

THE RELATION BETWEEN SELF-DISCLOSURE OF STUDENTS TO THEIR PARENTS AND MATHEMATICS SCORE IN COMPUTER-BASED NATIONAL EXAM (UNBK)

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ABSTRACT

One of non-cognitive factors which has not been optimally explored in supporting academic achievement was self-disclosure. To overcome that problem, the purpose of this study is to examine the relation between students' self-disclosure to their parents and the mathematics score achievement in the Computer-Based National Exam (UNBK) program. This study used descriptive analysis and correlation analysis as a research method. The study used the mathematics score of Junior High School (SMP) and Islamic Junior High School (MTs) students in 2018 UNBK in DKI Jakarta and DI Yogyakarta provinces as samples. The study shows that (1) there is a positive relation between students' self-disclosure to their parents and mathematics score achievement, and (2) students with low self-disclosure had a greater risk of achieving mathematics scores in the low category. The findings of this study are expected to extend the contribution of self-disclosure in enhancing academic achievement, and the development of a self-disclosure instrument for UNBK questionnaire.

KEYWORDS

Self-Disclosure, Mathematics Scores, Computer-Based National Exam

1. INTRODUCTION

The National Exam (UN) is an activity to measure graduates' competency achievement in certain subjects nationally by referring to Graduates' Competency Standards (SKL). The activities of learning outcomes assessment in education units are carried out by the Ministry of Education and Culture (Kemdikbud) of the Republic of Indonesia every year (Kemdikbud Regulation no. 4 year of 2018).

Since the 2015 school year, the implementation of the National Exam (UN) has applied the Computer Based Test (CBT) mode. In Indonesia program, it is known as the Computer-Based National Examination (UNBK). The implementation of UNBK as a substitute for Paper-Based National Exam (UNKP) which aim to improve efficiency (Sudiyarto, 2018), be more educated and challenging (Belloti, et al (2013), improve the quality of exam (Nizam, 2018), and be more efficient, transparent and has the ability to minimize fraud in cognitive evaluation (Nugroho, et al. 2018).

Indonesia is the largest archipelago with more than 13 thousand islands, has approximately 8.3 million students of secondary school students (formal and non-formal). As of March 11, 2019, the use of UNBK mode has reached 90.0% (<http://un.kemdikbud.go.id>). In UNBK for Junior High School (SMP) and Islamic Junior High School (MTs), there are 4 subjects tested, namely: Indonesian, English, Science, and Mathematics. The National Exam Results Report 2015-2019 stated that the achievement of mathematics average score is always at the lowest level compared with three other subjects, both for junior and senior high school levels (<https://puspendik.kemdikbud.go.id/hasil-un/>). This is very exciting and to be the reason for the study linking to the UNBK questionnaire containing self-disclosure items.

The contents of the 2017/2018 UNBK questionnaire seemed to reflect the definition of self-disclosure as verbal communication in private information, individual concepts and emotions conducted by individuals for making the other party understood (Wei et al. 2005). Furthermore, how the non-cognitive questionnaire (self-disclosure) in UNBK becomes pivotal instrument to support academic achievement as Garcia (2014) stated. To explore among mathematics score, questionnaire result, and self-disclosure concepts, furthermore the research findings are included.

The research findings outside Indonesia by Harper, V. B., & Harper, E. J. (2006) connecting with the role of blogging stated that student self-disclosure plays an important role in learning and producing positive learning outcomes. This study provided an indication that blogging encouragement was student self-disclosure. Other research on self-disclosure contribution stated that many authors suggest that self-disclosure plays a critical role in student participation (Goldstein & Benassi, 1994), facilitating student teacher interaction (Fusani, 1994), and achieving learning objectives (Cayanus, 2004 ; Downs, Javidi, & Nussbaum, 1988; Sorenson, 1989).

The research finding in Indonesia connecting to the UNBK mathematics scores by Azis and Sugiman (2015) stated that the cognitive aspects consisting of factual, conceptual, and procedural knowledge have generated indications of varied categories (low, medium, and high). On the affective aspects (personal students in social interaction, manners and respect for teachers) to face the national exam were generally in the low category.

The concept and characteristic of self-disclosure are very varied. According to Devito (2011) in self-disclosure there were five dimensions such as: amount, valence self-disclosure, accuracy/honesty, intention, and intimacy. The type of dimension consists of 6 indicators, namely: attitudes and opinions, tastes and interests, school, finance, personality, and physical (Jourard, 1971). In Indonesia educational practice, the age of junior high school students can be categorized as teenagers with the age range of 12 years to 15 years (Monks & Knoer, 2006). At this period, the child within the developmental period is looking for an identity. They need mentoring parents as a place to share feelings and exchange ideas. Williams & Burden (1997) used a term “mediator” for parent role that will affect children's cognitive development.

