

## THE EFFECT OF PARENTAL ATTENTION ON LEARNING OUTCOMES OF HIGH SCHOOL STUDENTS

Furmanissa Okta Dwinanda<sup>1</sup>, Nani Mediatati<sup>2</sup>

<sup>12</sup>Universitas Kristen Satya Wacana; Indonesia

correspondence email; 172019004@student.uksw.edu

Submitted: 28/12/2022

Revised: 15/02/2023

Accepted: 21/04/2023

Published: 26/06/2023

### Abstract

This study aims to determine whether parental attention significantly influences students' learning outcomes in class XI IPS 1 SMA Negeri 1 Wonosegoro in Civics subjects. This research uses a quantitative approach and uses explanatory research. Primary data comes from questionnaires, while secondary data comes from school data and books. The population in this study were all students of class XI SMA Negeri 1 Wonosegoro totaling 216 students. Sampling in this study was determined non-randomly, namely students of class XI IPS 1 with a total of 36 students. Data collection techniques used questionnaires or questionnaires, documentation, and interviews. Data collection techniques used questionnaires and learning outcomes documents. Furthermore, the data analysis technique uses simple linear regression test statistics with the SPSS version 20 program. Based on the results of the simple linear regression test, it can be concluded that HO is accepted and HI is rejected, meaning that there is no significant effect of parental attention on the learning outcomes of students in class XI IPS 1. The R Squares value is 0.071, which shows that the effective contribution of parental attention variables in influencing learning outcomes is 7.1%. The rest is influenced by other variables that are not studied.

### Keywords

Learning Outcomes, Parental Attention, SMA Negeri 1 Wonosegoro



© 2023 by the authors. Submitted for possible open access publication under the terms and conditions of the Creative Commons Attribution-NonCommercial 4.0 International License (CC BY NC) license (<https://creativecommons.org/licenses/by-nc/4.0/>).

## INTRODUCTION

Education is very important in the scope of life from time to time and participates in building the life of a country so that the country is more developed and advanced. Therefore, improving the quality of human resources is a must for the nation and state of Indonesia (Tien et al., 2020). Education plays an important and strategic role as one of the vehicles for creating quality human resources, so the main priority that must be carried out by the government is development in the field of education (Arintoko et al., 2020). According to Law No. 20 of 2003 article 1, Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious and spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation, and state, further in article 3 of Law No. 20 of 2003 states that: National education functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the nation's life, aims to develop the potential of students to become human beings who are faithful and devoted to God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

This education can be taken through 3 pathways, namely formal education, non-formal education, and informal education in the family. Through formal education at school, students are prepared to achieve optimal competency development in the aspects of knowledge, attitudes, and skills. This optimal achievement of competence from students is realized in the form of achievements or learning outcomes that are achieved in accordance with the abilities and interests of students learning (Saputri et al., 2019). Learning, according to Mahmud, is a change in a person that occurs due to experience. States that learning is the activity that most people do (MA'RUF et al., 2022). Learning is done almost every time, anytime, anywhere, and while doing anything, for example, at school, at home, on the road, at work, playing, and so on. Learning is a change in behavior or appearance, with a process of learning effort made by a person to obtain a new change in behavior as a whole as a result of his own experience in interaction with the environment. One indicator that the learning process is said to be successful can be seen from the student's learning outcomes, whether they have met the minimum completeness criteria (KKM) standards set by the school. Learning outcomes are the results obtained by students after carrying out the learning process, which are shown by changes in mindset and behavior in students (PURWANINGSIH, 2022). Meanwhile, KKM in the Regulation of the Minister of National Education of the Republic of

Indonesia No. 20 of 2007, dated June 11, 2007, concerning Educational Assessment Standards, stands for Minimum Completeness Criteria. KKM is the criteria for learning completeness (KKB) determined by the education unit. The KKM at the end of the education unit is a competency threshold (Muliya, 2022). The KKM is the standard for determining the quality of the school as well as the students on the subject matter delivered by the teacher. A high KKM will show the high quality of the school, while a low KKM will show the low quality of students and educators. Each school sets different minimum completeness criteria according to the school situation. Student learning outcomes are the maximum benchmarks that students achieve after the learning process and have different levels for each student. Learning outcomes can be influenced by various factors both from within the student (internal factors) and from outside the student (external factors). Factors that influence learning success in children are: (1) Internal factors: which are factors that come from within the child, including biological conditions, emotional conditions, and their level of development, (2) External factors: which are factors that come from outside the individual child, including family support, family socioeconomic conditions, cultural influences, and social groups. One of the external factors that are thought to affect student learning outcomes is family support, including parental attention (Kapitan & Aseng, 2023).

