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The Influence of Parents Attention and Interest on Learning achievement

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Abstract

This study aims to determine the influence of parents attention and learning interest in the learning achievement of IPS students VIII in SMP Negeri 3 Natar. The method used in this study uses quantitative research. The population in this study were all students and parents of students at the class level VIII SMP Negeri 3 Natar which consists of 128 students and 128 parents (mother) and The sample in this study was 64 students and 64 parents. The sampling technique used is proportional (proportional random sampling). This study uses questionnaire and documentation data collection techniques. The results of this study have a distribution of perspectives of 5,679 in high categories Judging from various indicators that can influence the influence of parents attention. Meanwhile, the influence between learning interest in learning achievement of IPS class VIII students have a frequency distribution of 85,769 in a high category.

Keywords: *Parents Attention; Learning Interest; Learning Achievement*

Introduction

Education and humans in life are as main actors, both as subjects and objects. Scientific as his medium. The world of education is definitely related to humans, science and the future. Education is something very noble, because with the age of the age of the child, parents also have an obligation to lead their children to regain knowledge in the field of non-formal and formal as a provision of life in the future.

There needs to be changes in education for the achievement of people who are aware of the importance of togetherness, respect, tolerance, the spirit of cooperation, consciousness empathizes into a very important thing in community life for the creation of good citizens.

With regard to the attention of parents, it is not enough if parents just provide and complement the facilities and learning facilities that are in the form of physical objects, because the complete physical facility does not guarantee a child learning well. The facilities provided by parents are only one of the factors that affect the success of learning. However, the good and complete facilities available, if used for matters relating to learning activities, can also bring children's learning achievement will not be optimal.

If the attention of optimal parents will encourage children's learning interest. Despite the attention of parents becoming a driver of the emergence of students' interest in learning but this interest is more

emphasized in the inside aspects even though it does not rule out the possibility of being influenced by factors from outside itself such as the attention of parents and environmental conditions.

Factors that influence student learning interest are indicated by the enthusiasm of students during the learning process. Students look passive and lack participating in discussing. When given the opportunity to ask most of the students silent. This makes the teacher find it difficult to know where students ability to understand the concepts they must master. In addition, in teaching and learning activities found students who do not pay attention to the teacher.

The problem that arises is student learning achievement that has not yet reached the optimal point into a problem that Master encountered in achieving the success of the teaching and learning process. Student learning achievement problems arise because of many good factors that come from within students and factors that come from outside students.

Learning is a business process made by someone to get something new behavior change as a whole, as a result of his own experience in interaction with his environment (Slameto, 2010: 2). Learning achievement is defined as a result of assessment obtained from cognitive school activities and is usually determined through measurement and assessment. Learning achievement is the result that has been achieved from what has been done (Depdikbud, 2003: 895). Learning achievement is the realization or expansion of potential skills or capacity that someone has (Sukmadinata, 2003: 101).

In the big Indonesian dictionary attention is a matter of paying attention, what is considered, interest (Depdikbud, 2003: 857). Attention is the activity taken by a person in relation to the selection of stimuli coming from his environment. Attention is to direct the senses or system of its perception to receive information about something. Attention is interest (Slameto, 2010: 105-106). Parents are the first and major educators for their children. Because before other people educate this child, the two mean people who educate first (Ihsan, 2008: 63).

Interests can cause enthusiasm in carrying out activities so that the objectives of the activity can be achieved. And the spirit that exists is the main capital for every individual to do an activity (Depdikbud, 2003: 6). Interest is attention that contains elements of feeling. Interests also determine an attitude that causes a person to be active in a job. In other words interest can be a cause of an activity (Mahfud, 200: 92).

Method Research

This study aims to determine the influence of parents attention and learning interest in the learning achievement of IPS students VIII in SMP Negeri 3 Natar. The method used in this study uses quantitative research. The population in this study were all students and parents of students at the class level VIII SMP Negeri 3 Natar consisting of 128 students and 128 parents (mother), the sample withdrawal refers to the opinion put forward by Arikunto (2006:112), If the subject is less than 100 it is better to take it all so that the research is the next population research if the subject is large from a hundred it can be taken between 10-15% or 20-25% or more. Based on the amount of population of 256 people consisting of 128 students and 128 parents of the class VIII then this study uses randomized sample withdrawal techniques *proporsional (proporsional random sampling)* Which of each section is drawn by 50% and the sample in this study was 64 students and 64 parents. This study uses questionnaire and documentation data collection techniques.

This research consists of two free variables and dependent variables, namely independent variables (independent) of parental attention (X1), independent variables (independent) learning interest (X2), and dependent variables (dependent) learning achievement (Y).

Result and Discussion

1. Variable Data Description

To find out how the influence between the attention of parents and student learning interest with student learning achievement towards IPS lessons at SMP Negeri 3 Natar, used a questionnaire as a data collection technique for variable X1, variable X2 and variable Y.