Regarding those concepts, research results, and to increase the mathematics score in UNBK, it is necessary to explore and strengthen the concept of self-disclosure through the UNBK questionnaire by verifying and comparing the cases. Based on the background of the problems, the purpose of this study is to examine the relation between self-disclosure of students towards their parents and mathematics scores at UNBK program. The results of this study are expected to be fruitful for policy recommendations about the importance of the self-disclosure role as supporting academic achievement in non-cognitive aspect.

2. RESEARCH METHOD

This study uses description analysis and correlation analysis supported by survey methods, where only a portion of the selected population units is observed (samples), and the unit selection procedure follows scientific method and procedures (Safari, 2018). Questionnaires have been used to reveal and measure the variables of student self-disclosure to parents. The questionnaires were completed on the last day of the UNBK implementation and were filled directly using a computer.

2.1 Population and Sample

The population of this study was the 9th grade junior high school (SMP) students who undertook in the 2018 UNBK in the province (DKI Jakarta and DI Yogyakarta) that has implemented a 100% UNBK program. The UNBK implementation is carried out in its own school or through facility sharing programs (see Figure 1, Figure 2, and Table 1).

Not all the UN participant students can access and fill out the UN questionnaire. Only students who attend UNBK can fill in the questionnaire. Sample determination with Slovin technique (Sugiono, 2011) consisted of representatives of 20 students in each the UNBK participating school. Here is the Slovin formula to determine the sample.

$$n = \frac{N}{1+N(e)^2}$$

Note:

n = number of sample / respondent; N = number of population

E = percentage of accuracy on sampling errors that can still be tolerated; e = 0,1

In the Slovin formula there are provisions as follows: the value of e = 0.1 (10%) for the population in large numbers and the value of e = 0.2 (20%) for the population in small numbers. The sample range that can be taken from Slovin techniques is between 10-20% of the study population. Based on data from UNBK 2017 there were 3.6559.696 students. If using the Slovin formula obtained value n = Population: (N) = 3.6559.696 people assuming the error rate (e) = 10% then the number of samples (n) is n = 99.99 = 100.

The data of participant schools in 2017 UNBK was 11.096. If the sample from each school is 20 questionnaires, then the questionnaire data that will be collected is 20 x 11.096 = 220,192 questionnaires. If all of this data is analyzed, it will be a big sample.

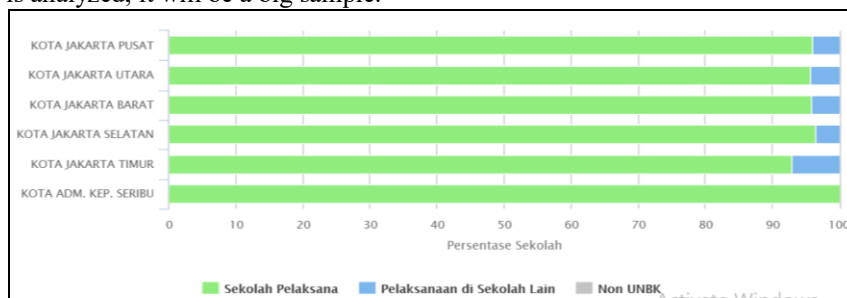


Figure 1. School Percentage in DKI Jakarta that carry out UNBK

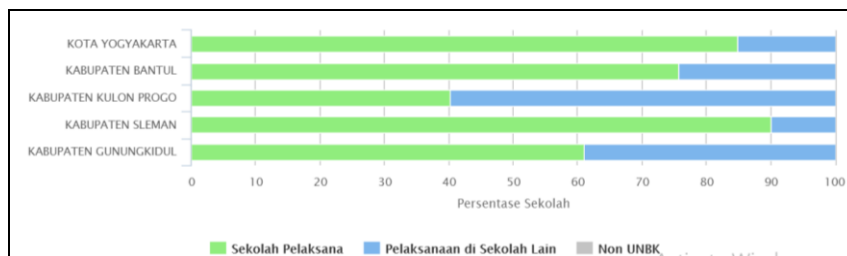


Figure 2. School Percentage in DI Yogyakarta that carry out UNBK

Table 1. Respondent

Province	Number of Respondent
DKI Jakarta	10.996
DI Yogyakarta	5.854

2.2 Score Category

Table 2. Mathematics Score in UNBK

Score Category	DKI Jakarta		DI Yogyakarta	
	Number of Student	%	Number of Student	%
Less = 0.0 – 55	7009	63.8%	3061	52.4%
Enough = 55.1 – 70	1499	13.6%	1035	17.7%
Good = 70.1 – 85	1331	12.1%	852	14.6%
Very Good = 85.1 – 100	1157	10.5%	897	15.3%
Total	10996	100%	5845	100%

