

The Influence of Parent's attention, Parents Educational Background, Learning Facilities and Learning Motivation toward Student Learning Achievement

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Abstract:

The purpose of this study is to trace the influence of parent's attention, parent's education background, home study facilities and learning motivation to student achievement in the field of accounting expertise at SMK in Padang. The sampling technique used is *proportional random sampling* to obtain a sample of 144 students. The research instrument used in the form of a questionnaire or questionnaire. Data analysis in this research using *Path Analysis Path Analysis*. The result of the research shows that parents' concern, education level, and learning facilities have a significant effect on students' motivation, parents' level of education has no significant effect on learning achievement, parent's attention, and home study facilities have a significant positive effect on learning achievement, on the achievement of Students in Accounting Expertise at Vocational High School in Padang.

Keywords: learning achievement, facility, motivation learning and education level of parents.

Introduction

As the times progress, humans realize the importance of education in human life, because through human education can improve the quality of resources they have and can help humans in living their lives. Education is also a top priority in facing the challenges of the world where with the passage of time people are required for quality in the face of scientific and technological progress.

Education is also expected to change the mindset and human behavior to be better. Education is essential to create intelligent, qualified, insightful human beings in order to create an advanced and prosperous nation. The evidence of someone who has learned is characterized by a change in attitude and behavior that is reflected in his daily life. In achieving the desired achievement of students, students must study hard, get motivation from outside even from their own family. Thus the increase in learning achievement can be more optimal because the students feel motivated to improve learning achievement that has been achieved previously. Therefore, the quality of student achievement needs to be strengthened continuously. With the aim that students have a strong learning motivation, so that achievement can be achieved optimal learning.

According to Muhibbin Syah (2011), learning achievement is the level of success of students in achieving the goals set in a learning program. The number of students who have a low value of course negatively affect the value of student achievement itself. while the factors - learning achievement factors according to Slameto (2013) is divided into two namely internal factors such as physical factors, psychological factors, and fatigue factors. While factors outside the student self or external factors such as family factors, school factors, and community factors. In addition, the indicators of learning achievement according to Muhibbin Shah (2008) are cognitive (creative realm), affective (spice flavor), and psychomotor (Ranah Karsa).

Apart from school Parents also participate in assisting in providing education to their children, where the educational process that occurs not only in the school environment but also in the home itself, for that as parents also need to equip their children with education or teaching. As a parent, a mother is the closest person to her child, and her mother is most influential on the educational pattern that will be given to her child in the family environment. People are the first to give moral value to

their children, with the concern that parents give to children is very influential on the development of children and parents educational background is also significantly and positively associated with the educational aspirations set by parents for their children. Chevalier (2004) describes the role of parent education that he thinks parents and family environment will influence decisions in the behavior of their children. A tradition in the society where education by parents will be integrated or affect the development and health of their children later. Education level is a proxy for socioeconomic status and has been involved as a predictor of cognitive status in MS (Benedict, 2010; Martins 2015)

It is also strengthened by Setiawan (2015) that parents educational background plays an important role especially in improving learning achievement in schools. In line with this according to Susanto (2013) and Sugihartono (2007) factors that affect learning achievement consists of internal factors include intelligence, interest, and attention. In addition to the level of parent education, other factors that also influence is the home study facilities owned by students "Home study facilities are also very determined student achievement. Questions such as whether the facility adequately supports the desired educational program or enables the development of a learning environment that supports students and teachers in achieving the objectives of a critical measure of quality learning facilities (Schneider, 2004; Abend et al., 2006).

Motivation plays an important role in determining the success of student learning, it is necessary attention and efforts of teachers to encourage the spirit of student learning. There are many factors that influence the success of students in learning but need to be understood not all students have high motivation. In the learning process, learning motivation can be grown with guidance from all parties that support learning activities, learning methods, the subject matter has given accordingly and should be studied by students or use of learning media (Oktaria, Zulkardi, & Somakim, 2013). Therefore, it is very important to understand the motivation of student learning so that all actions to achieve the competence can be done well.

