

STUDENT LEARNING ACHIEVEMENTS REVIEWED FROM PARENTAL ATTENTION, INDEPENDENCE, EMOTIONAL INTELLIGENCE, AND MOTIVATION (Study at SMP Batik Surakarta)

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Abstract : *This study aims to determine the simultaneous and partial influence of the variables of parents attention, independence, emotional intelligence and motivation students' learning achievements at SMP Batik Surakarta. This research was conducted at SMP Batik Surakarta with the object of analysis of grade IX students. This research method uses a quantitative descriptive research design with a sample of 80 students. Sampling techniques using purposive sampling techniques. Data collection using questionnaires. Data analysis techniques using statistical analysis are multiple linear regression tests, F tests, t-tests, and determination coefficients. The results showed that parental attention, learning independence, emotional intelligence and motivation influenced the learning achievements of grade IX students of SMP Batik Surakarta by 61.9%. In comparison, 38.1% was influenced by other variables not studied, such as learning interests, environment, peers or teacher competencies and others.*

Keywords: *Learning Achievement, Parental Attention, Self-Reliance, and Motivation.*

1. Introduction

The covid-19 pandemic that occurred in the world changed the pattern of education in Indonesia, and this requires the government to make policies to be applied quickly and appropriately so that education in Indonesia can continue to run well. The government finally issued a Circular Letter of the Minister of Education of the Republic of Indonesia No. 3 of 2020 to prevent covid-19 in the education unit. The learning that was done face-to-face with teachers in the school must turn into learning from home. This change in teaching patterns certainly has an impact on students' learning achievements. The achievements obtained by students after following the learning process are different, some students get high achievements, some get low achievements. Achievement is influenced by several factors, namely internal and external factors. Internal factors concern physiological (physical) and psychological factors. At the same time, external factors include teachers, schools, families, facilities, learning methods, curriculum, or the student's environment.

In this online learning, teachers act as class managers while parents directly carry out supervision tasks because they are the ones who are next to the children every day. Parents' participation in education certainly has a significant impact on the success of this online learning. Parental attention will affect a child's learning achievements. A'la (2016) states that there is an

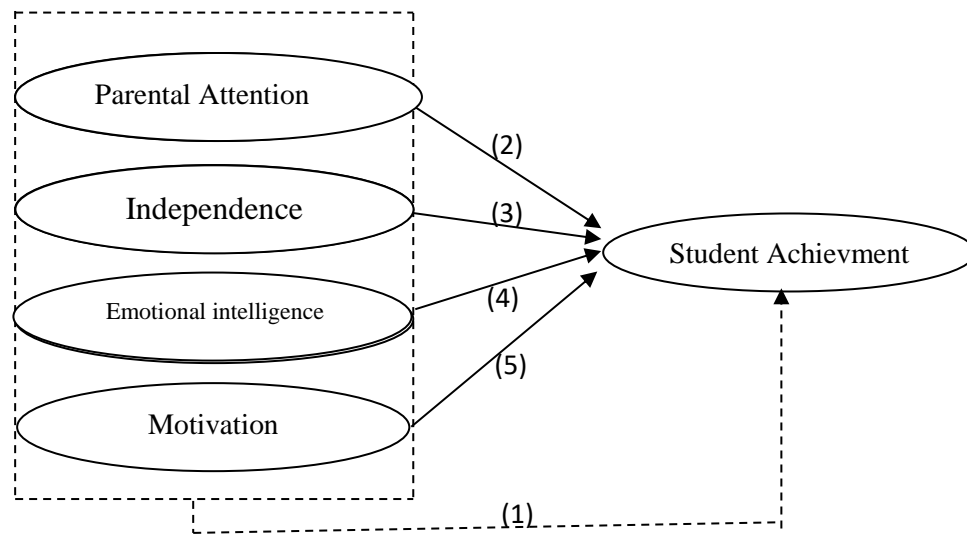
influence of parental engagement to learn Islamic religious education subjects for students. The state of the family influences the success of a child's education. Not every family has the social, economic, or educational ability of parents to support their children's education. A vital role of parents is to provide free time and guide and accompany the child in learning. With the participation of the parents, the child's motivation and the independence of the child's education will grow.

