Positive Dicipline Parenitng: Mathematics Learning Strategies for Elementary School Students Self-Confidence

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Keywords:	ABSTRACT
Positive Dicipline; Parenting; Mathematic; Self Confidence.	Mathematics is still a challenge for students in learning both at school and at home. Children tend to feel insecure when learning mathematics. This research aims to determine the effect of positive disciplinary parenting in mathematics learning on elementary school students' self-confidence. The research method uses quantitative research with an ex post facto design, where research data on learning outcomes uses semester grades in mathematics subjects. The research sample was 30 students from 3 schools taken randomly with taken using a quota sampling technique from each school was determined to have 10 students. Data collection uses learning outcomes tests and student self-confidence questionnaires. The results of the research show a sig value > 0.031 and an F value of 11,774, which means that there is a significant relationship between positive discipline parenting and students' self-confidence in elementary school students' mathematics learning. Apart from that, the results of the student self-confidence questionnaire were in the very high category at 90% and in the high category at 85%, meaning that elementary school students have an average of high self-confidence in learning mathematics with positive disciplinary parenting. Thus, the results of this research need to be taken into consideration by parents and educational institutions collaborating in assisting students to develop self-confidence in learning.

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A. INTRODUCTION

The family is the first place where children learn and express themselves as social individuals. The family is also present as a place to habituate children's behavior, character, morals and education. The first place children find to obtain personality formation and mental training is parents and family. Children will tend to follow the habits that occur in their immediate environment, these habits cannot be formed in a short time by simply giving children the freedom to follow what they want (Back et al., 2022). There are many parenting styles that parents use in starting a family, some give their children the freedom to decide for themselves what they want, there are also those who invite them to be involved in making choices according to their parents' wishes.

Parents are the first school for their children, as a place for proper and quality educational activities (Lemessa et al., 2023; Sinaga et al., 2023). The family is a place where children begin to socialize and receive love from their parents and fulfill their needs for facilities and infrastructure. Parents are the first family who have an important role in caring for, guiding and directing children to become more independent. Parental care also has an important role in developing students' behavior at school by instilling understanding and exemplary attitudes that can become intelligent characters.

Research emphasizes that parental involvement in education significantly impacts children's academic achievement, with factors such as the gender of the head of the household, father's educational level, and parents' source of income influencing this involvement (Asih, 2020; Rozana et al., 2021). The family environment, especially parental behavior and teachings, shapes children's personality and educational development from an early age, impacting their future growth and contribution to society. Recognizing parents as basic educators is not a new concept, dating back to prehistoric times, highlighting the importance of parental involvement in education (Meier & Lemmer, 2019). By actively engaging in guiding, advising, and participating in school activities, parents can effectively contribute to their children's academic success and overall development.

Mathematics and parenting are closely related, as proven by various research studies. Parents play an important role in their children's mathematical development by providing resources, helping with positive dicipline, encouraging good study habits, and participating in school activities (Kyeremeh & Dorwu, 2022). Both mothers' and fathers' scaffolding behaviors during parent-child mathematics activities significantly predicted children's formal mathematics abilities, emphasizing the importance of application activities in mathematics learning (Huang et al., 2023). Furthermore, the role of parents as motivators, resource providers, and mathematics learning counselors has a positive impact on students' attitudes towards mathematics and subsequently their performance in the subject (Cruz & Natividad, 2022). Engaging in math activities with toddlers correlates with their early math skills, with both mother and father involvement being important for children's math development (Silver et al., 2023). Additionally, parenting styles, such as emotional warmth and low rejection, were associated with lower math anxiety and higher math self-efficacy in elementary school children, highlighting the importance of parental influence on math-related beliefs and attitudes (Wang et al., 2023).

In the world of education, building a strong foundation in mathematics is very important, especially at the elementary school level (Hwang & Son, 2021). Mathematics, often considered a challenging subject, plays an important role in shaping students' cognitive and analytical thinking abilities. One of the key aspects that influences students' journey in the world of mathematics is their self-confidence (Ibrahim, 2018). Confidence in one's ability to understand and solve mathematical problems not only influences academic performance but also influences overall learning attitudes. Mathematics, often viewed as a subject that requires precision and critical thinking, can be a source of intellectual fulfillment and anxiety. This last point is especially true for elementary school students who are in the early stages of developing their math skills. Self-confidence in mathematics is not just a subjective feeling but is a dynamic force that can significantly influence students' engagement, motivation, and ultimately, their academic success.

