

PARENTAL ATTENTION, LEARNING MOTIVATION,
EMOTIONAL INTELLIGENCE AND INFLUENCE ON LEARNING
OUTCOMES

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Abstract

*The purpose of this study is to determine the effect of parental attention, learning motivation, and emotional intelligence on student learning outcomes in basic accounting subjects for class X at SMK Negeri in East Jakarta. This study's population consisted of students enrolled in class X Accounting at State Vocational Schools in East Jakarta, with an accessible population of 213 students and a sample size of 138 respondents. *t* and *F* tests are used to test the hypothesis in this study. The *t*-test results indicate that there is a positive and marginally significant relationship between parental attention and learning outcomes, learning motivation and learning outcomes, and emotional intelligence and learning outcomes. The results of the *F* test indicate that parental attention, learning motivation, and emotional intelligence have a positive and statistically significant effect on academic achievement. The influence of parental attention, learning motivation, and emotional intelligence on learning outcomes yielded a coefficient of determination of 13.4%; the remaining variance was attributable to unmeasured factors.*

Keywords: *Parents attention; Motivation to learn; Emotional Intelligence; Learning outcomes*

1. INTRODUCTION

Education is held in order to develop the potential of students as learners so that they can become individuals who have noble values, morals and knowledge where this is the goal of Indonesia's national education, as stipulated in Law no. 20 of 2003. Well-organized education can also show good results (Ananda & Maksum, 2021).

OECD as an international institution, makes a ranking with international standards related to educational outcomes or student learning outcomes in a country. The ranking shows that Indonesia is in the bottom 8 of the countries that are members of the ranking. This means that the ability of students in Indonesia has the lowest quality internationally, where the average score to be achieved ranges from 1460-1480 and Indonesia has a score of 1146 in 2018, which shows that Indonesia is far below with a score of below the OECD average (Jayani, 2019).

UNICEF stated that during the middle of 2020, students experienced a decrease in the output of learning actions. This is known to be due to several factors in it (Jayani, 2019). According to (Ambarwati, 2018) at this time, it is often found that there is a decrease in student learning outcomes, even actions that are contrary to existing norms. Haditama et al. (2018), states that the attention and affection given by parents or known as parental attention that is bestowed will trigger the spirit of learning in order to get maximum learning outcomes. Furthermore, it is said that with the attention of parents, in the form of supervision and direction given to students, it will affect students in formal learning activities at school.

In addition, learning activities require a motivation to do so, where if there is no motivation it will not be possible to carry out learning activities. If there is motivation, learning outcomes will be optimal; the more specific the motivation, the more effective the lesson (Rohmatun, 2021). The impulse that is triggered by something good that comes from oneself or from the surrounding environment to carry out learning activities is called learning motivation. Lin & Chen (2017) argues that in carrying out learning actions it is necessary to have a driving force both from within and from the environment or external motivation.

Not only with parent attention and learning motivation, learning outcomes from students can be improved, but also influenced by the emotional intelligence possessed by students. Emotional intelligence itself is something related to fostering social relationships with other people or with the environment and can be said as an ability possessed by a person (Hidayah & Ami, 2021). This statement is supported by research by Setyawan & Simbolon (2018), Hidayah & Ami (2021) and Ambarwati (2018) where in the three studies it is stated that there is an influence by someone's emotional intelligence on the learning outcomes they get.

Based on the explanation above, researchers are interested in conducting research on topics related to parental attention, motivation to learn, emotional intelligence and their influence on learning outcomes. This research was conducted at State Vocational Schools in East Jakarta, specifically students of class X AKL 1 and 2 SMK Negeri 46, SMK Negeri 48 and SMK Negeri 50 Jakarta, especially in these three schools there has been no previous research that examines the research topics above and online and face-to-face learning has been carried out at the three schools located in East Jakarta. This study aims to determine the partial and concurrent effects of parental attention, learning motivation, and emotional intelligence on academic performance.

