

Relationship Between Parent's Attention and Student Character Towards Citizens Learning Outcomes Class V Students

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Abstract

The purpose of this research was to test the relation of parental attention and student's character to the civic education learning outcomes of 5th grade students of State Elementary School in Gugus Teratai, Pekalongan. This type of research is a correlation study. The population in this study were the 5th grade students of State Elementary School in Gugus Teratai, Pekalongan. This research amounted to 124 students. The sampling technique was a saturated sample technique of 124 students. Data collection techniques using questionnaires, documentation, and interviews. The instrument test was done by using validity and reliability tests. The prerequisite analysis test used the normality, linearity, and multicollinearity tests. While the data analysis technique used descriptive statistics, simple correlation analysis and multiple correlation analysis.

Keywords: Parental attention; student's character; civic education learning outcomes

1. INTRODUCTION

Children according to Law No. RI. 4 of 1979 is someone who has not yet reached the age of 21 and has never been married. The limit of 21 years is determined because based on considerations of social welfare efforts, personal maturity, and mental maturity of a child is achieved at that age. In the law above it is explained that children have not reached mental maturity before turning 21 years old, therefore parental guidance is very important so that children do not experience coaching errors. According to the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 30 of 2017 concerning Family Involvement in the Implementation of Education, the family has a strategic role in supporting the implementation of education to achieve national education goals. Family involvement in education requires synergy between education units, families, and communities. (Permendikbud) Strengthening Character Education, according to Presidential Regulation (Perpres) Number: 87 of 2017 PPK is implemented by applying Pancasila values in character education, especially including religious values, honesty, tolerance, discipline, hard work, creative, independent, democratic, curiosity, national spirit, love for the homeland, appreciate achievements, communicative, love peace, love to read, care for the environment, care about social, and be responsible. Factors that influence student character include parental attention and the environment, including the

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Parents are child printers. Every influence from parents on children will leave an imprint until they grow up Falah (2014: 215). According to Lilik Sriyanti (2013: 110) attention is the concentration of all individual activities on an object or set of objects or stimuli. Slameto (2010: 60) also argues that in a family environment, parental attention is very influential on student achievement. Parental attention has a good impact on students, such as increasing enthusiasm and motivation to learn for students. Parents' attention and guidance at home will affect students' readiness to learn, both at home and at school.

Berkowitz in Koesoema (2019: 25) defines character as a set of psychological traits that affect personal abilities and tendencies in order to function morally. Lickona emphasized that character education is the strongest bulwark against destruction for both individuals and society at large. A nation that will be destroyed can be detected from the quality of its moral Falah (2014: XXIII).

Parents' attention and students' character affect their learning outcomes, especially in Civics. According to the Ministry of National Education (2006: 49) Civics is a subject that focuses on the formation of citizens who understand and are able to carry out their rights and obligations to become intelligent, skilled, and characterized Indonesian citizens mandated by Pancasila and the 1945 Constitution of the Republic of Indonesia. .PPKn itself has The aim is that students can understand and carry out their rights and obligations honestly, politely, democratically, and sincerely as educated and responsible citizens. Susanto (2016: 233).

Research by Mahmudi, A., et al. In 2020, data showed that parents' attention in the very sufficient category was obtained by 9 students, parental attention in the sufficient category was obtained by

12 students, parental attention in the less category was obtained by 11 students, parental attention in the very poor category was obtained by 5 students with a percentage. The average cognitive learning outcomes of students in the very good category were obtained by 20 students, the average cognitive learning outcomes of students in the good category were obtained by 11 students, the average cognitive learning outcomes of students with sufficient categories were obtained by 6 students. So, parental attention has a correlation with students' cognitive learning outcomes.

In addition, the results of research conducted by Romafiq, Abdul (2016) showed that there was a positive and significant relationship between parenting patterns and learning outcomes of Civics for fifth grade elementary school students in the Erlangga Cluster, Jepara Regency. In educating children, parents can do it with character education at home. The inculcation of character values by parents and teachers aims to make students have personality, noble character, and character.