Student's Learning Achievement

Achievement is the most important aspect in determining a person's ability so that learning achievement cannot be underestimated, because through the achievement of one's learning can be measured the extent of skills and knowledge that he had after passing the learning experience in school. According to Chen et al., (2003) To assist learners in improving their learning achievements in popular learning scenarios, researchers have provided some suggestions for instructional design, including selecting situations that allow certain knowledge to be learned, and according to Williams van Rooij (2009) provision of "scaffolding" for learners with prior knowledge or competence. The factors - learning achievement factors according to Slameto (2013) is divided into two namely internal factors such as physical factors, psychological factors, and fatigue factors. While factors outside the student self or external factors such as family factors, school factors, and community factors. In addition, the indicators of learning achievement according to Muhibbin Shah (2008) are cognitive (creative realm), affective (spice flavor), and kinesthetic psychomotor (Ranah Karsa).

Meanwhile, Wahyuningsih (2009) stated the achievement of learning as a reflection of the learning outcomes. Learning outcomes are the abilities that a child gets through learning activities. Similarly, according to Sardiman (2012) Learning is always a change in behavior or appearance with a series of activities, for example by reading, observing, listening, imitating, and others.

Parent's attention

Parent's attention Caring has diverse meanings. Much literature classifies it by caring people, caring people and so on. Therefore concern concerning tasks, roles, and relationships. The word caring also deals with personal, emotional and needs (Toronto in Phillips, 2007). Caring is also often associated with warmth, positive, meaningful, and relationship (Phillips, 2007). Noddings (2002) mentions that when we care about others, we will respond positively to what other people need and express it into action.

Concern can also be defined as something that has three components, namely:

1. Understanding and empathy to the feelings and experiences of others
2. Awareness to others
3. The ability to act on those feelings with care and empathy.

Parent Educational Background

Parent Education background are the first informal institutions to be known by their children before they hand over their children to formal education institutions ie schools, so parents have a very important role in shaping the character of their children at home before they receive a new learning experience at school. Sulastyaningsih (2005) states if the level of parents educational background is positively correlated with how they nurture children, while parenting is related to child development. For example, parents with strong educational values (ie, confidence in the importance of education) are more likely to achieve children than parents with poorer grades of education.

Learning Facilities

Achievement of learning are satisfactory by students certainly not easy, there are many things to note one of them the availability of facilities and infrastructure of children at home in order to support the smooth activities of learning in school. Dimyati and Mudjiono (2010) stated that learning facilities are learning facilities and infrastructures. Chen et al (2003) also suggested that to help learners improve their learning achievements in popular learning scenarios, researchers have provided some suggestions for instructional design, including the selection of situations that allow certain knowledge to be learned, the provision of "scaffolding" for learners with prior knowledge or competence (Williams, 2009).

Learning Motivation

In running an activity of someone need some things that are used to encourage and make him excited in doing something, because if there is no impetus then one can be careless and fail in achieving the target or goal.. According to Dariyo (2014) motivation to learn is the impetus of someone to learn something to achieve a goal. A person will have a high learning motivation if he realizes and understands the goals he will achieve in the future. When a person understands his ideas well, then he will be encouraged to become more active in learning to achieve his goals, the subject understands that He must finish school until college graduation. Students who are isolated or unsatisfied are generally less motivated to go to school and achieve achievement in learning. And this is also said by Uno (2007) describes the motivation is a power from within and from outside that encourages a person to achieve certain goals that have been established.

In context, this usually refers to stimulating student interest in a content course, or what is known as intrinsic motivation. Motivation to learn is a long-standing problem in society and many relevant studies have presented and discussed it (Cho, Harrist, Steele, & Murn, 2015; Ambassador, 2015; Pintrich, 2003). Learning motivation is basically divided into two, namely intrinsic motivation and extrinsic motivation. In general, intrinsic motivation (IM) refers to the activities of the students in the form, pleasure, and satisfaction derived from the self. Students with intrinsic motivation seek to develop themselves to achieve learning goals and achievements. Intrinsic motivation to learn is a meaningful way to gain value and achieve academic achievement regardless of the material or task it is attractive or not (Williams & Williams, 2011). Extrinsic motivation (EM) refers to a variety of behaviors related to a person or means of infrastructure and not because of oneself to achieve a goal. Extrinsic motivation refers to something that comes from outside and apart from one's self-behavior (Wong et al., 2013). Factors that influence students' extrinsic motivation include family expectations, teacher expectations, money, and friends (hope to be accepted into a group). Extrinsic motivation is very different from intrinsic motivation that prioritizes pleasure or self-desire rather than its instrumental value. Extrinsic motivation tends to be a proof of student competence, whereas intrinsic motivation encourages students to develop their competencies. When further examined, the ultimate goal of motivation is to encourage students to achieve and improve better learning outcomes.

