

The Influence of Learning Interest and Parental Role in the 21st Century on the Learning Achievement of SD Inpres Sukur Students

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Abstract:

The factors influencing learning achievement stem from both internal and external sources. Learning interest is one of the internal factors, while the environment, specifically parents, constitutes an external supporting factor. This research aims to understand the individual and combined influence of learning interest and parental role in the 21st century on student learning achievement. The research method employed is a quantitative correlational study. The sample consists of classes IV A & B at SD InpresSukur. Learning achievement data was obtained through student examination score documentation, and a questionnaire was used to collect data on learning interest and parental role in the 21st century. Data analysis techniques involve the t-test and F-test, preceded by tests for normality and regression. The research results indicate that 1) there is a significant influence of learning interest on learning achievement, 2) there is a significant influence of the parental role in the 21st century on learning achievement, and 3) there is a simultaneous influence of learning interest and the parental role in the 21st century on learning achievement.

Keywords —Learning achievement, learning interest, parental role

I. INTRODUCTION

Learning achievement is the accumulation of results achieved through the learning process [1]. Many factors influence learning achievement, including factors from within the students themselves and those from external sources. From within, factors such as learning interest play a role, while from external sources, the environment is a key factor. Significant advancements in science and technology have had a major impact on students' personalities and attitudes in the learning process. Learning interest undergoes shifts in each student. The identified fact in fourth-grade students at SD

InpresSukur shows a decrease in interest during learning. This is evident in tasks given by teachers that are not completed on time, and the majority of students do not finish their assignments. The development of science and technology has both positive and negative impacts.

As observed, there is a negative impact of technological advancements experienced by students, where they tend to prefer playing games or watching YouTube or TikTok rather than studying or completing their assignments. Therefore, the role of teachers in enhancing students' learning interest while they are at school, as suggested by [2], is considered crucial. Similarly, when students are

at home, this responsibility falls on parents to monitor students' activities and technology usage.

The fact findings from the preliminary study reveal that busy parents with other commitments provide devices like smartphones for their children to use for studying, but these devices are often misused for playing games. This misuse leads to a reduction in learning interest and completing assignments. Therefore, the parental role in the 21st century in guiding students toward achieving optimal learning achievement is crucial, as suggested by [3]. Additionally, the background of parents of students at SD InpresSukur will influence the form of parental involvement and how they educate their children, with a tendency to allow more freedom for their children to express themselves and have their own opinions.

Based on the description provided, the researchers feel it is essential to conduct a study with the aim of determining the influence of learning interest and the parental role in the 21st century on the learning achievement of elementary school students. The results of this research are expected to provide accurate data for decision-making by school principals, teachers, and parents in formulating school work programs.

II. METHOD

This research utilizes a quantitative research method with a correlational design. The variables in this study are Learning Interest (X_1) and the parental role in the 21st century (X_2) on Student Learning Achievement (Y). Once the relationship between the two variables is established, the research seeks to determine the influence of Learning Interest and the parental role in the 21st century on student learning achievement. The research population consists of students at SD InpresSukur, and the sample for this research includes Class IV A and Class IV B selected through a cluster sampling technique. Data collection techniques that can be used in this research include documentation and questionnaires. Data analysis techniques involve the t-test and F-test, preceded by tests for normality and reliability.

