

# Relationship of parents' attention and learning interest toward the mathematics learning outcomes for class IV at Mi Muhammadiyah Trangsan Sukoharjo

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## ABSTRACT

This research is motivated by a wide range of mathematical values between students compared to the value of other subjects even though the teacher has try as much as possible in the learning process. Purpose of research these are (1) to find out whether there is a relationship between parents' attention to mathematics learning outcomes. class IV, (2) knowing whether there is a relationship between interest in learning and learning mathematics in class IV, (3) knowing whether there is a relationship between parental attention and interest in learning to mathematics learning outcomes for class IV at MI Muhammadiyah Trangsan in the academic year 2021/2022". This research was conducted at MI Muhammadiyah Trangsan Sukoharjo, in December 2021-April 2022 with correlational quantitative methods. The research population consisted of all fourth grade MI students at MI Muhammadiyah Trangsan, totaling 43 students. The research sample was 22 students of class IV B at MI Muhammadiyah Trangsan which were determined through simple random sampling technique. Data collection techniques used are questionnaires and tests. The data obtained were then tested first through prerequisite tests, namely normality tests and linearity tests. The hypothesis test is carried out using the product moment formula, partial correlation, and multiple linear regression. The results showed that: (1) based on the results of hypothesis testing using a simple correlation formula, the value of  $r_{count}$  (0.428) >  $r_{table}$  (0.423), thus it can be concluded that there is a positive relationship between parental attention to mathematics learning outcomes. (2) based on the results of hypothesis testing using a simple correlation formula, the value of  $r_{count}$  (0.425) >  $r_{table}$  (0.423), thus it can be concluded that there is a positive relationship between interest in learning and learning outcomes in mathematics. (3) based on the results of hypothesis testing using the product moment correlation formula, the value of  $r_{count}$  (0.432) >  $r_{table}$  (0.423), thus it can be concluded that there is a positive relationship between parental attention and interest in learning to mathematics learning outcomes. The results of hypothesis testing with multiple linear regression obtained the value of  $F_{count}$  (2.179) >  $F_{table}$  (0.289), which means that parents' attention and interest in learning to mathematics learning outcomes have a positive and significant relationship

## KEYWORDS

Parental attention; interest in learning; learning outcomes of mathematics

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## Introduction

The 21st century has pushed changes in various fields especially in the field of education. Education in the 21st century has purpose of forming man critical in intellectual, ethical in association, critical, and character in everyday life (Fauzi & Suryadi, 2020: 58). 21st century education is expected can improve the curriculum earlier and help Indonesia in setting up the golden generation 2045 is to become a human being fear God Yang Almighty, has the ability think high accompanied by good mastery of technology, and have good ethics (Rakhmawati, 2017: 59).

The success of education cannot be separated from the quality of education, the quality of education is the ability of educational institutions to utilize educational resources to improve learning abilities so that they are optimal (Wiyani et al, 2020: 103). Education can be achieved by a nation if there is an effort to improve the quality of the nation's education. The quality of education has five aspects, namely: (1) healthy and motivated students, (2) relevant curriculum, (3) a safe and healthy environment, (4) a good governance system, and (5) accurate learning

outcomes (Patras et al, 2019: 802). Good learning outcomes are created because students can master competence, including in the field of mathematics. The importance of mastering mathematics in everyday life makes mathematics a given subject at all levels elementary school education to college (Solihah, 2016:45).

Mathematics is related knowledge with quantitative, reasoning and logic. Mathematics theoretically function for convenience thinking process (Suandito, 2017: 14). By having the ability good math, expected students can compete face scientific developments and technology (Kamarullah, 2017: 22). Mathematics is considered as difficult lessons so students not really interested in learning (Putra et al, 2018: 83). Mathematics they tend only following the learning process without studying it with Correct. As a result, student activities less than optimal in the process learning and impact negative on learning outcomes.

