

The Effect of Learning Attitude, Self-Efficacy, Parent Educational Background and Learning Motivation on Learning Outcome

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Abstract

The main purpose of this research is to know and influence learning attitude, self efficacy, Parent Education and Learning Motivation to Economic Learning Outcomes at the Grade X Students of SMA Negeri Ujungbatu Sub-District Rokan Hulu Regency, Riau Province. Sampling research using propotional random sampling technique, with a population of 180 students of class X. Analysis technique used is path analysis (Path analysis). The findings of the study reveal that there is a significant influence on learning attitudes toward self-identity, and there is also a significant effect on learning attitudes, self efficacy, parent education background on their child's future toward learning motivation. In addition, the research findings also show learning attitude, self efficacy, parent education background in the future of their children and Learning motivation the results of learning.

Keywords: learning attitude, self-efficacy, parent education background, learning motivation, and learning outcomes

Introduction

The success of the education world is believed to be the decisive factor in achieving national development goals in the field of education. But in reality the problems related to the low quality or quality of education are still being discussed and we hear, Fitri and Wardi (2015) . To achieve this success, then the integration between teacher activities with student activities is needed. This is because teachers are key to improving the quality of education and learning outcomes of their students and they are at the center of any educational reform effort. According to Uno (2011: 15), the teacher is a profession, which means a position that requires special skills as a teacher and can not be done by anyone outside the field of education. Where the main tasks such as educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education formal education, basic education, and secondary education, whose output is the result of learning.

Learning outcomes is a benchmark used to determine the level of success of students in knowing and understanding a lesson. According Sukmadinata (2009: 102-103), learning outcome is the realization of potential skills or capacities owned by a student. The low quality of learning outcomes can be seen from the values that are still below "*kriteria ketuntasan minimum*" (KKM).

This also occurs in Senior High Schools (SMA) Ujungbatu District Rokan Hulu Regency Riau Province on the subjects of Economics class X is known that the results obtained are still not optimal learning. Public Senior High School (SMAN) 1 Ujungbatu from 334 students of class X as many as 172 students or equal to 51.50% stated not have the value of mastery in economic subjects and only as many as 160 students or 47.90% who have the value of mastery in the subjects economy. This result is also not much different from SMAN 2 Ujungbatu from 224 students of class X as much as 121 students or equal to 54,02% also expressed do not have value in economic subjects and the rest counted 103

student or equal to 45,98% has a value of mastery in economic subjects .

This is in accordance with the opinion of Djamarah and Zain (2011: 128), if the percentage of students complete less than 65%, then the percentage of success student considered still not good. Furthermore, Sumiati (2007: 210) stated that the KKM boundary in every aspect of subject assessment that must be mastered by students in the ideal class is 75% and based on the provision made by National Education Standards Agency (BSNP). Therefore, low student learning outcomes need to be a concern and evaluation by teachers and stakeholders in the school to find out what factors are influencing the student learning outcomes.

According Winkel (2007: 115), suggests the factors that affect student learning outcomes come from internal and external factors. internal factors are factors that come from within the individual in the form of motivation, learning attitudes, and self-efficacy. External factors are factors that come from outside the individual self in the form of teachers, family environment, school environment and peer environment. By knowing these two factors, it is expected that teachers and related parties can know what dominant factors determine the students' learning outcomes in school.

The result of Wika's research (2011), about the result of the learning of class X students in the subjects of social-economic of SMA Nurul Falah Pekanbaru , found there is a significant influence of learning attitudes and learning motivation on learning outcomes. While the results of research Saifullah (2009), about achievement of learning at SMP Muhammadiyah Sapen Yogyakarta students, showed no significant influence attitude, interest and motivation to learn achievement . So also the results of research Mediastuti, et al (2014), which examines the relationship between learning motivation and self-confidence with the results of learning mathematics Grade VII Public Junior high school (SMPN) 3 Suruh. The results showed no significant relationship of learning motivation and self confidence (self efficacy) with students' mathematics learning outcomes.

