

THE EFFECT OF PARENT ATTENTION AND STUDENT'S INDEPENDENCE ON LEARNING
ACHIEVEMENT IN ECONOMIC LESSONS AT SMAN 1 GAROGA

Anita Pardosi¹, Khairani Alawiyah Matondang², Riza Indriani¹, Agus Fadly Triansyah¹

¹Universitas Negeri Medan, Indonesia, ²Universitas Negeri Yogyakarta

email: anitapardosinita@gmail.com, alawiyah@unimed.ac.id, rizaindriani@unimed.ac.id,
fadliagustriansyah@gmail.com

Abstract. *This study aims to analyze the effect of parental attention and student independence on learning achievement in economics subjects for class XI IPS students in the online learning model. The research location is in SMA Negeri 1 Garoga. The instrument used to measure parental attention and student independence was in the form of a questionnaire distributed using google form and distributed to 100 respondents. The data analysis technique used is multiple linear regression analysis. Data processing using SPSS 20 application. Based on the results of data analysis obtained from multiple linear regression equations, there is a positive and significant influence between parental attention and student independence on student achievement. Therefore, it is necessary to pay attention to parents to increase students' independence in achieving optimal learning achievement improvements.*

Keywords: Parental Attention; Student Independence; Learning Achievement

A. INTRODUCTION

Education is a basic need of every human being. With education, humans will be able to build their future and civilization. A bright future and advanced civilization will not be achieved without education (Abdullah and Safarina, 2015). Likewise our country, as a developing country, the education sector has always received special attention from the government. Various policies have been implemented to improve the existing education system. The government also continues to improve facilities and infrastructure to support the success of education. Education as a strategic and most basic effort to prepare quality resources.

However, these ideals are still not in accordance with the reality on the ground. The function of education has not been achieved optimally, so there is still some potential that needs to be improved. To achieve educational goals, Indonesia strives to continuously improve the quality of education. Improving the quality of education means improving the quality of the teaching and learning process, it takes professionalism and discipline of an educator in organizing the teaching and learning process in schools. Therefore, education is not only the responsibility of the Government but also the responsibility of the community, parents, teachers, and students themselves as those responsible for the success of education. At first, the online learning model was used to describe a learning system that utilizes computer-based internet technology (Kuntarto, 2017).

Online learning is carried out according to the ability of each school. Online learning can use digital technology such as google classroom, study house, zoom, video conference, telephone or live chat and others. Giving assignments through monitoring mentoring by teachers through WhatsApp groups so that students really learn. Then the teacher also works from home in coordination with parents, either through video calls or photos of student learning activities at home to ensure there is interaction between teachers and parents. However, the obstacles faced by parents are the increase in the burden of parental expenses for the cost of purchasing

internet quotas, online technology requires a network connection to the internet in online learning (Purwanto et al., 2020).

In knowing the extent of student progress in completing learning through learning achievement. Learning achievement as a result of educational assessment of student progress after carrying out learning activities, both individually and in groups. In fact, getting an achievement is not as easy as imagined, but full of struggle with various challenges to achieve it through tenacity and self-optimism.

Several factors that influence learning achievement are parental attention and independent learning. In learning, parental attention is a multidimensional construct that requires various characteristics and behaviors of parents. Parental attention has a great psychological influence on children's learning activities. With the attention of parents, children will be more active and enthusiastic in learning because they know that it is not only those who want to progress, but also parents.

Now, we often encounter parents who are too busy working so they don't pay attention to their children, including in education. Lack of attention from parents paying attention to their children's education, for example being indifferent to their children's learning activities, not paying attention to their children's interests and needs in learning, causes children to be lazy to study.

This will make the learning achievement achieved by students unsatisfactory and can lead to failure in learning. Another problem that often arises is that parents think that studying at home is not beneficial for children, because at school children can interact directly with teachers and socialize with friends. Parents who feel very burdened because they have to be facilitated with technology such as cellphones to support their child's achievement.

In addition to parental attention, students independence in learning also plays an important role in developing their maximum achievements. Erikson (in Desmita 2015) states that independence is an attempt to escape from parents with the intention of finding oneself through the process of seeking ego identity, which is a development towards a steady and independent individuality. Learning independence is one of the important characters that becomes the ultimate goal in learning.