The importance of mastery mathematics is also indicated by implementation of the evaluation done internationally by the Program for Economics Student Assessment (PISA). Results PISA measurements at the end of the year 2018 shows that Indonesia ranks 73rd with a score of 379 out of 79 countries involved (OECD, 2019: 17). The cause is still low students' mathematical abilities Indonesia is lacking identifying ability, understand, and use the basics of mathematics it takes someone inside face everyday life. existing conditions cause development Indonesia in each period PISA assessment not showing results yet maximum. PISA measurement results can be used for reflects the quality level Indonesian student learning outcomes. Learning outcomes are abilities achieved after through the learning process (Istriania & Suparman, 2017: 186).

Learning outcomes are the end result of consisting of learning activities of skills, attitudes, and values (Fauhah & Rosy, 2021: 326). High and low learning outcomes influenced by several factors. Factors influencing results learn according to (Nabillah & Abadi, 2020: 661) external factors in the form of a family environment, school environment and community environment. Besides that learning outcomes factor as well influenced by internal factors i.e. independence, health, and interest to learn. Interest in learning is interest of students who have pleasure without coercion so that can cause change knowledge, skills, and behavior (Syardiansah, 2016: 444).

Interest in learning is the attitude of obedience of students in learning, either in the form of appropriate learning with a study schedule or inner desire to learn earnestly (Reski, 2021: 2486). Interest to learn influencing behavior and action to achieve something learning outcomes or goals satisfying. For foster interest in learning teachers can seek conditions or adequate facilities so students receive learning outcomes that satisfying (Lisma Lestari & Suwarsito, 2020: 81). Effort increase interest in learning driven by some form interest in learning between them active participation, inclination attention, concentration, and willingness to increase learning (Reski, 2021: 2486).

Research conducted Karina et al, (2017: 64) shows that interest in learning with learning outcomes provide relationship proven by correlation measurement results ie 0.77. While research that conducted by Wiradarma et al, (2021) shows that interest in learning with learning outcomes provide relationship proven by correlation measurement results ie 0.302. The important factors in divided into learning interests two namely internal factors and external. Learning interest factor according to Asrori, (2020: 130) factors Internal factors include health, intelligence and attention. Besides it's a factor of interest in learning as well influenced by external factors namely community, school, and family. Very factor Influential is the family factor form of parental attention. Parents attention is guidance learning, encouragement to learn, and provide directions for achieve learning achievement optimal (Chandra & Angin, 2017: 8).

Parental concern is a child's learning activity done by parents (Effendi et al, 2018: 17). Parents attention namely the process of educating, encourage, motivate, and help solve the problem faced at school (Pratiwi, 2015: 78). According to Djafar et al. (2020: 63) Attention parents there are several forms attention, including giving guidance to children, because guidance from the child's parents will be more motivated and more active in learning as well able to solve problems found.

The importance of people's attention old can regenerate good child development intelligence and health. For produce learning outcomes both parents need to prepare physical environment facilities allow child in develop his talent, attitude democracy, not much give a ban, believe themselves, and train children to be independent (Sumarni, 2019). research that by Ruri Setyo Prabowo (2015) shows that parental attention with interest learn to give relationships proven by results correlation measurement is 13.3%. While Tio Gusti's research Satri (2021) shows that parental concern with outcomes learn to give relationships proven by results correlation measurement is 26.6% The fact is the attention of parents is an important role in improve learning outcomes. Person old that can create conducive housing conditions children, other than the condition of people's homes parents are also required to provide encouragement to children to learning and providing facilities supporting children's education.

Instead the atmosphere of a home not conducive to making children being bored at home and more like family so process learning to be messed up (Simamora, 2021: 51). Based on the results of the interview to homeroom teachers and teachers mathematics related to student conditions during mathematics learning, It is known that fourth grade students still tend to like to play, talk a lot to yourself at the moment learning, or distracting friends who are studying (Interview, December 6, 2021).