Table 1. Descriptive Statistics

Descriptive Statistics						
Variable	N	Range	Minimum	Maximum	Mean	Std. Deviation
Learning achievement	64	93	188	281	234,25	20,365
Parents attention	64	11	14	25	18,56	2,383
Interest to learn	64	57	18	75	48,91	9,261
Valid N (listwise)	64					

Source: Data at 2021

Based on the table above shows the results of descriptive statistical measurements of students learning achievement variables with a minimum result of 93 and a maximum of 188, an average of 234.25, the standard deviation of 20.365, and the range in learning achievement is 93. In the parental attention variables, the minimum answer of respondents 14 and a maximum of 25 with an average of 18.56 and the standard deviation of 2.383 with a range of 11. In the learning interest variable, the minimum respondent's answer was 18 and a maximum of 75 with an average of 48.91 and the standard deviation was 9,261.

2. Data Analysis Prerequisite Test

a. Normality Test

The normality test aims to determine the interlude or residual variance distributed normally and to avoid bias in the regression model. Data normality testing in this study uses a non-parametric statistical test of Kolmogorov-Smirnov (K-S). By making a hypothesis, if a significant value is greater than 0.05 then H_0 is accepted, whereas if a significant value is smaller than 0.05, the H_0 is rejected.

Table 2. One-Sample Kolmogorov-Smirnov Test

Unstandardized Residual		
N		64
Normal Parameters ^{a,b}	Mean	,0000000
	Std. Deviation	20,16471502
Most Extreme Differences	Absolute	,062
	Positive	,062
	Negative	-,048
Test Statistic		,062
Asymp. Sig. (2-tailed)		,200 ^{c,d}

Source: Data at 2021

Based on the table above, the normality test results show the value of ASYMP. Sig. (2-tailed) $0.200 > \alpha 0.05$. From these results that the significant value with the One Sample Test Kolmogorov-

Smirnov for all variables is greater than 0.05, so that it can be concluded that the data in this study is normally distributed and the research can be continued using a parametric test.

b. Linearity Test

Linearity test is done to find out whether two variables have a linear or no relationship. Linearity testing is also done with the help of the SPSS application program. The test criteria are data considered linear if PSIG in the ANOVA table for Deviation from Linearity is larger than Alpha (0.05).

1. Test the Linearity of Parents Attention Variable with Learning Achievement

Based on the results of the research analysis test, the significance value is obtained for the parents attention variables in supporting the learning achievement of class students VIII For the Deviation category in the ANOVA table of 0.989. Thus it can be concluded that there is a significant linear relationship between the variables of the role of parents of students in VIII of the learning achievement variables of each class.

2. Test Variable Linearity of Student Learning Interest with Learning Achievement

Based on the results of the research analysis test, the PSIG value is obtained for students learning interest variables with the learning achievement of IPS students VIII For the Deviation from Linearity category in the Anova table of 0.084, which means greater than Alpha 0.05. Thus it can be concluded that there is a significant linear relationship between variables.

c. Multicollinearity Test

Related decision making There is no whether multicollinearity between independent variables can be done in two ways, namely (1) by looking at the tolerance value. There is no multicollinearity, if the tolerance value is greater than 0,10. Instead, there is multicollinearity, if the tolerance value is smaller or equal to 0,10. (2) with value VIF (*variance inflation factor*). No multicollinearity if the VIF value is smaller 10,00. Based on the analysis of the research data test section, the tolerance value of the tolerance of the parents attention variables VIII as big as t of 0,995 and tolerance values for student learning variables as big as 0,995 which means bigger than 0,10. VIF Value Variables the role of parents of class VIII of 1.005 and the VIF value of the student learning interest variable is 1.005 which means smaller than 10.00.

Based on the decision-making criteria for the presence or absence of multicollinearity between independent variables (independent), So it can be concluded that there is no multicollinearity between the variables of the role of parents of students with student learning interest so that it can be continued to test correlation and regression for the three variables.

d. Hypothesis Testing

1. The Influence of The Role of Parents of Students (X1) With Learning Achievement (Y)

To find out whether the students parents role variables (X1) are significantly related to student learning achievement variables (Y), then a multiple correlation coefficient test, the tested statistical hypothesis is:

$$H_0 : r_{x1y} \leq 0$$

$$H_1 : r_{x1y} > 0$$

The test criteria used are probability (p), namely:

- If $P < 0.05$, then H_0 is rejected
 If $P \geq 0.05$, then H_0 received.

The influence of the variables of the role of parents of students with the learning achievement of class VIII students by looking at the value of propabile (PSIG) consulted with a significant level of alpha amounted to 0.05, then the value of PSIG = 0,000 which means that $0,000 < 0.05$.

Thus the test hypothesis is H_0 is declared rejected, meaning a double correlation coefficient in the model ($R = 0.725$) for class VIII is positive. The coefficient of multiple correlation results from SPSS 23.0 data is shown in Table 3.