2.3 Research Instrument

This study uses instruments applied in the 2017/2018 UNBK questionnaire. The variables used were questions related to students' self-disclosure to their parents, namely:

Table 3. Self-Disclosure Instrument

8a	How often have you done the following things with your parents?	Tell activities with your friends	Always	Often	Rarely	Never
8b		Discuss lessons at school	Always	Often	Rarely	Never
8c		Discuss the tasks from the teacher	Always	Often	Rarely	Never
8d		Tells stories about events at school	Always	Often	Rarely	Never
8e		Discuss about the personal things you feel	Always	Often	Rarely	Never

Source: Ministry of Education and Culture

3. RESULT AND DISCUSSION

3.1 Frequency of Student Response Patterns

Based on table 4 and table 5 can be obtained the most prominent of self-disclosure activities data, namely: (1) telling activities with friends showed that the smallest percentage of **never** answers (5.2% for DKI Jakarta students, and 3.5% for DI Yogyakarta students), (2) discussion of lessons in schools shows that the largest percentage of **rare** answers (43.8% for DKI Jakarta students and 43.6% for DI Yogyakarta students), (3) discuss the tasks from the teacher indicate that the largest percentage of **rare** answers (49% for DKI Jakarta students and 51.8% for DI Yogyakarta students), (4) telling stories about events in schools show that the largest percentage of **often** answers (40.9% for DKI Jakarta students and 43.1% for DI Yogyakarta students), (5) discussion activities about something personal shows that the smallest percentage of **rare** answer (41% for DKI Jakarta never and 45,6% for DI Yogyakarta students), and (6) in general, the comparative tables show that both SMP/MTs students in DKI Jakarta and DI Yogyakarta have **similar pattern** in determining the answers.

Table 4. The frequency table of students' self-disclosure to parents in DKI Jakarta

Instrument	Tell activities with your friends		Discuss lessons at school		Discuss the tasks from the teacher		Tells stories about events at school		Discuss about the personal things	
	Respondent	%	Respondent	%	Respondent	%	Respondent	%	Respondent	%
DKI Jakarta Province										
Never	569	5.2	658	6	1093	9.9	631	5.7	1755	16
Rarely	4085	37.1	4813	43.8	5384	49	3531	32.1	4509	41
Often	4116	37.5	3969	36	3381	30.8	4492	40.9	2884	26.2
Always	2226	20.2	1556	14.2	1138	10.3	2342	21.3	1848	16.8
Total	10996	100	10996	100	10996	100	10996	100	10996	100

Table 5. The frequency table of students' self-disclosure to their in DI Yogyakarta

Instrument	Tell activities with your friends		Discuss lessons at school		Discuss the tasks from the teacher		Tells stories about events at school		Discuss about the personal things	
	Respondent	%	Respondent	%	Respondent	%	Respondent	%	Respondent	%
DI Yogyakarta Province										
Never	205	3.5	275	4.7	464	7.9	237	4.1	630	10.8
Rarely	2247	38.5	2550	43.6	3023	51.8	2099	35.9	2667	45.6
Often	2481	42.4	2342	40.1	1908	32.6	2523	43.1	1755	30
Always	912	15.6	678	11.6	450	7.7	986	16.9	793	13.6
Total	5845	100	5845	100	5845	100	5845	100	5845	100

3.2 Self Disclosure Index

In this study, the self disclosure index is categorized into three categories: high, medium, and low level. In general, the activities of students' self-disclosure to their parents are in the medium category (around 74% for DKI Jakarta SMP/MTs students and around 64.2% for DI Yogyakarta SMP/MTs students).

It is shown that 15.7% of SMP/MTs students in DKI Jakarta and 16.2% of SMP/MTs students in DI Yogyakarta belong to the high category. In the low category, there are 10.3% for SMP/MTs students in DKI Jakarta and 19.7% for SMP/MTs students in DI Yogyakarta. Furthermore, the activities of self-disclosure of SMP/MTs students in DKI Jakarta and DI Yogyakarta towards their parents are fairly transparent generally.