As a result, even though the teacher has provide motivation before learning but still there less able students motivated him to do it solve math problems the hard one. these conditions make students unable express interest in learning precisely even though the teacher always teach how to do it easy-to-understand math student. Based on test results math done in end of semester one at MIM Trangsan Sukoharjo known that there is a range of values distant mathematics between students, even in progress teacher learning has tried as much as possible. Score the highest mathematics in grade IV shows the number 90 while the lowest value indicates a number 50. Should be inside learning is not too far the range between students, because one of the goals of education national is to

educate national life (Sujana, 2019:30-31) so for minimize the value gap high mathematics inter students need to find alternatives to get over it. Based on facts that the researcher will do research by lifting the title "The relationship of attention parents and ask to learn on learning outcomes in MI Muhammadiyah Transan Year 2021/2022".

## Literature review

This research is a quantitative research using correlational method. The correlational method is a study that determines whether there is a relationship and the level of relationship with two or more variables (Raihan, 2017: 55). This study uses a simple random sampling technique, namely random sampling from the population without regard to the strata in the population (Sugiyono, 2019: 129).

This research was conducted at MI Muhammadiyah Trangsan which is located on Jl. Dani Raya, Blarong RT 04/10, Trangsan, Gatak District, Sukoharjo Regency, Central Java. The subjects in this study were all students of class IV MI Muhammadiyah Trangsan Sukoharjo, where class IV MI Muhammadiyah Trangsan had two classes, namely class IVA and class IVB. This research was conducted through three stages, namely: (1) the preparation stage, (2) the implementation stage, and (3) the data processing and analysis stage.

Research taking techniques using questionnaires and tests. The questionnaire is used for parents' attention and interest in learning, while the test is used for mathematics learning outcomes. The questionnaire and test were taken by following the research instrument, namely the parental attention instrument with 35 statements, 15 negative and 20 positive, the interest in learning instrument with 35 statements, 15 negative and 20 positive, and 35 maths learning outcomes.

This research analysis uses prerequisite test and hypothesis test. The prerequisite test is divided into two types, namely the normality test and the linearity test. According to Hadi Sutirno, (2017: 280) the normality test is to determine whether data has a normal distribution or not. According to Sugiyono (2015: 125) the linearity test is used to determine whether the three variables have a linear relationship or not. While testing the hypothesis there are three events, namely simple correlation, multiple correlation, and multiple linear regression.

## RESULTS

The results showed that: (1) based on the results of hypothesis testing using a simple correlation formula, the value of  $r_{count}$  (0.428) >  $r_{table}$  (0.423) was obtained, thus it can be concluded that there is a positive relationship between parents' attention to mathematics learning outcomes. (2) based on the results of hypothesis testing using a simple correlation formula, the value of  $r_{count}$  (0.425) >  $r_{table}$  (0.423) is obtained, thus it can be concluded that there is a positive relationship between learning interest and learning outcomes in mathematics. (3) based on the results of hypothesis testing using the product moment correlation formula, the value of  $r_{count}$  (0.432) >  $r_{table}$  (0.423) is obtained, thus it can be concluded that there is a positive relationship between parental attention and interest in learning towards learning outcomes in mathematics. The results of hypothesis testing with multiple linear regression obtained  $F_{count}$  (2.179) >  $F_{table}$  (0.289), which means that parental attention and interest in learning towards mathematics learning outcomes have a positive and significant relationship.

## DISCUSSION

### ***1. The relationship between parents' attention to the results of learning mathematics in class IV at MI Muhammadiyah Trangsan Sukoharjo***

Data correlation analysis shows that there is a positive relationship between parents' attention to mathematics learning outcomes. This is evidenced by the results of the calculation of the hypothesis test that has been carried out with the  $r$  product moment formula, which shows that the better the attention of parents, the higher the students' mathematics learning outcomes and conversely the lower the parents' attention, the lower the students' mathematics learning outcomes. Parental attention is an awareness of caring for children, both in guiding, educating and meeting children's needs (Sibagariang et al, 2020). Parents who pay more attention to their children, provide motivation to study will have better results. As well as parents who pay attention to children's activities will give them confidence to improve their learning outcomes (Ananda & Maksum, 2021: 14).