2. LITERATURE REVIEW

Education can be obtained from anywhere, considering the nature of learning is an activity with various stages and tasks to carry out learning are not only carried out by a teacher but also the duty of parents (Saputri, et al., 2019). The ability of students to accept learning experiences and then be realized in a form of value, or score is often called learning outcomes. Learning outcomes or outputs from learning activities make an evaluation of learning that is deemed necessary to be able to determine the level of students' abilities (Haditama et al., 2018).

There are a group of factors that can have a contribution to influence learning outcomes, where these factors are divided into two, namely internal and external (Haditama et al., 2018). One of the external factors is known to come from the family. The influence given by the family in the learning outcomes of a student is caused by several factors, such as physical, social and psychological factors given by the family members, thus triggering an influence for the growth and development of student learning (A'la, 2016).

Parents as the closest family members can also give their attention through actions such as affection, guidance, discipline to the motivation given by parents in order to feel enthusiastic about participating in learning so that they get maximum results (Endriani, 2018). Parents can also pay attention by controlling the way students learn, and also providing appropriate facilities to support student learning (Ginting, 2008). This is intended to be able to increase the responsibility of students in learning (Sumiyati et al., 2017)

Parental attention can be measured using several indicators proposed by Mahmudi et al. (2020) namely parental guidance and advice, supervision of learning, fulfillment of learning facilities, creation of a conducive atmosphere, and reward punishment.

Learning outcomes can also be influenced by the presence of internal factors that come from within the individual, one of which is known, namely the learning motivation needed to be the foundation in directing and encouraging the act of learning (Haditama et al., 2018). According to Uno in Nasrah and Muafiah (2020) states that the intrinsic factor that can affect a person's learning motivation is the existence of a desire to take action to learn because of the desire for success in realizing his goals. Furthermore, learning motivation can be measured using several indicators in which there is a desire to succeed, there is encouragement and need in the act of learning, working on tasks diligently, being tenacious in facing difficulties in learning, and having interesting activities in the act of learning.

The increase in learning outcomes obtained as students is not only triggered by high intellectual intelligence, but is also triggered by various factors including biological, psychological, motivational, individual interests and talents as well as emotional intelligence (Guidance & Ami, 2021). Emotional Interlligent is a crucial thing in the success of learning activities that can be said as the foundation for students or students in understanding the lessons that have been taught by students (Setyawan & Simbolon, 2018). Measurement of emotional intelligence can be done through several indicators in it as stated by Goleman in Luh et al. (2017). These indicators include being able to recognize self-emotions, manage emotions, self-motivation, control over other parties' emotions, and build relationships.

Several studies of a similar nature have established the connection between parental attention, learning motivation, emotional intelligence, and academic achievement. The increase in learning outcomes of students or a child as a student is not only triggered by high intellectual intelligence or IQ, but is also triggered by various factors including biological, psychological, motivational, individual interests and talents as well as EQ or emotional intelligence (Hidayah & Ami, 2021). The family environment, attention from parents or even the school environment is also one of the things that can externally trigger an increase or decrease in student learning outcomes, where the environment can affect learning outcomes both in terms of formal and non-formal learning (Ambarwati, 2018). This is consistent with research conducted by Ambarwati (2018), which concluded that parental attention, emotional intelligence, and learning motivation affect student learning outcomes simultaneously and partially.

3. RESEARCH METHOD

This research was conducted at the State Vocational High School (SMK) in East Jakarta, and specifically the researchers conducted research on SMK Negeri 48, SMK Negeri 50, and SMK Negeri 46 Jakarta, and focused on students who were in class X (grade 10 /1 SMK) Accounting. The affordable population in this study amounted to 213 students from the entire school. The number of samples was taken using the Slovin formula which showed the results of 138 students as the research sample, and from this number a sampling technique was applied with proportional random sampling, which assumes that all members included in the population have similarities without any specificity in order to balance the opportunity to be selected. be a research sample (Sugiyono, 2018).

There are four variables used in this study, namely 3 (three) independent or dependent variables namely Parental Attention (X1), Learning Motivation (X2) and Emotional Intelligence (X3) and 1 (one) dependent variable namely Learning Outcomes as Y variable.

