LEARNING ACHIEVEMENT IS REVIEWED FROM TEACHER COMPETENCE, PARENTAL ATTENTION, MOTIVATION AND LEARNING FACILITIES

Siti Nurhayati, Sarsono, Supawi Pawenang
Management Study Program, Post-Graduate Program, Batik Islamic University of Surakarta
E-mail : sitianggoro22@gmail.com

Abstract : *The purpose of this study is to examine and quantify the effect of teacher competency, parental attention, motivation, and learning facilities on the academic achievement of students at SMK Negeri 1 Sragen. This research method is quantitative in nature. The population of this study was comprised of all pupils in class X of SMK N 1 Sragen, a total of 468 students, with a sample size of 117 respondents. Questionnaires were used to collect data. Statistical analysis employs a multiple linear regression test, which is done using the SPSS 24 software. On the basis of the findings of hypothesis testing and debates, it may be inferred that teacher competence and learning motivation are related. Positive and significant influence on the learning accomplishment of students at SMK Negeri 1 Sragen, but parental attention is both influential and inconsequential, while learning facilities have no effect and are negligible on the learning achievement of students at SMK Negeri 1 Sragen.*

Keywords: competence, motivation, achievement, parental attention, learning facilities

1. Introduction

Teachers are an important factor as well as determinants of student success and achievement in learning. In the eyes of learners, the performance and image of teachers becomes important. Performance and image of this teacher will be attached in the mind of the learner so that it becomes a perception in his memory. A good perception of teacher competence will build trust and confidence that teachers will be able to become mentors, educators, teachers, coaches who can deliver success in learning (Nurudin, 2019).

Parental attention in learning activities is also very important in the development of children including in terms of educational success. Parents' involvement in ensuring their children's educational achievement is to pay attention. Parental involvement has a significant impact on children's learning activities. With parental attention, the child will be more engaged and eager to study since he will understand that not only he wants to grow, but also his parents do (Abu, 2019).

Learning facilities affect the student learning process, with the supporting facilities expected to facilitate the child's learning process. Learning facilities are part of the learning process to achieve learning goals. The presence of learners in learning supports learning facilities. Learners' learning habits are connected by the habits of learners in learning in school, at home and in the community. Effective learning habits have an impact on their learning facilities (Sutaya, 2020).

Competence is the ability to act rationally in order to accomplish specified goals under specified situations. In other ways, competence might be defined as ability or proficiency (Nurdin & Bakar, 2011). Teacher competence refers to a teacher's capacity to fulfill tasks responsibly and appropriately. The development of teacher competence is beneficial for all parties involved. For teachers, competency development is needed to support a career. For schools competency assessment is needed as an employee selection tool. For students, teachers who are competent in their fields are more helpful in undergoing the teaching and learning process.

Nurudin's (2019) research; Sulistyawan's (2018); Pratomo's (2018); and Asrin et al(2021) .'s findings all indicate that teacher competence has a major effect on student accomplishment. The following theories are based on the foregoing description:

H1: Teacher competence has a significant influence on the learning achievement of students of SMK Negeri 1 Sragen.

The family is the first social group in which children can interact. The influence of the family in the formation and development of personality is considerable. Therefore, the role of parents is crucial in the development of their children. they were included in educational success because parents are the core of a family (Abu, 2019). The form of the role of parents to the success of their children's education is to pay attention. Parental attention has a significant influence on children's learning activities. With parents' attention, children will be more active and more eager in learning because he knows that he is not the only one who wants to move forward, but their parents are too.

Results of Abu research (2019); Eky et al. (2019); Adinoto (2019); Nofrizal et al. (2020) show that parental attention has a significant effect on learning achievement. Based on the above description, the hypotheses in this study are:

H2: Parental attention has a significant effect on the learning achievement of students of SMK Negeri 1 Sragen.

Motivation has an influence on learning performance, high low motivation is always used as an indicator of good student learning achievement. Someone who has high learning motivation will be active in learning, paying attention and listening well when teaching and learning activities take place, doing tasks given by teachers, and active in the classroom so that students' learning achievement will increase. But conversely, if the motivation of learning owned by a student is still low then the student will be lazy to learn from not paying attention when the teacher explains the material, choosing to borrow his friend's homework rather than doing it himself and cheating on repeat because he did not study before (Wahab, 2016: 131). From the description above it can be concluded that learning motivation has an influence on student learning achievement.