The importance of parental attention can foster good child development, intelligence, and health. In order to produce good learning outcomes, parents need to prepare physical environmental facilities that allow children to develop their talents, democratic attitudes, do not place many restrictions, be confident, and train children to be independent (Sumarni, 2019).

In line with research conducted by Istriania & Suparman, (2017: 188) that parental attention has a significant relationship to learning outcomes. The learning outcomes achieved are interest in learning, growth and development well. According to Rahadian, (2017) parental attention can help children carry out learning activities, expedite in achieving learning goals. But if there are parents who work full time, and the lack of attention their students should get will hinder them from achieving their goals Satria, (2021: 74). Research conducted by Satria, (2021: 74) states that there is a significant relationship between parents' attention to student learning outcomes. Students who get great love and affection as well as parental attention during their growth and development will have better intelligence and health. The higher the parents' attention and affection, the higher the learning outcomes obtained by students. Research according to Tio Gusti Satria (2021: 75) shows that parents' attention to learning outcomes provides a relationship as evidenced by the results of correlation measurements, namely 26.6%. It can be concluded

that there is a significant relationship between parental attention and the learning outcomes of fourth grade students at MI Muhammadiyah Trangas Sukoharjo.

## ***2. The relationship between learning interest and learning outcomes in class IV mathematics at MI Muhammadiyah Trangsan Sukoharjo***

Data correlation analysis shows that there is a positive relationship between learning interest and learning outcomes in mathematics. This is evidenced by the results of the calculation of the hypothesis test that has been carried out with the  $r$  product moment formula. Interest in learning is a tendency to be bound or interested in students in learning and practice.

Interest in learning is an encouragement that exists in students to try to make changes in behavior that are better in meeting their needs. Learning interest influences behavior and actions to achieve a satisfactory learning outcome or goal. In a series of learning interests trying to provide adequate conditions or facilities so that students receive satisfactory learning outcomes (Lisma Lestari & Suwarsito, 2020: 81). Interest in learning that looks strong where students have curiosity through self-study, understanding the material, and a high learning attitude.

In line with the research conducted by Prastika, (2021: 31) states that interest in learning must be suppressed as much as possible, meaning that students must try to experience a comfortable, calm, and enjoyable condition in learning. Students who have a high interest in learning will be able to follow the learning process well and be able to get good learning outcomes. On the other hand, students with low learning interest will not be able to follow the learning process properly so that students do not get good learning outcomes. In line with Karina et al's research, (2017: 61) there is a significant relationship between learning interest and science learning outcomes with  $r_{count} 0.77 > r_{table} 0.423$ . Meanwhile, research conducted by Wiradarma et al, (2021) shows that interest in learning with learning outcomes provides a relationship as evidenced by the results of the correlation measurement, which is 0.302.

According to Putri et al's research, (2017: 72) that interest in learning shows students' enjoyment of participating in class learning. Students who have high enthusiasm, students are not heavy in doing school work. Even though there are many assignments given by the teacher, the students do it in a calm and pleasant manner, students don't give up easily and don't complain. Interest in learning has a relationship with personality, motivation, expression and identification, as well as external or environmental influences. In the practice of interest in learning there is encouragement in students with what or how students can go through the learning process. So that students get satisfactory learning outcomes.

The explanation above is in line with the hypothesis studied. This proves that there is a significant relationship between learning interest and the results of learning mathematics for fourth grade students at MI Muhammadiyah Trangas Sukoharjo.

## ***3. The relationship between parental attention and interest in learning towards learning outcomes in class IV mathematics at MI Muhammadiyah Trangsan Sukoharjo***

Data correlation analysis shows that there is a relationship positive relationship between parents' attention, interest in learning and learning outcomes mathematics. This is evidenced by the results of the calculation of the hypothesis test that has been carried out with the  $r$  product moment formula. In positive change, at the final stage, new skills, abilities, and knowledge will be obtained. Learning outcomes are obtained from the learning process which reflects the success of students in participating in the learning process.