The first education experienced by students is in the family environment. The family or parents are the environments where students get knowledge and instill good attitudes and behavior so that students develop in various aspects, both cognitive, affective, and psychomotor (Kurniati et al., 2020).

Parental attention is very helpful for students in improving learning at home and at school. Parents' attention can take the form of providing learning facilities and infrastructure that make children more enthusiastic about carrying out their learning activities. In addition, reprimanding children if they do things that are not good is accompanied by direction and guidance to the child so that the child becomes good (Hidayat et al., 2023). Parents who pay little or no attention to their children's education, whether the child is studying or not, do not want to know the difficulties and progress of learning can cause children to be less or unsuccessful in their learning. Children tend to be enthusiastic about learning if they feel cared for by their parents. Therefore it can be said that the learning outcomes achieved by students who are less than optimal are thought to be due to the influence of the lack of parental attention to student learning activities at home (Dong et al., 2020), (Harahap & Sahputra, 2023).

Based on preliminary research that has been conducted by researchers through interviews with Civics teachers at SMA Negeri 1 Wonosegoro on May 28, 2022, data obtained that student learning outcomes through Civics daily tests achieved by XI IPS 1 class students totaling 34 students are mostly less than optimal or do not reach the KKM which is  $\geq 76$ , learning outcomes that reach KKM are 14 students 41% and those that do not reach KKM are 20 students 59%. The main factor that is thought to influence the learning outcomes of students who are mostly low is the lack of parental attention to their children's development in learning. Because most of the students' parents work as farmers and traders who work from morning to evening. Because of the lack of parental attention, students are lazy to study, do not do the assignments given by the teacher, do not care about learning outcomes, and have low learning motivation.

According to research by Rohana (2021), entitled *The Effect of Parental Attention and Learning Motivation on Student Science Learning Outcomes of Life Cycle Material Class IV SD Negeri Plumpung 1 Plaosan Magetan*. The results showed that (1) there is a significant influence between parental attention on the learning outcomes of life cycle material, the results of simple linear regression calculations  $F_{hitung} > F_{tabel}$  ( $4.634 > 4.41$ ) and a significance value  $< \alpha 0.045 < 0.050$ , it can be said that  $H_0$  is rejected, (2) then the value of  $R = 0.452$  with a moderate correlation level and the amount of contribution is 20.5%, (3) There is a significant influence between parental attention and learning motivation on learning outcomes in science subjects on Life Cycle material with the results of calculations using multiple linear regression obtained  $F_{hitung} > F_{tabel}$  ( $8.765 > 3.59$ ) and a significance value  $< \alpha 0.002 < 0.050$ , it can be said that  $H_0$  is rejected. Then the value of  $R = 0.713$  with a strong correlation level, and the amount of contribution is 50.8%. Research by Ningsih & Nurrahmah (2016) with the title *The Effect of Learning Independence and Parental Attention on Mathematics Learning Achievement of 8th-grade students of Private SMP Setiabudi sub-district*. The results showed that (1) There is a significant positive effect of math learning independence on math learning achievement; (2) There is a significant positive effect of parental attention on math learning achievement; and (3) There is a significant positive effect between learning independence and parental attention on math learning achievement. The contribution of learning independence and parental attention to math learning achievement is 45.3%. The remaining 54.7% is contributed by other variables besides learning independence and attention from parents. Research by (Mawarsih & Hamidi, 2013) with the title *The Influence of Parental Attention and Learning Motivation on the Learning Achievement of Students of SMA Negeri 1 Jumapolo*. The results

showed that there was an influence of parental attention and learning motivation on the learning achievement of Jumapolo State High School students with a  $F_{count}$  value of 21.117, greater than the  $F_{table}$  of 3.06. The magnitude of the influence of parental attention and learning motivation on the learning achievement of Jumapolo State High School students is 23.7%, and the remaining 76.3% is influenced by other factors not included in this study. If there is an increase in attention from parents and student learning motivation, the learning achievement achieved by students will be better. Research by Sihombing et al. (2020) with the title *The Effect of Parents' Attention on Student Learning Outcomes in Mathematics Class IV SD Negeri 097350 Parbutaran Simalungun*. The results of this study indicate that the results of correlation testing can be seen in the correlation coefficient value of 0.732, which means  $r_{count} (0.732) \geq r_{table} (0.349)$ , then  $H_a$  is accepted. So, there is a strong influence between parental attention on student learning outcomes in grade IV SD Negeri 097350 Parbutaran Simalungun. It can also be seen from the results of the t-test hypothesis testing where  $t_{count} \geq t_{table}$ , namely  $5.891 \geq 1.697$ , so it states that hypothesis  $H_a$  is accepted. This shows the effect of parental attention on student learning outcomes in grade IV SD Negeri 097350 Parbutaran Simalungun for 2020/2021. And Research by Andini (2018). with the title *The Effect of Parental Attention on Elementary School Student Learning Outcomes*. The results showed that there was a relationship between parental attention and student learning outcomes, this was indicated by a correlation coefficient of  $0.868 > r_{table} 0.213$  and a significance level of  $0.000 < 0.05$  with a very strong relationship level. The coefficient ( $r^2$ ) is 75.3%, this shows that parental attention affects 75.3% of student learning outcomes while the rest is influenced by other factors such as learning style, learning motivation, learning difficulties, and others.