Yusdiana's (2019); Mulya and Lengkana's (2020); Robby and Sumarno's (2020); and Alif et al(2020) .'s research indicate that motivation for learning has a substantial effect on learning achievement. The following theories are based on the foregoing description:

H3: The influence of learning motivation on the academic accomplishment of students at SMK Negeri 1 Sragen is significant.

Learning facilities have an effect on students' academic progress because they affect a teacher's creativity during the learning process, resulting in creative and enjoyable learning (Djamarah, 2014: 81). Tapestry (2016) discovered a correlation between learning facilities and student achievement. Learning facilities are critical to the success of educational activities. To enhance learning activities, it is necessary for learning facilities to be comprehensive.

Sutaya's (2020); Arrixavier and Wulanyani's (2020); and Rukini's (2020) research indicate that learning facilities have a substantial impact on academic attainment. The following hypotheses are based on the above description:

H4: Learning motivation has a substantial effect on the learning achievement of students at SMK Negeri 1 Sragen.

Because of the critical nature of student learning performance and the elements that influence it, researchers wish to retest the effect of teacher competency, parental attention, motivation, and learning facilities on student learning achievement. The researchers used the following consensus frameworks in this study:
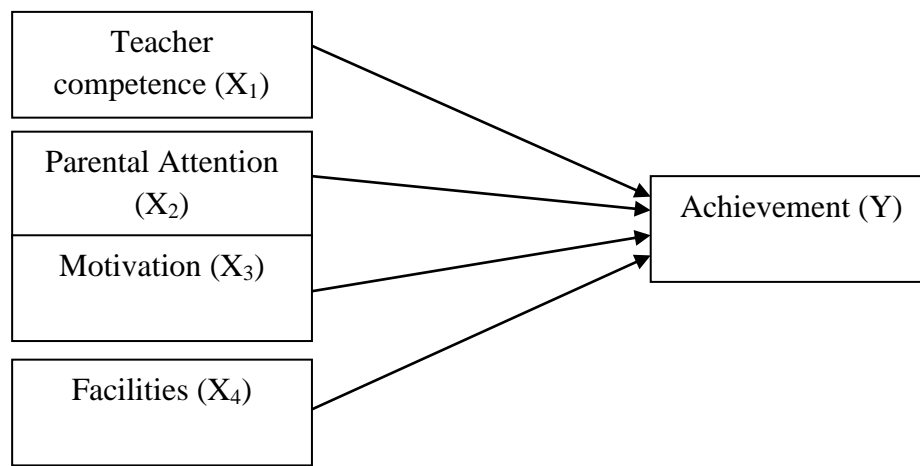
2. Research Methodology

A. Type of Research

This study employs a quantitative descriptive methodology. The author employs quantitative descriptive approaches to ascertain the relationship and significance of teacher competency characteristics, parental attention, learning motivation, and learning facilities to student learning achievement.

This study took place at SMK N 1 Sragen, which is located on ronggowarsito street in the Sragen Wetan Subdistrict of the Sragen Regency. The study lasted three months, from April to May and June 2021. Purposive sampling was utilized in this investigation. Sampling is the process of selecting samples based on specified qualities that are believed to be closely related to previously identified population variables.The model was taken with the criteria of learning achievement students, namely students who have high, moderate, and low achievement. The number of class X consists of 13 classes, so the opportunity for students to be sampled is equal to 9 (nine) respondents in each category. The total number of samples is as many as 117 respondents. The population intended for this study was all students of class X SMK N 1 Sragen, which amounted to 468 students.

B. Data Analysis Techniques

Multiple linear regression is a statistical technique for establishing relationships between unrelated variables. Simple regression is used to examine the effect of a single free variable on a single bound variable, whereas multiple regression is used to examine the effect of many free variables on a single bound variable.

The study used four free variables, so the study used multiple linear regression to use the influence between free and bound variables. The functional relationship between free variables can be described as follows: Y=f (X1,X2,..... Xn). Where Y is a bound variable (dependent variable) and X1, X2, X3,.... Xn is an independent variable. The form of regression equation can be expressed as follows:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + e$$

Information:
Y   : dependent variable (predicted value)
α   : constant
β1 : coefficient of teacher competency variable
β2 : variable coefficient of parental attention
β3 : coefficient of learning motivation variable
β4 : variable coefficient of study facilities
X1 : Teacher competence
X2 :p parents' concerns
X3 : Motivation to learn
X4 : Learning facilities
e   : error

3. Results And Discussions

1) Multiple Linear Regression Test

Multiple linear regression tests are used to know the pattern of bound variables that can be predicted through free variables. Multiple linear regression aims to estimate the magnitude of the regression coefficient and indicates the importance of the influence of some free variables on bound variables.

