

The Correlations Between Students' Interest and Parental Guidance with Learning Outcome of Social Science

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Abstract

This investigation was aimed at finding out the relations between students' interests and parents' guidance with grade V students of SD Gugus Melati of Semarang City's social science learning outcome. This is correlational study. The targeted population consisted of 145 grade V students of SD Gugus Melati of Semarang City, and proportional random sampling, I choose 43 students as samples. The data were collected through questionnaire fulfilling, interviews, and documentation. While I used students' interests questionnaire and parental guidance interview sheet as research instruments. I applied normality test and linearity test as the requirement analysis. And I applied simple linear regression analysis, multiple linear regression analysis, and coefficient of determination. The study shows that: (1) the relations between students' interests and social science learning, I got score: r_{total} is bigger than r_{table} ($0.682 > 0.301$) H_0 is acceptable, (2) the relations between parents' guidance and social science learning outcome, I got score: r_{total} is bigger than r_{table} ($0.819 > 0.301$) H_0 is acceptable, (3) out the relations between students' interests and parents' guidance with students' social science learning outcome I got score: r_{total} is bigger than r_{table} ($0.739 > 0.301$), thus H_0 is acceptable.

Keywords: Variation, Teaching, Interest, The Results, Learning

1. INTRODUCTION

Education is the need that must be met by human being in order to live his life well in the society. Parents play important role in their children's education and learning process as included in *Undang-Undang Nomor 20 Tahun 2003* Chapter IV Article 7 in which written, "*orang tua dari anak usia wajib belajar, berkewajiban memberikan pendidikan dasar kepada anaknya*" (Parents of the compulsory-education-age children are obliged to provide their children with the primary education). Parents, which usually comprise father and mother, have great responsibility for providing their children with the best education. The education in the home environment will be provisions for the children to grow and develop in the wider sphere i.e. school and society (Sisdiknas, 2003: 5).

The social science learning success is influenced a lot by several factors, i.e. the one inside the student (internal factors) and the one outside of the students (external factors). The major external factor is the family. The home environment is the initial learning environment because it is at home a child gets lessons and guidance. It is called the major sphere because a child spends most of his days at home. Therefore, the child accepts most lessons from home. Thus, it is obvious that the first and the most important people responsible for the children's welfare and education are their parents (Hasbullah, 2015: 38).

In addition to the home environment, the internal factor having impact on his learning outcome is his interest. Slameto (2010: 180) revealed that the internal factor having great impact

on the students' learning process is his own concern. Because if the provided learning materials do not meet the students' curiosity, they will not study and learn seriously as they are not attracted. On the contrary, if the learning materials can meet the students' interest and concern, they will learn them more easily as the interest and curiosity will increase their learning frequency. The stronger or the closer the relations are, the greater their interest will be (Djali, 2015: 121).

Based on the field study and the interviews with the teacher of the grade five in SDN Gugus Melati on the factors having impact on grade five students' learning outcome in SDN Gugus Melati, the parents have not provided their children with the best guidance, particularly in relation to the school lessons as well as the students' learning outcome in social science subjects is not optimum as shown in the suboptimum averaged final score of social science in the odd semester. This was caused by insufficient learning guidance provided by their parents. Parents' occupations and education degrees will have impact on the way they educate their children. The learning guidance will also have impact on the children's learning outcome. Therefore, the parents must actively guide their children when studying at home in order that the children's learning process will run optimally as well as creating the best learning outcome.

2. METHODS OF RESEARCH

The investigation applied the quantitative approach through correlative study. Suharsimi Arikunto (2010: 4) defines correlative study as the research made to investigate the intensity of the

relation between two or more variables, without making changes, putting the additions or manipulating the existing data. This investigation has two independent variables and one dependent variable. The independent variables are the students' concern and the parental guidance. While the dependent one is the social science learning outcome.

The target population of the research is 145 grade five students of SDN Gugus Melati Kota Semarang. I took 30% of the target population as samples, which is equal to 43.5 rounded off into 43. I applied proportional random sampling as the sampling method.

