

## ABSTRAK

Sudiartini Ni Luh. 2021. *Kontribusi Kedisiplinan Belajar, Pola Asuh Orang Tua dan Fasilitas Belajar Siswa Terhadap Hasil Belajar Matematika dalam Pembelajaran Daring Siswa Kelas IV Sekolah Dasar*. Tesis (Tidak Diterbitkan). Singaraja: Program Pascasarjana, Universitas Pendidikan Ganesha.

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Kata Kunci: Pembelajaran Daring, Kontribusi, Kedisiplinan, Pola Asuh, Fasilitas Belajar, Hasil Belajar Matematika.

Penelitian ini bertujuan untuk mengetahui adanya: (1) kontribusi kedisiplinan, pola asuh orang tua, dan fasilitas secara bersama terhadap hasil belajar matematika, (2) kontribusi kedisiplinan belajar siswa terhadap hasil belajar matematika, (3) kontribusi pola asuh orang tua terhadap hasil belajar matematika, dan (4) kontribusi fasilitas belajar yang dimiliki siswa selama pembelajaran daring terhadap hasil belajar matematika. Populasi dalam penelitian ini adalah siswa-siswi kelas IV SD Negeri di Gugus V Kecamatan Sukasada Kabupaten Buleleng yang mengikuti pembelajaran daring tahun ajaran 2020/2021 berjumlah 229 orang. Penelitian ini merupakan penelitian ex-post facto dengan menggunakan kuesioner melalui google forms yang disebarikan kepada 146 siswa. Hasil penelitian menyangkut deskripsi data tentang kontribusi kedisiplinan belajar, pola asuh dan fasilitas belajar terhadap hasil belajar matematika. Berdasarkan hasil dan pembahasan penelitian dapat disimpulkan bahwa: (1) Adanya kontribusi disiplin belajar siswa, pola asuh orang tua dan fasilitas belajar secara bersama terhadap hasil belajar siswa dalam pembelajaran daring di SD kelas IV di Gugus V Kabupaten Buleleng sebesar 85%. (2) Adanya kontribusi kedisiplin belajar siswa, terhadap hasil belajar siswa dalam pembelajaran daring di SD kelas IV di Gugus V Kabupaten Buleleng sebesar 30%. (3) Adanya kontribusi pola asuh orang tua terhadap hasil belajar siswa dalam pembelajaran daring di SD kelas IV di Gugus V Kabupaten Buleleng sebesar 45%. (4) Adanya kontribusi fasilitas belajar terhadap hasil belajar siswa dalam pembelajaran daring di SD kelas IV di Gugus V Kabupaten Buleleng sebesar 10%.

## ABSTRACT

Sudiartini Ni Luh. 2021. Contribution of Discipline Learning, Parenting and Student Learning Facilities to Mathematics Learning Outcomes in Online Learning of Class IV Elementary School Students. Unpublished Thesis. Singaraja: Post Graduate Program Ganesha University of Education

This thesis has been approved by Supervisor I: Prof. Dr. I Gustii Putu Suharta, M.Si. and Supervisor II: Prof. Dr. Phill. I Gusti Putu Sudiarta, M.Si.

Keywords: Online Learning, Contribution, Discipline, Parenting, Learning Facilities, Mathematics Learning Outcomes.

This study aims to determine the existence of: (1) the contribution of discipline, parenting styles, and facilities together to mathematics learning outcomes, (2) the contribution of student learning discipline to mathematics learning outcomes, (3) the contribution of parenting styles to learning outcomes. mathematics, and (4) the contribution of learning facilities that students have during online learning to mathematics learning outcomes. The population in this study were 229 grade students of SD Negeri in Gugus V, Sukasada District, Buleleng Regency who took online learning for the 2020/2021 academic year. This research is an ex-post facto study using a questionnaire via google forms which is distributed to 146 students. The results of the study involve the description of data about the contribution of learning discipline, parenting and learning facilities to mathematics learning outcomes. Based on the results and discussion of the study, it can be concluded that: (1) There is a contribution of student learning discipline, parenting styles and learning facilities together to student learning outcomes in online learning in grade IV elementary schools in Cluster V Buleleng Regency by 85%. (2) There is a contribution of student learning discipline to student learning outcomes in online learning at grade IV SD in Cluster V Buleleng Regency by 30%. (3) There is a contribution of parenting styles to student learning outcomes in online learning at grade IV SD in Cluster V Buleleng Regency by 45%. (4) There is a contribution of learning facilities to student learning outcomes in online learning in grade IV SD in Cluster V Buleleng Regency by 10%.