The Effect of Parental Attention and Learning Motivation on Students' Mathematics Learning Achievement

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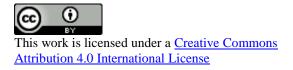*Indonesia, 22733*

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Abstract. Numerous internal and external factors can affect student achievement. This study aimed to determine how parental attention and learning motivation impact students' mathematics learning achievement both separately and together. The research used a quantitative ex-post-facto approach, with a population of 260 eleventh-grade students in an Islamic senior high school in Mandailing Natal, North Sumatra. The sample included 60 students selected through cluster sampling. Data on parental attention and student learning motivation were collected using questionnaires and documentation, while regression analysis was used for data analysis. The findings indicated that parental attention and learning motivation had a significant impact on students' mathematics learning achievement, both separately and together. Therefore, parents should pay attention to their children's learning needs and regulate their activities outside of school to improve their academic performance. Moreover, teachers should utilize effective learning methods to increase student motivation.

Keywords: Mathematics Learning Achievement; Parental Attention; Student Learning Motivation

Abstrak. Banyak faktor internal dan eksternal yang dapat mempengaruhi prestasi belajar siswa. Penelitian ini bertujuan untuk mengetahui bagaimana pengaruh perhatian orang tua dan motivasi belajar terhadap prestasi belajar matematika siswa baik secara parsial maupun secara simultan. Penelitian ini menggunakan pendekatan kuantitatif ex-post-facto, dengan populasi 260 siswa kelas XI di sebuah Madrasah Aliyah di Mandailing Natal, Sumatera Utara. Sampel penelitian berjumlah 60 siswa yang dipilih melalui *cluster sampling*. Data perhatian orang tua dan motivasi belajar siswa dikumpulkan dengan menggunakan angket dan dokumentasi, sedangkan analisis data digunakan analisis regresi. Hasil temuan menunjukkan bahwa perhatian orang tua dan motivasi belajar berpengaruh signifikan terhadap prestasi belajar matematika siswa, baik secara parsial maupun secara simultan. Oleh karena itu, orang tua hendaknya memperhatikan kebutuhan belajar anaknya dan mengatur kegiatannya di luar sekolah untuk meningkatkan prestasi akademiknya. Selain itu, guru harus menggunakan metode pembelajaran yang efektif untuk meningkatkan motivasi siswa.

Kata kunci: Motivasi Belajar Siswa; Perhatian Orang Tua; Prestasi Belajar Matematika

INTRODUCTION

Learning achievement means students' knowledge, skill and study habits in a training course and effectiveness of their application to their work. Student's learning achievement focuses on the grades or numbers achieved by students in the learning process at school, especially values seen from the cognitive side, because this realm is often assessed by teachers to see mastery of the material as a measure of student learning achievement. Among the three domains, namely cognitive, affective, psychomotor the cognitive realm is the most often assessed by teachers in schools because it is related to students' ability to master the content of teaching materials (Yulianto, 2021).

Factors affecting learning achievement between students vary, this gives rise to the learning achievements achieved by each individual are not the same. Sobur (2006) states that factor impacting students' learning consist of two: internal factor (endogenous) and internal factor (exogenous). External factors are factors that originate outside the individual that include the family environment, school and community. While internal factors are factors that exist in individuals which include physical, psychological, and fatigue factors (Kurniawan & Wustqa, 2014).

One of the external factor that affects students' learning achievement is the family, particularly parental attention. The family is the first social group in human life where it learns and declares itself as a social human being in the relationship of interaction with its environment (Faturrahman, 2017; Safitri & Nurhayati, 2018; Kurniawan & Wustqa, 2014). Where the attention of the family, especially parents here, is the attention given in the form of providing learning facilities, supervising learning activities, using learning time at home, helping children's difficulties in learning and creating situations and conditions that are conducive to learning at home (Simamora, 2021; W. Lestari, 2017).

