

THE INFLUENCE OF PARENTAL ATTENTION AND LEARNING INTEREST TOWARDS LEARNING ACHIEVEMENT

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Abstract

The purpose of this study was to determine the effect of parents' attention on learning achievement in English and the effect of learning motivation on learning achievement in English. Furthermore, to determine the effect of parents' attention and motivation to learn together on learning achievement in English. The research method used was a survey. The sample size was 52 students, with the sampling technique used was random sampling. Hypothesis testing with 2-way ANOVA test.. The results showed: 1.) There was a significant influence of parents' attention and learning interest learn together on students' English learning achievement at MTsN East Jakarta, as evidenced by the value of Sig = 0,000 <0.05 and F count = 27.525. 2.) There is a significant influence of parents' attention on students' English learning achievement at MTsN East Jakarta, as evidenced by the value of Sig = 0.000 <0.05 and t value = 3.360. 3.) There is a significant influence of learning interest on students' English learning achievement in MTsN East Jakarta, as evidenced by the value of Sig = 0.000 <0.05 and t value = 3.604. Parental attention and learning motivation have a significant effect on learning achievement.

Keywords: Parental attention, learning interest, learning achievement

INTRODUCTION

Learning is one of the activities that is not strange to humans because learning is one of the traits of human beings who have the highest ability among other beings and during human life always do the activity. People learn to develop effective and efficient behaviors to achieve their goals. In the educational world is known terms that students achieve in absorbing lessons. Some have expressed results, potency, value, and some use the term achievement.

Achievement is proof of success achieved. So such achievement can be interpreted as a result of various processes by producing the expected objectives. With this learning achievement a teacher can know the level of student success in delivering lessons and students in receiving lessons. Learning achievements are essential as a success indicator for teachers and students. For a teacher, student learning achievements can be used as a guideline for the assessment of success in student teaching activities.

A teacher is said to have successfully run a learning program when half or more of students have accomplished the teaching objectives of specific and general teaching purposes. As for students, learning achievements are information that serves to measure the level of ability or success of learning, whether experiencing positive changes or negative changes. There is no one student who does not want a good achievement of learning. But to get it all is not easy because it remembers the

differences of interest, characters, imagery, and the others belonging to each student.

With these differences will lead to different learning achievements, namely high, medium and low. This can occur because of the many factors that affect the achievement of learning intelligence, talents, interests, interests and the environment of students from the school environment and the home environment

Based on the explanation of the above researchers in the family environment, the attention of parents in children's learning is very influential in the learning achievement of the child. Thus, it can be concluded that the attention of parents is one of the other important factors that determines the learning achievement of students.

Parents' attention can be interpreted as a form of parental attitude that monitors every child's development. Parents should be aware that it has a huge role in the learning process of students. Abu Ahmadi and Widodo Supriyono (2013:86) argue, the affection of parents, attention or appreciation to children raises healthy mental for children¹. Parents' attention has a good impact on children, such as raising the spirit and interest in learning for the child. The attention and guidance of parents at home will affect students' learning readiness, both at home and in school.

Based on the explanation above, researchers are more emphasizing English language achievement issues in relation to parental attention and student learning interests. For that, researchers will investigate the influence of parents' attention and interest in learning the English language achievement which is poured out in the thesis titled "The Influence of parental attention and interest in learning the English language achievement (Survey on MTsN in East Jakarta)."

THEORETICAL FRAMEWORK

Learning Achievement

According to Asep Jihad and Abdul Haris (2009: p4), the Learning achievement is an achievement of the form of behavioral change that tends to settle from the cognitive, affective, and psychomotor realm of the learning process done within a certain time². The English learning achievement can be defined as the knowledge and skills developed by the English language and expressed in the form of numbers given by the teacher as a result of the learning activities that have been achieved by students in a certain period. Student English learning achievement means the result that students have achieved in English language subjects.