Based on the problems and inconsistencies in prior findings, the authors are interested to raise this issue again by making the factors of learning attitudes, self efficacy, parent education and motivation as factors that determine and affect student learning outcomes in students Class X SMAN Subdistrict Ujungbatu Rokan Hulu Regency Riau Province.

Based on the above description can be formulated problems in this study, namely:

1. The extent to which learning attitude affects the Effect of Efficacy Students class X State Senior High School District Ujungbatu Rokan Hulu District Riau Province?
2. The extent to which learning attitude affect the economic learning outcomes Students class X State Senior High School District Ujungbatu Rokan Hulu District Riau Province?
3. The extent to which Self Efficacy effect on Economic learning outcomes Students class X State Senior High School District Ujungbatu Rokan Hulu District Riau Province?
4. How far Parent education background affect the economic learning outcomes Students class X State Senior High School District Ujungbatu Rokan Hulu District Riau Province?
5. The extent to which Learning attitudes affect the motivation of economic learning Student class X State Senior High School District Ujungbatu Rokan Hulu District Riau Province?
6. The extent to which self-efficacy affects the motivation of economic learning Students class X State Senior High School District Ujungbatu Rokan Hulu District Riau Province?
7. The extent to which parent education background influence the economic learning motivation Students class X State Senior High School District Ujungbatu Rokan Hulu District Riau Province?

8. The extent to which Learning motivation influence on economic learning outcomes Students class X State Senior High School District Ujungbatu Rokan Hulu District Riau Province?

Methods

Types of research

This type of research is a causal descriptive study. Yusuf (2007: 83) says that descriptive research is "one type of research that aims to describe in a systematic, factual and accurate about the facts and the nature of a particular population, or try to describe the phenomenon in detail .

Population and sample

Population of this research all students of class X Economy at SMAN Subdistrict Ujungbatu Rokan Hulu District Riau Province the school year 201 5/201 6. Sampling in this research is done by using proportional random sampling technique that is produce sample according to proportion every class of population. While to determine the number of samples in this study used Slovin formula quoted Husein (2006) . Based on the formula, the number of samples is 180 students.

Results and Discussion

Here are the results of the path analysis test showing the direct effects and direct effects associated with the existing substructure in the path analysis:

1. The Effect of Learning Attitude (X₁) on Self Efficacy (X₂)

Testing is the first model of sub-structure, which aims to see and analyze the effect of learning attitude variables (X₁) against self-efficacy (X₂) in Class X SMAN 1 and SMAN 2 Ujungbatu. Here is a summary of the results of path analysis testing in Table 1

Table 1 Effect of Learning Attitude (X₁) on Self Efficacy (X₂)

No.	Variable	R-square (R ²)	Path Coefficient	t-count	Significant
1	Learning Attitude (X ₁)	0,049	0,221	3,020	0,003

Source: Data Processing Enclosure, 2018

Results of simple linear regression analysis in the table above shows learning attitude (X₁) a significant effect on self-efficacy (X₂) with a path coefficient value of 0221 with a value of t count equal to 3020 and a significant level of 0.003. These findings indicate that students' learning attitudes have an impact or determine the rise and fall of self-efficacy or student self-belief in learning achievement.

2. The Effect of Learning Attitudes (X₁), Self Efficacy (X₂), and the Parent Education Background (X₃) on Learning Motivation (X₄)

Next is the path analysis to Sub structure II, which aims to see and analyze learning attitude (X₁) Self efficacy (X₂) and the Parent Education Background (X₃) Learning Motivation (X₄) in class X of SMAN 1 and SMAN 2 Ujungbatu. The following is a summary of the results of the path analysis test in Table 2

Based on the results of multiple linear regression analysis to Sub structure II, it is known that the attitude of learning (X₁), self-efficacy (X₂) and parents education background (X₃) significantly affects Learning motivation (X₄). Where the coefficient value of the path of each variable is 0.296, 0.185 and 0.327 with a significant level of 0.000, 0.004 and 0.000. These results also indicate that the contribution of learning attitudes, self efficacy and

expectation of parents to the future of the child, able to grow or play a role in determining the motivation of students in grade X at SMAN 1 and SMAN 2 Ujungbatu. In the sense that these three components have a contribution in maximizing the formation of learning motivation in a learner in school.