III. RESULT AND DISCUSSION

A. Result

Before testing the hypothesis, preliminary tests for a regression study were conducted, namely tests for normality and linearity. The results of the normality test for learning interest data showed that the *Asymp. Sig. (2-tailed)* value for the *Kolmogorov-Smirnov* test is $0.939 > 0.05$. Similarly, the normality test results for the data on the parental role in the 21st century showed that the *Asymp. Sig. (2-tailed)* value for the *Kolmogorov-Smirnov* test is $0.696 > 0.05$. This indicates that both sets of data follow a normal distribution. Subsequently, a linearity test was conducted between learning interest data and learning achievement (X_1Y) and between the data on the parental role in the 21st century and learning achievement (X_2Y). The test results for the relationship between X_1Y showed a significance value for *deviation from linearity* of 0.777, which is greater than 0.05, and a significance value for *linearity* of 0.000, which is smaller than 0.05. This suggests that there is a significant linear relationship between learning interest (X_1) and learning achievement (Y). In contrast, when investigating the linearity of the relationship between X_2Y , the results showed a significance value for *deviation from linearity* of 0.434, which is greater than 0.05, and a significance value for *linearity* of 0.003, which is smaller than 0.05. This indicates that there is a significant linear relationship between the variable of the parental role in the 21st century (X_2) and learning achievement (Y).

Based on the results of the normality and linearity tests, which indicated normality and linearity, or in other words, met the prerequisites for conducting a simple linear regression hypothesis test. Subsequently, a hypothesis test was conducted by analyzing simple linear regression to determine the influence of each variable, learning interest (X_1), and the parental role in the 21st century (X_2) on learning achievement (Y). The analysis results for testing hypothesis 1, which assesses the influence of the variable learning interest (X_1) on learning achievement (Y) or X_1Y , are presented in

Table 1, which is the result of processing with the SPSS computer program.

TABLE I
SIMPLE LINEAR REGRESSION TEST X₁Y

| Coefficients ^a | | | | | |
|---------------------------|-----------------------------|------------|---------------------------|-------|------|
| Model | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
| | B | Std. Error | Beta | | |
| (Constant) | 11.070 | 7.572 | | 1.462 | .151 |
| Learning Interest | .772 | .175 | .558 | 4.407 | .000 |

a. Dependent Variable: Learning Achievement

The data in Table 1 shows that the calculated t-value for the influence of variable X₁Y is 4.407, while the t-table value can be found in the statistical table at a significance level of 0.05/2 = 0.025 (two-tailed test) with degrees of freedom (df) of n - k or 45 - 2 = 43, resulting in a t-table value of 2.017. When comparing the calculated t_{value} = 4.407 > t_{table-value} = 2.017, it can be concluded that learning interest significantly affects learning achievement. Furthermore, for the regression coefficient, based on the data in Table 1, the regression equation can be formulated as follows:

$$Y' = a + bX = 11,070 + 0,772X_1 \dots\dots\dots(1)$$

The regression equation (1) above signifies that the constant value of 11.070 implies that the consistent influence of learning interest on learning achievement (X₁Y) is 11.070. Meanwhile, the regression coefficient (X₁Y) of 0.772 indicates that a 1% increase in learning interest results in an increase of 0.772 in learning achievement. The positive value of the regression coefficient indicates that the direction of the influence of learning interest (X₁) on learning achievement (Y) is positive.

The data for hypothesis testing 2, which analyzes the influence of parental role in the 21st century (X₂) on Learning Achievement (Y) or X₂Y, is presented in Table 2. Based on the results of simple regression testing in Table 2, the calculated t_{value} is 3.191, while the t_{table-value} can be found in the

statistical table at a significance level of 0.05/2 = 0.025 (2-sided test) with degrees of freedom (df) of n - k or 45 - 2 = 43, resulting in a t_{table-value} of 2.017. When comparing the calculated t_{value} = 3.191 > t_{table-value} = 2.017, it can be concluded that the parental role in the 21st century have a significant influence on learning achievement.

TABLE II
SIMPLE LINEAR REGRESSION TEST X₂Y

| Coefficients ^a | | | | | |
|-----------------------------------|-----------------------------|------------|---------------------------|-------|------|
| Model | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
| | B | Std. Error | Beta | | |
| (Constant) | 20.788 | 7.397 | | 2.810 | .007 |
| Parental Role in the 21st Century | .579 | .181 | .438 | 3.191 | .003 |

a. Dependent Variable: Learning Achievement

Based on the data in Table 2, the regression equation that shows the influence of X₂Y is as follows:

$$Y' = a + bX = 20.788 + 0.579X_2 \dots\dots\dots(2)$$

The results of the equation above can be interpreted as follows: the constant, 20.788, signifies that the consistency value for the variable parental role in the 21st century (X₂) is 20.788. The regression coefficient (X₂) of 0.579 indicates that an increase of 1% in the value of parental role in the 21st century will lead to a 0.579 increase in learning achievement. The positive coefficient suggests that the direction of influence of parental role in the 21st century (X₂) on learning achievement (Y) is positive.