The role of teachers in learning in the teaching and learning process is that teachers have the task of encouraging, guiding and providing learning facilities for students to achieve goals. Teachers have a responsibility to see everything that happens in the classroom to help the student development process. Apart from teachers, of course there are other factors that influence student

learning outcomes. Factors that influence learning outcomes can be internal or external factors. Internal factors are factors that exist within the individual who is learning, while external factors are factors that exist outside the individual. According to Slameto (2016) states that learning outcomes are influenced by internal factors (physical, psychological and fatigue factors) and also external factors, namely family, school and community factors. Of the various factors that influence student learning outcomes, one of them is discipline. Discipline, which is closely related to rules and obedience, influences student learning outcomes.

Student learning outcomes are influenced by external factors and internal factors. External factors are factors that come from outside the student which include the social and non-social environment. Meanwhile, internal factors are factors that originate from the student's personal condition, including physical and spiritual/personality, including in this case the student's discipline and learning independence. One of the achievements of the learning process is student learning outcomes. Because learning is a process of someone trying to obtain a form of behavior change. According to Trianah & Sahertian (2020) argues that learning outcomes are the abilities that a child obtains after going through learning activities. There are 3 aspects of these abilities, namely cognitive, affective and psychomotor aspects. Maulita (2019) believes that learning outcomes are the abilities that students have after receiving learning experiences. Rachmayani et al. (2018) express their views regarding the concept of learning outcomes as a result of differences in initial and final behavior of each student due to learning activities.

Self-confidence in mathematics is a subtle and multifaceted construct that is related to a variety of factors, such as teaching methods, classroom environment, and the nature of assignments given to students. Among these factors, positive dicipline emerges as an important component, serving as a bridge between classroom learning and independent application. Positive dicipline, when designed in a structured manner, has the potential to not only strengthen mathematical concepts but also to increase students' confidence in their problem-solving skills (Elkadi & Sharaf, 2023; Tshewang, 2022). When students lack confidence in their mathematical abilities, they will be reluctant to actively participate in class discussions, show avoidance behavior towards mathematical challenges, and appear to indirectly develop negative attitudes towards the subject. In contrast, students with high levels of confidence in mathematics are more likely to approach problem solving enthusiastically, engage in collaborative learning, and persevere in the face of challenges. Therefore, understanding and cultivating self-confidence is an important aspect in creating a positive and productive learning environment.

B. METHODS

This research uses ex-post facto causal research. This research aims to reveal facts based on symptoms among respondents in the field. According to (Cohen et al., 2021; Sugiyono, 2018) ex-post facto research is research that is used to examine or trace back the factors or causes of the event being studied where the incident or incident has been experienced by the respondent. The population in the study was a total of 60 grade VI elementary school students from 3 schools in the 2023/2024 academic year with details of 24 students in school A, 20 students in school B, and 16 students in school C. The sample calculation required in the research was obtained using the Slovin formula (Riyanto & Hatmawan, 2020) with a sample of 30 respondents taken using a quota sampling technique from each school was randomly determined to have 10 students.

Research data collection uses a questionnaire. This questionnaire was tested for validity with construct validity using Exploratory Factor Analysis (EFA) with the Principal Component Analysis (PCA) method and Varimax rotation, with the initial assumption that the Kaiser-Meyer-Olkin

(KMO) Measure of Sampling Adequacy was met: 0.68 (sufficient), and Bartlett's Test of Sphericity: p <0.001 (significant). The results of the analysis showed that the items had a loading factor for each item ranging from 0.42 to 0.79, indicating that most items had a good correlation, as shown in Table 1.

Table 1. Output PCA Method

Communalities		
	Initial	**Extraction**
VAR00002	1.000	.921
VAR00003	1.000	.900
VAR00004	1.000	.878
VAR00005	1.000	.864
VAR00006	1.000	.789
VAR00007	1.000	.877
VAR00008	1.000	.837
VAR00009	1.000	.817
VAR00010	1.000	.782
VAR00011	1.000	.854
VAR00012	1.000	.942
VAR00013	1.000	.872
VAR00014	1.000	.942
VAR00015	1.000	.961
VAR00016	1.000	.953
VAR00017	1.000	.889
VAR00018	1.000	.865
VAR00019	1.000	.961
VAR00020	1.000	.937
VAR00021	1.000	.925
VAR00022	1.000	.939
VAR00023	1.000	.931
VAR00024	1.000	.973
VAR00025	1.000	.914
VAR00026	1.000	.966
VAR00027	1.000	.928
VAR00028	1.000	.848
VAR00029	1.000	.974
VAR00030	1.000	.968
VAR00031	1.000	.966
Extraction Method: Principal Component Analysis.		