Self-reliance in learning is essential and should be a concern for all parties in education. Learning independence has a vital role in improving students' learning achievement. Rita Ningsih and Arifin Nurrahman (2016) said there is an influence of learning independence on students' learning achievements. This self-reliance of learning can provide a positive effect for students, by applying the autonomy of teaching students will understand the duties as students. A person who has the independence to learn tends not to depend on others and takes the initiative to solve the problems they face without expecting help from others.

All levels of formal education in Indonesia, are still dominant in the cognitive aspect. In teaching and learning activities in schools, many people think that to achieve high learning achievements, one must have a high Intelligence Quotient (IQ). Based on the reality of life, emotional intelligence is more decisive than academic factors. Because one's emotional intelligence (EQ) is very influential on the attitude, decision making, perseverance and responsibility of students and their learning achievements. According to Acara Mulyadi, et al. in his 2015 research journal, Emotional intelligence has a positive influence on learning achievements. Emotional intelligence is one of the essential factors that students should have to achieve exemplary learning achievements in school.

Online learning as it is today makes the activeness of learners less, especially in conveying their aspirations and thoughts, this results in learning becoming saturated. A student who experiences saturation in learning will result in decreased learning outcomes. Students need the motivation to move the spirit of understanding. It is this driver called motivation. Students' learning motivation is considered to have a positive influence on the learning process and results. Lestari (2015) stated that there is a positive influence between learning motivation and mathematical learning achievement. Students will learn earnestly without being forced if they have great motivation. Thus it is expected to achieve high achievements. Based on the data above, the author is interested in researching student learning achievements at SMP Batik Surakarta Year 2020/2021. SMP Batik Surakarta is one of the private schools in solo city which is located at Jalan Slamet Riyadi No. 447 Surakarta.

Based on the description in the background of the above research, the problem formulation as :



Concerning the problems outlined above, a hypothesis is needed to make research and problem solving more targeted. The hypotheses in this study are as follows:

- H1 : Parental Attention (X1), Learning Independence (X2), Emotional Intelligence (X3) and Learning Motivation (X4) simultaneously have a significant impact on the Learning Achievement of Students of SMP Batik Surakarta.
- H2 : Parental Attention (X1) has a significant effect on the learning achievements of students of SMP Batik Surakarta.
- H3 : Learning Independence (X2) has a significant impact on the learning achievements of students of SMP Batik Surakarta.
- H4 : Emotional Intelligence (X3) has a significant impact on the learning achievements of students of SMP Batik Surakarta.
- H5 : Motivation (X4) has a significant impact on the learning achievements of students of SMP Batik Surakarta

2. Literature Review

A. Learning Achievements

Muhibbin Syah (2013: 148) said that "learning achievement is students' success in learning lesson materials in schools that are expressed in the form of scores obtained from test results regarding a certain number of subject matter."

According to Sardiman (2011: 46) "learning achievement is a real ability that results from an interaction between various factors that affect both from within and outside of the individual in learning."

B. Parental Attention

Slameto (2010: 105) states that "attention is the activity that a person undertakes about the selection of stimuli coming from his environment."

Mudjiono (2013: 9) states that "among the factors that come from the family, the most likely effect on a child's learning achievement in school is the level of parental attention." This is similar to Slameto (2010: 106) opinion that "where the level of parental attention and motivation in the family affects the outcomes and attitudes of the child in learning."

C. Self-Reliance of Learning

Mudjiman (2011: 2), "Self-Reliance of Learning can be interpreted as the nature and ability of students to conduct active learning activities, which are driven by motives to master something competencies that have been possessed." Indicators of Learning Independence, according to Mudjiman (2011: 8), consists of 1) Confidence, 2) Active in learning, 3) Discipline in learning, 4) Responsibility in learning.

According to Sardiman (2011: 45) mentions that the characteristics of learning independence include: 1) The tendency to argue, behave and act on his own will 2) Have a strong desire to achieve the goal 3) Do planning and strive tenaciously and diligently to realize expectations 4) Able to think and act creatively, initiative and not just imitate 5) Have a tendency to achieve progress, i.e., to improve learning achievements 6) Being able to find out for yourself about something to do without expecting guidance and without the direction of others.