The results of research conducted by Hidayana, A., et al. in 2017 showed that there was a very significant positive relationship between parenting and student behavior. 15 children (39.47%) have democratic parenting, 10 children (26.31%) have situational parenting, 8 children (21.05%) have permissive parenting, 3 children (7.89%) had a laissez faire parenting style, and as many as 2 children (5.26%) had an authoritarian parenting style. A total of 21 children have good manners, 10 children have moderate manners, and 7 children have bad manners. So, there is a positive correlation between parenting patterns and students' polite behavior

Based on the results of interviews and pre-research documentation in December 2019 with fifth grade teachers at SDN Gugus Teratai, namely SDN Kebonrowo Pucang 01, SDN Kebonsari 01, SDN Kebonsari 02, SDN Pegandon, SDN Pangkah, SDN Kalilembu, Pekalongan Regency, it is known that most of the students' interest in learning is still lacking so that student achievement becomes less than optimal. Parental attention is also less so that it affects the character of students' attitudes and the learning process at school. Dominant parents only care about the financial condition of the family rather than the education of students, both in school education and character education. It was found that students were already fond of smoking and dating. One of the students was found to have an older brother, a Punk child. The background of the

students' parents were mostly farmers and brick makers, make parents less concerned about children's development directly, especially in terms of learning. Parents just leave everything to the school. This lack of attention from parents causes children to lack character education, so that some children still lack respect and respect for older people, and lack of ethics in talking to older people.

Based on the background of the problem, the researcher has the idea to conduct research with the aim of describing a positive and significant relationship between parental attention to Civics learning outcomes; describe a positive and significant relationship between student character and Civics learning outcomes; and describe a positive and significant relationship between parental attention and student character on PPKn learning outcomes

2. RESEARCH METHOD

The research to be conducted is correlation research, correlation research is research conducted by researchers to determine the level of relationship between two or more variables, without making changes, additions or manipulations to existing data (Arikunto, 2010:4). This study aims to determine the relationship of parental attention and student character to Civics learning outcomes in fifth grade students of SDN Gugus Teratai Pekalongan Regency. The population in this study were fifth graders at SDN Gugus Teratai Pekalongan Regency, including: SDN Kebonrowo Pucang 01, SDN Kebonsari 01, SDN Kebonsari 02, SDN Pegandon, SDN Pangkah, SDN Kalilembu. With a total of 124 students from several schools in one cluster. The sampling technique used was the saturated sample technique as many as 124 students. The variables in this study consisted of two independent variables and one dependent variable. The independent variable is parental attention and student character, while the dependent variable is PPKn learning outcomes.

Data collection techniques using questionnaires, interviews and documentation. Questionnaires are used to collect data on parental attention and student character, while documentation to collect student achievement data is in the form of report cards for the odd semester for the 2019/2020 school year. Interviews are used to find out initial information in the form of problems that occur in schools related to student learning. Before the research instrument was used, a trial was conducted. Furthermore, the researchers tested the validity and

reliability of the instrument. The data analysis techniques used in this study were: (1) descriptive statistical analysis; (2) analysis prerequisite tests include tests for normality, linearity, and multicollinearity; and (4) hypothesis testing analysis using simple correlation test and multiple correlation test.

3. RESEARCH RESULT AND DISCUSSION

According to Harmer (2007:137) there are three groups of grammatical mistakes. Two of them are *slips* and *errors*. When it is a *slip*, students usually understand that they have made a mistake and are therefore able to correct themselves. On the other hand, *errors* require correction and explanation as learners do not have the language knowledge.

The results of descriptive statistical analysis are used to describe in detail each research variable. The discussion of variables uses quantitative data, namely data that is processed in the form of numbers or scores which are then interpreted descriptively. The categorization of variable data is divided into three categories, the variable of parental attention, student character and Civics learning outcomes, namely good, good, and good.