Table I
Multiple Linear Regression Test Result
Coefficientsᵃ

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	2.005	2.139		.937	.351
Competence	.163	.107	.155	1.524	.130
Attention	.115	.091	.128	1.276	.205
Motivation	.436	.118	.398	3.683	.000
Facilities	.108	.093	.108	1.154	.251

a. Dependent Variable: Performance
Source: Appendix 9

Based on the table above can be known regression equations formed are:
$$Y = 2{,}005 + 0{,}163\,X_1 + 0{,}115\,X_2 + 0{,}436\,X_3 + 0{,}108\,X_4 + e$$

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

a   =   Constant of 2.005 states that if the teacher's competency variables (X1), parental attention (X2), learning motivation (X3) and teaching facilities (X4) are considered constant then learning achievement is 2,005.

b_1 =   0.163, teacher competency regression coefficient (X1) of 0.163, which means if the variables of parental attention (X2), learning motivation (X3) and teaching facilities (X4) are constant. The increase in teacher competence resulting in learning achievement will increase by 0.163.

b_2 =   0.115, parental attention regression coefficient (X2) of 0.115, which suggests that if teacher competence (X1), learning motivation (X3), and teaching facilities (X4) remain constant, then parental attention increases by 0.115, resulting in an increase in learning achievement.

b_3 =   00.436, the coefficient of learning motivation regression (X3) of 0.436 which means that if the competence of teachers (X1), parental attention (X2) and teaching facilities (X4) are constant, then with an increase in learning motivation resulting in learning achievement will increase by 0.436.

b_4 =   0.108, the regression coefficient for learning facilities (X4) is 0.108, implying that instructor competency (X1), parental attention (X2), and motivation to learn (X3) are constant. Improvements to teaching facilities (X4) result in an increase of 0.108 in learning achievement.

2) Hypothesis Test

Hypothesis testing is a method used to process research results to obtain a conclusion. In this study, the hypothesis tests used are:

a. F Test

The F test is a significant test that is used to measure the effect of unobserved factors on observed variables. If the F test findings have a sig of 0.05, it indicates that the free variable has a concurrent effect on the bound variable (Ghozali, 2019: 303). The following conclusions were drawn from the data analysis:

Table 2
F Test Result
ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	716.770	4	179.193	25.781	.000[b]
	Residual	778.460	112	6.951		
	Total	1495.231	116			

a. Dependent Variable: Performance
b. Predictors: (Constant), Facilities, Attention, Competence, Motivatio

The data analysis results indicate that the value of Fscore is 25,781. Because F score > F Table (25,781 > 2,680) and a significant level of 0.000 0.05, Ho was rejected. It can be concluded that Ha is acknowledged, implying that there is a simultaneous and considerable effect on learning achievement of teacher competency, parental attention, learning motivation, and learning facilities.

b. T Test

The t-test is used to assess the impact of leadership variables such as motivation, competence, and communication on employee performance. If the t-test result has a significant value of 0.05, it indicates that the free variable has a significant effect on the bound variable.

Table 3
T Test Result

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.005	2.139		.937	.351
	Competence	.163	.107	.155	2.524	.030
	Attention	.115	.091	.128	2.276	.205
	Motivation	.436	.118	.398	3.683	.000
	Facilities	.108	.093	.108	1.154	.251

a. Dependent Variable: Performance

Source: Appendix 11

Ho was rejected while Ha was accepted based on the t table value t score (1,981 2.524) and the significant value of 0.030 0.05. It can be established that teacher competence has a favorable and significant effect on student achievement.

a) If the tscore values exceed the tTable (2,278 > 1.981) and the significance values are 0.205 > 0.05, Ho is rejected and Ha is approved. It can be stated that parental attention to learning achievement has a favorable but negligible effect on parental attention to learning achievement.

b) Determine the effect of motivation on learning achievement. If the tscore value is more than the tTable value (3,683 > 1,981) and the significance level is 0.000 0.05, Ho is rejected and Ha is approved. It can be stated that learning motivation has a favorable and significant effect on academic accomplishment.

c) Determine the effect of learning facilities on academic achievement. If tTable (1,154 1.981) and significant values of 0.251 > 0.05 are obtained, Ho is approved and Ha is denied. It can be inferred that there is no influence on learning achievement and that there are no substantial learning facilities.

