



## The Influence of Learning Motivation, Activeness, and Parental Attention on Learning Achievement

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### **Abstract**

This research aims to the Learning Motivation, Activeness, and Parents' Attention on Social Studies Achievement of State Mts Students in Bantul Regency, 2020/2021 Academic Year. Based on the result with  $t_{table}$  is 1,854 and  $F_{table}$  is 1,960 was concluded that (1) Between Learning Motivation and Studies Achievement has no positive,  $t_{value}$  was 1,854. (2) Between Activeness and Parents' Attention has no positive and significance effect,  $t_{value}$  was 2,701. (3) Between Parents' Attention and Studies Achievement has positive and significance effect,  $t_{value}$  was 0,148. (4) Between Learning Motivation, Activeness, and Parents' Attention, and Studies Achievement has positive and significance simultaneously,  $F_{value}$  was 4,720. Implication in this research is it can be used as the one of reference or theory source on side material of similar another research.

**Keywords:** *Learning Motivation; Activeness; Parental Attention; Learning Achievement*

### **1.Introduction**

Education is the main and very important factor in organizing and building humans to be better, advanced, and qualified (Trinh, 2023). To achieve everything, students cannot be left alone because students really need strong motivation. Motivation can be obtained by learners from various directions including parents, teachers, the surrounding community and the media.

Motivation is influenced by factors either from within or from outside the student himself (Boström & Bostedt, 2020). Motivation that arises from within because of desire or interest, while those from outside because of avoiding punishment. Most students who get good achievement because they have high motivation and intelligence but there are also children who have standard intelligence but have high motivation so they have good achievement.

Students' activeness in learning is an important and fundamental issue that every teacher must understand, realize and develop in the learning process. Learning activeness is characterized by optimal involvement, both intellectual, emotional and physical (Usman & Madudili, 2019) . Learners are active and curious learners. The activeness of students in participating in the teaching and learning process is one form of assessment of the learning process. Teachers are also required to be active in teaching,

namely a balance between the activeness of student learning and teacher activeness. Then the activeness of student learning outcomes can increase and be better.

The role of parents in learning students should be able to guide students' learning, guide in their homework, motivate learning (Zaccoletti et al., 2020), so that parents can monitor the development of students' learning. This is where the role of parental attention is very important. Parents can help or assist when students experience difficulties in the learning process. Thus, parental involvement greatly affects the success of children in the learning process.

Parents who pay little or no attention to the education of students, for example they are indifferent to learning, eventually difficulties accumulate so that they experience lag in their learning and finally students are lazy to learn, then the final results of learning or student achievement will decrease or may fail. This can happen when parents are busy with work and with their own affairs.

According to Amir et al., (2023) motivation can basically help in understanding and explaining individual behavior, including the behavior of individuals who are learning, there are several important roles of motivation in learning and learning, including: (a) in determining things that can be used as learning reinforcers, (b) clarifying the learning goals to be achieved, (c) determining the variety of control over learning stimuli, and (d) determining learning persistence.

According to Aunurrahman, (2016), direct involvement of students in the learning process has a higher intensity of activeness. In this situation students are not only actively listening, observing, and following, but are directly involved when carrying out an experiment, demonstrating or demonstrating something. This direct involvement means that students actively experience and carry out the learning process themselves.

Parents' attention is one of the important factors in supporting the growth and development of students, especially in the world of education. the obligation to educate and guide students is in order to meet the mental and spiritual needs of students. Parents want students to grow and develop into people who have a noble personality, intelligent, physically and mentally healthy, skilled and noble, as well as everything that is positive in students. According to , attention is an activity that a person does in relation to the selection of stimuli that come from his environment.

Asri et al., (2021) argues that learning achievement is the result of a learning activity accompanied by changes that a person (learner) achieves which is expressed in the form of symbols, numbers, letters, or sentences as a measure of the level of success of students with predetermined standards and becomes perfection for students both in thinking and doing. According to Ghufroon & Suminta, (2010), learning achievement is the result obtained by students after carrying out learning activities which are expressed in the form of numerical or letter grades. Meanwhile, learning is an activity that is carried out consciously to obtain a number of impressions from the material that has been learned.

## **2. Method**

The research method used in this research is quantitative research method, namely by trying to test the hypothesis that has been compiled. Quantitative research is widely required to use numbers, starting from data collection, data analysis and the results of the analysis.

This research was conducted at State MTs in Bantul Regency. The research subjects amounted to 326 students consisting of 81 students of MTs Negeri 1 Bantul, 81 students of MTs Negeri 2 Bantul, 82 students of MTs Negeri 2 Bantul, 82 students of MTs Negeri 2 Bantul, Data collection was carried out by questionnaire consisting of questionnaires of Motivation to Learn, Activity, and parental attention.