Documentation and questionnaires were used to collect the data for this study. Each class X Accounting student at SMK Negeri 48 Jakarta, SMK Negeri 50 Jakarta, and SMK Negeri 46 Jakarta received a questionnaire proportional to the number of sample distributions in each class. In addition, the documentation method is used to collect data and information in the form of books, journals, and other documents related to the topic of the research. The data analysis technique is carried out by testing the validity and reliability as well as multiple linear regression analysis, which is used to analyze the relationship between the dependent variable and the antecedent variable, which has a total of two or more variables and can be known either independently or independently of each variable or simultaneously or simultaneously, and where the hypothesis test is carried out with the T test and F test. Normality and multicollinearity tests are performed as the prerequisite for analysis.

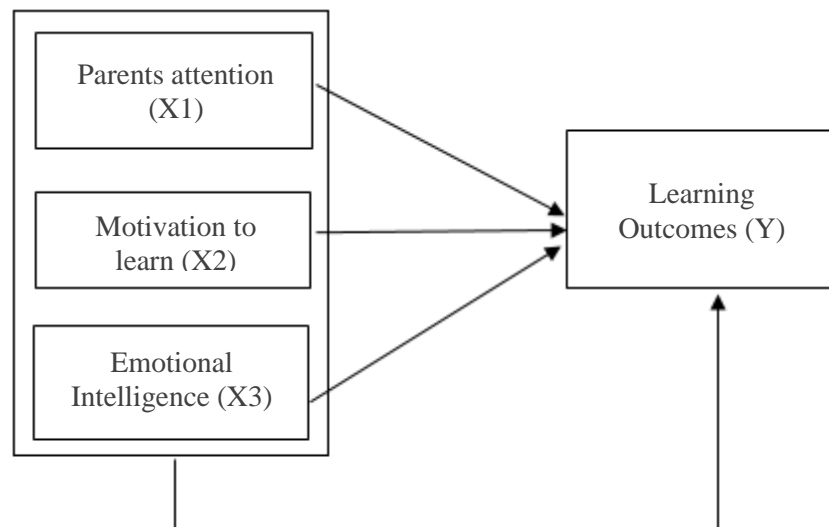


Figure 1 Relationship Between Variables X and Y

4. RESULT AND DISCUSSION

4.1. Test Requirements Analysis

This study's normality test employed the One-Sample Kolmogrov-Smirnov test with a significance level of 5% or 0,05 to determine whether or not the data distribution was normal. The value obtained from this study's findings was 0.08. This indicates that the distributions of the data on parental attention, learning motivation, emotional intelligence, and learning outcomes are normal.

A multicollinearity test was conducted to determine whether or not the regression model revealed a correlation between independent variables. A quality regression model should lack a correlation between the independent variables. To test for multicollinearity, examine the Tolerance and variance inflation factor (VIF) values of each independent variable. If the Tolerance value is > 0.10 and the VIF is < 10 , the data is free of multicollinearity. According

to the calculation results, the tolerance value for each variable is greater than 0.10, namely parent attention (0.433), learning motivation (0.514), and emotional intelligence (0.367), and the VIF value for each variable is less than 10, namely parent attention (2.307), learning motivation (1.945), and emotional intelligence (0.367). (2.722).

4.2. Multiple Linear Regression Analysis

Table 1 Multiple Linear Regression
Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
1 (Constant)	91,290	2.196		37.47	.000
X1	.071	.048	.091	2,782	.007
X2	.021	.048	.063	3.322	.006
X3	.028	.051	.062	3.457	.001

Based on the test results above, the following multiple regression equation is obtained:

$$Y = 91.290 + 0.071X1 + 0.021X2 + 0.028X3$$

4.3. Hypothesis testing

4.3.1. T test

Based on the test results presented in table 1. above, it is also known that the t_{count} X1 or the parental attention variable is 2,782 while the t_{table} value is 1,977. So, it is stated that the value of t_{count} is greater than t_{table} which indicates that there is a partial influence between parental attention and student learning outcomes in this study. Likewise with the second independent variable, namely learning motivation, the value of t_{count} X2 is 3,322 while the value of t_{table} is 1,977 which indicates that t_{count} is greater than t_{table} so that there is an influence between learning motivation and student learning outcomes in this study partially.