Table 2 Effect of Learning Attitudes (X₁), Self Efficacy (X₂) and the Parent Education Background (X₃) on Learning Motivation (X₄)

No.	Variable	R-square (R ²)	Path Coefficient	t-count	Significant
1	Learning Attitude (X ₁)	0.332	0.296	4.539	0.000
2	Sel Efficacy (X ₂)		0.185	2.896	0.004
3	Parents Education Background (X ₃)		0.327	5.033	0.000

Source: Data Processing Enclosure, 2018

3. The Effect of Learning Attitudes (X₁), Self Efficacy (X₂), Parent Education background (X₃), Learning Motivation (X₄) Learning Outcomes (Y)

Next path analysis for sub-structure III, is to investigate and analyze learning attitude (X₁), Self efficacy (X₂), Parent Education Background (X₃) and learning motivation (X₃) learning outcomes in class X of SMAN 1 and SMAN 2 Ujungbatu. The following is a summary of the results of the path analysis test in Table 3.

Table 3 The Effect of Learning attitude (X₁), Self Efficacy (X₂), Expectation Parents (X₃), Motivation (X₄) on Learning Outcomes (Y)

No.	Variable	R-square (R ²)	Path Coefficient	t-count	Significant
1	Learning Attitude (X ₁)	0.371	0.188	2.794	0.006
2	Self Efficacy (X ₂)		0.224	3.531	0.001
3	Parents Education Background (X ₃)		0.219	3.232	0.001
4	Learning Motivation		0.238	3.245	0.001

Source: Data Processing Enclosure, 2018

From the summary of the results of multiple regression analysis for sub-structure III, obtained a description that learning attitude (X₁), Self efficacy (X₂), Parent Education Background (X₃) and learning motivation (X₄) significantly affects Learning outcomes (Y). Where the value of path coefficient of each variable is 0.188 , 0.224, 0.219 and 0.238 with a significant level of 0.006, 0.001, 0.001 and 0.001. These results also explain that student learning outcomes are highly dependent on these four factors: learning attitudes, self efficacy, parents education background and learning motivation. In other words, high learning attitudes, beliefs or self efficacy, and parents education background and supported by Learning motivation in producing good learning outcomes in students of class X at SMAN 1 and SMAN 2 Ujungbatu. In the sense that these three components have a contribution in maximizing the formation of learning motivation in a learner in school.

Results of hypothesis are:

1. Learning attitude affect self efficacy

Based on the results of the path analysis above, it is known that learning attitude has a significant positive effect on self efficacy in the Class X Students of SMAN Subdistrict Ujungbatu Rokan Hulu District Riau Province . Where the value of coefficient of influence of 0.221with a significant value of 0.003, thus the hypothesis can be proven. Furthermore, the test results also found the relationship between learning attitudes and self-effectiveness

positive, which means if the higher the learning attitudes that students have in supporting learning activities, then this will impact the higher the confidence or beliefs that students have in producing learning achievement better. Conversely, if the lower learning attitudes of students in supporting their learning activities, then this will also have an impact on the decrease in confidence or self-confidence of students in determining learning achievement. Thus it can be concluded that learning attitude is a very important factor that determines the ups and downs of confidence or self-belief in students useful to support student achievement in school.

2. Learning attitudes affect learning outcome

Findings from analysis of the above lines, shows that learning attitude positive significant effect on learning outcomes in Class X SMA Ujungbatu Rokan Hulu District of Riau Province. Where the value of effect coefficient of 0.188 with a significant value of 0.006, thus the proposed hypothesis can be accepted or proven . The findings also show that the relationship between the two variables is positive, with meaning if the higher learning attitudes that students have in their learning activities, then this will have a higher impact on the learning outcomes that will be obtained. Conversely, if the lower learning attitudes of students in supporting learning activities, then this will also have an impact on the decline in learning outcomes that will be obtained. Thus it can be said that learning attitude is a very important factor that is contained in the students and become a force for himself to try earnestly in the learning activities, so as to improve the high learning achievement as evidenced by the value of learning results.