Table 3. Double Correlation Coefficient Variable X1 Against Y

Measures of Association				
	R	R Squared	Eta	Eta Squared
Learning achievement *				
Parents attention	-,070	,005	,226	,051

Source: Data at 2021

The regression equation provides an understanding that if the variable coefficient of X1 (the role of the student parents) is increased by one unit, Then it will cause an increase in the value of the Y variable (IPS learning achievement of class VIII students) of 0.051. And the regression equation gives the understanding that if the X1 variable coefficient (the role of the student parents) is increased by one unit, it will cause an increase in the value of the Y variable (IPS learning achievement of class VIII students) of 0.051 units of understanding that if there is no effect of variable X1 Then the value of variable y will remain for class VIII.

2. Influence of Interest (X2) with Learning Achievement (Y)

To find out whether the learning interest variable (X2) has a significant relationship to the student achievement variable (Y), the simple correlation coefficient test is carried out, the hypothesis test is:

- $H_0 : r_{x_2 y} \leq 0$
 $H_1 : r_{x_2 y} > 0$

The test criteria used are probabilities (P), namely:

Table 4. Simple X2 Correlation Coefficient against Y

Measures of Association				
	R	R Squared	Eta	Eta Squared
Learning achievement *				
Interest to learn	,116	,013	,762	,580

Source: Data at 2021

Based on the table above, it is known that the proportion of this variation is determined by the coefficient of multiple correlation determinant $D = r = 0.7762$ for class VIII. Besides that the correlation coefficient value is in the range of 0.80-1,000 for class VIII in a range of 0.80-1,000 and based on the interpretation value of the correlation coefficient, the correlation coefficient is in a very strong category because the correlation coefficient of 0.817 for class VIII is on Very strong category.

1. The Influence of Parental Attention to Learning Achievement

The results of the analysis of descriptive statistical data variables the influence of parents of class VIII students are in the medium, high and very high category. The high influence of parents influences student learning achievement which can be proven through inferential testing. The data processing results explain that the zero hypothesis is rejected because the significant value is less than 0.05 which means that H1 is accepted by the assumption that The influence of parents of students has a relationship with student learning achievement. It also indicates that if the influence of parents increases, IPS learning achievements of class VIII students. The regression equation also contains meaning that every increase in the influence of the parents of students, will be followed by an increase in student learning achievement of 0.725.

Descriptive analysis that provides information on the influence of parents of students who are in the high category are also followed by students learning achievement in the medium category. The higher the influence of parents is getting better achievement of IPS a child and vice versa, the lower the level of the influence of parents is increasingly good at the learning achievement of a child. So it can be concluded that the influence of parents attention is very closely with IPS learning achievement of class VIII students.

2. The Influence of Student Interest with Student Achievement

The results of the analysis of the descriptive statistical data variables of student learning interest on the learning achievement of Class VIII IPS are in the high category. The high interest in learning to student learning achievement can be proven through inferential testing. Data processing results explain that zero hypotheses are rejected because the significant value is less than 0.05 which means that H1 is accepted by the assumption that interest in learning there is an influence on student learning achievement. It also indicates that if interest in learning increases, IPS learning achievements in class VIII students increase as well.

Descriptive analysis that provides information about student learning interest in the medium category. The higher the interest in learning a student against social studies subjects is increasingly high in the learning achievement of IPS and vice versa, the lower interest in learning students to social studies subjects is increasingly good at the learning achievement of a child. So it can be concluded that interest in learning there is an effect with the achievement of social studies of class VIII students.

3. The Influence of Parents Attention and Interest in Learning on Student Achievement

The results of the calculation of multiple regression tests explain that the activity of the two independent variables for a significant value is less than the alpha value of 0.05 which means that the zero hypothesis is rejected and significantly value can be concluded that there is no influence of the attention of parents and student learning interest there is a positive relationship with IPS learning achievement of class VIII students. It also indicates that if the influence of parents attention and learning interest increases, students learning achievements will also have no influence.

This value shows that the role of the parents of students and student learning interest together can be variations in the usual student learning achievement variables called the coefficient of determination ($D = R^2$). The description above explains that the influence of parents attention and learning interest students has a relationship to IPS learning achievement of class VIII students. The two free variables are based on the results of a double correlation test, it is known that the correlation coefficient does not have an influence between the attention of parents and student learning interest in student learning achievement for class VIII.

Conclusion

Based on the results of the research and the discussion above can be concluded that:

1. The influence between the attention of parents and the learning achievement of IPS students of class VIII of the 2020/2021 school year is positive which means its significant and significant influence is real. Based on the descriptive distribution table of 5, 679 is in a high category seen from various indicators that can influence the influence of parents such as guiding children to learn, overseeing the child's learning process, motivating children in learning, guiding and directing children's learning, and meeting children's learning needs.
2. The influence between learning interest with IPS learning achievement of class VIII students of the 2020/2021 school year is positive which means its significant and significant influence is real. Based on the descriptive distribution table of 85,769 is in a high category seen from various indicators that can affect students such as: efforts to realize the wishes or pleasure of something, objects or activities noted to see something, and the type of activity to achieve the limestone.
3. The influence between the attention of parents and interest in learning with the learning achievement of social studies class VIII students of the 2020/2021 school year is positive which means its significant and significant influence is real.

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