Parents play an important role in the implementation of children's education, because most of the time is spent in the family environment, especially young children. From that parents must educate the child born, and they must account for the child until it reaches the level of maturity in a broad sense (Endriani, 2018). Therefore, parents are required to give full attention in their children's education, both material (school fees) and non-material (advice, attention, guidance and so on).

Based on the observations that had been done by researcher, there are still students who have low achievements in mathematics learning, such as the child's education is considered by parents. It shows that after the researcher observes more deeply that the child is indeed noticed, but the attention is excessive, where the child is pampered, and finally too dependent on his parents, after

his parents are busy at work, the child is unable to complete his learning tasks, because the help from his parents has decreased, which in turn the child's learning achievement continues to decline. The nature of parents who spoil their children too much, do not want their children to take pains in learning, suffer, try hard, as a result do not have the ability and will, even very dependent on parents, to be lazy to try, lazy to complete their learning tasks until their achievements decrease (Harlina et al., 2017).

In other words, the child is a person who really needs attention, in the sense that the child has a special world that needs people who can understand him and know his intentions (Faturrahman, 2017). In this case, the first person who can understand the needs of the child is his parents. Furthermore, the lack of parental attention to children is one of the factors in the difficulty of learning. People who do not pay attention to their children's education, may not care less, do not pay attention to the learning progress of their children will be learning difficulties for the child (Rini et al., 2020; Safitri & Nurhayati, 2018; Faturrahman, 2017).

Apart from parental attention which is a supporting factor from outside the child, then the motivation that is from within the child must get full attention in education. With this motivation, a child will study harder because there has been an encouragement from within him to learn (Murtiningsih, 2019). Indeed, parental attention to children does not mean pampering, and does not mean ignoring them, but this parent's attention is more inclined to direct, guide and accompany children in learning.

Students' motivation to learn can be weak if there is no guidance from the parents. Students feel not interested to learn because they are lack of motivation. The learning activities also would be influencing then. Furthermore, the quality of learning achievement will be low. Therefore, the motivation to learn in students needs to be strengthened continuously. In order for students to have a strong learning motivation, in its place an exciting learning atmosphere is created.

Based on a preliminary survey conducted by researchers at a Islamic Senior High School in Mandailing Natal, North Sumatra, it is explained that parental attention to students is lacking. Because many parents of these students work as farmers, and in general, many students and students are far from their parents because some live in dormitories and boarding houses. It makes the students unable to interact directly with their parents. The monitoring that should be able to be done by parents in improving student learning achievement is minimal to do. And it was also found that children often do less discipline, laziness, displeasure, and even do not want to know about the tasks that teachers carry out in mathematics learning.

In addition, In mathematics learning, there are still many teachers who enter the classroom directly to the learning material, where the teacher is lacking in motivating students, causing

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mathematics to be considered a useless science, so that students' interest in learning mathematics is reduced, which results in decreased student learning achievement. The lack of motivation from the teacher, it will weaken the motivation from within the students so that it is not uncommon to find children who are lazy, like to make trouble, and often do not complete tasks in learning (Jumarniati & Anas, 2019; W. Lestari, 2017).

There are many studies that investigate the relationship between parental attention and students' motivation in learning. However, in this particular study, the researcher focuses specifically on learning achievement in mathematics. The aim of this study is to examine the effects of parental attention and learning motivation on students' mathematics learning achievement. More specifically, this study aims to determine the partial effect of parental attention on students' mathematics learning achievement, the partial effect of learning motivation on students' mathematics learning achievement, and the combined effect of both parental attention and learning motivation on students' mathematics learning achievement.

METHOD

This is a quantitative research study that utilizes an ex-post facto research approach. Based on the objectives, this study is considered an applied research. In terms of the level of explanation, this study is both an associative and descriptive study. The research was conducted at an Islamic senior high school located in Mandailing Natal, North Sumatra, where there are a total of 260 eleventh-grade students. The sample for this study was determined through cluster sampling and purpose sampling, resulting in a total of 60 students. The independent variables for this study are parental attention and learning motivation, while the dependent variable is students' learning achievement.