Results of the Descriptive Analysis of Parents' Attention (X1)

The number of statements in the parental attention questionnaire consists of 32 items. Attention of Parents of Class V SDN Teratai SDN Pekalongan Regency, can be seen in the following table:

Table 1 Parental Attention Category

| Score Interval | Category | Frequency | Percentage (%) | Average |
|----------------|------------|-----------|----------------|---------|
| 107-131 | Very good | 7 | 6% | |
| 82-106 | Well | 117 | 94% | |
| 57-81 | Enough | 0 | 0% | 96 |
| 32-56 | Not enough | 0 | 0% | (Well) |
| | | 124 | 100% | |
| Amount | | | | |

Based on Table 1, it can be concluded that the attention of parents in the "Very Good" category is 6% (7 children), the "Good" category is 94% (117 children), the "Good Enough" and "Not Good" categories are 0% (0 child).

Results of Student Character Analysis (X2)

The number of questions in the student character questionnaire consists of 23 items. The character of the fifth graders of SDN Gugus Teratai Pekalongan Regency, can be seen in the following table:

Table 2 Student Character Category

| Score Interval | Category | Frequency | Percentage (%) | Average |
|----------------|----------|------------|----------------|--------------|
| 82-100 | 107-131 | Very good | 10 | |
| 63-81 | 82- 106 | Well | 110 | 96 (Well) |
| 44-62 | 57- 81 | Enough | 4 | |
| 25-43 | 32- 56 | Not enough | 0 | |
| Amount | | 124 | 100% | |

Source: Research data for 2020

PPKn Learning Outcomes Analyst (Y)

PPKn Learning Outcomes are taken from students' PTS scores, which can be seen in the following table:

Table 3 Category of PPKn Learning Outcomes

| Score Interval | Category | Frequency | Percentage (%) | Average |
|----------------|------------|-----------|----------------|--------------|
| 92-100 | Very good | 24 | 19% | |
| 83- 91 | Well | 93 | 75% | 80 (Well) |
| 74- 82 | Enough | 7 | 6% | |
| 65- 73 | Not enough | 0 | 0% | |
| Amount | | 124 | 100% | |

Analysis Prerequisite Test

Normality test

Normality test is used to ensure that the data for each variable analyzed is normally distributed. This study tests normality using *One Sample Kolmogorov-Smirnov Test* assisted by SPSS version 19. The test criteria is if the significance value is more than 0.05 then the data is declared normally distributed and vice versa. Based on the

results of the normality test, the value of the parental attention variable was 0.611, the student character variable was 0.135 and the PPKn learning outcome variable was 0.105. The three variables have a significance value greater than 0.05. So, it can be seen that the data of the three variables are normally distributed.

Linearity Test

Linearity test is used to determine whether two variables have a linear relationship or not. The linearity test in this study used the help of the SPSS version 19 program with calculations using *Test for Linearity* at a significant level of 0.05. The test criteria is if the significance value of Deviation from Linearity is more than 0.05, then the relationship between variables is declared linear. The linearity test of the parental attention variable with PPKn learning outcomes obtained a significance value of Deviation from Linearity $0.450 > 0.05$, so it can be concluded that the relationship between parental attention and PPKn learning outcomes is stated to be linear. While the linearity test of student character variables with Civics learning outcomes obtained a significance value of Deviation from Linearity $0.194 > 0.05$, it can be concluded that the relationship between student character and Civics learning outcomes is stated to be linear.

Multicollinearity Test

Multicollinearity testing is used to determine whether there is a relationship (correlation) between one independent variable and the other independent variables. The criteria for testing multicollinearity are if the VIF value < 10 , and *tolerance* more than 0.1, it can be concluded that there is no multicollinearity between the independent variables (Ghozali in Priyanto, 2017: 120). Based on the results of the calculation, it was obtained that the Variance Inflation Factor (VIF) variable of parental attention and student character was 1.273 ($1.273 < 10$) and the Tolerance value was 0.785 ($0.785 > 0.1$), so it can be concluded that there is no multicollinearity between independent variables.

