

The influence of parental attention on student learning achievement in elementary school

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ABSTRACT

One of the roles of parents in the success of their children's education is to pay attention, especially attention to learning activities. The method used is quantitative research. quantitative research is research that is required to use a lot of numbers, starting from data collection, interpretation of the data, and the appearance of the results. This research design uses quantitative research with survey research methods. This research was conducted in February-July 2021. This research was conducted at SDN 097 / IV Jambi City, INHIL Riau Regency with 154 students consisting of 84 boys and 70 girls. Based on the results of the study, it was found that there was a significant effect of parental attention on the learning achievement of students in grades IV and V of SDN 097 / IV Jambi City. This result is evident from the value of $t_{count} > t_{tabel}$ $5.885 > 2.021$ (significant level 0.05) and also evident from the value of $t_{count} > t_{tabel}$ $5.885 > 2.704$ (significant level 0.01). The regression results also show a positive regression coefficient value, which means that there is a significant positive effect of parental attention on student learning achievement, which means that the better the attention of students' parents, the better their learning achievement will be. The percentage contribution of the influence of parental attention variables on student learning achievement is 42.96% while the rest is influenced by other factors. The results of the analysis that have been carried out also show that the correlation coefficient of the influence of parental attention on student learning achievement is 0.655. This value shows that the effect of parental attention on student learning achievement is classified in the strong category, because the correlation coefficient value is in the interval 0.5999 - 0.7999 with a correlation level classified as "Strong".

1. INTRODUCTION

Children in their lives recognize and experience three educational environments. The three educational environments are the family environment, the school environment, and the community environment. The family is the first and main educational institution. According to Slameto (2010), a healthy family means a lot for education in small sizes, but is decisive for education in large sizes, namely the education of the nation, state and world. Both parents are said to have the feasibility of being a father and mother if they are serious in educating their children. Every parent wants success in their child's education. One of the roles of parents in the success of

their children's education is to pay attention, especially attention to learning activities. Educating and teaching children is a very important and heavy obligation placed on the shoulders of both parents. It is from the family that children get the education and affection needed by children for their lives. The love given by the family to the child will create a healthy and good mentality for the child. Lack of affection will cause emotional insecurity. Children who are depressed will find it difficult to develop their abilities. So parental attention can be interpreted as the concentration of all parental activities aimed at their children (Widodo & Ahmadi: 2013).

Student achievement is said to be good because the school uses the minimum passing criteria (KKM) and all students have reached the minimum passing criteria. The achievements achieved by students are indeed different from one another, some have high and some have low achievements. The difference in achievement achieved by students is influenced by several factors from outside the student, such as the attention given by parents between one student and another, which causes differences in student achievement. School is a state institution that has the aim of creating the achievement of national education goals with great responsibility and is expected to be able to produce quality human resources for the progress of the nation in the future (Ainin: 2020).

Based on observations at SDN 097/IV Jambi City, it was found that some students were not dressed neatly, during lessons some students were busy chatting with their classmates and walking around, some students did not do their homework, and some students quietly ate during lessons. This indicates that some students have less attention from their parents. Meanwhile, the results of interviews with students at SDN 097/IV Jambi City found that some parents did not pay attention to their children's education, such as not controlling their learning progress, being indifferent to their children's achievements, and parents who were busy working and even leaving their children to go out of the area.

Someone who has good attention and relationships tends to have a greater ability to adjust to their environment and solve problems in order to achieve optimal achievement. Every child undergoing the educational process needs the role and support of the family. For example, a good cultural background of parents, how parents manage children's learning time and how parents create a calm and peaceful home atmosphere. Moreover, if parents always accompany children in learning such as parents who always direct, provide study guidance to children - will make children become diligent in learning. The efforts made by the school have been maximized enough to communicate every student's learning results to his parents and even hold meetings between teachers and all student guardians to convey the development and learning obstacles of students.

2. METHODS

The method used is quantitative research. quantitative research is research that is required to use a lot of numbers, starting from data collection, interpretation of the data, and the appearance of the results. Likewise, understanding of research conclusions will be better if they are also accompanied by tables, graphs, charts, images or other displays. This research design uses quantitative research with survey research methods. This research was conducted in February-July 2021. This research was conducted at SDN 097 / IV Jambi City, INHIL Riau Regency with 154 students consisting of 84 boys and 70 girls. This research uses a quantitative survey design with a cross-sectional approach. Data will be collected at a single point in time from selected respondents. The population consists of elementary school children aged 7 to 13 years. Data collection techniques will utilize a questionnaire. The collected data will be analyzed using descriptive and inferential statistics. Linear regression tests will be used to measure the impact of social media on consumption behavior. The research results are expected to provide insights into the influence of social media on adolescent consumption behavior and can serve as a basis for further research.