The next step is to conduct hypothesis testing 3 using multiple regression analysis to determine the simultaneous influence of the variables "learning interest" and "the parental role in the 21st century" on learning achievement. The data analysis results using the SPSS computer program are

presented in Table 3. Based on the data, it is known that the constant value is 4.799, indicating that if the "Learning Achievement" variable (Y) is not influenced by both independent variables, "Learning Interest" (X₁) and "The Parental Role in the 21st Century" (X₂), it will have an average value of 4.799.

TABLE III
MULTIPLE LINEAR REGRESSION TEST X₁ X₂Y

| Coefficients ^a | | | | | |
|-----------------------------------|-----------------------------|------------|---------------------------|-------|------|
| Model | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
| | B | Std. Error | Beta | | |
| (Constant) | 4.799 | 8.288 | | .579 | .566 |
| Learning Interest | .627 | .192 | .453 | 3.264 | .002 |
| Parental Role in the 21st Century | .310 | .183 | .235 | 1.692 | .098 |

a. Dependent Variable: Learning Achievement

The data in Table 2 also show that the regression coefficients for the independent variable X₁ (learning interest) are positive, with a value of 0.637, indicating a positive linear relationship between learning interest (X₁) and learning achievement (Y). Similarly, the regression coefficient for the independent variable X₂ (the parental role in the 21st century) is positive, with a value of 0.310, indicating a positive linear relationship between the parental role in the 21st century (X₂) and learning achievement (Y). The multiple regression equation in this study is as follows:

$$Y' = 4.799 + 0,627X_1 + 0,310X_2 \dots\dots\dots (3)$$

The regression coefficient of the variable X₁, which is 0.637, indicates that for every one-unit increase in the score of "Learning Interest" (X₁), there will be an increase in "Learning Achievement" (Y) by 0.637 units. Meanwhile, the regression coefficient of the variable X₂, which is

0.310, indicates that for every one-unit increase in the score of "the Parental Role in the 21st Century" (X₂), there will be an increase in "Learning Achievement" (Y) by 0.310 units.

Hypothesis testing 3 proceeds with an *F-statistic* test, which assesses the collective impact of all independent variables included in the regression model on the dependent variable. If the calculated F-value is greater than the critical F-value (from the table) or the probability is lower than the significance level (Sig. < 0.05), it can be concluded that there is an effect. The results of the F-test in hypothesis testing 3 are presented in Table 4.

TABLE IV
F-TEST

| ANOVA ^a | | | | | | |
|--------------------|------------|----------------|----|-------------|--------|-------------------|
| Model | | Sum of Squares | df | Mean Square | F | Sig. |
| 1 | Regression | 1117.963 | 2 | 558.981 | 11.562 | .000 ^b |
| | Residual | 2030.482 | 42 | 48.345 | | |
| | Total | 3148.444 | 44 | | | |

a. Dependent Variable: Learning Achievement

b. Predictors : (Constant), Parental Role in the 21st Century, Learning Interest

The data in Table 4 show an F-value of 11.562 with a significance (Sig.) = 0.000. The degrees of freedom are df₁ = (number of variables - 1), which is df₁ = 3 - 1 = 2, and df₂ = (n - k - 1), which is df₂ = 45 - 2 - 1 = 42. The obtained critical F-value is 3.21. Comparing the calculated F_{value} = 11.562 > F_{table-value} = 3.21, with a significance level of 0.000 < α = 0.005, we reject the null hypothesis (H₀) and accept the alternative hypothesis (H₁). This means that the independent variables in the study, namely "Learning Interest" (X₁) and "the Parental Role in the 21st Century" (X₂), have a significant simultaneous impact on "Learning Achievement" (Y).