D. Emotional Intelligence

Goleman, (2015: 11) states that "emotional intelligence is abilities such as being able to motivate oneself and act persistently/endure frustrating situations, controlling impulses/stimuli and not exaggerating pleasure, regulating moods and keeping stressful burdens from paralyzing the ability to think, empathize, and pray."

According to Uno (2012: 72) "emotional intelligence is the ability to recognize our feelings and the feelings of others, the ability to manage emotions well on oneself, and about others." Indicators of emotional intelligence, according to Goleman, (2015: 44) as follows:

- a) Emotional self-awareness
 - Understanding the causes of feelings
 - Improvements in recognizing own emotions
- b) Managing emotions
 - Able to control emotions when connecting with others.
 - Ability to control self-emotions
- c) Harnessing emotions
 - Responsible
 - Able to focus on the task at hand
- d) Reading emotions
 - Sensitive to other people's feelings
 - Able to accept the opinions of others
- e) Fostering relationships
 - Able to solve existing problems
 - Easier to get along with

E. Motivation

According to Handoko (2013: 251), "Motivation is a person's circumstances that encourage the individual's desire to carry out certain activities to achieve the goal." Meanwhile, according to Mudjiono (2013, 80), "Learning motivation is a mental force that encourages learning."

Sardiman (2011: 83) said the indicators of learning motivation are as follows:

- a) Diligently face the task
- b) Tenacious in the face of difficulties (not quickly satisfied)
- c) Show interest in a variety of problems for adults (e.g., developmental, political, economic and other issues)
- d) Happy to work independently

- e) Get bored quickly at routine things (things that repeat themselves)
- f) Can defend his opinion.

3. Research Methodology

This research uses a descriptive quantitative approach. Quantitative research, according to Suharsimi Arikunto (2013: 27) is research that is widely demanded using numbers, ranging from data collection, interpretation of the data, as well as the appearance of the results. The population of this study is grade IX students of SMP Batik Surakarta, which numbered 258 students.

Sampling techniques in this study used purposive sampling. According to Sudarwati (2019: 82), "purposive sampling is a sampling technique with certain considerations, namely special selection". The sample for this study was grade IX students who ranked in the top 10 in their class because the number of samples was 80 then each class was taken 10 students.

Data collection techniques in this study are:

1. Observation
2. Questionnaire
3. Literature Studies

This study uses statistical data analysis techniques with SPSS 18.00 program

4. Results And Discussion

A. Multiple Linear Regression Test

Variabel	Table 1	
	<i>Unstandardized coefficients</i>	
	Beta	Std. Error
(Constant)	1,298	1,844
Parental Attention	0,201	0,081
Independence	0,269	0,094
Emotional Intelligent	0,209	0,087
Motivation	0,260	0,085

Source : Primary data processed, 2021

Based on the results of multiple regression analysis above, the following equations can be obtained:

$$Y = 1,298 + 0,201 X_1 + 0,269 X_2 + 0,209 X_3 + 0,260 X_4$$

Based on the regression equation above, the interpretation of the coefficient of each variable is as follows:

- 1) a = The constant of 1,298 states that if the parent's attention variable (X1), learning independence variable (X2), emotional intelligence variable (X3) and motivation variable

(X4) are considered constant then the student's learning achievement at SMP Batik Surakarta is 1,298.

- 2) $b_1 = 0,201$, coefficient of parental attention regression (X1) of 0.201 which means that if the variables of learning independence (X2), emotional intelligence variables (X3) and motivation variables (X4) are constant, then with the increase in parental attention resulting in the learning achievement of students at SMP Batik Surakarta will increase by 0.201
- 3) $b_2 = 0,269$, coefficient of learning independence regression (X2) of 0.269 which means that if parental attention (X1), emotional intelligence (X3) and motivation (X4) are constant, then with the increase in learning independence resulting in student learning achievement at SMP Batik Surakarta will increase by 0.269.
- 4) $b_3 = 0,209$, coefficient of emotional intelligence regression (X3) of 0.209 which means that if parental attention (X1), learning independence (X2) and motivation (X4) are constant, then with the increase in emotional intelligence resulting in learning achievements at SMP Batik Surakarta will increase by 0,209.
- 5) $b_4 = 0,260$, motivational regression coefficient (X4) of 0.260 which means that if parental attention (X1), learning independence (X2) and emotional intelligence (X3) are constant, then with the increase in motivation (X4) resulting in student learning achievement at SMP Batik Surakarta will increase by 0,260.