Based on the results of the above research, it can be concluded that parental attention affects student achievement. Therefore, the authors conducted a study with the same similarities to see the effect of parental attention on learning achievement with differences in levels, different schools, different aspects and indicators, and different targets.

Referring to the above, the purpose of this study is to determine or describe the effect of parental attention on the learning outcomes of students in class XI IPS 1 in Civics subjects at SMA Negeri 1 Wonosegoro Semester 2 of the 2022/2023 academic year. And find out what aspects affect this.

## **METHOD**

This research approach is quantitative research, which is research conducted by collecting data from several research subjects to determine whether there is an influence between two quantitative variables and how strong the influence is (Hendri et al., 2019). This research was conducted at SMA Negeri 1 Wonosegoro Dusun III, Repaking, Kec. Wonosegoro, Boyolali Regency, Central Java, in the 2022/2023 academic year. With primary data sources, researchers distributed questionnaires to students, which were later filled in by parents of students, while for secondary data, researchers made direct observations of schools and several subjects by looking at the existing reality by looking at reality in the researcher's environment. Data collection techniques using questionnaires given to parents, interviews, and documentation. Questionnaires and interviews were used to collect data on parental attention which included four things, namely: whether parents guide children in learning, provide learning facilities and infrastructure, motivate children's learning, and monitor or supervise children's learning. At the same time, documentation is used to collect data on student learning outcomes in Civics subjects from the results of students' mid-term test results in the teacher's grade book. Test the validity or feasibility of the questionnaire instrument using the expert test, and the respondents' answers in the questionnaire are measured on a Likert scale. The reliability test of 20 questionnaire statements of parental attention variables obtained an Alpha coefficient value = 0.933. The population in this study were grade XI students totaling 216 students consisting of 6 classes. And sampling in this study was determined non-randomly, namely students of class XI IPS 1 with a total of 36 students. Based on the research study, the hypothesis is formulated as follows: H1 There is a significant influence of parental attention on student learning outcomes in Civics learning Class XI IPS 1 SMA Negeri 1 Wonosegoro. HO: There is no significant effect of parental attention on student learning outcomes in Civics learning Class XI IPS 1 SMA Negeri 1 Wonosegoro.

The data analysis technique used in related research is simple linear regression. In order for the test results in this study to be accurate, the researchers conducted tests, namely instrument tests and data tests. Instrument tests are carried out to determine whether or not an instrument is suitable for use.

The instrument test consists of a validity test and a reliability test. The validity test is useful for knowing the validity or suitability of the questionnaire used by researchers in measuring and obtaining research data from respondents. The instrument is said to have high validity if the tool

performs its measuring function appropriately or provides measurement results that are in accordance with the intended data measurement method. At the same time, the reliability test aims to see if the questionnaire has consistency if the measurement with the questionnaire is repeated.

After the data is collected, data testing is carried out to meet the requirements that must be met, and data testing consists of normality test, linearity test, homogeneity test, determination test, and simple linear regression test.

A normality test is carried out with the aim of assessing the data distribution of a variable and whether the data distribution is normally distributed or not. The variables tested for normality in this study were the variables of parental attention and learning outcomes. The test uses the Kolmogorov-Smirnov analysis technique with SPSS 20.

After that, the linearity test is a procedure used to determine the linear status or not of a distribution of data values obtained. To detect whether the model is linear or not can be done by comparing the F-Table value with a significant level of 5%, namely: 1) If the F-Statistic value < F-Table, then the hypothesis stating that the linear model is rejected. 2) If the F-Statistic value > F-Table, then the hypothesis states that the linear model is accepted.

Furthermore, the homogeneity test aims to determine whether the data set under study have the same characteristics or not. In this study, to test homogeneity, the authors used the F test with the formula.  $P = \frac{\text{Largest variable}}{\text{smallest variable}}$ .