3. Self efficacy affects learning outcome

Based on the results of path analysis, obtained information that states that self-efficacy has a significant positive effect on the results of learning on Students Class X SMA Ujungbatu District Rokan Hulu Regency Riau Province. Where the value of coefficient of influence of 0.224 with a significant value of 0.001, therefore the hypothesis can be accepted . These results indicate that self- confidence is the capital or strength of self for a learners in learning. In the sense that through this belief students will have the desire to be able to maximize the achievement of learning outcomes. Individuals with high self-efficacy choose to do more business and never give up. Individuals with high self efficacy will choose to do larger and more unyielding endeavors. Self- efficacy has an important role in regulating one's motivation. Someone believes in his ability to have high motivation and strive for success.

4. Parent education background affect learning outcome

The findings of the results of path analysis, concluded that the expectation of parents on the future of children have a significant positive effect on the results of learning in the Class X Students of SMAN Sub-district Ujungbatu Rokan Hulu District Riau Province . Where the value of the coefficient of influence of 0.219 with a significant value of 0.001, therefore the hypothesis can be accepted. Furthermore the relationship between the two variables research is positive, which means that if the higher expectations parents on the child's future or belief held students in learning activities in schools, it will be the higher the learning outcomes that will he get. But if the lower expectation of parents in the future of children in support of learning activities of children, it will have an impact on the lower learning outcomes of children.

This finding concludes that the parent's expectations on the child's future are a form of hope and wishes of the parents towards their child so that the child will have a better education and a better future for his child. With the high expectation of this parent, then there will be efforts from parents to support their children to be able to produce high

achievement or learning outcomes. In the sense Parents play an important role in shaping the future of the child to become a successful person, by giving motivation and encouragement to shape the expected future of the child .

5. Learning attitude affect learning motivation

Based on the results of path analysis testing described above, the attitude of learning is apparent significant positive effect to the results of study on Students Class X SMA Ujungbatu District Rokan Hulu Regency Riau Province. Where the coefficient value of influence is 0.296 with a significant value of 0.000, therefore it can be stated that the hypothesis built can be proved or accepted. These results also show that the relationship between the two research variables have positive slop . This shows that the increase and decrease of learning attitudes that students have in implementing the learning will have an impact on the high of the learning motivation that the student will have. In other words, students with high learning attitudes will have a tendency of high learning motivation, otherwise students with low learning attitudes will also have a tendency to learn motivation is also low. All of which will lead to student achievement or student learning outcomes in school.

These results suggest that learning attitudes also become one indicator in addition to affect the results of learning was also a benchmark that also can indicate the high level of motivation to learn students in school. In other words, students who have a positive attitude of learning will have a high learning and will try earnestly to get maximum learning outcomes. Therefore, learning attitude is also a determining factor in assessing student learning motivation as well as a determinant factor also in assessing student learning outcomes.

6. Self efficacy affect learning motivation

Findings of the results of testing this hypothesis path analysis revealed that self efficacy significant effect to the results of study on Students Class X SMA Ujung batu District Rokan Hulu Regency Riau Province . Where is the influence coefficient of 0.183 with significant values of 0.004, thus it can be stated that the hypothesis is built unacceptable.

The results of this analysis also found that the relationship between the two research variables still has positive slop. It can also be interpreted that the form of confidence or self-confidence that students have in the learning activity also become supporters of the high and low motivation of learning in students. Where if the higher self-esteem (self efficacy) in students in supporting activities, then this will have an impact on the higher also the learning motivation that students have in learning. But if the lower self-efficacy or beliefs that students have in learning, then this will also show the lower the student's learning motivation.

It can be concluded, therefore, that the self-authentication or belief in the student is also an important element that can be used to measure the extent of the learning motivation a student has in school. In other words the ability of students in learning is demonstrated by their confidence to be able to follow all the learning processes that exist in school and this is also reflected from Learning motivation it has.

