

Relationship between Parental Attention and Study Habits with Social Studies Learning Outcomes

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Abstract

The objective of this research was to examine the correlation between parental attention and study habits with social studies learning outcomes of 5th grade Gugus Handaka Elementary School Pringsurat District, Temanggung Regency. This study was a quantitative research. The researcher used correlation design research. The technique of taking sample was by using probability sampling, resulting in 102 participants. Data collection techniques were questionnaires, interviews, and documentation. These data were analyzed by applying descriptive statistics analyzed and product moment analysis. The result of this research showed that (1) there was a positive and significant correlation between parental attention and social studies learning outcomes, with a total correlation coefficient value of 0.731 and a contribution of 53.43%; (2) there was a positive and significant correlation between study habits and social studies learning outcomes with a total correlation coefficient value of 0.820 and a contribution of 67.24%; (3) there was a positive and significant correlation between parental attention and study habits toward social studies learning outcomes, its total correlation coefficient value of 0.841 and a contribution of 70.72%.

Keywords: Parental Attention, Study Habits, Social Studies Learning Outcomes

1. INTRODUCTION

One way to advance a nation is to improve the quality of its education. Because basically education is an effort to explore the potential of students to be developed according to their abilities. Through education, students can develop their spiritual, emotional, knowledge, and skills intelligence. This can be a provision for later life. National education as one of the main sectors in national development in an effort to educate the nation's life, has a vision of realizing the education system as a strong and authoritative social institution to empower all Indonesian citizens to develop into quality human beings. In the Law of the Republic of Indonesia No.

In Permendikbud Number 21 of 2016, one of the learning contents that must be taught to elementary school students is Social Science. Social Sciences (IPS) is one of the subjects that develop thinking skills and attitudes, this is in accordance with the dimensions of Social Sciences, namely knowledge, skills, values and attitudes, action, (Sapriya 2015: 48).

To realize education, parents have a very important role in choosing formal, informal and non-formal education for their children. This is in line with Law no. 20 of 2003 Chapter IV Article 7 paragraphs 1 and 2 states (1) Parents have the right to participate in selecting educational units and obtain information on the development of children's education. (2) Parents of children of compulsory school age are obliged to provide basic education to their children. Every parent must be

careful in choosing an institution that has a track that can provide useful information for the future of their children. Schools are one of the educational institutions that play an important role in optimizing learning. To get to a higher level of education, basic education is needed which will underlie children's education.

Parents are figures of a father and mother who set an example for their children. Attention parents play a role in educating children at home so that they can maximize the potential of children. Attention is the concentration / power of the soul on an object (Soemanto, 2012: 34). The focus of the object in this study is the child. Children are the object of attention because at their vulnerable age they still need direction from people who are more mature and know everything they don't know. Attention parents are all activities or activities carried out to support the child's learning process. The attention of parents can be in the form of guiding, meeting needs, supervision and providing protection.

In addition, to get good learning achievement requires good student study habits as well. Study habits have a meaning as a method or technique that is carried out by students permanently when receiving lessons from the teacher, reading books, setting time to complete assignments, and doing assignments. Study habits are also defined as a method that is done repeatedly so as to produce an automatic accuracy (Djaali, 2014: 128).

Study habits can become a good study habit by paying attention to several factors during the learning process. According to Sudjana

(2017: 165-173), which states that when the learning process there are 5 factors that need to be considered, namely how to follow lessons well, how to study at home, how to study in groups well, study textbooks, and how to behave in groups. for exams. Study habits are one of the factors that influence learning outcomes, besides that there is learning motivation which is also a factor that affects learning outcomes.

Based on the results of interviews, observations with fifth grade teachers, and other documents and data on the learning outcomes of fifth grade students, Gugus Handaka, Pringsurat District, Temanggung Regency, the researchers found several problems related to learning. The problems that researchers found at SDN Gugus Handaka include the fact that the area in SDN Gugus Handaka, Pringsurat District is an industrial area where the majority of the population is working as factory workers, including the parents of fifth grade students at SDN Gugus Handaka, who also mostly work as factory workers. Parents who work as factory workers only have little time for their children because most of their time is used for work and after work they immediately rest so that parents leave their children's education completely to the school. Parents tend not to pay attention to the child's learning process at home, because they do not get attention from their parents in terms of learning causing children to be undisciplined in their studies. They spend time playing all day, plus in the current pandemic and distance learning where all learning activities are carried out from home, this causes poor study habits and lack of discipline in children. In addition, from the results of classroom teacher interviews,

Previous research that supports this research is research conducted by Gerry Sastro in 2018. The results show that there is a significant effect between parental attention and the habit of studying together on mastery of mathematical concepts.