Syaiful Bahri Djamarah (2006:106) reveals that to measure and evaluate the success rate of learning, it can be done through a learning achievement test³. Similarly, the English language achievement, that in order to measure the achievement of the study, can be done through the learning English presracy test.

According to Suharsimi Arikunto (2009:33-39), it is reviewed in terms of usability to measure students' learning performance and differentiated into three kinds of tests, namely diagnostic tests, formative tests and summative tests⁴:

1) A diagnostic test is a test that is used to determine the weakness of the students so that based on these weaknesses can be appropriate treatment.

¹ Abu Ahmadi, Supriyono, W. (2013). *Psikologi Belajar*. Jakarta : PT. Rineka Cipta p86

² Asep Jihad. Haris, A. (2009). *Evaluasi Pembelajaran*. Yogyakarta: Multi. Press.p4

³ Syaiful Bahri Djamarah, (2008). *Psikologi Belajar*. Jakarta: Rineka Cipta. P106

⁴ Suharsimi Arikunto,. (2009). *Dasar-Dasar Evaluasi Pendidikan*. Jakarta: Bumi Aksara pp33-39

2) A formative test is a test that is intended to know the students' mastery over the program materials thoroughly as well as the extent to which the students have formed after following a particular program. In terms of experience at school, the formative test can be likened to daily replay.

3) a summative test or summative evaluation is an evaluation of the expiration of a group of Programs. This summative test can be likened to a general replay usually performed at the end of the term.

In principle, the disclosure of achievement of learning is ideal when it encompasses all the psychological realm that changed as a result of learning experience and process of students. However, the disclosure of behavior changes throughout the realm, particularly the psychological realm of students, is very difficult. This is due to the change in learning outcomes that are unpredictable.

Therefore, what the teacher can do in this case is to take a snapshot of the behaviour change that is considered important as a result of learning students, both the dimension of cognitive, affective and dimension of Karsa. In this regard, Muhibbin Syah (2008:150-151) stated that measurement of study achievement can be done in 3 aspects/realm, such as (cognitive), realm of Sense (affective), Karsa (psychomotor) domain⁵.

Based on the description, it can be concluded that the measurement of study achievement can be done through several tests, while the Learning achievement indicator (in this case the measured aspect) covers the realm of cognitive, affective, and psychomotor.

In this study the measurement of English language achievement was conducted through formative tests (in this case the competency test or the daily replay for such competence). Thus, measurements are carried out on the cognitive aspects of students.

Ahmad Mudzakir and Joko Sutrisno (1997) expressed factors that affect the learning performance in general divided into two, external and internal factors. External factors are a factor that comes from outside of oneself⁶. this factor covers the family environment:

The family is the primary and first education center. These factors include:

Parents' attention

In a family environment, every individual or student needs parents' attention to achieve their learning achievements. Because this parent's attention will determine a student can achieve high learning achievement. Parents' attention is manifested in compassion, giving advice and so on.

The economic circumstances of parents

The family's economic situation also affects student learning achievements, sometimes students feel less confident in their family's economic circumstances. But there are also students whose economic state is good, but the achievement of the achievement is low or otherwise the students whose economic condition is low instead of gaining high learning achievement.

Relationships between family members

In the family must be a harmonious relationship between existing personnel. With the harmonious relationship between family members will have peace, serenity and

⁵ Muhibbin Syah. (2008). *Psikologi Belajar*. Bandung : PT. Remaja Rosdakarya. pp10-151

⁶ Ahmad Mudzakir,. Joko Sutrisno. 1997. *Psikologi Pendidikan*. Pustaka Setia. Bandung

tranquility. This can create a good learning condition, so that students' learning achievements can be achieved well too.

Learning interests

The intent of Slameto (2010:180) is a sense of interest and a sense of interest in a matter or activity, with no one to tell⁷. W.S. Winkel states that (1984:30) interest is the tendency that settled in the subject to feel interested in a particular field/thing and feel happy in that field⁸.

From the above opinion can be concluded that interest is a more sense of love needed for a success in a process. When this interest arises in students of the English language, the student will be diligent in learning to achieve achievement in English language lessons.