The data collection techniques used in this research is questionnaire fulfilling, interview, and documentation. The instruments used in this research are questionnaires on the students' interests, questionnaires on the parental guidance, and interview questions on the parental guidance. The prerequisites testing used in this research are normality test and linearity test. Through the prerequisites testing, we can find out that the data are distributed normally and linearly.

The final data analysis/hypotheses testing of this research use simple correlation analysis, double correlation analysis, and coefficient of determination using SPSS version 21. Hypotheses of this research are the followings.

Ha: There is positive and significant relation between students' concern and grade five students of SDN Gugus Melati Kota Semarang's learning outcome of social science subject.

Ha : There is positive and significant relation between parental guidance and grade five students of SDN Gugus Melati Kota Semarang's learning outcome of social science.

Ha: There is positive and significant relation between students' concern and parental guidance and grade five students of SDN Gugus Melati Kota Semarang's learning outcome of social science subject.

3. THE RESULTS AND THE EXPLANATION

Descriptive Statistic Analysis

Variable of students' interest in this research uses five indicators: (1) attraction, (2) joyfulness, (3) attention, (4) participation, and (5) enthusiasm/awareness. The following is the conclusion of the research analysis of students' interest:

Table 1 Distribution of the Answers to Questionnaire on Students' Interest

Scale	Grade	Frequency	Percentage	Average
121 – 148	Very High	40	93%	133.3
93 – 120	High	3	7%	
65 – 92	Quite High	0	0%	
37 – 64	Less High	0	0%	
Total		43	100%	

Variable of parental guidance in this research uses six indicators: (1) guiding the best way to learn and study, (2) determining time to study, (3) helping solve the learning problems, (4) providing the learning facilities, (5) giving motivations to study, and (6) building the learning habits. The following is the conclusion of the research analysis of parental guidance:

Table 1 Distribution of the Answers to Questionnaire on Parental guidance

Scale	Grade	Frequency	Percentage	Average
131 – 160	Excellent (A)	27	63%	133
101 – 130	Good (B)	15	35%	
71 – 100	Fair (C)	1	2%	
41 – 70	Poor (D)	0	0%	
Total		43	100%	

Of the Variable of grade five students of SDN Gugus Melati Kota Semarang's learning outcome of social science subject, the followings are the categorization of the Mid-even semester test marks in 2016/2017 Academic Year.

Table 3 Score of Social Science Subject Learning Outcome

Scale	Grade	Frequency	Percentage	Average
80-100	Excellent (A+)	37	86%	82,9
70 – 79	Very Good (A)	6	14%	
60 – 69	Good (B)	0	0%	
50 – 59	Fair (C)	0	0%	
0 – 49	Poor (D)	0	0%	
Total		43	100%	Excellent

Initial Data Analysis / Prerequisite Test

1. Normality Test

Normality test is used to analyze if data in each analyzed variable is distributed normally or abnormally (Sugiyono, 2013: 241). The testing process uses One Sample Kolmogrov-Smirnov Test formula SPSS version 21. Data are described as normally distributed when the significance score > 0.05 (Priyatno, 2016: 42).

Table 4 Result of Normality Test

Variable	Sig, K-S	Sig Score (5%)	Remarks
Students' Interest (X ₁)	0.200	0.05	Normal
Parental guidance (X ₂)	0.200	0.05	Normal
Social Science Learning Outcome (Y)	0.200	0.05	Normal

According to the table above, the three have Kolmogrov-Smirnov Test significance score > 0.05 therefore we can draw a conclusion that the research data are normally distributed.

2. Linearity Test

The purpose of linearity test is to find out if the acquired data are linear or nonlinear (Sugiyono, 2013: 265). Linearity test is calculated using SPSS version 21 by using Test for Linearity. Two variables can be said as having linear relations when the significance score on Deviation from Linearity is more than 0.05.

Table 5 Result of Linearity Test

Variable	Sig, Linearity	Sig Deviation from Linearity	Sig. Score (5%)	Remarks
(X ₁) (Y)	0.000	0.974	5%	Linear
(X ₂) (Y)	0.000	0.121	5%	Linear

According to the table above, the two relations have score of Deviation from Linearity as much as more than 0.05. Then we can say that the two variables have linear the relation.