Research conducted by Ria Kurniawati and Sapto Irawan in 2019. The results showed that there was a significant influence between parental attention on students' study habits, as evidenced by the t count (2.999) > t table (1.980) and the coefficient of determination of 0.185.

Research conducted by I Wayan Ade Wiryawan et al in 2019. The results show that there is a significant relationship between study habits and learning achievement, because r count > r table then H_a is accepted and H_o is rejected and proven true.

Based on this background, the formulation of the problem in this study is how big is the relationship between parental attention and study habits together with social studies learning outcomes for fifth graders at SDN Gugus Handaka, Pringsurat District, Temanggung Regency?. The purpose of this study was to examine the

relationship between parental attention and study habits together with social studies learning outcomes for fifth graders at SDN Gugus Handaka, Pringsurat District.

2. RESEARCH METHODS

This research is a quantitative research type of correlation research. Correlation research aims to determine whether there is a relationship between two or more variables in the form of a close relationship and whether or not the relationship is meaningful (Arikunto, 2013). This study uses a dual paradigm research design with two independent variables X1 (parental attention) and X2 (learning habits) and one dependent variable Y (social studies learning outcomes). The following is a picture of the dual research design according to Sugiyono (2018:68)

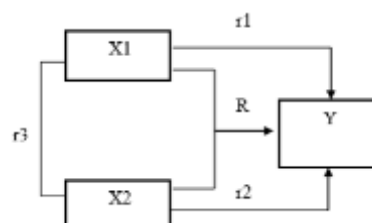


Figure 1. Multiple Research Design

The population in this study were fifth grade students of SDN Gugus Handaka, Pringsurat District, Temanggung Regency. This research was conducted at SDN Gugus Handaka, Pringsurat District, Temanggung Regency, namely SDN 01 Kupon, SDN 02 Kupon, SDN 01 Kebumen, SDN 02 Kebumen, SDN 03 Kebumen, SDN 01 Karangwuni, SDN 02 Karangwuni, and SDN 03 Karangwuni. The sampling technique is probability sampling with the type of simple random sampling with a sample of 102 students. The variables in this study consisted of two independent variables and one dependent variable. The independent variables are parental attention and study habits, while the dependent variable is social studies learning outcomes.

Data collection techniques with questionnaires, documentation, and interviews. Questionnaires were used to collect data on variables of parental attention and study habits, while documentation was used to obtain data on social studies learning outcomes. Before the research instrument was used, a trial was carried out, the instrument trial was carried out at SDN 01 Ngropoh, Kranggan District, Temanggung Regency with a total of 32 respondents. Furthermore, the researchers tested the validity and reliability of the instrument. The data analysis techniques used in this study are: (1) the prerequisite analysis test includes tests for normality, linearity, and multicollinearity; (2) descriptive statistical analysis; and (3) analysis of

hypothesis testing using simple correlation, multiple correlation, significance test (F test) and coefficient of determination.

3. RESEARCH RESULTS AND DISCUSSION

Descriptive Analysis of Parental Attention (X1)

The number of statements in the parental attention questionnaire consists of 32 items. The attention of parents of fifth graders at SDN Gugus Handaka, Pringsurat District, Temanggung Regency can be seen in the following table:

Table 1. Parental Attention Variable Category

Score	Category	Frequenc y	Percentag e
82-100	Very high	27	26%
63-81	Tall	65	64%
44-62	Enough	10	10%
25-43	Low	0	0%
Amount		102	100%
Average		74 (Height)	

Descriptive Analysis of Study Habits (X2)

The number of statements in the study habits questionnaire consists of 39 items. The study habits of fifth graders at SDN Gugus Handaka, Pringsurat District, Temanggung Regency can be seen in the following table:

Table 2. Category Variable Study Habits

Score	Category	Frequenc	Percentag e
82-100	Very high	23	22%
63-81	Tall	65	64%
44-62	Enough	14	14%
25-43	Low	0	0%
Amount		102	100%
Average		72 (Height)	

Descriptive Analysis of Social Studies Learning Outcomes (Y)

Data on the value of social studies learning outcomes was obtained through documentation of the PAS scores of odd semester students for the 2020/2021 academic year. The following table shows the categories of social studies learning outcomes for fifth graders at SDN Gugus Handaka, Pringsurat District, Temanggung Regency:

Table 3. Social Studies Learning Outcome Variable Category

Score	Category	Frequenc y	Percentage
80-100	Very good	62	60.7%
66-79	Well	39	38.2%
56-65	Enough	1	0.9%
<55	Not enough	0	0%
Amount		102	100%
Average		82 (Very Good)	

Normality test

The normality test is used by researchers to determine whether the data is normally distributed or not. The test was carried out using the Kolmogrov-Smirnov Test analysis. Based on the results of the normality test on the variables of parental attention, study habits, and learning outcomes, a significance value of 0.200 is obtained, which means that the significance value of each variable has a value greater than 0.05. So it can be concluded that the three variables are normally distributed.

Linearity Test

Linearity test is used to determine whether the relationship between the independent variable and the dependent variable is linear or not. The linearity test of parents' attention with social studies learning outcomes obtained a Deviation from Linearity value of $0.304 > 0.05$, so it can be concluded that the relationship between parental attention and social studies learning outcomes is linear. The linearity test of study habits with social studies learning outcomes obtained a Deviation from Linearity value of $0.140 > 0.05$, so it can be concluded that the relationship between study habits and social studies learning outcomes is linear.

Multicollinearity Test

Multicollinearity test is used to determine whether there is a very strong relationship or not between the independent variables. From the multicollinearity test, the tolerance value is $0.325 > 0.10$ and the VIF value is $3.969 < 10$. It can be concluded that between the parental attention variable and the study habits variable there is no multicollinearity symptom.

Relationship between Parental Attention and Social Studies Learning Outcomes

The simple correlation test between parental attention and social studies learning outcomes in this study used the product moment correlation test with the help of the SPSS version 25 program. The calculation results can be seen in the following table:

Table 4. Correlation Results of Parental Attention with Social Studies Learning Outcomes

rcount	Error Rate	Sig.	Determination Test
0.855	0.05	0.000	53.43%

Table 4 shows the results that the correlation test of parents' attention with social studies learning outcomes obtained an rcount of 0.855. The result of rcount shows a positive number and the relationship is included in the very strong category because it is in the score range of 0.800 – 1,000. The decision was taken based on the interpretation of the correlation coefficient. At the 5% significance level, a significance value of 0.000 (0.000 <0.05) was obtained, so the correlation was said to be significant and valid for the population. The results of the calculation of the coefficient of determination, the contribution of parents' attention to social studies learning outcomes is 53.43% while the remaining 46.57% is influenced by other factors.

From these calculations, it is concluded that there is a positive and significant relationship between parental attention and social studies learning outcomes for fifth graders at SDN Gugus Handaka, Pringsurat District, Temanggung Regency. This means that the attention of parents contributes to the social studies learning outcomes obtained by students. Students who get attention from good parents will get better learning outcomes and vice versa.

This research is strengthened by the research of Yunita Dwi Aryanti and Muhsin (2020) which proves that there is a relationship between parental attention to learning motivation outcomes, as evidenced by the results of data calculations obtained by the multiple linear regression equation $Y=4.704 + 0.251X1 + 0.156X2 + 0.156X3 + 0.244X4 + e$. The results of this study indicate that parental attention has an effect on students' learning motivation.