3.3 Correlation Test

Correlation test is applied to examine of how the relation between student self disclosure to parents and the mathematics score achievement in DKI Jakarta and DI Yogyakarta Provinces, by using hypothesis:

H₀ = There is no relation between student self disclosure to parents and mathematics score achievement.

H₁ = There is relation between student self disclosure to parents and mathematics score achievement.

Criteria: H₀ is rejected if the p-value < α (5%).

The analysis results show that between students' self-disclosure to parents and the mathematics score in Yogyakarta has a significant score of 0.000, whereas for DKI Jakarta has a significant score of 0.007. Both provinces have a significant score of <0.05, which means that there is a significant correlation between students' self-disclosure to their parents and the mathematics scores both in DKI Jakarta and in Yogyakarta. The score of the Pearson coefficient correlation is 0.026 for DKI Jakarta and 0.132 for DI Yogyakarta. These results indicate that the high self-disclosure of students to their parents have a positive impact on the mathematics score achievement (see Table 6).

Table 6. Correlation score of between student's self-disclosure to parents and mathematics score

	DKI Jakarta	DI Yogyakarta
Correlation	.026 (**)	.132 (**)
Sig. (2-tailed)	.007	.000

** Correlation is significant at the 0.01 level (2-tailed).

3.4 Odds Ratio Test

Table 7. Odds Ratio Index Category on Self Disclosure and Mathematics Score

Mathematics Score Category		Category Index of Self Disclosure for DKI Jakarta			Total	Category Index of Self Disclosure for DI Yogyakarta			Total
		Low	Medium	High		Low	Medium	High	
Less = 0 – 55	Total	750	5206	1053	7009	726	1930	405	3061
	%	66.3%	64.0%	60.9%	63.7%	63.1%	51.5%	42.9%	52.4%
Enough = 55.1 – 70	Total	132	1116	251	1499	171	672	192	1035
	%	11.7%	13.7%	14.5%	13.6%	14.9%	17.9%	20.3%	17.7%
Good = 70.1 – 85	Total	123	989	219	1331	131	552	169	852
	%	10.9%	12.2%	12.7%	12.1%	11.4%	14.7%	17.9%	14.6%
Very Good = 85.1– 100	Total	126	826	205	1157	122	596	179	897
	%	11.1%	10.2%	11.9%	10.5%	10.6%	15.9%	18.9%	15.3%
TOTAL	Total	1131	8137	1728	10996	1150	3750	945	5845
	%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table 7 shows that SMP/MTs students in DKI Jakarta with low category index of self-disclosure have the opportunity/risk to obtain mathematics scores in the low category is 6-fold (66.3%: 11.1%) compared to achieve mathematics score in high category. Likewise the SMP/MTs students in DI Yogyakarta with low category index of self-disclosure have the opportunity/risk to achieve mathematics scores in low category is 6-fold compared to achieve mathematics score in high category. Those comparative data indicate that both SMP/MTs students in DKI Jakarta and DI Yogyakarta who have low self-disclosure have a greater risk to achieve mathematics score in low category.

Table 8. Comparison of UNBK mathematics score in self-disclosure activities

Self-Disclosure Statements	Answer	DKI Jakarta			DI Yogyakarta		
		Respondent	Average Score	Standard Deviation	Respondent	Average Score	Standard Deviation
Tell activities with your friends (Linying & Huichang, 2003)	Never	569	42.4692	18.90340	205	50.6585	21.38422
	Rarely	4085	49.7693	21.36575	2247	54.5216	21.10165
	Often	4116	54.7923	22.61838	2481	60.7537	21.82722
	Always	2226	51.3017	22.22039	912	61.1157	22.05941
	Total	10996	51.5819	22.10880	5845	58.0603	21.82672
Discuss lessons at school Dindia and Duck (2000)	Never	658	50.7594	22.89300	275	55.3182	21.23714
	Rarely	4813	52.6449	21.99037	2550	55.8265	21.34206
	Often	3969	51.4766	22.29433	2342	60.3544	22.10991
	Always	1556	47.6560	21.36035	678	59.6497	21.95354
	Total	10996	51.5819	22.10880	5845	58.0603	21.82672
Discuss the tasks from the teacher Dindia and Duck (2000)	Never	1093	43.3281	22.84748	464	56.1853	22.05667
	Rarely	5384	50.6677	21.95500	3023	57.2891	21.62107
	Often	3381	52.9419	22.20465	1908	60.0878	21.95247
	Always	1138	52.5758	21.35867	450	56.5778	21.87761
	Total	10996	51.5819	22.10880	5845	58.0603	21.82672
Tells stories about events at school (Linying & Huichang, 2003)	Never	631	43.3281	19.20281	237	48.5021	20.61740
	Rarely	3531	50.6677	21.95004	2099	54.7642	21.05924
	Often	4492	52.9419	22.33645	2523	60.4459	21.91015
	Always	2342	52.5758	22.10676	986	61.2703	21.92923
	Total	10996	51.5819	22.10880	5845	58.0603	21.82672