3. RESULTS AND DISCUSSION

3.1 Data Description of research results

a. Parental Attention Data

To find out in general the data about parental attention, using a questionnaire addressed to students who are the sample in the study. Furthermore, the questionnaire was given to 48 students as respondents on June 10, 2021 as many as 20 questionnaire items with the following conditions:

Table.1 Attention data

Positive Statement		
Alternative Answer	Description	Score
A	Very Often	4
B	Often	3
C	Sometimes	2
D	Never	1

Furthermore, the questionnaire results are entered into the frequency distribution table by determining the interval class with the following formula:

1) Calculating Range (R)

This is done by finding the difference between the largest data and the smallest data using the formula:

$$R = \text{Largest data} - \text{Smallest data}$$

The largest data for variable X is 70 and the smallest data is 26.

So the range: $R = 70 - 26 = 44$

2) Determining the Number of Classes (BK)

To determine the number of classes using the *Sturges* rule as follows: Number of Classes

$$= 1 + (3.3) \log n$$

N states the number of samples, which is 48 people, then the number of classes is:

$$BK = 1 + (3.3) \log n$$

$$= 1 + (3.3) \log 48$$

$$= 1 + (3.3) \cdot (1,6812)$$

$$= 1 + 5,54810$$

$$= 6.5481 \text{ rounded to } 7$$

3) Determine class length (P)

Using the formula:

$$\text{Range } P = R/BK, P = 44/7$$

$$P = 6.2857 \text{ rounded up to } 6$$

After knowing the interval value, the data from the interval above is entered in the frequency distribution table as follows:

Table 2. Frequency Distribution

No.	Class Interval	Frequency	Presentation
1.	26,00-32,00	4	8,33%
2.	33,00-39,00	4	8,33%
3.	40,00-46,00	6	12,50%
4.	47,00-53,00	11	22,92%
5.	54,00-60,00	15	31,25%
6.	61,00-67,00	6	12,50%
7.	68,00-74,00	2	4,17%
Total		48	100%

After tabulating into a frequency distribution table in order to obtain accurate results, the authors conducted a prerequisite analysis test, namely the data normality test using the *Lieliefors* SPSS 25 test with the following results:

Table 3. Case Processing Summary

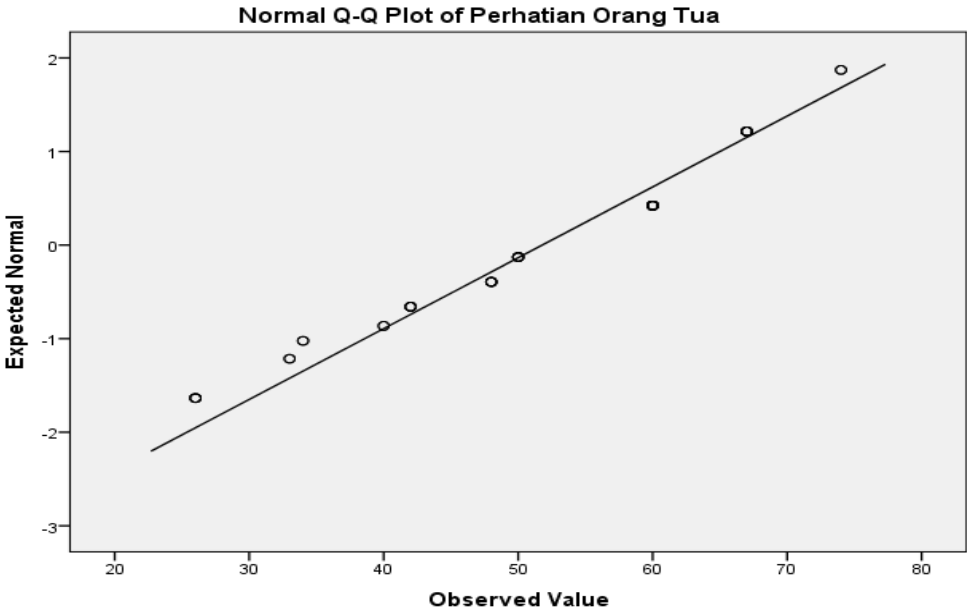
Cases					
Valid		Missing		Total	
N	Percent	N	Percent	N	Percent

Parental Attention	48	100.0%	0	0.0%	48	100.0%
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Table 4. Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Parental Attention	.233	48	.000	.923	48	.004

The Data Normality Test diagram can also be seen below:



The results of the parental attention data can also be presented in the form of a bar chart, for more details, see the following bar chart:

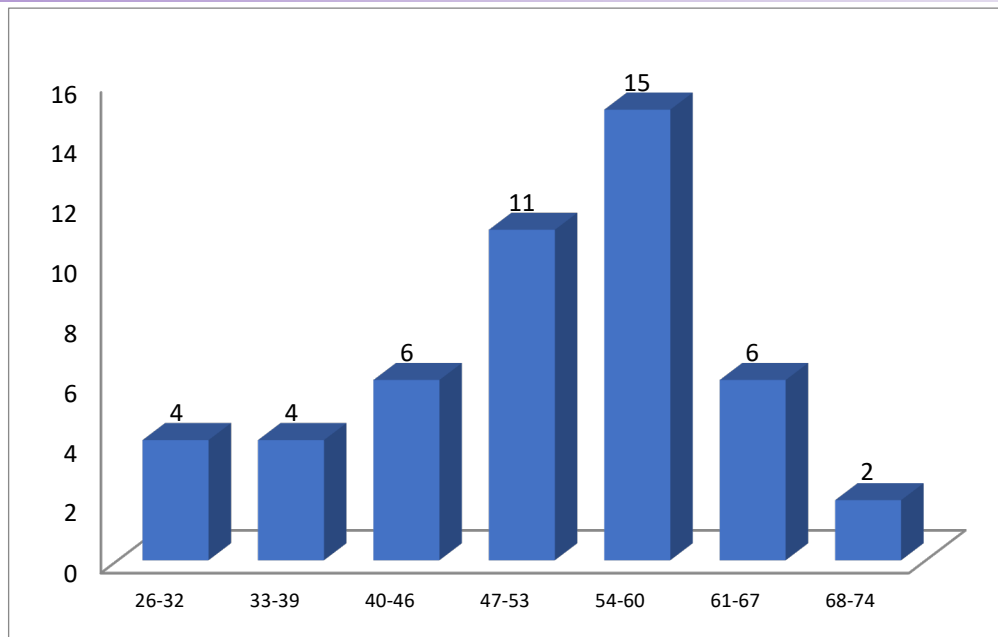


Figure 1. Bar Diagram of Frequency Distribution of Parental Attention Variables

Based on the table and figure above, the data on parental attention on the lowest score is between 26-32 as many as 4 people with a percentage of 8.33% and the highest score is between 68-74 as many as 2 people with a percentage of 4.17%. Based on the data above, it is known that the largest percentage is in the 54-60 score range with a percentage of 31.25% each with a total of 15 respondents.

Based on the data that has been collected and seen from the documentation of class IV and V ledger books of MI As'adiyah Sugai Nau, to find out the range of learning achievements of students of SDN 097 / IV Kota Jambi, Keritang District, Indragiri Hilir Regency-Riau in the 2020/2021 school year more clearly, it can be seen in the table as follows:

Table 5. Data on the Learning Achievement of Students

No.	Category	Total score	Number of Students	Learning Achievement Score
1	Theory	3900,8	48	81,27
2	Practice	3904,0	48	81,33
3	Average	3902,4	48	81,30

Furthermore, the achievement score is entered into the frequency distribution table by determining the interval class with the following formula:

a. Calculating Range (R)

This is done by finding the difference between the largest data and the smallest data using the formula:

$$R = \text{Largest data} - \text{Smallest data}$$

The largest data for variable X is 89.95 and the smallest data is 71.70.

$$\text{So the range: } R = 89,95 - 71,70. R = 18,25$$

b. Determining the Number of Classes (BK)

To determine the number of classes using the *Sturges* rule as follows: Number of Classes
 $= 1 + (3.3) \log n$

N states the number of samples, which is 48 people, then the number of classes is:

$$\begin{aligned} BK &= 1 + (3.3) \log n \\ &= 1 + (3.3) \log 48 \\ &= 1 + (3.3) \cdot (1,6812) \\ &= 1 + 5,54810 \\ &= 6.5481 \text{ rounded to } 7 \end{aligned}$$

c. Determine class length (P)

Using the formula:

$$\text{Range } P = R/BK, P = 18.25/7$$

$$P = 2.60714 \text{ rounded to } 3$$

After knowing the interval value, the data from the interval above is entered in the frequency distribution table as follows:

Table 6. Frequency Distribution of Student Learning Achievement

No.	Class Interval	Frequency	Presentation
1.	71,70-74,70	2	4,17%
2.	74,71-77,71	6	12,50%
3.	77,72-80,72	12	25,00%
4.	80,73-83,73	14	29,17%
5.	83,74-86,74	11	22,92%