Interest does not simply grow in humans but interest can be grown on human beings. According to Slameto (2010:180-181) The most effective way of generating interest in a new object is to use the interests of existing students⁹. Interest is not something that a person has, but rather is something that can be developed.

The conclusion that can be taken is that to foster students' interest in the lesson is done using existing interests and from those interests can be developed again in order to achieve achievement of those interests. Interest is essential to learning because interests are closely related to the implementation of learning.

According to Gie (1995:131) The important meaning of interest in relation to the implementation of the learning is: a. Interest in giving birth to the attention that is as well b. Interest in the creation of concentration c. Interest in preventing interference from outside d. Interest strengthens the material to strengthen the lesson in memory E. The interest in boredom minimised learning in oneself.¹⁰

Interest is indispensable in the learning process because with interest will make learning run smooth and will improve performance because the lesson inhibitory factor can be addressed through interest. According to Gie, (1995:130) interests give birth to spontaneous attention that allows the creation of concentration for a long time thus, interest is the foundation for concentration¹¹. Interest is very personal, others cannot grow it in students, cannot nurture and develop that interest, and are unlikely to be interested in something as a representative of each student.

From the above opinion can be concluded that the interest is very personal so that in growing interest must start from the person himself. According to J.E. Ormrod (2009:101) interest is a form of intrinsic interest. For example, students working on a task that attracts interest experience significant positive affect such as pleasure, excitement, and delight¹². Interest relates to the style of motion that encourages a person to confront or deal with others, objects, activities, experiences stimulated by the activity itself (Djaali, 2007:121)¹³.

So interest is one form of self-interest that needs to be developed to cause positive effects and interest is a tendency or a high desire for something to be achieved. According to Hardjana (1994:88-89) There are several steps to generate

⁷ Slameto. (2010). *Belajar dan Faktor-faktor yang Mempengaruhinya*. Jakarta: PT Rineka Cipta, pp180-181

⁸ W.S Winkel, .(1984). *Psikologi Pendidikan dan Evaluasi Belajar*. Jakarta: Gramedia.

⁹ Slameto Op,cit pp180-181

¹⁰ Gie (1995). *Cara Belajar Efisien Jilid II*. Yogyakarta: Liberty p131

¹¹ Ibid p130

¹² Ormrod Ellis Jeanne (2009). *Psikologi Pendidikan*. Jakarta: Erlangga p101

¹³ Djaali (2007). *Psikologi Pendidikan*. Jakarta: Bumi Aksara, p121.

interest in learning: a. Direct attention to the goal to be achieved b. Planning the learning activity and follow the Plan c. Making learning activities become interesting d. Looking at the learning activities becomes very important at the time of learning e. Seeking satisfaction in learning activities f. Reducing the things that interfere with learning pleasure is very necessary to be resurrected because interest affects the learning process and can also influence the achievement of learning¹⁴

Parents ' attention

Attention according to Wasty Soemanto (2006:34) attention is the concentration of energy/soul strength on something object. Caution is the utilization of consciousness to accompany an activity. This understanding can be interpreted that the attention of parents is the deployment or concentration of energy/life force of the parents to the learning activities of his child with full consciousness to achieve maximum achievement of the child in learning¹⁵.

Parents ' attention to child education is necessary and plays a role in determining the achievement of learning achievement or in general the child's own success. Slameto (2010:61) reveals that less parents do not even pay attention to their children's education, for example they are indifferent to their children's learning activities, not pay attention to the interests and needs of his children in learning, do not regulate the time of study, do not pay attention to the time of learning, do not provide or complement the learning tools, do not pay attention to children learn or not, do not want to know how the progress of learning his son, the difficulties experienced in learning and others, can cause the child is not or less¹⁶

Based on the theory above, parents ' attention to the child in terms of learning can be demonstrated by various forms of action. In this study there were five forms of attention that became indicators of the parents ' attention in terms of learning their children, among others:

Give Reward (award)

The award is given in the form of praise or prizes. Prizes are given to children as a reward, while praise is used to give interest to the child. Prizes are something that is given to other people as a tribute or misadventure. Gifts given by others can be anything, depending on the intention of the giver. Prizes can also be adjusted to the achievements achieved by a person.