Relationship between Study Habits and Social Studies Learning Outcomes

The simple correlation test between study habits and social studies learning outcomes in this study used the product moment correlation test with the help of the SPSS version 25 program. The calculation results can be seen in the following table:

Table 5. Simple Correlation Results of Study Habits with Social Studies Learning Outcomes

rcount	Error Rate	Sig.	Determination Test
0.906	0.05	0.000	67.24%

Table 5 shows the results that the correlation test between study habits and social studies learning outcomes obtained an rcount of

0.906. The result of rcount shows a positive number and the relationship is included in the very strong category because it is in the score range of 0.800 – 1,000. The decision was taken based on the interpretation of the correlation coefficient. At the 5% significance level, a significance value of 0.000 (0.000 <0.05) was obtained, so the correlation was said to be significant and valid for the population. The results of the calculation of the coefficient of determination, the contribution of study habits to social studies learning outcomes is 67.24% while the remaining 32.76% is influenced by other factors.

From these calculations, it is concluded that there is a positive and significant relationship between study habits and social studies learning outcomes for fifth graders at SDN Gugus Handaka, Pringsurat District, Temanggung Regency. This means that students' study habits contribute to social studies learning outcomes obtained by students. Students who have good study habits will get better learning outcomes and vice versa if students do not have good study habits then the learning outcomes obtained are less than optimal.

This research is strengthened by the research of Ida Juliana Sari and Siti Istingsih (2019). This study proves that there is a relationship between study habits and student learning outcomes as evidenced by research results which show that there is a significant relationship between study habits and learning achievement indicated by the presence of tcount < ttable (0.02 <0.05) and a significance level of 0, 05, the correlation in this study is moderate.

Relationship between Parental Attention and Study Habits with Social Studies Learning Outcomes

Multiple correlation test in this study using multiple correlation test with the help of

SPSS version 25 program. The calculation results can be seen in the following table:

Table 6. Multiple Correlation Results of Parental Attention and Study Habits with Social Studies Learning Outcomes

rcount	Error Rate	Sig.	Determination Test
0.917	0.05	0.000	70.72%

Table 6 shows the results that the correlation test of parents' attention and study habits with social studies learning outcomes obtained an rcount of 0.917. The result of rcount shows a positive number and the relationship is included in the very strong category because it is in the score range of 0.800 – 1,000. The decision was taken based on the interpretation of the correlation coefficient. In the significance test, it

is known that the F_{count} value is greater than F_{table} , namely $261.190 > 3.07$, meaning that the correlation is said to be significant and can be applied to the entire population. The results of the calculation of the coefficient of determination, obtained the contribution of parental attention and study habits together with social studies learning outcomes of 70.72% while the remaining 29.28% is influenced by other factors.

From these calculations, it is concluded that there is a positive and significant relationship between parental attention and study habits together with social studies learning outcomes for fifth graders at SDN Gugus Handaka, Pringsurat District, Temanggung Regency. This means that parents' attention and study habits contribute to the social studies learning outcomes that students get. Students who have the attention of parents and good study habits, the learning outcomes obtained will be good and vice versa.

This research is reinforced by research by Agustin Nurrochmah Hayati (2016) from the calculation results obtained $R = 0.329$ with a significance value of 0.00, meaning that there is a positive and significant relationship between study habits and parental attention to cognitive learning outcomes in mathematics. The results of the partial correlation test also show that there is a positive and significant relationship between study habits and cognitive mathematics learning outcomes with $t_{count} = 5.338$ and $sign = 0.00 < 0.05$ and there is a positive and significant relationship between parental attention and cognitive mathematics learning outcomes. with $t_{count} = 5.750$ and $sign = 0.00 < 0.05$.

4. CONCLUSION

Based on the results of the research and discussion, the conclusions are: (1) there is a positive and significant relationship between parental attention and social studies learning outcomes for fifth graders at SDN Gugus Handaka, Pringsurat District, Temanggung Regency. This is evidenced by the correlation coefficient value of 0.731 with a significance level of 5% and is included in the very strong category with a contribution of 53.43%; (2) there is a positive and significant relationship between study habits and social studies learning outcomes for fifth graders at SDN Gugus Handaka, Pringsurat District, Temanggung Regency. This is evidenced by the correlation coefficient value of 0.820 with a significance level of 5% and is included in the very strong category with a contribution of 67.24%; (3) there is a positive and significant relationship between parental attention and study habits together with social studies learning outcomes for fifth graders at SDN Gugus Handaka, Pringsurat District, Temanggung Regency. This

is evidenced by the correlation coefficient value of 0.841 with a significance level of 5% and the relationship is included in the very strong category with a contribution of 70.72%.

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