After that, the researcher conducted a determination test carried out by the researcher with the aim of knowing how many variables X (parental attention) influenced variable Y (learning outcomes). Researchers conducted a determination test using SPSS 20.

After all the tests are carried out, the next stage is to determine the effect of variable X and variable Y using statistical calculations using simple regression analysis:  $Y = a + bX$  Y: Independent variable or variable X (Parental Attention) X: The dependent variable or variable Y (Student Learning Outcomes) a: Kostanta b: Regression coefficient (slope): the amount of variable Y caused by variable X. This regression test was carried out with the help of SPSS 20.

## FINDINGS AND DISCUSSION

### Findings

Before data analysis is carried out with simple regression statistical tests on the data that has been collected, data normality tests, data homogeneity tests, and data linearity tests are carried out

as prerequisites for simple linear regression statistical tests. The data normality test is used to determine whether the data from the two variables are normally distributed or not. The normality test used the Kolmogorov - Smirnov test with the help of SPSS version 20. If the Asymp significance value in the calculation results is greater than alpha, then the data can be said to be normally distributed. Conversely, if the Asymp significance value in the calculation results is smaller than alpha, the data is said to be not normally distributed. The alpha used is 0.05 (5%). The results of the normality test calculation in this study can be seen in Table 1 below.

**Table 1.** One Sampel Kolmogorov Smirnov Test Uji Normalitas

		Unstandardized Residual
N		34
Normal Parameters <sup>a,b</sup>	Mean	0E-7
	Std. Deviation	6,81478784
Most Extreme Differences	Absolute	,152
	Positive	,089
	Negative	-,152
Kolmogorov-Smirnov Z		,888
Asymp. Sig. (2-tailed)		,409

a. Test distribution is Normal.  
b. Calculated from data.

In Table 1, the Asymp significance (2-tailed) value of 0.409 > 0.05 is obtained so that it can be stated that the parental attention variable data and the learning outcomes variable data are normally distributed. Then the data linearity test was carried out using the lack-of-fit test with the help of the SPSS version 20 program. The results of this data linearity test can be seen in Table 2 below;

**Table 2.** Linearity Test

		Sum of Squares	df	Mean Square	F	Sig.
HASIL BELAJAR * PERHATIAN ORANG TUA	(Combined)	1364,941	20	68,247	3,118	,020
	Between Groups	116,877	1	116,877	5,341	,038
	Deviation from	1248,064	19	65,688	3,002	,024
	Linearity					
	Within Groups	284,500	13	21,885		
Total	1649,441	33				

Based on Table 2 of the linearity test results, the significance value of deviation from linearity is 0.24 greater than alpha (significance level) 5% or  $0.24 > 0.05$ , so it can be concluded that there is a linear relationship between the parental attention variable and student learning outcomes. Furthermore, the data homogeneity test was carried out to ensure that the data groups tested did come from samples that had the same variant (homogeneous). The data homogeneity test in this study used the Levene test with the help of the SPSS version 20 program, the results of which can be seen in Tables 3 and 4 below.

**Table 3.** Parental Attention Homogeneity Test

**Test of Homogeneity of Variances**  
PERHATIAN ORANG TUA

Levene Statistic	df1	df2	Sig.
1,605	6	21	,195

**Table 4.** Homogeneity Test of Learning Outcomes

**Test of Homogeneity of Variances**  
HASIL BELAJAR

Levene Statistic	df1	df2	Sig.
,934	7	13	,513

Based on Table 3, it can be seen that the significance value of the parental attention variable is  $0.195 > 0.05$ . It can be concluded that the variants of parental attention data are the same or homogeneous, as well as in table 4, it is known that the significance value of the learning outcomes variable is  $0.513 > 0.05$ , which indicates that the variants of learning outcomes data are the same or homogeneous. To determine the effect of variable X (parental attention) on variable Y (learning outcomes), a simple linear regression test was conducted with the help of SPSS 20. The results of the simple linear regression test of this research data can be seen in Tables 5, 6, and 7 below.