B. Discussion

The research findings indicate that Hypothesis 1 show that there is a significant influence of learning interest on learning achievement. Furthermore, the testing of Hypothesis 2 shows that there is a

significant influence of the parental role in the 21st century on learning achievement. Meanwhile, the results of testing Hypothesis 3 show that there is a significant simultaneous or joint influence of learning interest and the parental role in the 21st century on learning achievement.

The first research finding indicates a significant influence of the variable "learning interest" on the learning achievement of SD Inpres Sukur students. This finding is not in line with the research by [4], which states that there is no relationship between learning interest and the learning achievement of elementary school students. However, this research aligns with one of the findings from [5], which states that learning interest has an impact on learning outcomes that contribute to learning achievement in elementary school. The research results of [6] also state that there is a relationship between learning interest and achievement, but in the context of physics subjects at the high school level. Furthermore, [7] suggest that to achieve optimal learning success or learning achievement, various driving factors are needed, including learning interest. A person's interest in something is closely related to their personality, involving the three functions of the mind: cognition, emotion, and conation, which are all present in interest. Learning interest can be both spontaneous and cultivated, and it is a positive attitude that should be encouraged in students. This emphasizes the importance of creating a comfortable, calm, and enjoyable learning environment for students, which is the responsibility of teachers in nurturing and fostering students' learning interest [8]. Based on this discussion, it is clear that learning interest has a positive influence on the learning environment, which is closely related to learning outcomes or, in this study, learning achievement. Learning interest impacts the learning environment and should be maximized to ensure that students experience a pleasant and productive learning situation.

The second research finding indicates a significant influence of the parental role in the 21st century on learning achievement. This suggests that parents play a crucial role because they provide the

foundational education for students, contributing to the formation of a student's personality. The fact shows that technological advancements have transformed various aspects of life, including education. In addition to teachers who are responsible for a child's education, parents' role is vital because children spend a significant amount of time at home. Every individual desires satisfying learning outcomes, including parents, students, and teachers. The research findings demonstrate that learning achievement improves when parents are actively involved in enhancing students' learning achievement. This aligns with previous research conducted by [9], which explains the influence of parental involvement on students' learning achievement. [10] also elucidates that the parental role in a child's education is recognized as a significant factor influencing their learning outcomes.

The third research finding states that simultaneously or jointly, learning interest and the parental role in the 21st century have an impact on students' learning achievement. As expressed by [11], students' learning achievement is influenced by various factors, both internal and external. These factors can support the development of students' learning achievement, with internal factors originating from the students themselves, such as their learning interest, and external factors, including the role of parents. The better parents' involvement in a student's learning, the better the student's learning outcomes, whereas lower parental involvement leads to lower student learning results. The involvement of parents creates a sense of responsibility in students themselves [12], indirectly fostering students' learning interest both at school and at home, resulting in optimal learning achievement. Similarly, with learning interest, if students have a strong learning interest, it naturally leads to their desire to study diligently and with enthusiasm, making it easier for students to achieve good learning outcomes. This supports previous research conducted by [13], which found a significant influence of parental involvement and learning interest on students' learning achievement. Therefore, this research can serve as a reference for

the combined impact of learning interest and the parental role in the 21st century on students' learning achievement, as evidenced by the research findings that explain the joint influence of learning interest and the parental role in the 21st century on the learning achievement of SD Inpres Sukur students.

IV. CONCLUSIONS

Based on the research findings and discussions, several conclusions can be drawn as follows:

1. There is a significant influence of learning interest on the learning achievement of elementary school students.
2. There is a significant influence of the role of 21st-century parents on the learning achievement of elementary school students.
3. There is a significant simultaneous or joint influence of learning interest and the role of 21st-century parents on the learning achievement of elementary school students.

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