In this study, the authors also provide previous literature wherein the results of research Mardianah (2010), if the level of parents educational background has a significant positive impact on learning achievement students. Ariwidodo (2015), which found home study facilities have a significant positive impact on student learning motivation. Noviana (2012), stated based on the findings of his research if learning facilities have a significant positive impact on student learning motivation. In this study reinforced by the findings or relevant research results.

Methods

This study used descriptive associative design. To see the effect of parent education, home study facilities and student learning motivation on student achievement in the field of accounting in SMK Padang. Thus this research will illustrate the facts and explain the state of the object of research based on existing facts and try to analyze the truth based on the data obtained.

A technique done in this research is descriptive analysis technique, where data in this research is done the calculation about a mean value, standard deviation, the maximum value and minimum value through data that have been collected. And inductive analysis, where the analysis is used to perform some tests, namely normality test, homogeneity, and hypothesis testing. While in sampling, a sampling technique that researchers do is with *Proportional Random Sampling*. And the total population of 225 students the size of all samples that have been counted 144. So the sample in this study were 144 students spread in SMK Padang. Distribution of sample in SMK Padang, researchers conducted interviews, observation, and questionnaire dissemination in order to illustrate the purpose of the study. Results obtained from the questionnaire using quantitative descriptive analysis.

Each variable in this study has an indicator of each. Then the indicator is used as a starting point to arrange the items of instruments that can be questions or statements by using a Likert scale, this question is a positive and negative question scores *Likert* that have the highest score are always categorized and the lowest score with no category ever.

At the level of education owned by parents vary, from the level of basic education to undergraduate education. Researchers write two categories, namely the level of primary education (elementary, high school, and high school), and the level of college (Diploma, Bachelor S1, S2, and S3). The highest frequency of parents educational background is at the level of primary education, the lowest frequency of education is at the college level. This means that low levels of parents educational background are incapable of meeting all the educational needs of their children, not understanding the importance of education for their children and paying little attention to the completeness of the learning facilities needed by their children during the education period, thus motivating them to learn and children's achievement in learning becomes declining.

Results and Discussion

Based on the results of normality testing with SPSS v.16, obtained a residual value of parent's attention is 0.886, parent education level is 0.886, student learning facilities is 0.086, learning motivation is 0.769 and learning achievement is 0.118 with a value of more significance large from 0.05. Residual value is seen from asymp. Sig. (2-tailed). The significant value of the variable is greater than the value of $\alpha = 0,05$ and is therefore declared all variables in this study were normally distributed

Substructures 1 Influence Analysis Concern Parents (X₁), Parent Education Level (X₂), and Facility Study House (X₃) Against Learning Motivation (X₄) Student Accounting Expertise at SMK Padang.

From the results of the analysis of the influence of the awareness variable (X₁) the level of parent education (X₂), and home study facilities (X₃) of the learning motivation variable (X₄) showed:

- a. P path coefficients $S_{X_4X_1} = -0.075$
- b. P path coefficients $S_{X_4X_2} = 0.218$
- c. P path coefficients $S_{X_4X_3} = 0.504$

Amount of influence of other variables are visible from the coefficient residual ($P_{y\varepsilon_1}$) can be calculated as follows:

$$P_{x_4\varepsilon} = \sqrt{1 - R^2_{x_1x_2x_3x_4}} = \sqrt{1 - 0,390} = 0,78$$

So it can be concluded that the effect of other variables on learning motivation (X_3) is 0.78% so that sub-image can be made as follows:

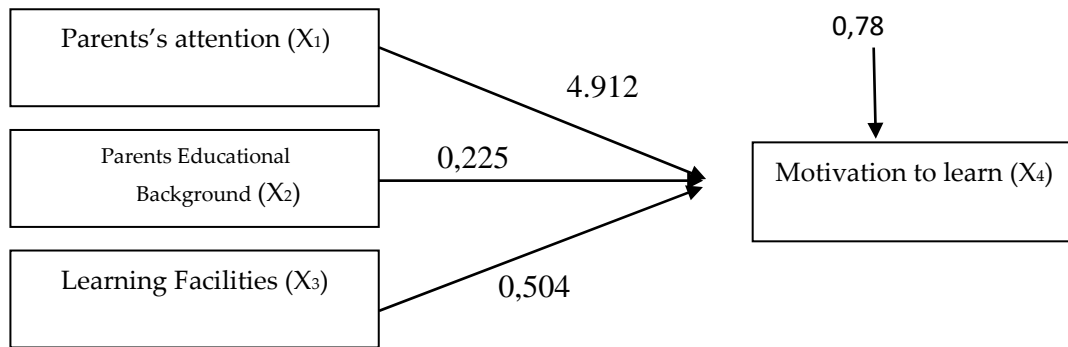


Figure 1 Sub Structure 1

Based on the above sub-structures, we can make the following equation:

$$X_4 = P_{X_4X_1} X_1 + P_{X_4X_2} X_2 + P_{X_4X_3} X_3 + P_{X_4\varepsilon_1} \varepsilon_1$$

$$X_4 = 4.912X_1 + 0.225 X_2 + 0.504 X_3 + 0.78 \varepsilon_1$$

Analysis of substructures 2 Effect of Education Parents (X_1), Learning Facilities (X_2), and Learning Motivation (X_3) Against Student Achievement (Y) expertise in Vocational Accounting Padang

Based on the results of data processing, obtained by the path coefficient of each variable levels of parents educational background(X_1), learning at home (X_2)and motivation to learn (X_3)the learning achievement (Y) as follows:

- a) Effect of concern (X_1) to the learning achievement (Y), it is known that $P_{yX_1} = 0.066$ parental
- b) The influence of education level (X_2) on learning achievement (Y), it is known that $P_{yX_2} = 0,009$
- c) The influence of home study facilities (X_3) on learning achievement (Y), it is known that $P_{yX_3} = 0.160$
- d) The influence of learning motivation (X_3) on achievement learn (Y), it is known that $P_{yX_3} = 0.239$.

The magnitude of the influence of other variables are visible from the coefficient residual ($P_{y\varepsilon_1}$)can be calculated as follows:

$$P_{x_4\varepsilon} = \sqrt{1 - R^2_{x_1x_2x_3x_4}} = \sqrt{1 - 0.136} = 0,929$$

It can be concluded that the influence of other variables on the learning achievement (Y) is 0,929 so that sub-image can be made as follows:

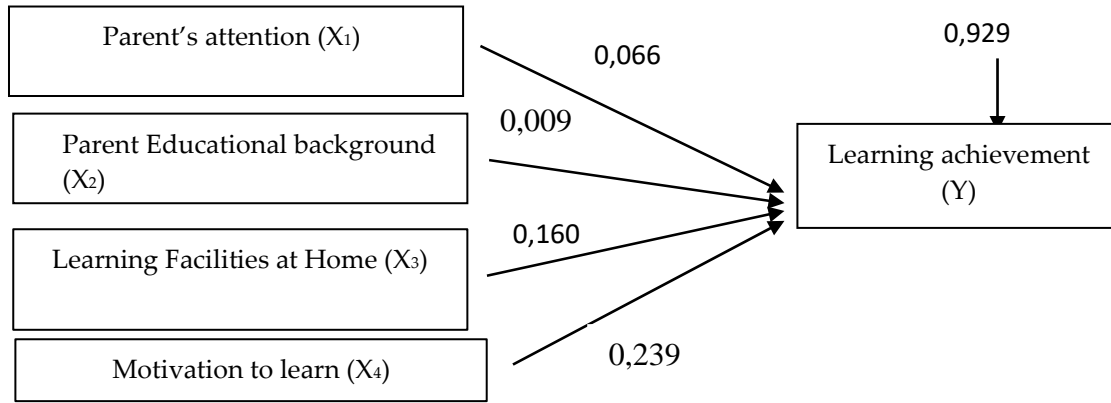


Figure 2 Sub Structure 2

Based on the above sub-structures can be made the equation structure formula as follows:

$$Y = P_{YX1} X_1 + P_{YX2} X_2 + P_{YX3} X_3 + P_{YX4} X_4 + P_Y \Sigma_2$$

$$Y = 0.066 X_1 + 0,009 X_2 + 0,160 X_3 + 0,239 X_4 + 0,929 \Sigma$$

From the result of data processing can be formulated path structure and influence of variable of the cause (exogenous variable) to variable result (endogen variable) in the following figure:

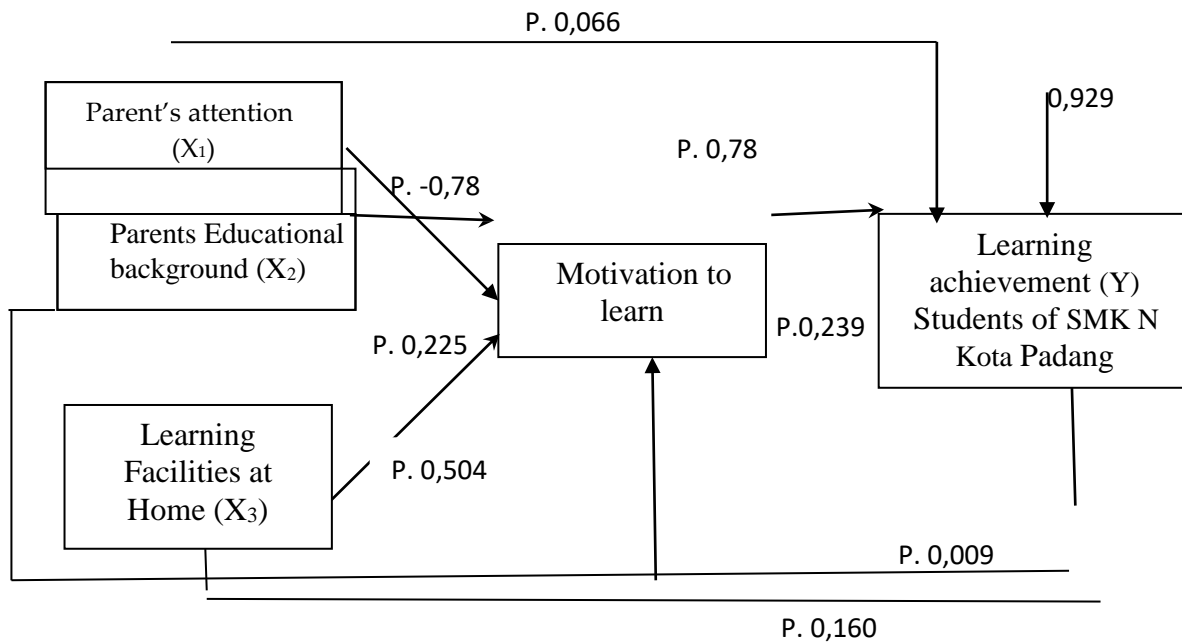


Figure 3 Final Structure Research variables Strip

Concern parents (X_1), parents educational background level (X_2), learning at home (X_3), and the motivation to learn (X_4) the variables *intervening* and the learning achievement (Y) as a variable. *Endogenous* Then it can be concluded that the variables of parent education level (X_1), learning facilities at home (X_2) and learning motivation (X_3) to learning achievement (Y) are directly or indirectly influenced by other variables.

First Hypothesis Concern Parents (X_1) Against Student Motivation (X_4)

In the first hypothesis tested in this study was to determine the significance of the awareness of parents (X_1) on motivation to learn (X_3) the student areas of accounting expertise SMK State of Padang City. To see the parents educational background level variable (X_1) obtained $t_{count} = 4.912$ while $t_{table} = 1.977$ This indicates that $t_{arithmetic} > t_{table}$ ($4.912 > 1.977$), it can be concluded that H_0 rejected.

Second hypothesis: Parent Education Level (X₂) Against Student Motivation (X₃)

To see the parents' education level variable (X₁) obtained t count = 3.052, while t table = 1.977 This shows that t arithmetic > t table 3.052 > 1.977), it can be concluded that H₀ rejected. Based on the above, it shows that the level of education of parents has a positive and significant impact on students' motivation in SMK Padang. Based on the above indicates that the level of parents educational background has a significant positive effect on the motivation to learn to students in SMK Padang . The results of the research that the authors found supported also by Mardianah (2010), showed that the level of parents educational background has a significant positive effect on student achievement.