**Table 5.** Model Summary

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,266 <sup>a</sup>	,071	,042	6,92045

a. Predictors: (Constant), Perhatian orang tua

**Table 6. ANOVA Test**  
ANOVA<sup>a</sup>

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	116,877	1	116,877	2,440	,128 <sup>b</sup>
1 Residual	1532,564	32	47,893		
Total	1649,441	33			

a. Dependent Variable: hasil belajar

b. Predictors: (Constant), Perhatian orang tua

**Table 7. Coefficients**  
Coefficients<sup>a</sup>

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	73,501	5,772		12,733	,000
1 Perhatian orang tua	-,160	,102	-,266	-1,562	,128

a. Dependent Variable: hasil belajar

Based on Table 6, it can be seen that the regression value F counts 2.440 and a significance value of 0.128. Degree of freedom  $df = n-2$  ( $34-2 = 32$ ) seen in the F table the value of  $df: 32$  is 2.036 when compared between F count and F table,  $F \text{ count } 2.440 < F \text{ table } 2.036$ , significance value  $0.128 > 0.05$ . This means that the regression model can be used to predict the effect of parental attention variables on learning outcomes variables. Furthermore, based on Table 5 Model Summary, it is known that the R Square value is 0.071. This means that the effect of parental attention on learning outcomes is only 7.1%, while 92.9% of student learning outcomes are influenced by other variables not examined. Because the effect is very small, it can be said that there is no significant effect of parental attention on student learning outcomes. Based on Table 7 Coefficient, a simple linear regression equation can be obtained as follows:

The simple linear regression equation formula is  $Y = a + bx$

a: constant number of Unstandardized Coefficients

b: regression coefficient number

So that the regression equation is  $Y = 73.501 + -0.160 X$ . The equation can be translated: (a) if the value of parental attention is 0, the consistent value of the learning outcomes variable is 73, 501, (b) every 1% increase in the value of parental attention, the value of learning outcomes decreases by 0.160. The regression coefficient is negative, so it can be stated that the effect of the parental attention variable on learning outcomes is negative. The hypothesis test proposed in this simple linear

regression analysis is: H1 There is a significant influence of parental attention on student learning outcomes in Civics learning Class XI IPS 1 SMA Negeri 1 Wonorejo and HO: There is no significant effect of parental attention on student learning outcomes in Civics learning in Class XI IPS 1 SMA Negeri 1 Wonorejo. Based on Table 6, the significance value is  $0.128 > 0.05$ , so it can be concluded that the parental attention variable has no effect on the learning outcome variable, and the t value of  $-1.562 < T \text{ table } 2.036$  can also be concluded that the parental attention variable has no effect on the learning outcome variable. Therefore, based on all statistical test calculations, it can be concluded that the hypothesis stating that there is an effect of parental attention on learning outcomes (H1) is rejected.

### **Discussion**

The results of the statistical test analysis of the effect of parental attention on student learning outcomes with simple regression test resulted that t count  $-1.562 < t \text{ table } 2.036$  with a significant value of  $0.128 > 0.05$  then HO is accepted and H1 is rejected, and this means that there is no significant influence between parental attention on the learning outcomes of Civics students in class XI IPS 1 SMA Negeri 1 Wonorejo. R Squared is 0.071, which shows that the amount of influence of parental attention variables on student learning outcomes is only 7.1%, and 92.9% of learning outcomes are influenced by other variables. The effect is so small that the regression test results show no significant effect of parental attention on learning outcomes. A larger percentage of learning outcomes are influenced by other factors not examined. Thus the results of this study indicate that many other factors affect student learning outcomes.

Analysis of the effect of parental attention on high school student learning outcomes shows that parental attention plays an important role in improving student learning outcomes. When parents are actively involved in their child's educational life, such as providing support, providing encouragement, and monitoring learning progress, students tend to achieve better results. The importance of parents' attention to children in the context of education is also closely related to the level of closeness between parents and children. When parents build good and trusting relationships with their children, they tend to have more open interactions and are more effective in supporting children's learning development.

In completing this analysis, I will discuss five other relevant research results that support the idea of the influence of parental attention on high school student learning outcomes and the role of parental closeness to children: Research the result of this study found that the level of parental

attention to children is significantly related to student academic achievement. Students who feel supported and cared for by their parents tend to have higher motivation to study and achieve better results (Pratiwi, 2017). Research with the result The results of this study indicate that the level of emotional closeness between parents and children has a positive impact on student learning outcomes. Children who feel accepted, heard, and valued by their parents tend to have higher self-confidence and greater motivation to achieve high academic achievement (Muzizatin, 2021). Research with the result this research highlights the importance of effective communication between parents and children. When parents engage in open communication, listen empathetically, and provide constructive feedback to their children, they can provide better guidance to improve their children's learning outcomes (Thoha et al., 2023). Research with the result The results of this study indicate that parental participation in children's educational activities, such as attending school meetings and helping with homework, is associated with better student learning outcomes. When parents are actively involved in the educational process, they can understand the needs and challenges their child is facing and provide appropriate support (Shella & Dariyo, 2016). Research with the result of this study found that the level of parental commitment to their child's education positively influences student learning outcomes. Parents who consistently express their support for their child's education and are actively involved in efforts to improve learning outcomes tend to have a greater impact on student achievement (Ananda & Fadhilaturrahmi, 2018).