In learning at school found students who can not achieve learning outcomes commensurate with their intelligence abilities. Many students who have high interest abilities but obtain relatively low learning outcomes, but on the other hand many students whose interest abilities are in moderate conditions can achieve high learning outcomes. This shows that the level of intelligence is not the only factor that determines student success in learning, because there are other factors that influence it. These factors are the attention of parents and interest in learning. Research conducted by Kholisyoh et al, (2020: 161-162) that parental attention and interest in learning are important factors in improving mathematics learning outcomes. If the attention of parents is good then the spirit of student interest in learning is high then the results of learning mathematics will increase. Conversely, if students get less parental attention, interest in learning will be low and then learning outcomes in mathematics will also be low. In line with research conducted by Sarini et al, (2018: 99) that students who have high abilities will help their friends who have less ability. In a sense, learning activities will help each other, resulting in good interaction between students. Fun learning will foster students' interest and attention to be more active and active in learning, so that student learning outcomes become better.

In line with research conducted by Lestari, et al (2022: 407) that interest and attention are important factors in achieving success in learning. Someone who has a high interest in learning can be seen from behavior in a positive direction such as being diligent in difficult assignments, studying hard to get good grades, and choosing tasks that are relatively challenging. Interest in learning in general is an inner factor that has the function of generating, underlying, and directing actions in learning. Interest is an important factor in improving learning outcomes. Interest is a form of encouragement or motive that can move students in a positive direction. Students with low attention to learning such as no desire to learn, low willingness to do assignments, not enthusiastic about learning, so they experience learning lag and are most likely to obtain unsatisfactory learning outcomes.



The research data contained questionnaire scores and low learning outcomes. In the parental attention questionnaire, there were very low questionnaire scores, namely 93, 95, and 101. In the student learning interest questionnaire there were scores of 88, 98, 99, and 101 for low student interest in learning. Factors that cause low interest in learning are students chatting when learning takes place, not repeating learning, lack of school facilities, not doing homework, not having material notes, etc. Lack of parental attention and interest in learning will certainly affect student learning outcomes, students will get very low scores.

The results of learning mathematics have very low student scores including 16, 20, 21, 23, and many more. But not all students get low learning outcomes, while students with high scores are 30, 31, 33, and 35. Students who get high scores because they get good parental attention certainly have a great influence on learning interest and student learning outcomes.

The description above can be proven that there is a positive and significant relationship between parental attention and interest in learning towards mathematics learning outcomes at MI Muhammadiyah Trangsan Sukoharjo in the 2021/2022 Academic Year.

## CONCLUSION

Based on data analysis and discussion of the results of the research that has been conducted regarding the relationship between parental attention and interest in learning towards mathematics learning outcomes, the following conclusions can be drawn:

1. There is a positive relationship between parents' attention to the mathematics learning outcomes of fourth grade students at MI Muhammadiyah Trangsan Sukoharjo, which means that the higher the parents' attention, the higher the learning outcomes and the lower the level of parental attention, the lower the learning outcomes obtained.
2. There is a positive relationship between interest in learning and the learning outcomes of fourth grade students at MI Muhammadiyah Trangsan Sukoharjo.
3. There is a positive relationship between parental attention and interest in learning towards mathematics learning outcomes at MI Muhammadiyah Trangsan Sukoharjo. Parents' attention and interest in learning towards mathematics learning outcomes provide a positive and significant relationship with the learning outcomes of fourth grade students at MI Muhammadiyah Trangsan Sukoharjo.

A teacher needs to strive for every student to get parental attention and interest in learning. What the teacher can do to improve each student to have parental attention is by collaborating with the student's parents to give good attention to students. What the teacher can do to grow each student to have an interest in learning is to provide motivation, and the teacher plans learning in a mature and well-organized manner so that students will later be more interested in learning again in achieving maximum learning outcomes

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