Giving punishment (penalty)

Punishment is a negative reinforcement but is necessary in education. Penalties intended here are not like imprisonment or punitive punishment. But is an educational punishment. This educational punishment is necessary in education.

Child errors because of violating discipline can be sanctioned penalties. The sanctions include sweeping the floor, noting missing subjects, or anything that is educational.

Providing guidance and assisting the difficulties

According to Stoops in Oemar Hamalik (2012:193) guidance is a continual process to assist the development of individuals in order to develop their ability to

¹⁴ Hardjana, M. Agus (1994). Kiat Sukses di Perguruan Tinggi. Yogyakarta: Kanisius pp88-89

¹⁵ Soemanto, W. (2006). Psikologi Pendidikan: Landasan Kerja Pemimpin. Jakarta: Rineka Cipta p34

¹⁶ Slameto Op.cit p61

the fullest extent to obtain maximum benefit¹⁷. According to M. Dalyono (2009:240), children learn to need guidance from their parents so that adult attitudes and learning responsibilities grow in children. Busy parents working, busy with organizations and other things can result in children not getting guidance from their parents. As a result, it is likely that children will have difficulties in learning and difficulties in achieving good learning achievements¹⁸.

Parents who give guidance to their children in learning, will know the development of his son and also the difficulties and problems faced by his son. In this regard, Slameto (2010:64) suggests that parents are obliged to give understanding and encourage them, helping to be as difficult as a child can suffer. If parents need to contact their child's teacher to find out their progress.¹⁹

Thus, giving guidance and helping the difficulties faced by the child is a form of attention that can help and influence the child in the achievement of his learning achievement.

Give examples

According to Abu Ahmadi and Widodo Supriyono (2013:87), parents are the closest example of his children. Everything that is made by parents unknowingly will be imitated by their children. Hence the attitude of the parents' laziness is not good, should be discarded away. Parents should always give examples by embedding good habits that can smoothen and support their children in learning²⁰.

Based on the theory above, parents who are concerned about their children are parents who care about their child's learning habits. Therefore, parents who can give examples and instill positive habits that support children's learning will help the child achieve good achievement in their learning.

Fulfilling children's learning needs

Children's learning needs in this case are all the tools and means that children need to support their learning activities. Such learning needs can be stationery, textbooks and textbooks, study room, table, chairs, lighting, and others. Bimo Walgito (2010:146) states that learning will not go well without sufficient learning tools. The learning process will be interrupted if the necessary tools do not exist. The more complete the tools, the easier it will be to learn the most. Conversely, if the appliance is incomplete then the learning process will be interrupted²¹

RESULTS AND DISCUSSION

Result

The influence of parents' attention (X1) and learning Interest (X2) together towards English learning achievement (Y)

Hipoteses tested:

$$H_0: \beta_{y1} = \beta_{y2} = 0$$

$$H_1: \beta_{y1} \neq 0$$

¹⁷ Hamalik, O. (2012). *Manajemen Pengembangan Kurikulum..* Bandung: Remaja Rosdakarya p193

¹⁸ Dalyono, M. (2009). *Psikologi Pendidikan.* Jakarta : Rineka Cipta. P240

¹⁹ Slameto Op.cit p64

²⁰ Abu Ahmadi, Widodo Supriyono 2013. Op.cit p87

²¹ Bimo Walgito, (2010). *Pengantar Psikologi Umum.* Yogyakarta: C.V Andi. P146

H₀ : There is no influence on parents ' attention and the interest of learning in conjunction with English language achievement

H₁ : There is influence of parents ' attention and the interest in learning with the English language achievement