Third Hypothesis: Learning Facilities at Home (X₃) Against Student Motivation (X₃)

At the variable learning facility at home (X₂) obtained t X₂ = 7.065, while t table = 1.977 This shows that t X₂ > t table (7,065 > 1,977), it can be concluded that H₀ is rejected. This shows that home study facilities have a positive and significant effect on the motivation to learn in SMK Padang. In line with research findings by Noviana (2012), stated based on the findings of his research if learning facilities can give a significant positive effect on student learning motivation.

Fourth Hypothesis: Parents Concern (X₁) On Student Achievement (Y)

On the third hypothesis tested in this study is to know the significance of the influence caring of parents (X₁) to learning achievement (Y) on student accountancy skill in SMK Padang. On the variable parents education level (X₁) obtained t arithmetic X₁ = 2.194, while t table = 1.977. This shows that t arithmetic X₁ > t table (2,194 > 1,977), hence can be concluded that H₀ accepted.

Fifth Hypothesis: Level of Parents Education (X₂) Against Student Achievement (Y)

On the variable parents education level (X₁) obtained obtained t arithmetic X₁ = -2.234, while t table = 1.977. This shows that t arithmetic X₁ < t table (-2.234 < 1.977), it can be concluded that H₀ is accepted. This shows that parent education level has no significant positive effect on student achievement in accounting skill in SMK Padang.

Sixth hypothesis Learning Facilities at Home (X₃) Against Student Achievement (Y)

In the variable attitude of learning (X₂) obtained t arithmetic X₂ = 3.349 while t table = 1.977. It shows that t arithmetic X₂ > t table (3,349 > 1,977) hence can be concluded that H₀ rejected. This shows that home study facilities have a positive and significant impact on students' learning achievement in accounting skill in SMK Padang. In line with the findings of research conducted by Ariwidodo (2015), which found home study facilities have a significant positive impact on student learning motivation SMKN 2, SMKN 3, and SMKN 4 Kota Padang. Kurniawan (2014), also found if the completeness of the learning facility is able to give a positive contribution to student achievement

Seventh hypothesis Motivation (X₃) Against Student Achievement (Y)

In variable motivation to learn (X₃) obtained t arithmetic X₃ = 1.219 while t table = 1.977. This shows that t arithmetic X₃ < t table (1,219 > 1,977) it can be concluded that H₀ accepted. This shows that the motivation to learn does not have a significant positive effect on student achievement in accounting skill in SMK Padang.

Conclusion

Based on the above analysis can be concluded that: the existence of positive significant influence on parent's attention and the level of parent education on student learning motivation accounting skills in SMK Padang. The results of research can show that the level of education of parents has a significant positive effect on student learning motivation.

The absence of a significant positive influence on the level of parent education on student achievement in the field of accounting expertise in SMK Padang. The hypothesis testing is t arithmetic obtained by negative that is (t count 0,072) < from (t table 1,977), it means that the higher the level of

parent education hence the achievement learn obtained by the student will be low, this happened because of enough parent education level weak or less important role in student achievement.

There is a significant positive influence on the concern of parents and learning facilities at home students' achievement in the field of accounting expertise in SMK Padang. The results showed that home study facilities have a significant effect on student achievement.

The absence of a significant positive influence on the motivation of learning on student achievement in accounting skills field in SMK Padang. As for hypothesis testing that was done was t arithmetic that got smaller that is ($t_{count} 1,599$) <from t table ($t_{table} 1,977$), this is because other variables which more influence than motivation in improving student achievement, like study facility so through the motivation of learning is high but the facilities are less adequate then the child will be difficult to achieve high learning achievement.

Advice

Parents should strive always to provide support, care and adequate facilities to students so that students are motivated to carry out a good teaching and learning process, so as to obtain better performance, although not all levels of education owned by parents are not the same, parents try to attach importance to the development of children's school and pay attention to children learn.

If this study is to be continued, we should examine more deeply what factors are influencing and which do not influence from further research, it would be better to pay attention to the limitations in this study, so the next one will get a better report.

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