To collect data on parental attention and learning motivation, a questionnaire method was utilized. Before administering the questionnaire for this study, validity and reliability tests were conducted. Invalid items were removed from the questionnaire after the tests, as they were already represented by other statement items. For the learning motivation variable, out of 40 items, 5 items were found to be invalid, and for parental attention, 6 items were found to be invalid out of 40 items. The reliable value for the learning motivation variable was found to be 0.993, while the reliable value for parental attention was 0.915. These reliable questionnaires were used to collect research data on parental attention and learning motivation.

To obtain data on student learning outcomes, a documentation method was used by examining the average score on students' report cards. After collecting the data, multiple regression analysis was conducted for data analysis. The t-test was used as a significance test to determine the partial influence of parental attention and learning motivation on students' learning achievement. The F-test was used to determine the combined influence of parental attention and learning

motivation on students' learning achievement. Prior to conducting data analysis, a prerequisite analysis test was performed.

RESULTS AND DISCUSSION

The Effect of Parental Attention on Mathematics Learning Achievement

The questionnaire on parental attention was distributed to the respondents to collect data on parental attention. The results of the data analysis of parental attention on learning achievement partially are presented in Table 1.

Table 1. Results of t-Test of Parental Attention on Students' Learning Achievement

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	61,245	6,839		8,956	,000
Parental Attention	,231	,066	,393	3,520	,001

Table 1 shows the regression equation obtained, which is $\hat{Y} = 61.245 + 0.231\ X1$. This regression equation indicates that if the parental attention variable (X1) value is 0, then the mathematics learning achievement variable ($\hat{Y}$) is 61.245. The coefficient of parental attention (X1) is 0.231, which means that if the parental attention variable increases by 1 point and other variables are held constant, then the mathematics learning achievement variable ($\hat{Y}$) will increase by 0.231. In other words, the score of the Y variable can be predicted by the score of the X variable using the linear regression equation $\hat{Y} = 61.245 + 0.231\ X$. Table 1 also shows that there is a significant effect of parental attention on learning mathematics achievement. An R^2 score of 0.231 indicates that 23.1% of the parental attention variables contribute to or affect students' mathematics learning achievement.

Previous research that strengthens the findings of this study includes a study conducted by Saraswati (2017), which demonstrated that parental attention significantly impacts learning achievement by 43.2%. Additionally, Mawarsih and Hamidi (2013) conducted research showing that parental attention influences learning achievement, with an effect size of 13.2%. Student learning achievement is influenced by numerous factors, both internal and external to the student. One of the external factors affecting student learning achievement is the family environment, specifically the level of parental attention. However, these findings contradict the research conducted by Handayani (2016), which concluded that there is no significant effect of the independent variable (parental attention) on the dependent variable (mathematics learning achievement).

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Furthermore, the results of this study align with the theory proposed by Baharuddin, which defines attention as the concentration or focus of all individual activities directed towards a group of objects (Wagiyati, 2013). Attention is an activity that individuals carry out in selecting stimuli from their environment. The focus of this study was on the attention that parents give to their children in support of their learning achievements. The findings highlight the critical role of parental attention in promoting their children's academic success, given that parents bear the responsibility for their children's education. To ensure satisfactory learning achievements, parents should pay close attention to their children's learning needs (Murtiningsih, 2019). Additionally, research by Fadilla et al. (2021) found that there is a high-frequency distribution of the influence between learning interest and learning achievement. Finally, research conducted by V. L. Lestari (2020) demonstrated that parental attention and learning motivation significantly affect learning achievement.