6.	86,75-89,75	2	4,17%
7.	89,76-92,76	1	2,08%
Total		48	100%

Learning achievement data before further hypothesis testing is carried out, the normality test is first carried out using the *Lieliefors test*, with the following calculations:

Case Processing Summary

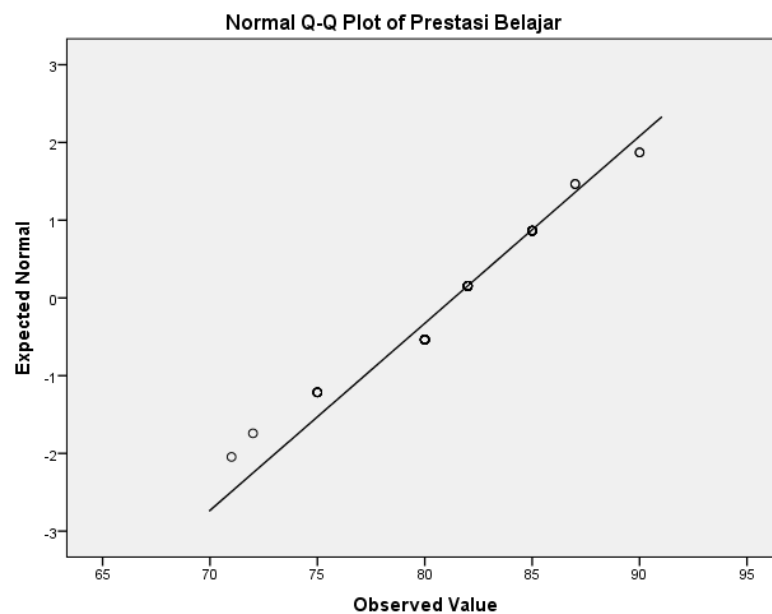
	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Learning Achievement	48	100.0%	0	0.0%	48	100.0%

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Learning Achievement	.206	48	.000	.929	48	.006

a. Lilliefors Significance Correction

Furthermore, in order to be able to see more clearly the normality distribution of variable y data (dependent variable), namely learning achievement, can be seen in the following diagram:



The distribution of the frequency distribution of data on the learning achievement of SDN 097 / IV Jambi City students can also be presented in the form of a bar chart, for more details, it can be seen in the bar chart below:

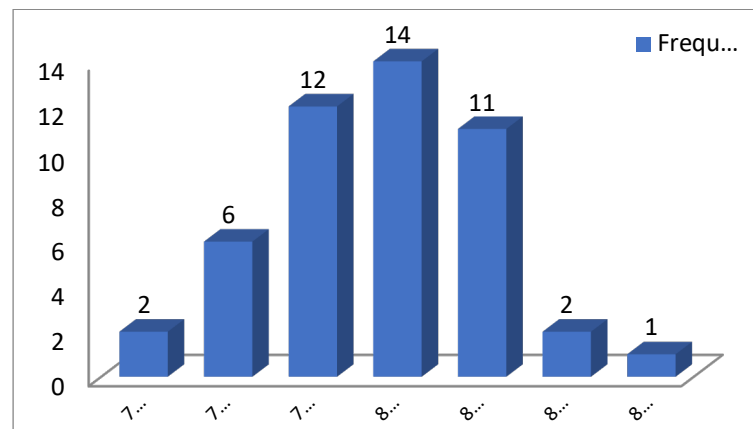


Figure 1. Bar Diagram of Frequency Distribution of Parental Attention Variables

Based on the table and figure above, the data on parental attention on the lowest score is between 71.70 as many as 2 people with a percentage of 4.17% and the highest score is between 89.76-92.76 as many as 1 person with a percentage of 2.08%. Based on the data above, it is known that the largest percentage is in the score range 80.73-83.73 with a percentage of 29.17% each with a total of 14 respondents.

3.2 Research Hypothesis Test Results

1. Simple Linear Regression Test

This analysis is used to determine the effect of the independent variable on the dependent variable, whether the independent variable has a positive or negative effect as well as whether the variable value is significant or insignificant and to predict the value of the dependent variable if the variable value has increased or decreased. The results of data testing using simple regression using SPSS 25 are as follows:

Table 6. Anova

		Sum of Squares	df	Mean Square	F	Sig.
Learning Achievement * Parental Attention	(Combined)	755.946	9	83.994	57.997	.000
	Between Groups	713.758	1	713.758	492.843	.000
	Deviation from Linearity	42.188	8	5.274	3.641	.003