Hypothesis Analysis

Hypothesis analysis using simple correlation analysis, and multiple correlation analysis.

The Relationship of Parental Attention with Civics Learning Outcomes

The simple correlation test in this study uses the correlation test *product moment* with the help of SPSS version 19 program by comparing the value of significance and *r*count. The calculation results can be seen in the following table:

Table 4 Simple Correlation Results between Parental Attention and PPKn Learning Outcomes

| | | Parents attention | PPKn Learning Outcomes |
|------------------------|---------------------|-------------------|------------------------|
| Parents attention | Pearson Correlation | 1 | ,615** |
| | Sig. (2-tailed) | | ,000 |
| | N | 124 | 124 |
| PPKn Learning Outcomes | Pearson Correlation | ,615** | 1 |
| | Sig. (2-tailed) | ,000 | |
| | N | 124 | 124 |

Table 4 shows that the correlation index (*r*count) of 0.615, which means that the better the parents' attention, the better the student's PPKn learning outcomes. The *r*count value of 0.615 indicates the magnitude of the correlation coefficient is included in the strong category, namely in the range of 0.60 - 0.799. The value of *r*count is greater than *r*table, namely $0.615 > 0.175$, so H_{a1} is accepted..

Based on these calculations, it can be concluded that there is a positive and significant relationship between parental attention and Civics learning outcomes for fifth graders at SDN Gugus Teratai, Pekalongan Regency. That is, parental attention has a contribution in improving Civics learning outcomes. Students who get good attention from their parents will affect their learning outcomes, especially Civics subjects. On the other hand, students who get less attention from their parents, their learning outcomes, especially Civics, can be disrupted as well.

Research by Hayati, E., et al. in 2016 entitled "The Relationship Between Parental Attention and Pkn Learning Achievement in Tungkob Mtsn Students" Basic Education 6(10): 975-982. The results obtained were: parental attention gave a relationship, but it was not significant to Civics learning achievement, where the test results obtained a value of $r = 0.13$ so that the coefficient of determination was $(0.13)^2 \times 100\% = 1.69\%$. This

shows that 1.69% of the variation in scores that occur on Civics learning achievement in Tungkob MTsN students can be explained by parental attention, so that the contribution of other factors is 98.31%.

Relationship of Student Character with Civics Learning Outcomes

Simple correlation test in Simple correlation test in this study using correlation test *product moment* with the help of SPSS version 19 program. The calculation results can be seen in the following table:

Table 5 Simple Correlation Results between Student Characters and PPKn Learning Outcomes

| | | PPKn Learning Outcomes | Student Character |
|------------------------|---------------------|------------------------|-------------------|
| PPKn Learning Outcomes | Pearson Correlation | 1 | ,692** |
| | Sig. (2-tailed) | | ,000 |
| | N | 124 | 124 |
| Student Character | Pearson Correlation | ,692** | 1 |
| | Sig. (2-tailed) | ,000 | |
| | N | 124 | 124 |

** Correlation is significant at the 0.01 level (2-tailed).

Table 5 shows that the correlation index number (*r*count) of 0.692, which means that the better the student's character, the better the learning outcomes, especially Civics. The *r*count value of 0.692 indicates the magnitude of the correlation coefficient is included in the strong category, namely in the range of 0.60 - 0.799. The value of *r*count is greater than *r*table, which is $0.692 > 0.175$, so H_{a1} is accepted.

Based on these calculations, it can be concluded that there is a positive and significant relationship between the character of the students and the learning outcomes of the fifth grade Civics at SDN Gugus Teratai, Pekalongan Regency. That is, the character of students has a contribution in improving student learning outcomes. Students who have good character will affect their learning outcomes, especially in Civics subjects. Likewise, students who have poor character will have poor learning outcomes as well.