Discussion

1) **The effect of teacher competence on the accomplishment of students at SMK Negeri 1 Sragen.**

According to the count, tscore > tTable (2,524 > 1.981) with a significance of 0.030 0.05. This suggests that teacher competence has a considerable beneficial effect on student achievement. These findings demonstrate that when teacher competence increases, student achievement increases significantly. This research supports prior findings by Nurudin (2019); Sulistyawan (2018); Pratomo (2018); and Asrin et al. (2021), who discovered that teacher competence has a significant effect on student learning achievement.

2) **The effect of parental attention on the achievement of SMK Negeri 1 Sragen students.**

As a result of the count, tscore > tTable (2,276 > 1.981) and significance 0.205 > 0.05 were obtained. This suggests that parental attention has a marginal effect on academic attainment. These findings demonstrate that parental attention does have an effect on learning performance, albeit in a limited way. This research corroborates prior work by Ekky et al.

(2019) and Nofrizal et al (2020). Their research discovered that parental attentiveness had an effect on student achievement.

3) **The effect of motivation on the academic performance of students at SMK Negeri 1 Sragen.**

According to the count results, tscore > tTable (3,683 > 1,981) with a significance level of 0.000 0.05. This indicates that motivation for learning has a favorable and significant effect on academic achievement. These findings demonstrate that the more one's motivation to learn, the greater one's learning achievement will be. This research complements Yusdiana's (2019); Mulya and Lengkana's (2020); Robby and Sumarno's (2020); and Alif et al(2019). .'s (2020). The findings indicated that motivation for learning has a considerable effect on students' academic progress.

4) **The effect of learning facilities on the accomplishment of students at SMK Negeri 1 Sragen.**

According to the findings of the count, tscore tTable (1,154 1.981) and significance 0.251 > 0.05 were obtained. This suggests that educational facilities have no effect on and are irrelevant to educational attainment. These findings demonstrate that more learning facilities do not always result in increased learning achievement. This study contradicts prior research by Sutaya (2020); Arrixavier and Wulanyani (2020); and Rukini (2020), which indicates that learning facilities have a substantial impact on students' academic progress.

5) Teacher competence, parental attention, learning motivation and learning facilities contributed to learning achievement by 46.1%, while the remaining 53.9% was influenced by other factors beyond the variables studied such as independence, discipline, learning style, interest, student liveliness and learning activities.

4. Conclusion

The results of the hypothesis testing and discussions indicate that teacher competency and learning motivation have a positive and substantial effect on the learning achievement of students at SMK Negeri 1 Sragen. Meanwhile, parental attention has a marginal effect on the learning accomplishment of SmK Negeri 1 Sragen students. This is in contrast to learning facilities, where this variable has no effect and is not statistically significant on students' learning achievement at SMK Negeri 1 Sragen. Teacher competence, parental attention, motivation to learn, and learning facilities all contributed 46.1 percent to learning achievement, while the remaining 53.9 percent was influenced by factors other than the variables studied, including independence, discipline, learning style, interest, student activity, and learning activities.

Reference

Adinoto, Prayogi. 2019. Pengaruh Kegiatan Awal Pembelajaran, Disiplin Belajar Dan Motivasi Belajar Terhadap Prestasi Belajar. *JIPP*, Volume 3 Nomor 1 April 2019.

Ahmadi, Abu, Widodo Supriyono. 2013. *Psikologi Belajar*. Jakarta: Rhineka Cipta hlm.41

Alif ssal, Amin Pujiati, Arief Yulianto. 2020. The Effect of Teacher Competence, Learning Facilities, and Learning Readiness on Students' Learning Achievement Through Learning Motivation of Grade 11 Accounting Lesson in Brebes Regensy Vocational High School. *Journal of Economic Education JEE* 9 (2) 2020 : 151–161 http://journal.unnes.ac.id/sju/index.php/jeec

Alwi, Hasan. 2013. *KBBI*. Jakarta: Balai Pustaka.