Within Groups	55.033	38	1.448		
Total		47			
N	810.979	48			

Table 7. Test Results of Regression equation analysis of the Effect of Parental Attention on Student Learning Achievement

Variables	N	Fcount	F _{tabel}	Regression Equation
XY	48	34,639	4,01	$Y = 69.510 + 0.232X$

Based on table IV.7, it is known that the regression equation explains that the constant is 69.510; meaning that if the effect obtained from parental attention (X) is constant, then student learning achievement (Y) is 69.5105 and the regression coefficient of the parental attention variable (X) is 0.2327 with a positive coefficient, meaning that there is a positive effect of parental attention on student learning achievement, which means that if parental attention increases by 1%, then student learning achievement (Y) will experience an increase of 0.232.

Based on the results of the simple linear regression test, the calculated F value of 34.639 is greater than the F table at the 5% significant level of 4.01 or F count $34.639 > F \text{ table } 4.01$, which means H_a is accepted and H_o is rejected, which means that there is an effect of parental attention on student learning achievement. Furthermore, based on the results of the analysis that has been done, it can be seen that the tcount value is 5.885 greater than t_{tabel} at a significant level of 5% of 2.021. Because the value of $t_{\text{count}} > t_{\text{tabel}}$ ($5.885 > 2.021$), it can be concluded that H_a is accepted and H_o is rejected, which means that there is a significant effect of parental attention on the learning achievement of students in grades IV and V of SDN 097 / IV Jambi City.

Based on the results of the study, it was found that there was a significant effect of parental attention on the learning achievement of students in grades IV and V of SDN 097 / IV Jambi City. This result is evident from the value of $t_{\text{count}} > t_{\text{tabel}}$ ($5.885 > 2.021$). Thus, parental attention has an influence on student learning achievement. The research findings also show that the percentage of the influence of parental attention on student learning achievement is 42.96% while the remaining 57.04% ($100\% - 42.96\%$) is influenced or explained by other variables not included in this study.

The proven influence of parental attention on student learning achievement shows that parental attention is very influential in the success of children in learning. Therefore, it is

necessary for parents who try to pay attention to their children in learning, will cause their children to feel cared for which raises children's enthusiasm for learning. The attention of parents who try to organize study time, facilitate learning and create a calm and peaceful home atmosphere. In essence, it is parental attention that influences children in learning so that the implementation of learning at school can trigger a spirit of learning that has a positive impact on optimal learning achievement.

The success of students in achieving learning achievement is influenced by several factors, namely a good level of intelligence, lessons in accordance with their talents, high intention and interest in learning, good motivation in learning, good learning methods and learning strategies developed by the teacher. The family atmosphere encourages children to progress, besides that in an orderly, organized and disciplined school environment is a driving force in the process of achieving learning achievements. This is in accordance with Dewi's statement (2028) that family is one of the great potentials and positively influences the potential of students. Most of the time a student is at home. Parents and younger siblings are the people closest to him. Therefore, the family is one of the great potentials and positively influences student achievement.

Parental attention is very influential in the success of children in learning and is the most important factor in improving children's learning achievement. This encourages parents to try to pay attention to their children in learning, so that children feel cared for which raises children's enthusiasm for learning. The attention of parents who try to organize study time, facilitate learning and create a calm and peaceful home atmosphere. Ahmadi (2013) states that in essence, parental attention influences children in learning so that the implementation of learning at school can trigger a spirit of learning that has a positive impact on optimal learning achievement. Student learning achievement is influenced by parental attention. Children who are smart, but do not get attention from parents will cause children to become lazy and face difficulties in learning. Parents who pay attention to children in learning will support children's success in learning.

4. CONCLUSION

Based on the results of the research and hypothesis testing that has been done previously, it can be concluded that there is a significant effect of parental attention on the learning achievement of students in grades IV and V of SDN 097 / IV Jambi City. This result is evident from the value of $t_{count} > t_{tabel}$ $5.885 > 2.021$ (significant level 0.05) and also evident from the value of $t_{count} > t_{tabel}$ $5.885 > 2.704$ (significant level 0.01). The regression results also show a positive regression coefficient value, which means that there is a significant positive effect of parental attention on student learning achievement, which means that the better the attention of students' parents, the better their learning achievement will be. The percentage contribution of the influence of parental attention variables on student learning achievement is 42.96% while the rest is influenced by other factors. The results of the analysis that have been

carried out also show that the correlation coefficient of the influence of parental attention on student learning achievement is 0.655. This value shows that the effect of parental attention on student learning achievement is classified in the strong category, because the correlation coefficient value is in the interval 0.5999 - 0.7999 with a correlation level classified as "Strong".

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