Research conducted by Research by Yuniarti, A. in 2019 entitled "The Relationship Between Parental Attention and Student Character Towards Science Learning Achievements of Class VII Students at SMP Negeri 2 Poso Kota". The

results showed that parental attention had a positive relationship with science learning achievement. The value of $R^2_{y(1.2)}$ or the coefficient of determination obtained is 0.588 which means that 0.588 or 58.8% of the variables (X_1) and (X_2) have an influence on (Y). Based on the results of this study, it can be concluded that there is a significant relationship between parental attention, and character on the science learning achievement of grade VII students at SMP Negeri 2 Poso Kota.

Research conducted by Ahmad Najib and Bety Nur Achadyah in 2012 entitled "The Influence of Character Education on Student Achievement". The results of this study are: (1) disciplinary character education instilled in students has a role in improving student learning achievement, (2) self-confidence character education instilled in students has a role in improving learning achievement, and (3) independent character education which instilled in students has a role in improving student achievement.

Relationship between Parental Attention and Student Character with Civics Learning Outcomes.

Multiple correlation test in this study using the correlation test *product moment* with the help of SPSS version 19 program. The calculation results can be seen in the following table:

Table 6 Results of the Double Correlation of Parental Attention and Student Character on PPKn Learning Outcomes

| Model | R | R Square e | Adjusted R Square | R | Std. Error of the Estimate |
|-------|-----------|------------|-------------------|---|----------------------------|
| 1 | .767 a | .589 | .582 | | 3,891 |

Table 6 shows that the correlation index (r_{count}) is 0.767, which means that there is a correlation or relationship with a strong level of parental attention and student character with Civics learning outcomes. The r_{count} value of 0.767 indicates the magnitude of the correlation coefficient is included in the strong category, which is in the range of 0.60-0.799. The value of r_{count} is greater than r_{table} , which is $0.767 > 0.175$, so H_{a3} is accepted.

Based on the results of this study, it can be concluded that there is a positive and significant relationship between parental attention and the student's character together on the learning outcomes

of Civics for fifth graders at SDN Gugus Teratai, Pekalongan Regency. Parental attention and student character are factors that influence student learning achievement. The existence of good parental attention supported by good student character will produce good learning outcomes, especially in Civics subjects, in other words, the better parental attention and student character, the better the learning outcomes, especially in Civics subjects.

Research conducted by Hanny Millenia in 2019 entitled "The Influence of Parenting Parenting Strategies on the Character Building of Children in the Community". Based on this research, it can be concluded that the right parenting style for children's development towards a positive direction is a democratic parenting strategy where children are free to make their choices but still responsibly. Everyone should be able to apply democratic parenting to support the creation of a harmonious family and community environment.

Research conducted by Nansook Park and Christopher Peterson in 2016 entitled "Character Strengths And Happiness Among Young Children: Content Analysis Of Parental Descriptions" shows that even though they are 2 years old, children have shown kindness. Based on a 15-month-old child who gave his teddy bear to a crying friend to comfort him (Hoffman, 1975). This child is not unique: Different ways of giving attention are instilled at a very early age. Dunn et al. (1981) said that 25% of 2-4 year old children are comfortable and not stressed.

4. CONCLUSION

There is a positive and significant relationship between parental attention and Civics learning outcomes for fifth graders at SDN Gugus Teratai, Pekalongan Regency. This is indicated by r_{count} greater than r_{table} , namely $0.615 > 0.175$ at a significance level of 5% including the strong category and positive value. There is a positive and significant relationship between the student's character and the Civics learning outcomes of fifth graders at SDN Gugus Teratai, Pekalongan Regency. This is indicated by r_{count} greater than r_{table} , namely $0.692 > 0.175$ at a significant level of 5% strong category and positive value. There is a positive and significant relationship between parental attention and student character together with student Civic Education learning outcomes. This is indicated by r_{count} greater than r_{table} , i.e. $0.767 > 0.175$ at a significant level of 5%, including the strong category and positive value.

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