Based on table 8, the analysis results and interpretation are presented as follows: **(1)** students who always do activities tell stories about events in schools having higher math scores (around 9 points in DKI Jakarta and 13 points in DI Yogyakarta) compared to students who have never done activities to parents, **(2)** students in DKI Jakarta and DI Yogyakarta who always do activities like discussing personal matters also have higher mathematical values (around 2 points in DKI Jakarta and 5 points in DI Yogyakarta) compared to students who have never done the activity, even though the difference of score is not significant, **(3)** students in DKI Jakarta who always do activities like discussing the assignments from teachers have higher scores (around 9 points) compared to students who never do these activities, **(4)** for students in DI Yogyakarta this activity has no impact anything in mathematics score achievement, because students who always discuss the assignments from teachers and students who never do these activities have relatively similar of mathematics scores, **(5)** activities like discussing lessons in schools actually have a negative impact on mathematics score achievement for DKI Jakarta students. The students who always do activities like discussing lessons in school with their parents have lower mathematics scores (around 3 points) compared to students who never do these activities, **(6)** for DI Yogyakarta students who always do activities like discussing school lessons with their parents have a greater score (around 4 points) compared students who never do so. Thus, this activity has a negative impact on the mathematics score for DKI Jakarta students, but has a positive impact on mathematics scores for DI Yogyakarta students, and **(7)** The students who always tell activities with friends have higher mathematics scores (around 9 points for DKI Jakarta and 11 points for DI Yogyakarta compared to students who are rarely or never doing these activities.

Table 9. Comparison of UNBK mathematics score in self-disclosure activities

Self-Disclosure Statements	Answer	DKI Jakarta			DI Yogyakarta		
		Respondent	Average Score of Math	Standard Deviation	Respondent	Average Score of Math	Standard Deviation
Discuss about the personal things (Jourard and Jaffee, 1970); (Vogel, D. L. & Wester, S. R., 2003)	Never	1755	47.8718	21.38870	630	53.6786	21.43338
	Rarely	4509	53.5207	22.43865	2667	57.7325	21.71685
	Often	2884	52.1663	22.10833	1755	59.8362	22.03040
	Always	1848	49.4629	21.35943	793	58.7137	21.56373
	Total	10996	51.5819	22.10880	5845	58.0603	21.82672

In general, the relation between student self-disclosure and mathematics scores in DI Yogyakarta is slightly higher than that of DKI Jakarta. This presumably occurred because: (1) the number of SMP /MTs students in DKI who participate in UNBK is almost double than that of DI Yogyakarta SMP/MTs students; (2) DI Yogyakarta province often achieves the highest average UNBK score nationally; (3) academic achievements of DI Yogyakarta are in line with the highest achievements of the Good Governance Index (<https://kemendagri.go.id/blog/3453-Ini-Hasil-Tata-Kelola-Daerah-Versi-IGI>), and the Teacher Competency Test (Jacobson B. N., 2012.), (Umar M. R., 2018), (B.O. Onyilo and I. I. Shamo, 2017), (npd.data.kemdikbud.go.id).

The academic achievements obtained by DI Yogyakarta students hitherto are strengthened by the research finding that in order to improve the UNBK score and education quality in the broadest level, the technical and strategic approaches at each school should be supported by participation among stakeholders and social culture strength (Prakoso, 2018).

4. CONCLUSION

The study shows that (1) there is a positive relation between SMP/MTs students' self-disclosure to their parents and UNBK mathematics score for both DKI Jakarta and DI Yogyakarta provinces, (2) students with low self-disclosure have a greater risk of achieving mathematics scores in less category (<55). The both results indicate that non-cognitive factors in the form of family support, especially in terms of communication between students and their parents have a positive impact on academic achievement.

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