SMAN 1 Garoga is one of the schools that implements online learning during the Covid-19 pandemic. The results of the researcher's interview with one of the teachers at SMAN 1 Garoga revealed that the learning activities that are currently being carried out do not always run well, there are many obstacles in their implementation, such as insufficient quotas and signals.

Even some students do not have good supporting facilities, and this results in learning materials not being delivered properly, so that many students do not understand and feel that they are not well guided in understanding the lessons at school. In addition, with the holidays due to the Covid-19 pandemic, many parents also take advantage of the opportunity to use their children's energy at work, especially parents whose education is still low.

Students who lack learning independence are usually marked by not doing assignments and paying attention to the teacher during the teaching and learning process. Only a small number of students are diligent in doing assignments and always pay attention to the teacher when teaching. From the learning achievements of class XI students obtained from social studies subject teachers, it was found that almost 40% had not reached the specified KKM of 75 .

Based on the description of the problem above, the formulation of the problem studied is whether parental attention and learning independence have an influence on learning achievement in Economics subjects in class XI SMAN 1 Garoga in the online learning model?.

B. METHOD

1. Literature Review

Attention is an activity carried out by a person related to the selection of stimuli that come from the environment (Slameto, 2015). Parental attention is very important, especially related to the act of learning for children at home. Every parent has the responsibility to educate and nurture children continuously (Nazarudin, 2018). Parental attention to children makes it easy to unify and supervise the learning carried out by the child's learning development directly.

Therefore, parents and teachers must have a reciprocal relationship, helping each other to find out the extent of the child's development at school and at home. The involvement, attention and active participation of parents support the success of students' achievements.

Independence as a provision of basic skills that students need to have. The thing that is no less important in an emergency situation like today is the independence of students' learning. With good learning independence, students can control themselves and act according to their responsibilities (Ahmad, 2020; Gerritsen Van Leeuwenkamp, et.al, 2019). In planning independent learning, there are many approaches that can be taken.

Nasution (2017) says that in creating learning independence, several things need to be considered, namely: (1.) Learning must be able to plan learning activities well and carefully, including a variety of tasks that students can choose to do; (2.) Planning of learning activities and tasks must be carried out based on the abilities and initial characteristics of students to be challenged creatively and students' thinking power; (3.) The application of independent learning, needs to enrich itself continuously with knowledge and skills that are not yet possessed in the field of science; (4.) In addition, independent learning requires adequate learning facilities and resources, such as libraries, laboratories, studies and so on.

According to Slameto (2015) the factors that affect student achievement are: (1) Internal factors are divided into three parts, namely: (a.) Physical factors consisting of health and disability factors; (b.) Physiological factors consisting of intelligence, attention, interest, talent, maturity and discipline factors; (c.) Fatigue factor. (2) External factors are divided into three parts, namely: (a.) Family factors consist of the way parents educate, the relationship between family members, the atmosphere of the teacher and students, the relationship between students and students, (b.) Community factors consist of student activities in the community, friends to hang out with and forms of community life.

2. Methods

This study uses a descriptive analysis design to determine the role of parents and student independence on learning achievement in students of SMAN 1 Garoga. This research method uses a descriptive quantitative approach.

This approach is associated with research variables that focus on current problems and phenomena that are happening at the present time in the form of research results in the form of numbers that have meaning (Sugiyono, 2012).

The population used in this study were 100 students, namely class XI students. The research sample used was 100 students using simple random sampling technique. The instrument used in this study was a questionnaire. This study uses multiple linear regression analysis to test the effect of the three variables. Multiple linear regression formula as follows:

$$Y = a + b_1X_1 + b_2X_2 + e \quad (1)$$

Where:

Y = learning achievement

X₁ = parental attention

X₂ = learning independence

b₁ = variable regression coefficient X₁

b₂ = variable regression coefficient X₂

a = constant

C. RESULTS AND DISCUSSION

Based on the results of multiple linear regression tests that were processed using SPSS software version 20, the following results were obtained:

Table 1. Multiple Linear Regression Calculation Results

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	T	Sig.
1	(Constant)	9.129	9.159		.997	.321
	Perhatian Orang tua	.790	.139	.549	5.703	.000
	Kemandirian Siswa	.254	.114	.213	2.216	.029

From the results of the above data processing, the following multiple linear equations are obtained:

$$Y=9,129+0,790X_1+0,254X_2+e \quad (2)$$

Based on the results of the multiple linear regression analysis above, the equation states that the constant (a) = 9.129, meaning that if the variable of parental attention and student independence is 0, then the student's economic learning achievement are constant at 9.129 The value of the regression coefficient of parental attention (b_1) is 0.790, meaning that parental attention has increased by 1 percent, so the student's economic learning achievement will increase by 0.790% assuming other independent variables have a fixed value.

Based on the results of the multiple linear regression analysis above, the equation states that the constant (a) = 9.129, meaning that if the variable of parental attention and student independence is 0, then the student's economic learning achievement are constant at 9.129 The value of the regression coefficient of learning independence (b_2) is 0.254, meaning that learning independence has increased by 1 percent, so the student's economic learning achievement will increase by 0.254% assuming other independent variables have a fixed value.

From the results of the research above, it can be seen that there is a positive and significant influence between parental attention and student independence on student economic learning outcomes (Nasution,2017). Without parental attention and effective student independence, it will be difficult to achieve optimal learning achievement. Learning achievement as an indicator in the success of the learning process. Therefore, parental attention needs to be done as much as possible to support student independence in order to obtain optimal results and learning objectives in online subjects, especially economics, can be achieved.

D. CONCLUSION

This study concludes that parental attention and student independence affect student achievement in economics in class XI SMAN 1 Garoga. This study concludes that parental attention and student independence affect student achievement in economics in class XI SMAN 1 Garoga. Therefore, collaboration between teachers and parents is needed to support online learning activities. This collaboration can increase student motivation to achieve increased learning achievement.

E. REFERENCES

- Abdullah, Idi dan Safrina (2015). Etika Pendidikan. Penerbit PT. Raja Grafindo Persada. Jakarta.
- Desmita.2015. Psikologi Perkembangan. Penerbit PT. Remaja Rosdakarya. Bandung.
- Gerritsen Van Leuvenkamp, K.J., Joosten-ten, Bonke,D., and Kester, L. (2019). Students' perceptions of assement quality related to their learning approaches and learning outcomes. *Studies in Educational Evaluation*, 63, pp 72-82. DOI :<https://doi.org/10.1016/j.stuedue.2019.07.005>
- Ahmad, Jayul. (2020). Model Pembelajaran Daring sebagai Alternatif Proses Kegiatan Belajar di Tengah Pandemi Covid 19. *Jurnal Intizar* vol 6, No.2 , Juni 2020.
- Kuntarto, E. (2017). Keefektifan Model Pembelajaran Daring dalam Perkuliahan Bahasa Indonesia di Perguruan Tinggi. *Journal Indonesian Language and Literature* vol.3, No.1, Desember 2017
- Nazarudin (2018). Pola Kerjasama Guru dan Orang tua dalam Meningkatkan Mutu Pendidikan di MIN 2 Kota Palembang. *Jurnal Intizar* vol 24.No.2, Desember 2018.
- Nasution, Raisah, Armayanti, (2017). Penanaman Disiplin dan Kemandirian Anak Usia Dini dalam Metode Maria Montesosori. *Jurnal Raudhah*, vol.5 No.2, Desember 2017. DOI: <http://dx.doi.org/10.30829/raudhah.v5i2.179>
- Slameto (2015). Belajar dan Faktor-faktor yang Mempengaruhi. Penerbit PT. Rineka Cipta. Jakarta
- Purwanto, et.l. (2020). Studi Eksploratif Dampak Pandemi Covid 19 terhadap Proses Pembelajaran Online di Sekolah Dasar. *EduPSyCouns Journal*, vol.2 No.1 (2020).
- Sugiyono, (2012). Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif , dan R dan D. Penerbit Alfabeta. Bandung.