hours spend with Children	4-5	4-5	4-5
13	If Maths results is not good	Advice and motivate	Advice and motivate	Advice and motivate
14	If Maths results is good	Praise and be grateful	Praise and be grateful	Praise and be grateful
15	Help child with Math h/wrk?	yes	yes	Yes and sometimes
16	How often	sometimes	If child asks	Sometimes
17	Facilities?	yes	yes	Yes
18	What facilities	Table and chair	Table and chair	Table and chair
19				
20				

According to the results there really is not much change, except that for students who scored above average in Mathematics, do a lot of things wit their parents instead of just

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watching television and playing together. Also most of the above average students parents were a lot younger compared to parents in the other two categories.

### 3. *Discussion*

Those who found mathematics to be “difficult”, “abstract” and “boring” became more positive about the subject, and wanted their children to do well. Even parents who had no comment or those parents who loved mathematics seemed to be appreciative of the programme as they became aware of the applications of mathematics and the fact that mathematics is all around us. Parents who had a poor background in mathematics, also appeared to have benefited from the programme as they claimed to have learnt some mathematics from the programme.

The interest that parents showed in their children’s mathematics and the support they gave their children resulted in most of the children, including those with perceived negative attitudes to mathematics at the outset, developing positive attitudes to mathematics. By becoming aware of the various applications of mathematics at home and in the environment, children’s perceptions of mathematics as a difficult and abstract subject began to change. The grocery shopping activity, in which the children played a key role, also fostered positive attitudes to mathematics. The change in children’s perceptions and the fostering of positive attitudes to mathematics predicted further study in mathematics.

The research established that parents spontaneously help their children with maths, and they do so for a variety of reasons (Russell 2002). Edwards and Warin cite Reay (1996, 1998) as saying that when there is parental involvement, there is a need to work closely with the parents’ motivations. Therefore, the reasons identified by this research need to be recognised and addressed by policy makers and the teaching profession when wanting to work with parents. Ignoring the issues, or foisting on parents a role that is not in keeping with the role they see themselves as having, will only cause frustration.

As a result of my research, I have been working with the publishers continuum, with the aim of helping parents to help their children with numeracy

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In the mean time, this research presents a call to action. Parents are not likely to be providing their children with additional help learning mathematics if they inaccurately perceive their children to be more mathematically competent than they actually are. Accordingly, increasing the accuracy of parents' perceptions of their children's mathematical competency may be a reasonable first step toward remediating the poor mathematics performance of children in U.S. schools.

### C. Kesimpulan

National assessment data from the 1980s (Carpenter, Corbitt, Kepner, Lindquist, & Reys, 1981; Dossey, Mullis, Lindquist, & Chambers, 1988) have indicated that American children tend to enjoy mathematics in the primary grades but that this level of enjoyment tends to fall dramatically when children progress into and through high school. In addition, although students feel that mathematics is important, the number of students who want to take more mathematics in school is declining steadily (Dossey et al., 1988). These statistics seem alarming when coupled with the fact that children do not possess the mathematical knowledge that they will need to function smoothly in our increasingly technological society. The problem is considered important enough for the *National Council of Teachers of Mathematics* (NCTM) to place the motivational domains, *Learning to value mathematics* and *Becoming confident in one's own ability* as two of its foremost goals for students as an attempt to change the nature of school mathematics (NCTM, 1989)

### **Income can be a draw back.**

McLeod (1992) has asserted that we will only see improvements in mathematics education once the affective responses of both children and adults have changed. For new initiatives in mathematics education to be successful, parental support and understanding is essential.

Student homework creates opportunities for important interactions among schools, families, students, and other adults who help care for children. Well-designed homework helps students learn; it also offers parents opportunities to see what students

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are learning, talk with children about their learning, and interact with teachers and other school-community members about ways to support student learning.

What kind of parental involvement helps the most?

The researchers found that the term ‘parental Involvement’ encompasses a number of quite different forms of activity – some of which take place at home and some at school.

Activities that parents involve themselves in at home include:

- Talking with their children
- Enhancing their child's self-esteem
- Modelling social and educational aspirations and values.
- Monitoring out of school activities (supervising homework etc.)

#### DAFTAR PUSTAKA

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