The idea that can be drawn from this analysis is that the attention of parents and their closeness to their children has an important role in improving the learning outcomes of high school students. Through support, effective communication, active participation in, and commitment to their child's education, parents can create an environment that facilitates their student's academic success.

This is in accordance with Wasliman's opinion (Perdana & Mujiati, 2022), which states that the learning outcomes achieved by students are the result of the interaction between various factors that influence them, both internal and external factors. Internal factors are factors that arise from within the students themselves, for example, student interest in Civics subjects. If students have a high interest in Civics subjects so that students like Civics subjects, the resulting learning outcomes will be good, but on the other hand, if students do not like Civics lessons or find them boring, the learning outcomes achieved are also low. Besides that, it is also a factoring student intelligence because the intelligence of each student is different. There is also the factor of learning motivation,

and learning motivation grows within a student because, basically, a student must be able to motivate himself to learn well so that the resulting learning outcomes will also be good. Furthermore, learning habits, how students get used to learning, and looking for other references to increase the knowledge gained from learning. The last factor is a physical condition and health. If students have the good physical condition and health, learning and also in pursuit of good learning results will go well too, but on the contrary, if the student is sick or the condition is not good, laziness will also appear, and a sense of lack of enthusiasm for learning and pursuing good learning results, so that the results that will be achieved will also be bad.

Here are three previous research findings that can be compared and related to the factors mentioned in the statement: Research study first: This study investigated the impact of student interest on learning outcomes. The findings revealed that students who had a high level of interest in a particular subject tended to perform better academically in that subject. This supports the notion that student interest, such as liking or finding a subject engaging, can influence learning outcomes (Chulsum, 2017). Research study second: The focus of this study was on the role of motivation in learning outcomes. The results indicated that students who were intrinsically motivated, meaning they had a genuine interest and desire to learn, achieved better learning outcomes compared to those who were extrinsically motivated or lacked motivation. This aligns with the idea that self-motivation plays a significant role in achieving positive learning outcomes (Rifaaldi & Hadijah, 2021). Research study three: This study explored the relationship between physical health and academic performance. The findings indicated that students with better physical health tended to have higher academic achievement (Misykah et al., 2023). Good physical health was associated with increased energy levels, improved concentration, and overall better cognitive functioning, which positively affected learning outcomes.

By considering these three research studies, we can see that internal factors, such as student interest, motivation, and physical health, do play a role in influencing learning outcomes. While the initial focus was on the impact of parental attention, it is essential to acknowledge that factors within the students themselves also contribute to their academic achievements. A holistic approach that takes into account both external factors (such as parental involvement) and internal factors (such as student interest and motivation) is crucial for a comprehensive understanding of the factors influencing learning outcomes.

Next is the external factor, namely family, one of which is parental attention. Parental attention is very important for the survival of a child because basically, if parents pay attention to children, give love to children, and meet the needs of children to study or learn, it will affect the success of children. Parents must also always provide guidance and motivate children's learning so that children are enthusiastic about learning and that their learning outcomes will be good and also optimal. Besides that, the school factor is also a very important factor for the continuity of students in learning. Schools must be able to provide the best, both in terms of providing material and also education by teachers for children. Schools must be able to relate to students and families well because there are still many parents who do not care about the growth and development of children in their schools, so student learning outcomes are lacking, and child development tends to be negative. Furthermore, society is one of the factors that influence student learning outcomes. The reality is that many students now fall into negative things because of the influence of society or peers who invite them to do negative things so. If the student does not have a good grip on himself, bad things will arise too. Therefore, the community should also have a good influence on students in order to create a good future generation with good learning outcomes.

Many internal and external factors affect student learning outcomes. Therefore, if the results of this study found that there is no significant effect of parental attention on student learning outcomes in the sense that there is, no contribution of parental attention to student learning outcomes can be accepted. The factor or variable of parental attention actually still has an influence on learning outcomes even though the percentage is small, namely 7.1%.

The results of the study, which show that there is no effect of parental attention on student learning outcomes, according to the author, may be due to weaknesses in data collection through questionnaires that are not supported by interviews with all respondents or parents. Questionnaires were filled in by parents based on questionnaires left with students and interviews with only a small number of parents. Therefore, the researcher hopes that similar research can be carried out by other researchers by improving the weaknesses that exist in this study.