Table 1. Calculation result of variable double regression equation X1 and X2 against Y

ANOVA ^a					
Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	283.471	2	141.236	27.525	.000 ^b
Residual	264.576	49	5.379		
Total	546.058	51			

a. Dependent Variable: LEARNING ACHIEVEMENT

b. Predictors: (Constant), PARENTAL ATTENTION, LEARNING INTEREST

Table 2 . correlation of partial regression

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error			
1 (Constant)	60.049	1.951		30.299	.000
PARENTAL ATTENTION	.152	.044	.412	3.360	.000
LEARNING INTEREST	.118	.038	.383	3.604	.000

a. Dependent Variable: LEARNING ACHIEVEMENT

From the table 1 above. It may be noted that there is a significant influence on parents ' attention and the interest in learning in conjunction with English language achievement. It is evidenced by the acquisition of Fo = 27.525 and Sig. 0,000 < 0,05

Discussion

Equations of multiple regression lines can be expressed by $\hat{Y} = 60.049 + 0,118 X1 + 0,152 X2$. It has a sense that the increase in one score variable of parents attention and interest learn to contribute as 0,118 by X1 and 0,152 by X2 To an English language achievement variable. From the table above, it can also explain that collectively the attention of parents and interest in learning contributes to 51.7% of the English learning achievement variables.

Influence of parents ' attention (X1) to English Learning achievement (Y)

The hypothesis tested:

$$H_0: \beta_{y1} = 0$$

$$H_1: \beta_{y1} \neq 0$$

H₀ : There is no influence on parents ' attention to English learning achievements

H₁ : Influence of parents ' attention to English learning achievement

From the table above, it can be stated that there is a significant influence on parents ' attention to English learning achievements. This is evidenced by the acquisition of the value of Sig. 0.001 < 0.05.

The variable contributions of parents ' attention to English learning achievements can be expressed by the formula:

$$CD = \text{Value } \beta_{x1y} \times \text{partial correlation value } (r_{x1y}) \times 100 \%$$

$$CD = 0,652 \times 0,421 \times 100 \% = 27,5 \%$$

From the results of the above calculations can be stated that the contribution of parents ' attention in improving English learning performance amounted to 27.5%

The influence of learning interest (X2) on English Learning achievement (Y)

The hypothesis tested:

$$H_0: \beta_{y1} = 0$$

$$H_1: \beta_{y1} \neq 0$$

H₀: There is no influence of learning interest in learning English

H₁ : There is a growing interest in learning about English language achievement

From the table above it can be stated that there is a significant influence of interest in learning the English language achievement. This is evidenced by the acquisition of the value of Sig. 0.004 < 0.05.

The contribution of variable interest in learning to English learning achievements can be expressed by the formula:

$$CD = \text{Value of } \beta_{x2y} \times \text{partial correlation value } (r_{x2y}) \times 100 \%$$

$$CD = 0,636 \times 0,382 \times 100 \% = 24.3 \%$$

From the results of the above calculations can be stated that the contribution of parents ' attention in improving English learning performance amounted to 24.3%.

The influence of parents ' attention (X1) and learning Interest (X2) together towards English learning achievement (Y)

The results of the above research concluded that the attention of parents and the interests of learning together has been a positive influence on the improvement of English learning performance of MTsN students in East Jakarta. This means that the attention of parents and the interest of learning has made a significant influence on the improvement of learning performance in English students MTsN in East Jakarta.

It is also in line with the opinion of Abu Ahmadi (2013:138) that the learning achievement achieved by a person is the result of interactions of various factors that affect them both within the internal factor and from outside (external factors) of the individual. Factors from within the individual, including physical and psychic factors, among them are the interest and motivation of students.²²

Interest is an activity performed by students in the process of learning. According to a Slameto's opinion (2010:57) Interest is a constant tendency to observe and commemorate some activities. It is the activities that students are interested in, continuous attention with a sense of pleasure and gained a sense of satisfaction²³. Further explained interest is a sense of love and interest in a thing or activity, without anyone telling. A person who has an interest in certain activities tends to pay great attention to the activity. Of course, in conducting activities and achieving objectives, there needs to be a driver to foster interest done by the teacher, the spirit of educators in teaching students are closely related to the interests of students who learn. When teachers have the passion to pay attention and to care for teaching activities will greatly affect the student's interest in the material being taught.