7. Parent education background affect learning motivation

From the results of path analysis testing on this hypothesis, it is also revealed that the expectation of parents in the future of children significant effect on the results of learning in the Class X Students of SMAN Sub-district Ujungbatu Rokan Hulu District Riau Province . Where the value of the coefficient of influence is at 0.327 with significant values of 0.000, thus the hypothesis is also acceptable . Where is the relation between the two research variables still has a positive slop, it shows that the expectation of parents with the education level of their children in the future is an important part in Learning motivation

the child. There is a tendency if the higher expectation of parents to the future of their children by providing optimal support for better education of children with adequate infrastructure needs ideally motivate children's learning tends to be higher. Conversely, if parents' expectation of their child's future tends to be relatively low with inadequate infrastructure and attention support, it also has an impact on the low learning motivation that the child has in learning.

Based on these findings can also be expressed that parents' expectations of the future of children, also contribute to or play a role in motivating children's learning in school. In other words, this factor is also an important part that must be considered by teachers and parents, so that Learning motivation the child grows in him and able to impact on expected learning outcomes. Parents play an important role in shaping the future of the child to become a successful person, by giving motivation and encouragement to shape the expected future of the child. Parents explain the importance of education for the future of their children in the future. A child if he has no education, he can not achieve the future and ideals that are expected.

8. Learning motivation affect learning outcome

Based on the results of path analysis, concluded that Learning motivation have a significant positive effect on the results of learning in the Class X Students of SMAN Sub-district Ujungbatu Rokan Hulu District Riau Province. Where the value of coefficient of influence of 0.238 with a significant value of 0.001, thus the hypothesis of this study can also be proved or accepted. Furthermore, the form of relationship between the two research variables is positive, which means if the higher e- parent expectations on the future of children or the belief held support students in learning activities in schools, it will be the higher the learning outcomes that will he get. But if the lower expectation of parents in the future of children in support of learning activities of children, it will have an impact on the lower learning outcomes of children. Similar to learning attitudes, if the students' learning motivation is low then the students will not have any interest in learning so the results obtained are also not as expected.

Learning motivation is an internal and external impulse to students who are learning to make behavioral changes, generally with some supportive indicators or elements. It has a great role in one's success in learning. As stated by Sardiman (2014: 102) is meant by Learning motivation is "The overall driving force within the self-generating, ensuring continuity and provide direction learning activities, so hopefully the goal can be achieved". Sutikno (2013:69); Sari, Marwan and Sany (2018) has a similar opinion that the motivation to learn is learning motivation directly affects students' learning outcomes

Conclusions

1. Learning Attitudes have a positive and significant impact on self- Efficacy of Students of Class X State Senior High School in Ujungbatu Sub-district of Rokan Hulu Regency of Riau Province on the error of rejecting data at alpha 5% .
2. Learning Attitudes have a positive and significant effect on learning outcomes of students in grade X of SMAN Sub-district Ujungbatu Rokan Hulu regency Riau Province on error reject the data of alpha 5% .
3. Self efficacy has a positive and significant effect on the learning outcomes of students in grade X of SMAN Sub-district Ujungbatu Rokan Hulu regency Riau Province on error reject the data of alpha 5% .
4. Parents education background effect on the result of study at the students of class X of SMAN Sub-district of Ujungbatu Regency of Rokan Hulu Riau Province on error reject the data equal to 5% alpha.
5. Learning Attitudes have a positive and significant effect on the learning Motivation in the Class X Students of SMAN Sub district of Ujungbatu, Rokan Hulu Regency, Riau

- Province, in the mistake of rejecting the data of alpha 5% .
6. Self efficacy has a positive and significant effect on learning Motivation in the Grade X Students of SMAN Subdistrict of Ujungbatu, Rokan Hulu Regency, Riau Province on the error of rejecting the data of alpha 5%.
 7. Parents education background has a positive and significant effect on the motivation of learning in the Class X Students of SMAN Sub-district Ujungbatu Rokan Hulu District Riau Province on the error reject the data of alpha 5% .
 8. Learning Motivation have a positive and significant effect on the results of study at the students of class X State Senior High School in Ujungbatu sub-district Rokan Hulu regency of Riau Province on the error of rejecting the data of alpha 5%.

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