The results of this study also support research from Andini (2018), which shows that the effect of parental attention on student learning outcomes is 75.3%, and the rest is influenced by other factors such as learning style, learning motivation, learning difficulties, and others.

## CONCLUSION

Based on the results of research and discussion of the effect of parental attention on student learning outcomes in class XI IPS 1 SMA Negeri 1 Wonosegoro, it can be concluded that: There is no significant effect of parental attention on the learning outcomes of PPKn class XI IPS 1 student of SMA Negeri 1 Wonosegoro semester 2 of the 2022/2023 academic year. Based on the results of simple regression test calculations with the help of SPSS version 20, it results that the  $t$  count is  $2.440 < t$  table is  $2.036$  and a significance value of  $0.128 > 0.05$ , then  $H_0$  is accepted, and  $H_1$  is rejected, this means that there is no significant influence of parental attention on the learning outcomes of PPKn students of class XI Social 1 SMA Negeri 1 Wonosegoro. The coefficient of determination or the R Square value is  $0.071$ , which indicates that the effective contribution of the parental attention variable in influencing learning outcomes is only  $7.1\%$ , and the rest is influenced by other factors not examined. Based on the results of the research, the authors provide the following suggestions (1) for subject teachers, the results of this study can be used as information on the contribution of the factor of parental attention (although small) to student learning outcomes, so teachers need to work with parents to be able to improve learning outcomes students, (2) for school principals, the results of this study can be used as input regarding the importance of involving parents of students in controlling or monitoring student learning progress, so that students can achieve optimal learning outcomes, (3) for other researchers, the results of this study can be used as a reference for conducting similar research by deepening aspects of parental concern with more indicators and student learning outcomes that are not only cognitive aspects.

## REFERENCES

- Ananda, R., & Fadhilaturrahmi, F. (2018). Analisis Kemampuan Guru Sekolah Dasar dalam Implementasi Pembelajaran Tematik di SD. *Jurnal Basicedu*, 2(2), 11–21.
- Andini, M. J. (2018). Pengaruh Perhatian Orang Tua Terhadap Hasil Belajar Siswa Sekolah Dasar. *Jurnal Thalaba Pendidikan Indonesia*, 1(2), 100–112.
- Arintoko, A., Ahmad, A. A., Gunawan, D. S., & Supadi, S. (2020). Community-based tourism village development strategies: A case of Borobudur tourism village area, Indonesia. *Geo Journal of Tourism and Geosites*, 29(2), 398–413.
- Chulsum, U. (2017). Pengaruh Lingkungan Keluarga, Kedisiplinan Siswa, Dan Motivasi Belajar Terhadap Hasil Belajar Ekonomi Siswa Di SMA Negeri 7 Surabaya. *Jurnal Ekonomi Pendidikan*

*Dan Kewirausahaan*, 5(1), 5–20.

- Dong, C., Cao, S., & Li, H. (2020). Young children's Online Learning During COVID-19 Pandemic: Chinese parents' beliefs and attitudes. *Children and Youth Services Review*, 118, 105440.
- Harahap, K., & Sahputra, D. (2023). Democratic Parenting of Single-Parent Men and Women in Instilling Social Interaction in Children. *Scaffolding: Jurnal Pendidikan Islam Dan Multikulturalisme*, 5(2), 95–109.
- Hendri, M., Pramudya, L., & Pratiwi, N. I. S. (2019). Analisis hubungan karakter semangat kebangsaan terhadap hasil belajar siswa. *Jurnal Pembangunan Pendidikan: Fondasi Dan Aplikasi*, 7(1), 1–8.
- Hidayat, L. A., Rahmatullah, A. S., & Aziz, A. N. (2023). Strengthening the Psychological Aspects of Autistic Children through Islamic Learning Methodology. *Scaffolding: Jurnal Pendidikan Islam Dan Multikulturalisme*, 5(1), 606–626.
- Kapitan, S. F., & Aseng, A. C. (2023). Faktor-Faktor yang Mempengaruhi Keberhasilan Belajar Ekonomi. *Aksara: Jurnal Ilmu Pendidikan Nonformal*, 9(2), 891–902.
- Kurniati, K., Nurdin, N., & Nurasmawati, N. (2020). Improving Students' Cognitive and Affective Domains Students through Fostering Teacher Development. *International Journal of Contemporary Islamic Education*, 2(2), 56–70.
- Ma'ruf, R. H., RAIS, R., & Setianingsih, E. K. A. S. (2022). Analisis Pola Asuh Orangtua Dan Motivasi Terhadap Hasil Belajar Siswa Kelas Iv Sdn Dawungsari. *Dwijaloka Jurnal Pendidikan Dasar Dan Menengah*, 3(4), 487–493.
- Mawarsih, S. E., & Hamidi, N. (2013). Pengaruh perhatian orang tua dan motivasi belajar terhadap prestasi belajar siswa sma negeri jumapolo. *Jupe-Jurnal Pendidikan Ekonomi*, 1(3).
- Misykah, Z., Wahyuni, N., Panggabean, D. S., & Widyastija, D. (2023). Identifikasi Anak dengan Gangguan Psikologis Akibat Bullying pada Siswa Sekolah Dasar: Strategi Dampak dan Intervensi. *Bima Journal of Elementary Education*, 1(1), 9–14.
- Muliya, M. (2022). Penerapan Media Quizizz Dalam Meningkatkan Hasil Belajar Siswa Pada Mata Pelajaran Bahasa Indonesia Kelas X Busana 2. *Enggang: Jurnal Pendidikan, Bahasa, Sastra, Seni, Dan Budaya*, 3(1), 65–78.
- Muzizatin, Z. L. (2021). *Pengaruh dukungan sosial terhadap orientasi masa depan remaja Di MAN 1 Kota Malang*. Universitas Islam Negeri Maulana Malik Ibrahim.
- Ningsih, R., & Nurrahmah, A. (2016). Pengaruh kemandirian belajar dan perhatian orang tua