B. Hypothesis Test

1. F Test (simultaneously)

Table 2

F_{hitung}	F_{tabel}	Sig.	Description
33,117	2,494	0,000	There is simultaneous influence

Source : Primary data processed, 2021

Based on the calculation result obtained by the F_{hitung} value of 33,117, the figure means that F_{hitung} is greater than F_{tabel} so his decision to reject H_0 . The four independent variables significantly affect the Learning Achievement of SMP Batik Surakarta simultaneously. This result proves the first hypothesis that states that "Alleged Parental Attention (X1), Learning Independence (X2), Emotional Intelligence (X3) and Motivation (X4) Simultaneously have a significant effect on the Learning Achievement of Students of SMP Batik Surakarta" is proven to be true.

2. T Test (Partial)

Table 3

Description	T_{score}	t_{table}	Sig.	Description
Parental Attention	2,531	1,993	0,013	H_1 Accepted
Independence	2,850	1,993	0,006	H_2 Accepted
Emotional Intelligent	2,441	1,993	0,017	H_3 Accepted
Motivation	3,156	1,993	0.002	H_4 Accepted

Source : Primary data processed, 2021

- a. The value of $t_{score} > t_{table}$ ($2,531 > 1,993$) and significance score of $0.013 < 0.05$ then H_0 was rejected so that there is a significant and positive influence of parental attention to the learning achievements of students of SMP Batik Surakarta.
- b. The value of $t_{score} > t_{table}$ ($2,850 > 1,993$) and significance value of $0.006 < 0.05$ then H_0 was rejected so that there is a significant and positive influence of learning independence on the learning achievements of students of SMP Batik Surakarta.
- c. The value of $t_{score} > t_{table}$ ($2,441 > 1,993$) and significance value of $0.017 < 0.05$ then H_0 was rejected so that there is a significant and positive influence of emotional intelligence on the learning achievements of students of SMP Batik Surakarta.
- d. The value of $t_{score} > t_{table}$ ($3,156 > 1,993$) and significance value of $0.002 < 0.05$ then H_0 was rejected so that there is a significant and positive influence of learning motivation on the learning achievements of students of SMP Batik Surakarta.

3. Coefficient of Determination Test (R^2)

Table 4.

Coefficient of Determination Test

R^2	Description
0,619	Percentage influence 61,9%

Source: Primary data processed 2021

Based on the calculation result obtained a coefficient of determination (R^2) of 0.619 this means that independent variables in the model (parental attention variables, learning independence variables, emotional intelligence variables and motivation variables) explain the variations in learning achievements of SMP Batik Surakarta students by 61.9% and 38.1% explained by other factors or variables not proposed in this study such as : interests, environment, peers, teacher competence and others.

Discussion

1. Influence of parental attention, learning independence, emotional intelligence and simultaneous motivation on the learning achievements of students of SMP Batik Surakarta.

Based on the results of spss count obtained $f_{score} > f_{table}$ ($33,117 > 2,494$) and significance $0.000 < 0.05$. then H_0 was rejected and H_a accepted, meaning parental attention, learning independence, emotional intelligence, and simultaneous motivation significantly influenced students' learning achievements. These results prove the greater the parental attention, learning independence, emotional intelligence and motivation so the more students' learning achievements will experience a marked improvement.

2. The influence of parental attention partially on the learning achievements of students at SMP Batik Surakarta.

Based on the results of the SPSS count obtained $t_{table} > t_{score}$ ($2,531 > 1,993$) and significance $0.013 < 0.05$. This means that parental attention has a positive and significant effect on students' learning achievements. The results of this study showed the similarity of previous research conducted by Wahyuni Ambarwati (2018) and Nurahman (2016) the attention positively influenced the achievement of learning mathematics students.