Final Data Analysis / Hypothesis Test

1. Relation between Students' Interest and Social Science Learning Outcome

Based on the result of the hypothesis test and Product Moment correlation, it was found out that r_{count} is 0.682 and r_{table} is 0.301 and significance score is $0.000 < 0.005$. This shows that $r_{count} < r_{table}$, which means that there is positive and significant relation between

students' interest and social science learning outcome of the students, and it is included in level of strong relation. The calculation of the determination coefficient is 46.5%. This means that the contribution of the students' interest to the social science learning outcome about 46.5% and 53.5% is influenced by another factor which was not investigated in this research.

Based on the calculation of the correlation and determination coefficient previously explained, I made a conclusion the students' interest has positive and significant relation with social science learning outcome. The students' interest must be generated and developed. In addition, the interest in learning is not an existing thing but it is something that must be generated as the interest is not something that was meant to but it must be fought for. This is as stated by Djamarah (2011:166) who explains that interest basically is acceptance of a relation between self and something outside the self. The stronger and closer the relation is, the more the interest will be.

The research shows that the students' interest is one of the factors having impact on the social science learning outcome, hence students' interest and social science learning outcome are the interrelated variables.

2. Relation between Parental Guidance and Social Science Learning Outcome

Based on the result of the hypothesis test and Product Moment correlation, it was found out that r_{count} is 0.819 and r_{table} is 0.301 and significance score is $0.000 < 0.005$. This shows that $r_{count} > r_{table}$, which means that there is positive and significant relation between parental guidance and social science learning outcome of the students, and it is included in level of very strong relation. The calculation of the determination coefficient is 67.1%. This means that the contribution of the parental guidance to the social science learning outcome about 67.1% and 32.9% is influenced by another factor which was not investigated in this research. Based on the calculation of the correlation and determination coefficient previously explained, I made a conclusion the parental guidance has positive and significant relation with students' social science learning outcome. Due to parental guidance provided by the parents to their children at home, the children will be motivated to study which will have direct impact on social science learning outcome acquired by the students. This is in line with Yasa's statement (2014: 49); the role of parents in guiding their children at home is to provide mentoring. Direct mentoring means helping their children understand the learning

materials, to help their children do the homework assigned by the teacher.

The research shows that parental guidance is one factor that has great impact on the social science learning outcome. Hence parental guidance and social science learning outcome are the interrelated variables.

3. Relation between Students' Interest and Parental Guidance Social Science Learning Outcome

Based on the result of the hypothesis test using double correlation analysis, it was found out that r_{count} is 0.739 and r_{table} is 0.301 and significance score is $0.000 < 0.005$. This shows that $r_{count} > r_{table}$, which means that there is positive and significant relation between students' interest and parental guidance with students' social science learning outcome, and it is included in level of strong relation. The calculation of the determination coefficient is 54.5%. This means that the contribution of the students' interest and parental guidance to the social science learning outcome about 54.5% dan 45.5% is influenced by another factor which was not investigated in this research.

Based on the calculation of the correlation and determination coefficient previously explained, I made a conclusion the students' interest and parental guidance has positive and significant relation with students' social science learning outcome. There are several factors having impact on the learning outcome. Students' interest is the internal factor, while the parental guidance is the external factor. This is in line with the opinion of Wasliman (Susanto, 2013: 12) who stated that the learning outcome achieved by the students is the end result of interaction between various impacting factors, either internal factors deriving from inside the student himself or the external factor deriving from outside of the students' selves.

4. CONCLUSION

Based on the research and its exposition, the conclusion can be drawn as follows: (1) there is positive and significant relation between students' interest and social science learning outcome. It is proven by the correlation score about 0.682 and it is included in level of strong relation; (2) the parental guidance has positive and significant relation with students' social science learning outcome. It is proven by the correlation score about 0.819 and it is included in level of very strong relation; (3) there is positive and significant relation between students' interest and parental guidance with students' social science learning outcome. Score of correlation coefficient is 0.739 and it is included in level of strong relation.

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