Arrixavier, Adixie Axell, Ni Made Swasti Wulanyani. 2020. Peran fasilitas belajar dan motivasi belajar terhadap prestasi belajar pada mahasiswa penerima beasiswa Bidikmisi di Universitas Udayana. *Jurnal Psikologi Udayana. Vol.7, No.1, 81-90.*

A.M, Sardiman. 2012. *Interaksi dan Motivasi Belajar Mengajar.* Jakarta: Rajawali Pers.

Asrin, happy fitria, syaiful eddy. 2021. The Effect of Teacher Competence and the School Environment on Student Achievement of SD Negeri Kecamatan Jirak Jaya. Jurnal Pendidikan tambusia. Vol 5 no 3

Ardillah, Abu. 2019. Pengaruh perhatian orang tua dan Kemandirian belajar terhadap prestasi belajar ips Siswa di sdn 130 karambua desa rinjani Kecamatan wotu kabupaten luwu timur. *Jurnal Pendidikan dan Pembelajaran* Vol. 2, No. 2, November 2019, hal. 1-8.

Azhar Arsyad. 2013. *Media Pembelajaran.* Jakarta: PT Raja Gafindo Persada.

Robbi, Anni Attika, Gusnard, Sumarno. 2020. Analysis of the Effect of Learning Motivation on Learning Achievement. *Journal of Educational and Learning Studies*, Vol.3, No.1, 2020, pp. 55 - 63 http://journal.redwhitepress.com/index.php/jles

Djamarah, Syaifuh Bahri. 2013. *Pola Asuh Orang Tua dan Komunikasi dalam Keluarga.* Jakarta: Rineka Cipta.

Djamarah, S.B. 2014. *Psikologi Belajar.* Jakarta: Rineka Cipta.

Eka Sulistyawan, Andi. 2018. *Hubungan Intensitas Latihan dan Kompetensi Guru dalam Meningkatkan Prestasi Belajar Matematika Materi Matriks Siswa Kelas XI Semester Gasal SMK N 1 Warureja Tahun Pelajaran 2017/2018.* Jurnal Pendidikan MIPA Pancasakti vol 2 Nomor 1 Januari 2018, Hal. 43- 49. http://e-journal.ups.ac.id/index.php/jpmp

Ghozali. 2019. Aplikasi *Analisis Multivariete Dengan Program IBM SPSS.* Semarang: Badan Penerbit Universitas Diponegoro.

Mulya, Gumilar, Anggi Setia Lengkana. 2020. Pengaruh kepercayaan diri, motivasi belajar terhadap prestasi belajar pendidikan jasmani. Competitor: *Jurnal Pendidikan Kepelatihan Olahraga* Volume 12 Nomor 2, Juni 2020.

Hamdani, 2017. *Strategi belajar mengajar.* Bandung: CV pustaka setia.

Hamalik, Oemar. 2012. *Psikologi Belajar dan Mengajar.* Bandung: Penerbit Sinar Baru Algesindo.

Istirani, Intan pulungan, 2017. *Ensikopledi pendidikan.* Medan: Media persada.

Jarnawi Afgani. 2011. *Analisis Kurikulum Matematika.* Jakarta: Universitas Terbuka h. 5.3

Kristiawan, M., Safitri, D., & Lestari, R. 2017. *Manajemen pendidikan.* Yogyakarta: Deepublish.

Muhibbin. 2017. *Psikologi Pendidikan.* Bandung: PT Remaja Rosdakarya.

Mulyasa, E. 2011. *Standar Kompetensi dan Sertifikasi Guru.* Bandung: PT Remaja Rosdakarya.

Nofrizal, Herman Nirwana dan Alizamar. 2020. The Contribution of Parents Attention to Student Achievement Motivation. *Journal of Educational and Learning Studies*, Vol.3 No.1, pp 2020, 55 - 63. http://journal.redwhitepress.com/index.php/jles

Nurdin, D, dan Bakar, A. 2011. Manajemen Sumber Daya Pendidikan. Bandung: PT. Sarana Panca Karya Nusa. Republik Indonesia. (2006). Undang-Undang R.I. Nomor 14 Tahun 2005 entang Guru dan Dosen (Edisi ke-2). Jakarta: BP. Dharma Bhakti.

Nurudin. 2019. Pengaruh persepsi kompetensi guru dan persepsi komunikasi interpersonal guru terhadap prestasi belajar. *Prosiding Seminar Nasional Magister Psikologi Universitas Ahmad Dahlan* Hal. 46-57.