Furthermore, with the third independent variable, namely emotional intelligence where the t_{count} value of X3 is 3,457 while the t_{table} value is 1,977 which indicates that t_{count} is greater than t_{table} so that there is an influence between emotional intelligence and student learning outcomes in this study partially.

4.3.2. F Test

Table 2 F Test

ANOVAa

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	84.413	3	21,471	12,449	.231b
Residual	1985.666	134	14,818		
Total	2050,080	137			

a. Dependent Variable: Learning Outcomes

b. Predictors: (Constant), Emotional Intelligence, Parental Attention, Learning Motivation

Based on the results of the ANOVA test presented in the table above, it is known that the F_{count} value is 12,449 where the value is greater than the F_{table} value of 2,124. This shows that there is a significant simultaneous influence between parental attention, learning motivation and emotional intelligence simultaneously on learning outcomes.

4.4. Coefficient of determination

Table 3 Coefficient of Determination Test

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.201	.134	.026	3,402

The multiple correlation value, or R, is known to be 0.201 based on the above test results. R^2 or R Square, which represents the coefficient of determination, has a value of 0.134. Furthermore, it can be stated that the proportion of independent variables used in this study, namely parental attention, learning motivation, and parental intelligence, influence learning outcomes simultaneously by 13.4% and are influenced by other factors not included in the study.

4.4.1. The Effect of Parent Attention on Learning Outcomes

Based on the hypothesis testing that has been carried out and presented above, the results show that there is a partially significant effect on each variable. This is supported by the t_{count} value which is greater than the t_{table} value. Parental attention has a significant effect on student learning outcomes, supported by the t_{count} value of 2,782 which is greater than the t_{table} value of 1,977.

Then based on the results of hypothesis testing, the coefficient value in the regression test was 0,071 which means that when a student or students get an increase in the acceptance of attention from parents by one point, student learning outcomes will also increase by 0,071.

A constant value that shows a positive value means that when there is an increase in parental attention, student learning outcomes will increase. Vice versa, when parents' attention to students is getting lower, the learning outcomes obtained by students are also lower.

4.4.2. The Effect of Learning Motivation on Learning Outcomes

Based on the hypothesis testing that has been carried out and presented above, the results show that there is a partially significant effect on each variable. This is supported by the t_{count} value which is greater than the t_{table} value. Learning motivation has a significant effect on student learning outcomes, supported by the t_{count} value of 3,322 which is greater than the t_{table} value of 1,977.

The coefficient value in the regression test was 0.021, which indicates that when a student's learning motivation increases by one point, student learning outcomes increase by 0.021. A constant value with a positive sign indicates that when learning motivation increases, student learning outcomes will also increase. When students' motivation for learning is low, their learning outcomes are correspondingly subpar.

4.4.3. The Effect of Emotional Intelligence on Learning Outcomes

According to the results of the hypothesis test, the coefficient value for the regression test is 0,028, which indicates that when a student or students increase their emotional intelligence by one point, student learning outcomes will also increase by 0,028. A constant value with a positive sign indicates that when emotional intelligence increases, student learning outcomes will also increase. And vice versa, when students' emotional intelligence is low, so are their academic achievements.

4.4.4. The influence of Parent Attention, Learning Motivation, and Emotional Intelligent simultaneously on Learning Outcomes

According to the test for the coefficient of determination, the R Square value derived from this study is 0,134. It can be said that the percentage of independent variables used in this study, namely parental attention, learning motivation, and parental intelligence, simultaneously influence learning outcomes by 13,4%, with the remainder being influenced by other factors not included in this study.

5. CONCLUSION

On the basis of descriptive and inferential statistical analyses of the data, it can be concluded that parental attention has a significant positive effect on learning outcomes. Positive and significant influence of learning motivation on learning outcomes Learning outcomes are positively and significantly affected by emotional intelligence. Parental attention, learning motivation, and emotional intelligence simultaneously have a positive and significant effect on academic achievement.

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