Based on the table above, in the Initial column the initial value for all variables is 1,000. This is standard in PCA, indicating that initially, the entire variance for each variable is considered as part of the analysis. The value in the Extraction column indicates how much of the variance of each variable is successfully explained by the extracted factors. In other words, it indicates how well the factors generated by PCA explain the variability in each variable. A high communality value (e.g., above 0.7) indicates that most of the variance of the variable is explained by the extracted factors. This indicates that the variable is highly relevant and fits the identified factor structure. Most of the variables in your output have very high communality values (e.g., many above 0.9),

indicating that the factor analysis has explained most of the variance of the items very well, as shown in Table 2.

Table 2. Output Matrix Tranformation

Component Transformation Matrix								
Component	1	2	3	4	5	6	7	8
1	.520	.580	-.520	-.298	-.104	.148	.035	.013
2	.820	-.352	.349	.038	.166	-.048	-.198	.110
3	.061	.669	.640	.308	-.061	-.055	.191	-.044
4	-.183	.108	.222	-.291	.253	.586	-.205	.609
5	.032	.001	-.125	.068	.820	.033	.543	-.101
6	.030	-.178	.333	-.630	-.239	.261	.426	-.391
7	-.126	.191	.148	-.569	.300	-.649	-.301	.001
8	.048	-.112	-.032	-.072	-.274	-.372	.560	.672

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.

Meanwhile, the reliability test is measured using the Cronbach Alpha value for all factors above 0.7, which indicates that this questionnaire has good internal consistency, as shown in Table 3.

Table 3. Output Reliability Test

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.812	.807	30

Scoring for student self-confidence questionnaires is carried out using a Likert scale by making the intervals into 5 criteria, namely very high, high, medium, low and very low. The scoring for the self-confidence scale in this study ranges from 30 to 150, because the lowest value in the questionnaire scoring is 30 and the highest value is 150. To determine the criteria for the measurement results, classification is used based on the ideal average (Mi) and the ideal standard deviation (Si). Mi = (30 + 150)/2= 90 and Si = (150 – 30)/6 = 20, as shown in Table 4.

Table 4. Categorization of Student Self-Confidence

No	Interval	Score (X)	Criteria
1	Mi+1,5Si < X≤Mi+3Si	120<X≤150	Very High
2	Mi+0,5Si<X≤Mi+1,5Si	100<X≤120	High
3	Mi-0,5Si<X≤Mi+0,5Si	80<X≤100	Medium
4	Mi-1,5Si<X≤Mi-0,5Si	60<X≤80	Low
5	Mi-3Si≤X≤Mi-1,5Si	30≤X≤60	Very Low

Meanwhile, observations of aspects of positive discipline parenting refer to the following Table 5.

Table 5. Characteristics of Positive Discipline Parenting

No	Activity
1	A long-term solution that will build children's self-discipline.
2	Clear communication about expectations, rules and boundaries.
3	A mutually beneficial relationship between caregiver and child, which respects the child's condition.
4	Teaching children lifelong skills.
5	Increase competence and self-confidence to face challenges.
6	Friendliness, empathy, human rights, decency.

The student self-confidence questionnaire instrument items can be seen in the following Table 6.

Table 6. Student Self-Confidence Questionnaire

No	Indicator	Item
1	Confidence in his abilities	1,3,5,6,8,9,10,28,30
2	Independence	2,4,7,11,12,13,27,29
3	Courage to act	14,15,16,17,18,26
4	Have no desire to be praised excessively	19,20,21,22,23,24,25

Based on the tables above, between the student self-confidence categorization table, characteristics of positive disciplinary parenting patterns, and student self-confidence questionnaire items, there is a close instrumental relationship between parenting patterns applied by parents or caregivers and the level of self-confidence possessed by students. Student self-confidence scores are divided into five categories, namely very high, high, medium, low, and very low, each of which reflects the level of self-confidence based on the scores obtained from the questionnaire. Each category of self-confidence is then linked to certain characteristics of positive discipline parenting. In addition, each category of self-confidence is also measured through a number of questionnaire items designed to identify specific aspects of student self-confidence.

C. RESULT AND DISCUSSION

This research was conducted in 3 schools with a research population of 60 students, by taking a random sample of 30 students. Data collection on positive discipline parenting patterns is based on mathematics scores with students' semester exam results to see mathematics learning achievements, provided that the parenting style criteria use the positive discipline characteristics provided. Meanwhile, students' self-confidence is measured using a questionnaire. The results of the data analysis showed that the results of the positive discipline linearity test and students' self-confidence showed a linear relationship. This is because the Sig. from Deviation from Linearity value produces a value of 0.031, (Sig. > α = 5%). In addition, the level of linearity is relatively strong (Sig. = 0.000), as shown in Table 7.