The family is the primary social group where individuals learn and develop their identity as social beings through their interactions with the environment (Faturrahman, 2017; Safitri & Nurhayati, 2018; Kurniawan & Wustqa, 2014). Within the family, parental attention is crucial, as it involves providing learning facilities, supervising learning activities, utilizing learning time at home, assisting children with learning difficulties, and creating a conducive learning environment at home (Simamora, 2021; W. Lestari, 2017).

The Effect of Learning Motivation on Students' Mathematics Learning Achievement

To collect data on learning motivation was using the questionnaire method. The questionare was distrubuted to the respondents. The results of the analysis of learning motivation data on learning achievement partially are in Table 2.

Table 2. Results of t-Test of Learning Motivation on Students' Learning Achievemnent

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	61,831	5,467		11,311	,000
	Learning Motivation	,214	,050	,463	4,302	,000

Based on Table 2, the regression equation is $\hat{Y} = 61.831 + 0.214X2$. The equation of the regression model means constant is 61.831 states that if the learning motivation variable (X2) value is 0, then the mathematics learning achievement variable (Y) is 61.831. The learning motivation coefficient (X2) = 0.214 states that if the learning motivation variable increases by 1 point and other variables are considered fixed, then the mathematics learning achievement variable (Y) increases by 0.214. In other words, the score of the variable Y can be predicted by the score of the variable X based on the linear regression equation $\hat{Y} = 61,831 + 0,214X$. Table 2 also shows that there is a significant relationship between the variables of learning motivation and mathematics

learning achievement. Then the r^2 value of 0,214, indicating that 21,4% of learning motivation variables contribute to or affect students' mathematics learning achievement.

The findings of this study are consistent with earlier research conducted by Mawarsih & Hamidi (2013), which demonstrated that learning motivation has an impact on student learning achievement. Specifically, the study found that learning motivation accounts for 10.5% of the variation in student learning achievement. Learning motivation is an internal factor that influences student learning achievement. When students have the willingness and desire to learn, they are more likely to achieve better learning outcomes. These results are also supported by the research of Kurniawan & Wustqa (2014), who found that learning motivation significantly and positively affects student learning achievement. The study found that a one-point increase in student learning motivation results in a 0.298 increase in learning achievement.

These results align with the theory articulated by Sardiman (2011), which suggests that motivation serves as a driving force for learning activities. Motivation provides direction and continuity to learning activities, helping students achieve their desired learning goals. Learning motivation is a non-intellectual, psychological factor that contributes to students' passion, happiness, and eagerness to learn. Students who are highly motivated are more likely to have the energy and persistence required to complete learning activities, leading to better learning outcomes (Sumiyati, Amri, & Sukayasa, 2017).

The theory supports the idea that high levels of learning motivation can help students engage in learning activities more effectively. This is because students who are highly motivated are driven by internal desires to achieve goals such as obtaining high scores, receiving praise, or achieving specific objectives. These desires encourage students to take action and engage in learning activities, such as studying, to achieve their desired outcomes (Yuliany, 2019).

The Effect of Parental Attention and Learning Motivation on Students' Mathematics Learning Achievement

The results of multiple regression tests to see the effect of parental attention and learning motivation on learning achievement can be seen in Table 6.

Table 6. The results of t-Test of Parental Attention and Learning Motivation on Students' Learning Achievement

	Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	51,325	7,106		7,222	,000
	Parental attention	,148	,067	,252	2,227	,029
	Learning motivation	,170	,052	,366	3,230	,002

Based on Table 6, it is known that the constant is 51.325 and the coefficient for the parental attention variable (X1) is 0.148 and the coefficient of the learning motivation variable (X2) is 0.170 so that the regression model equation $\hat{Y} = 51,325 + 0,148X1 + 0,170X2$. The equation of the regression model can be interpreted that the coefficient of parental attention (X1) is 0,148 states that if the parental attention variable increases by 1 point and other variables are considered fixed, then the mathematics learning achievement variable ($\hat{Y}$) increases by 0,148. The learning motivation coefficient (X2) is 0,170 states that if the learning motivation variable increases by 1 point and other variables are considered fixed, then the mathematics learning achievement variable ($\hat{Y}$) increases by 0,170. In other words, the score of the variable $\hat{Y}$ can be predicted by the score of the variable X based on the linear regression equation $\hat{Y} = 51,325 + 0,148X1 + 0,170X2$.