3. The effect of partial learning independence on students' learning achievements at SMP Batik Surakarta.

Based on the results of the SPSS count obtained $t_{score} > t_{table}$ ($2,850 > 1,993$) and significance $0.006 < 0.05$. This means that the independence of learning has a positive and significant effect on students' learning achievements. These results prove the higher the independence of learning, the more students' learning achievements will increase markedly. This research is in line with previous research conducted by Diana Vivanti Sigit (2019) learning independence has a significant effect on students' learning achievement.

4. The influence of emotional intelligence partially on students' learning achievements at SMP Batik Surakarta.

Based on the results of the SPSS count obtained $t_{score} > t_{table}$ ($2,441 > 1,993$) and significance $0.017 < 0.05$. This means that emotional intelligence positively and significantly affects students' learning achievements at SMP Batik Surakarta. These results prove that the higher the emotional intelligence, the higher the learning achievement students will experience a marked increase. This research aligns with previous research conducted by Hendra Hadiwijaya (2017) emotional intelligence positively and significantly affects students' learning achievements.

5. The influence of motivation partially on students' learning achievements at SMP Batik Surakarta.

Based on the results of the SPSS count obtained $t_{table} > t_{score}$ ($3,156 > 1,993$) and significance $0.002 < 0.05$. This means that motivation has a positive and significant effect on students' learning achievements at SMP Batik Surakarta. This research is in line with previous research conducted by Rofiqul A'la (2016); Eni Lestari (2015) stated that motivation positively and significantly affects students' learning achievements.

5. Conclusion

Based on the results of research and discussion, can be drawn some conclusions as follows:

1. F test results showed a simultaneous and significant influence of parental attention, learning independence, emotional intelligence, and motivation on students' learning achievements at SMP Batik Surakarta.
2. T test results show:
 - a. The attention of parents has a significant effect on the learning achievements of students of SMP Batik Surakarta.
 - b. The independence of learning has a significant impact on the learning achievements of students of SMP Batik Surakarta.

- c. Emotional intelligence has a significant effect on the learning achievements of students of SMP Batik Surakarta.
 - d. Motivation has a significant effect on the learning achievements of students of SMP Batik Surakarta.
3. Multiple linear regression results
 - a. Constant (a) = 1,298
This means that if the constant value (a) = 1,298. At the same time, the variables of parental attention, learning independence, emotional intelligence and motivation are considered constant or equal to zero, then the student's learning achievement variable is 1,298.
 - b. Parental Attention Coefficient (b_1) = 0.201
This means that if the independence of learning, emotional intelligence, and constant motivation, then the increase in parental attention resulting in students' learning achievement at SMP Batik Surakarta will increase by 0.201.
 - c. Learning Independence Coefficient (b_2) = 0.269
This means that if parental attention, emotional intelligence, and motivation are constant, then the increase in learning independence resulting in students' learning achievement at SMP Batik Surakarta will increase by 0.269.
 - d. Coefficient of Emotional Intelligence (b_3) = 0.209
This means that if parental attention, learning independence, and constant motivation, then the increase in emotional intelligence resulting in students' learning achievement at SMP Batik Surakarta will increase by 0.209.
 - e. Motivation Coefficient (b_4) = 0.260
This means that if parental attention, learning independence and constant emotional intelligence, then with the increase in motivation resulting in the learning achievement of students at SMP Batik Surakarta will increase by 0.260

The adjusted value of R Square (R^2) in this study is 0.619. It can be interpreted that the variation of independent variables consisting of parental attention, learning independence, emotional intelligence and motivation to dependent variables is 61.9% of student learning achievement. In comparison, the remaining 38.1% contributes from other factors that are not studied, among others, interests, environment, peers and teacher competencies.

Suggestion

The suggestions submitted in connection with this research are as follows:

1. It is expected to add other independent variables that can affect students' learning achievements, such as student social environment, interests, family conditions, etc.
2. Adding qualitative methods so that the data obtained can be more complete using in-depth interview methods with respondents.
3. Adding research subjects by expanding the research object is one level and one school but can be done at several classes and schools in Surakarta.

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