Table 7. Linear PDP Test with Student Self-Confidence

			Sum of Squares	df	Mean Square	F	Sig.
PDP * Self Confident	Between Groups	(Combined)	81,674	20	7,11	11,774	0,000
	Within Groups	Liniarity	63,201	1	63,201	153,671	0,000
		Deviation from Liniearity	17,134	18	1,181	3,475	0,031
			3,200	10	0,320		
	Total		84,172	26			

The regression equation from the test results regarding the correlation of positive dicipline with student self-confidence is as follows.

$$Y = -5{,}701 + 0{,}283x$$

This can be interpreted as meaning that if a student's positive dicipline is 0.283, then the student's self-confidence is –5.701. So it can be concluded that the higher the positive dicipline done, the higher the student's self-confidence in learning mathematics. The calculated F value is 11.774, which shows that the positive discipline variable has a significant effect on students' sense of self-confidence. Students who receive parental assistance with positive disciplinary parenting get good mathematics learning outcomes. Based on the results of the research data analysis, it can be seen that there is a positive influence between positive dicipline and students' self-confidence. The causes of this positive influence include: (1) students who get their positive dicipline and do it on time have a confident attitude in mathematics and tend to be bolder in taking steps. Problem solving, outside the usual procedures; and (2) students who have confidence in mathematics tend to have lots of ideas in solving problems or have more than one way to solve problems. Apart from that, students who do positive dicipline intensively and who lack self-confidence in mathematics will tend to be less confident in solving problems according to procedures, so that these students become weak in making decisions during the process of solving the problems they experience (Apriliana & Suranata, 2020; Krause et al., 2016). The next variable is students' self-confidence in learning mathematics, interpreted based on the results of the questionnaire which can be seen in the following Table 8.

Table 8. Student Self-Confidence Questionnaire Score

No	Indicator	Average (%)
1	Confidence in his abilities	95
2	Independence	85
3	Courage to act	80
4	Have no desire to be praised excessively	90

Based on Table 8 above, it can be seen in indicator 1 that students' confidence in their abilities is 95%, which shows that students are more confident in learning, and this has an impact on mathematics learning outcomes. Indicator 2 shows that students' independence in exploring themselves while studying is 85%, which shows that students are more free in answering the questions given. Indicator 3 shows students' Courage to act at 80%, which shows that students have the courage to try new things and are more confident in the actions they take. Indicator 4

shows the student's humility score of 90%, which shows that the student is mentally stronger and is not thirsty for praise for his achievements. This is in line with research conducted by Yeo (2021), which shows that good task management in mathematics learning has a positive impact on self-confidence, apart from that Febrianto et al. (2022) also suggests that positive discipline correlates with increased mathematics confidence student.

Table 9. Percentage of Self-Confidence Criteria

Criteria	Total	Percentage
Very High	26	87%
High	3	10%
Medium	1	3%
Low	0	0%
Very Low	0	0%

Based on Table 9 above, it can be seen that the student self-confidence category is 87% in the very high category, 10% in the high category, and 3% in the medium category. This shows that the level of student self-confidence is at average. Thus, this research shows that cultivating positive attitudes in students, such as building self-confidence through manageable tasks and providing mentoring, significantly impacts their mathematics performance. Parents and teachers play an important role in instilling positive habits starting from students' immediate environment, so that by creating an atmosphere of trust and encouragement, ultimately reducing math anxiety and increasing academic success. Additionally, research highlights a positive correlation between positive discipline parenting and math self-confidence, emphasizing the importance of parenting styles in realizing a child's full potential and academic growth. Therefore, implementing positive discipline strategies can effectively increase students' mathematics self-confidence, leading to increased parent and teacher engagement, motivation, and performance at school.

D. CONCLUSION AND SUGGESTIONS

Based on the discussion above, some of the research results that can be concluded from the characteristics of positive discipline parenting are that parents and teachers need to emphasize long-term solutions that will build children's self-discipline. In addition, clear communication about expectations, rules, and boundaries, as well as a mutually beneficial relationship between caregivers and children, which respects the child's condition. The researcher provides more practical suggestions as follows: (1) Teachers should pay attention to the quality of positive dicipline assignments so that students can increase their self-confidence and understand the subject matter they have studied at school; (2) Students are expected to be more active and diligent in participating in teaching and learning activities at school so that their self-confidence in studying at school can be further increased; (3) Parents must pay attention to their children's learning outcomes. Good way of studying, habits in studying. Because with parental attention the results can help students organize positive dicipline which has an impact on students' self-confidence in learning; and (4) There needs to be cooperation between the school and parents in realizing a positive discipline parenting style that starts from the student's closest environment such as home and parents or family.

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