The value of the coefficient of determination simultaneously variables of parental attention and learning motivation (R^2), obtained an R Square value of 0.268 or 26.8%. The meaning is that the variables of parental attention and learning motivation influenced the variables of learning achievement of mathematics by 26,8%, while the remaining 74,2% were influenced by other factors that were not studied in this research.

Furthermore, the F test is used to determine the significance of learning motivation and parental attention to learning achievement. The results of the hypothesis test together (F-test) in this study can be seen in Table 7.

Table 7. Results of F-Test of Parental Attention and Learning Motivation on Student Learning Achievemnet

	Model	Sum of Squares	df	Mean Square	F	Sig.
	Regression	441,565	2	220,783	12,273	,000[b]
1	Residual	1205,306	67	17,990		
	Total	1646,871	69			

Table 7 show that there is a significant influence between the variables or a significant effect of parental attention and learning motivation on mathematics learning achievement simultaneously. To prove the existence of a significant effect between parental attention to mathematics learning achievement, the t-test results shown that there is a significant effect between variables. Thus there is a significant effect of parental attention on learning mathematics achievement at eleventh-grade students. The hypothesis testing that has been set, namely to prove the existence of a significant effect between parental relations and learning motivation on mathematics learning achievement of students can be seen from statistical calculations carried out using the F-test formula.

The results of this study support the findings of Mawarsih and Hamidi (2013) that parental attention and learning motivation have a significant impact on learning achievement. Specifically, this study found that parental attention and learning motivation accounted for 23.7% of the variance in learning achievement, while other factors not included in this study accounted for the

remaining 76.3%. The study suggests that increasing parental attention and student learning motivation can lead to better learning outcomes.

These findings align with the theory proposed by Sardiman (2011), which emphasizes the importance of motivation in driving students' learning activities. Motivation serves as a driving force that provides direction and continuity to learning activities, enabling students to achieve their desired learning goals. Learning motivation is a non-intellectual psychological factor that contributes to a student's passion, happiness, and eagerness to learn. When students have strong motivation, they are more likely to invest energy into their learning activities, resulting in better learning outcomes (Murtiningsih, 2019).

The theory supports the notion that high levels of learning motivation can encourage students to perform optimally in their learning activities. Students may be motivated by various impulses, such as the desire to achieve high scores, receive praise, gifts, or attain specific goals. These impulses can drive students to engage in learning activities and work towards achieving their desired outcomes. For instance, students may be motivated to study harder to achieve their academic goals, such as getting admitted to their desired university program or pursuing a specific career path. Additionally, students who are intrinsically motivated, meaning they find satisfaction in the learning process itself, are more likely to persist in their learning activities and achieve better outcomes. Overall, high levels of learning motivation are crucial in promoting students' engagement and success in their learning endeavors.

CONCLUSION

The findings indicate that parental attention and learning motivation have a significant impact on students' mathematics learning achievement, both separately and in combination. Parents are advised to pay attention to their children's learning needs and regulate their activities outside of school to improve their academic performance. This emphasizes the importance of parents' role in the education of their children, as their support and guidance can have a positive impact on their learning. Moreover, teachers also play a crucial role in enhancing students' academic performance by utilizing effective learning methods to increase their motivation. Such methods could include interactive and engaging classroom activities, collaborative learning, and providing timely feedback on student work. By adopting these methods, teachers can make the learning process more enjoyable and accessible for students, thus promoting better learning outcomes. It's important to note that many factors can affect a student's learning achievement, including their physical circumstances, intelligence, talents, interests, school environment, family, and social society. As such, it is recommended that future researchers conduct studies on these points.

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