²² Abu Ahmadi, Supriyono, W. (2013 *Op.cit* 138

²³ Slameto 2010 *Op.cit* p57

According to Purwanto (1993-71) argues interest is the impetus of a conscious effort to influence a person's behavior to be moved to act on something so as to achieve a certain outcome or goal²⁴. W.S. Winkel (1984:27) states that learning interest is the overall driving force in the students that raises learning activities, which guarantees the continuity of the learning activities and that gives direction to the learning activities.²⁵

From the opinion above it can be concluded that the learning interest is a driving force or a towing that causes a person's behavior toward a certain purpose in order to have the willingness to act in learning.

The Influence of parents ' attention (X1) to English Learning achievement (Y)

From the results of the research and theory there can be concluded that the attention of parents has had a positive influence on the improvement of English learning performance of MTsN in East Jakarta. That is, the role of high parents has had a significant influence on the improvement of English learning performance of MTsN students in East Jakarta.

Parents ' attention to child education is necessary and plays a role in determining the achievement of learning achievement or in general the child's own success. Slameto (2010:61) reveals that poor parents do not even pay attention to their children's education, for example they are indifferent to the learning activities of his son, do not pay attention to the interests and needs of his children in learning, do not regulate the time of learning, do not pay attention to the time of study, do not provide or complement the learning tools, do not pay attention to children learn, may cause the child to be not or less successful in his or her studies.²⁶

The influence of learning interest (X2) on English Learning achievement (Y)

From the results of the research and theory can be concluded that the interest of learning has had a positive influence on the improvement of English learning achievement MTsN in East Jakarta. This means that the high interest in learning has made a significant influence on the increase in English learning performance of MTsN students in East Jakarta

Interest is the encouragement found in one's self to try to make a better behavioral change in fulfilling his needs. According to Purwanto (1993-71) argues interest is the impetus of a conscious effort to influence a person's behavior to be moved to act on something so as to achieve a certain outcome or goal.²⁷ Interest can also be said a series of attempts to provide certain conditions, so that someone wants and wants to do something.

CONCLUSION AND SUGGESTION

Conclusion

In this part of the conclusion, the author briefly described the results of the research obtained in the field. After the research and analysis of data on "the influence of parents ' attention and interest in learning in English language achievement," can be withdrawn as follows:

1. There is a significant influence of parental attention and interest in learning in conjunction with students ' English language achievement

²⁴ Ngalim Purwanto (1993) *Prinsip Prinsip dan Teknik Evaluasi Pengajaran*. Bandung: PT Remaja Rosdakarya,

²⁵ W.S. Winkel 1984 Op.cit p27

²⁶ Slameto 2010 Op.cit p61

²⁷ Ngalim Purwanto Op.cit p71

at MTsN East Jakarta. It is evidenced by the value of Sig = 0.000 < 0.05 and F count = 26.255.

2. There is a significant influence of parents' attention to student English learning achievement at MTsN East Jakarta. It is evidenced by the value of Sig = 0.001 < 0.05 and t count = 3.380.
3. There is a significant influence of interest in learning to language learning achievement 3. English students at MTsN East Jakarta. This is evidenced by the value of Sig = 0.004 < 0.05 and t count = 3.064.

Suggestion

1. Parents continue to increase their attention so as to give a positive influence on students' English learning achievements.
2. The school seeks to teach the quality of the learning process by optimizing the related elements, both human resources and infrastructure to increase the learning interest of students so that they positively influence the students' English learning achievement in school.
3. Students always appreciate their parents' attention and increase their learning interest as this provides an excellent impact on their English learning and performance.

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