Peraturan Pemerintah Republik Indonesia Nomor 74 Tahun 2008 Tentang Guru, (Bandung: Citra Umbara, 2013) Cet. IX, h 229-230

Pratomo, Nugroho Widhi. 2018. Pengaruh Persepsi Siswa Atas Kompetensi Guru Dan Motivasi Belajar Terhadap Prestasi Belajar Bahasa Indonesia (Survey Pada Smpn Kabupaten

Karawang). *Jurnal Mandiri Ilmu Pengetahuan, Seni, dan Teknologi*, Vol. 2, No. 2, Desember 2018, hal. 299 – 313. http://www.jurnalmandiri.com

Purwanto. 2011. *Evaluasi Hasil Belajar*. Yogyakarta: Pustaka Pelajar h. 45.

Rukini. 2020. The Influence Of Teacher Professionalism And Learning Facilities On Achievement Learning Students Of Class Iv Sdn 03 Tolitoli. Jurnal madako education. Vol 6 no 1

Salo, Eky Setiawan, Reni Lolotandung, Harmelia Tulak. 2019. Pengaruh Perhatian Orangtua dan Minat Belajar Terhadap Prestasi Belajar IPS Siswa Di SDN 3 Toraja Utara Kabupaten Toraja Utara. *Elementary Journal* VOL. 1 NO. 2 – Januari 2019.

Sardiman. 2011. *Interaksi dan Motivasi Belajar Mengajar*. Jakarta: Grafindo Persada.

Sary, Y. N. 2015. *Buku Mata Ajar Evaluasi Pendidikan*. Yogyakarta : Deepublis.

Sary. 2015. *Belajar dan Pembelajaran*. Jakata: Rineka Cipta.

Sugiyono. 2019. *Metode Penelitian Manajemen*. Bandung: Alfabeta cv.

Suprijono, Agus. 2013. *Cooperative Learning Teori dan Aplikasi PAIKEM*. Yogyakarta: Pustaka Pelajar h. 5

Slameto. 2015. *Belajar dan Faktor-faktor yang mempengaruhinya.* Jakarta: Rineka Cipta.

Suryabrata, Sumadi. 2014. *Psikologi Pendidikan*. Jakarta: Rajawali Press.

Soemanto, Wasty. 2012. *Psikologi Pendidikan*: Landasan Kerja Pimpinan Pendidikan. Jakarta: PT Rineka Cipta.

Sukardi. 2012. *Evaluasi Pendidikan Prinsip dan Operasionalnya*. Jakarta: PT Bumi Aksara.

Suprijanto. 2012. *Pendidikan Orang Dewasa*. Jakarta: PT Bumi Aksara.

Sutaya. 2020. Pengaruh Motivasi Belajar, Fasilitas Belajar dan Kedisiplinan Belajar Terhadap Prestasi Belajar MIPA di SMA Negeri 1 Karangdowo**.** *Jurnal Pendidikan Ilmiah*. Volume 6, Nomor 2, hal 57 – 60.

Tirtarahardja, Sulo. 2015. *Pengantar Pendidikan.* Jakarta: Rineka Cipta.

Uno, H.B. 2013. *Teori Motivasi dan Pengukurannya: Analisis di Bidang Pendidikan.* Jakarta: Bumi Aksara.

Vandini, I. 2016. Peran kepercayaan diri terhadap prestasi belajar matematika siswa. Formatif*: Jurnal Ilmiah Pendidikan MIPA*, *5*(3), 210-219. Retrievedfrom:https://journal.lppmunindra.ac.id/index.php/Formatif/article/view/646/573

Wahab, Rohmalina. 2016. *Psikologi Belajar*. Jakarta: Raja Grafindo Persada.

Wasty Soemanto. 2012. *Psikologi Pendidikan Landasan Kerja Pemimpin Pendidikan.* Jakarta: Rineka Cipta h. 104.

Yusdiana, Muhammad Azis dan Herman. 2019. Pengaruh Kreativtas Guru, Lingkungan Sosial, Dan Motivasi Belajar Terhadap Prestasi Belajar Ekonomi Peserta Didik. *Jurnal Ekonomi dan Pendidikan* Volume 2 Nomor 1 Januari 2019. Hal. 1-9. Homepage:http://ojs.unm.ac.id/JEKPEND