The operational definitions used in this study are then described into independent variables, namely learning motivation, activeness, and parental attention and the dependent variable is learning achievement.

The collected data were then analyzed using data processing techniques. The data analysis employed was quantitative analysis. The analysis method utilized was statistical analysis using SPSS software. In this analysis, the obtained data must be normally distributed (Kolmogorov-Smirnov) and linear (F-test) with a significance level greater than 0.05 ( $P > 5\%$ ), which would indicate that the data are normally distributed and linear. Subsequently, hypothesis testing was conducted using the t-test, and multiple regression analysis was performed using the F-test. For hypothesis testing in this study, a significance level less than 0.05 ( $P < 5\%$ ) was used, which means the hypothesis is considered accepted.

### 3. Findings and Discussions

#### 3.1. Findings

The results of the normality test of the data distribution can be seen in the following table:

Table 1. Normality Test Data Table

	LM	A	PA	LA
N	326	326	326	326
Normal Mean	71.2270	56.4939	70.4969	81.8497
Parameters( a,b)				
Std. Deviation	8.70141	11.33700	9.69052	4.69685
Most Absolute				
Extreme Differences	.052	.056	.047	.062
Positive	.052	.054	.030	.058
Negative	-.039	-.056	-.047	-.062
Kolmogorov-Smirnov Z	.937	1.010	.849	1.114
Asymp. Sig. (2-tailed)	.343	.260	.466	.167

\*Note: LM: Learning Motivation; A: Activation; PA: Parental Attention LA: Learning Achievement

The p-value for the learning motivation variable is 0.343, which is greater than 0.05, indicating that the data for this variable is normally distributed. The p-value for the engagement variable is 0.260, also greater than 0.05, suggesting that the data for this variable is normally distributed. The p-value for the parental involvement variable is 0.466, exceeding 0.05, hence the data for this variable is normally distributed.

The linearity test is conducted to determine the direction of correlation between two variables. The F-test is utilized for the linearity test, and the results of this test can be observed in the following table:

Table 2. Linearity Test Data Table  
ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
LA * LM	Between Groups	(Combined)	1213.289	40	30.332	1.451	.045
		Linearity	75.289	1	75.289	3.602	.059
		Deviation from Linearity	1138.000	39	29.179	1.396	.067
	Within Groups		5956.346	285	20.899		
	Total		7169.635	325			

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
LA * A	Between Groups	(Combined)	1173.407	44	26.668	1.250	.146
		Linearity	66.702	1	66.702	3.126	.078
		Deviation from Linearity	1106.705	43	25.737	1.206	.189
	Within Groups		5996.228	281	21.339		
	Total		7169.635	325			

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
LA * PA	Between Groups	(Combined)	1065.719	42	25.374	1.176	.222
		Linearity	157.917	1	157.917	7.322	.007
		Deviation from Linearity	907.801	41	22.141	1.027	.433
	Within Groups		6103.916	283	21.569		
	Total		7169.635	325			

Based on the table above, it is observed that the significance values for linearity between the variable of learning motivation and academic achievement, the variable of engagement and academic achievement, and the variable of parental involvement and academic achievement are all greater than 0.05. Therefore, it can be concluded that there is a linear relationship between variable X and variable Y.

The next step, after determining the values of each variable, is to explore the presence or absence of a correlation between the independent variables and the dependent variable. The decision-making process in this hypothesis testing is conducted by comparing the calculated correlation coefficient ( $r_{\text{calculated}}$ ) with the critical correlation coefficient ( $r_{\text{table}}$ ), with a sample size of 326 students from 4 schools and a significance level of 5%. If  $r_{\text{calculated}}$  is greater than  $r_{\text{table}}$ , the hypothesis is accepted; conversely, if  $r_{\text{calculated}}$  is less than  $r_{\text{table}}$ , the proposed hypothesis is rejected.

a. First Hypothesis: The Relationship Between Learning Motivation and Academic Achievement in Social Studies

Table 3. T-test Table for the Variable of Learning Motivation in Relation to Learning Achievement

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta	B	Std. Error
1	(Constant)	77.910	2.140		36.399	.000
	LM	.055	.030	.102	1.854	.065

a. Dependent Variable: LA

The calculated t-value is 1.854 and the critical t-value (at a 5% significance level) for a population of 326 is 1.960. The hypothesis testing between the variables of learning motivation and academic achievement does not demonstrate a positive influence, as the calculated t-value is less than the critical t-value,  $1.854 < 1.960$ . This indicates that the first hypothesis is rejected due to the absence of a significant effect of Learning Motivation on Academic Achievement.