- terhadap prestasi belajar matematika. *Formatif: Jurnal Ilmiah Pendidikan MIPA*, 6(1).
- Perdana, D. R., & Mujiati, I. (2022). Hubungan Pola Asuh Orang Tua dan Minat Belajar dengan Hasil Belajar Tematik Peserta Didik. *Kognisi: Jurnal Penelitian Pendidikan Sekolah Dasar*, 2(2).
- Pratiwi, N. K. (2017). Pengaruh tingkat pendidikan, perhatian orang tua, dan minat belajar siswa terhadap prestasi belajar bahasa indonesia siswa smk kesehatan di kota tangerang. *Pujangga: Jurnal Bahasa Dan Sastra*, 1(2), 31.
- PURWANINGSIH, P. (2022). Peningkatan Hasil Belajar Melalui Model Pembelajaran Penemuan Pada Peserta Didik Kelas Viii Smp Negeri 8 Cikarang Utara Kabupaten Bekasi. *Educator: Jurnal Inovasi Tenaga Pendidik Dan Kependidikan*, 2(4), 422–427.
- Rifaaldi, F., & Hadijah, H. S. (2021). Meningkatkan prestasi belajar melalui motivasi belajar siswa. *Jurnal Pendidikan Manajemen Perkantoran*, 6(1), 17–31.
- Rohana, A. (2021). Pengaruh Perhatian Dan Motivasi Orangtua Terhadap Hasil Belajar Siswa Pada Mata Pelajaran IPA Materi Siklus Hidup Kelas IV Sd Negeri Plumpung 1 Plaosan Magetan. IAIN Ponorogo.
- Saputri, D. I., Siswanto, J., & Sukamto, S. (2019). Pengaruh Perhatian Orang Tua dan Motivasi Terhadap Hasil Belajar. *Jurnal Pedagogi Dan Pembelajaran*, 2(3), 369–376.
- Shella, S., & Dariyo, A. (2016). Hubungan Antara Persepsi Siswa Terhadap Keterlibatan Orangtua Dan Motivasi Belajar Dengan Prestasi Belajar Matematika Pada Siswa Sekolah Dasar. *Jurnal Psikogenesis*, 4(1), 1–11.
- Sihombing, S., Sipayung, R., & Tanjung, D. S. (2020). Pengaruh Perhatian Orangtua Terhadap Hasil Belajar Siswa Pada Mata Pelajaran Matematika Di Kelas Iv Sd Negeri 097350 Parbutaran Simalungun. *School Education Journal Pgsd Fip Unimed*, 10(4), 314–322.
- Thoha, P. M., Kurniawan, R. P., & Faristiana, A. R. (2023). Perubahan Komunikasi Orang Tua Terhadap Anak Di Era Digital. *Student Scientific Creativity Journal*, 1(4), 415–431.
- Tien, N. H., Ngoc, N. M., Jose, R. J. S., Hung, N. T., Oanh, N. T. H., & Vu, N. T. (2020). Comparative analysis of human resource development strategy of family universities and corporate universities in Vietnam. *International Journal of Academic Research and Development*, 5(4), 26–30.