b. Second Hypothesis: The Effect of Engagement on Academic Achievement

Table 4. T-test Table for the Variable of Activeness in Relation to Learning Achievement

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta	B	Std. Error
1	(Constant)	79.592	1.320		60.300	.000
	A	.040	.023	.096	1.744	.082

a. Dependent Variable: LA

The calculated t-value is 1.854 and the critical t-value (with a 5% significance level) for a population of 326 is 1.960. The hypothesis testing between the variables of learning motivation and academic achievement shows no significant influence, as the calculated t-value is less than the critical t-value,  $1.854 < 1.960$ . This indicates that the second hypothesis is rejected due to the lack of influence between Engagement and Academic Achievement.

c. Third Hypothesis: The Influence of Parental Involvement on Academic Achievement\

Table 5. T-test Table for the Variable of Parental Involvement in Relation to Learning Achievement

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta	B	Std. Error
1	(Constant)	76.779	1.895		40.520	.000
	PA	.072	.027	.148	2.701	.007

a. Dependent Variable: LA

It is observed that the calculated t-value is 2.701 and the critical t-value (with a significance level of 5%) for a population of 326 is 1.960. The hypothesis testing between the variables of parental involvement and academic achievement shows a positive influence where the calculated t-value exceeds the critical t-value,  $2.701 > 1.960$ . This indicates that the third hypothesis is accepted due to the significant impact of Parental Involvement on Academic Achievement.

d. Fourth Hypothesis: The Impact of Learning Motivation, Activeness, and Parental Attention on Learning Achievement

Table 6. Hypothesis Test Results (F-test)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	301.999	3	100.666	4.720	.003(a)
	Residual	6867.636	322	21.328		
	Total	7169.635	325			

a Predictors: (Constant), PA, A, LM

b Dependent Variable: LA

It was determined that the F-test value is 4.720 with the numerator degrees of freedom ( $df = 3$ ) and the denominator  $df = (326 - 3 - 1) = 322$  for a 5% error rate, the critical value of F (F-table) is 1.13. The hypothesis test results between the variables of learning motivation, student engagement, and parental involvement in relation to academic achievement show a positive influence, where the calculated F-value is greater than the critical F-value,  $4.720 > 1.13$ . This indicates that the fourth hypothesis is accepted, and the results can be generalized to the entire population.

## Discussions

The research findings indicate that there is no significant relationship or influence between learning motivation and academic achievement. This is evidenced by the t-test value being lower than the t-table value, which is  $1.854 < 1.960$ , with a population size of 326 students and a significance level of 5%. Each student has different learning motivations influenced by both internal and external factors. The internal factors affecting learning motivation include the intrinsic drive within the students themselves, who have a desire to succeed.

Regarding the relationship between student engagement and academic achievement, there is no significant relationship or influence. This is demonstrated by the t-test value being lower than the t-table value,  $1.854 < 1.960$ , with a population size of 326 students and a significance level of 5%. The varying levels of student engagement, along with the teachers' assessments of student engagement, can impact academic achievement.

In contrast, the research shows a significant relationship or influence between parental involvement and academic achievement. This is indicated by the t-test value being higher than the t-table value,  $2.701 > 1.960$ , with a population size of 326 students and a significance level of 5%. It appears that the relationship between parents and students significantly affects academic achievement. Adequate parental attention can enhance students' desire to perform at their best. This is particularly important during the pandemic, where parents need to pay extra attention to ensure that their children's academic performance does not decline.

Furthermore, the study also finds that the relationship between the variables of learning motivation, student engagement, and parental involvement with the academic achievement in Social Studies among students is positive. This is seen from the F-test value being greater than the F-table value,  $4.720 > 1.13$ . The coefficient of determination yielded a result of 0.22, indicating that 22% of the variance in Social Studies academic achievement is accounted for by the variables of learning motivation, student engagement, and parental involvement, while the remaining 78% is influenced by other factors.

## Conclusions

Based on the findings of this study, several conclusions can be drawn: (1) There is a negative relationship between Learning Motivation and Academic Achievement, indicating that lower learning motivation correlates with lower academic performance; (2) A negative relationship exists between student engagement and Academic Achievement, suggesting that lower engagement levels are associated with decreased academic performance; (3) A positive relationship is observed between parental involvement and Academic Achievement, which implies that increased parental attention leads to improved academic performance; (4) Learning Motivation, Student Engagement, and Parental Involvement collectively exert a positive and significant influence on Academic Achievement.

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