

**RELATIONSHIP BETWEEN PARENTS' ATTENTION AND INTEREST IN
LEARNING ON STUDENTS' PAI LEARNING OUTCOMES IN THE FIRST
MIDDLE SCHOOL OF DARUSSALAM MEDAN LABUHAN**

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Abstract

Keywords:

*Discussion Method, Student's
Interest in Learning Outcomes
of PAI Subjects*

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Parental attention has a great relationship with children's learning activities. With the attention of parents, children will be more active and more enthusiastic in learning. The background of this research problem is that ideally a child can have a good Islamic education learning achievement if the child gets high or sufficient attention from his parents. Because, a child, especially in the period of development, certainly needs a trusted figure who can guide, direct and be a role model.

This study aims to determine: (1) the quality of parental attention to children's learning in the field of Islamic education at Junior high school Darussalam Medan Labuhan, (2) student interest in learning in the field of Islamic education at Junior high school Darussalam Medan Labuhan, and (3) the relationship between parental attention and interest learning on student achievement in the field of Islamic Studies at Junior high school Darussalam Medan Labuhan.

This research is a quantitative research. The analysis used in this research is correlation. This technique is used to connect the measurement results between two different variables in order to determine and obtain information about the degree of relationship that occurs between the two variables. The correlation technique used in this study is serial correlation.

INTRODUCTION

The attention of parents supports their children to be more successful in their education. Parents play an active role in children's education by providing assistance, support, motivation, and information on how to learn well and appropriately. The role of parents is also very necessary in guiding and directing children to overcome difficulties in learning at home and the lessons they get at school. Parents' attention has a big impact on children's learning activities Interest is a factor that exists in each individual that can support student learning. Alisuf Sabri said that, "Interest that supports learning is interest in the material or subject and in the teacher who teaches it." Interest is the main cause that determines student learning activities. Interest affects the success of learning. Each student has a different interest in learning from one another. Interest comes from within the attractive student and then arises through certain environmental stimuli.

In reality, based on observations made by researchers at First Middle School Of Darussalam Medan Labuhan, it shows that most parents do not pay attention to their children. Parents are only limited to dropping off and picking up their children to school

without asking how their children are studying. Parents have a role in preparing their children to achieve the future, especially in inculcating attitudes and behaviors as well as life values. Parents' attention to children can be channeled by providing learning facilities and infrastructure so that it is easier for children to carry out their learning tasks and obligations as well as the talents that children are developing. This certainly greatly affects student learning outcomes, so that the achievements achieved by students in learning are not in accordance with what is expected by teachers, parents and schools. So, it can be said that the less than optimal student learning achievement in the field of Islamic studies that was achieved by some students at First Middle School of Darussalam Medan Labuhan was related to the lack of parental attention and student interest in learning achievement that did not meet the criteria.

THEORETICAL STUDY

Discussion Method

Indicators of student achievement in this study will be obtained from assessments in terms of cognitive, affective and psychomotor aspects, which are summarized in student report cards in the field of PAI studies.

The attention of parents, especially in terms of children's education, is very necessary. Moreover, what must be focused is the attention of parents on learning activities carried out by children on a daily basis in their capacity as students and students of knowledge, who will be projected later as future leaders. According to Bimo Walgito, the form of parental attention to children's learning can be in the form of providing guidance and advice, supervising children's learning, providing motivation and appreciation and fulfilling children's learning needs.

The Concept of Student Learning Activities

According to Abd. Rachman Abror indicators of interest include:

a. Feeling happy

Someone who has feelings of pleasure or liking in a certain way tends to know between feelings and interests. Students who are interested in reading the Qur'an will feel happy in reading it. He will diligently read and continuously learn all the knowledge related to reading the Qur'an. He will follow the reading of the Qur'an enthusiastically without any coercion in him.

b. Attention

Attention is the concentration or activity of one's soul towards observation, understanding and so on to the exclusion of others. People who are interested in reading the Qur'an in themselves will have strong tendencies to always pay great attention to the objects they observe. So students whose minds are focused on what they read.

c. Interested Feeling

Associated with the driving force that drives us to tend or feel attracted to people, objects or any activity can be an effective experience stimulated by these activities. People who have a high interest in themselves will have a strong tendency to be interested in the

teacher and the subjects being taught. So that feeling of interest is an indicator that shows someone's interest.

RESEARCH METHODS

This research was conducted at the Darussalam Private Junior High School Medan Labuhan which is located at Jalan Pancing I Medan Labuhan. This research was conducted from February 1, 2021 to February 27, 2021. The population in this study were all students of Darussalam Private Junior High School for the Academic Year 2020/2021, totaling 180 students. From this population, 45 students were used as samples.

DISCUSSION AND RESEARCH RESULTS

Results of Analysis of the Relationship Between Parental Attention (X1), Interest in Learning (X2), Against PAI Learning Outcomes (Y) Students of SMP Darussalam Medan Labuhan

This section will explain the relationship between each variable X to variable Y using bivariate Pearson correlation analysis (Product Moment). But before that, please note that the basis for decision making in the Spearman and Pearson correlation test are: If the value of sig. <0.05 then, there is a significant relationship between the variables connected. If the value of sig. > 0.05 then, there is no significant relationship between the variables connected. The standard level of relationship between variables ranges from \pm 0.00 to \pm 1.00 then, the sign (+) is positive and the sign (-) is negative. The interpretation criteria are:

No	Interval korelasi	Keeratan Hubungan
1	0.00-0.19	Sangat rendah
2	0.20-0.39	Rendah
3	0.40-0.59	Sedang
4	0.60-0.79	Tinggi
5	0.80-1.00	Sangat tinggi

The following are the results of correlation analysis of the two independent variables, namely parental attention and interest in learning, which are sought for their relationship with the dependent variable, namely learning outcomes, using Pearson's bivariate analysis technique (product moment) which is presented in a mass table as follows:

No	Variabel	korelasi bivaiaate pearson		Hasil uji statistic	Keeratan Hubungan
		rs	sig < 0.05		
1.	Perhatian Orngtua (X1)	0,471**	0.003	Signifikan	Sedang
2.	Minat Belajar (X2)	0,680**	0.000	Signifikan	Tinggi

a. Relationship between parental attention and learning outcomes

The results of the bivariate person correlation test between X1 and Y variables are presented in table 4.7. It can be seen that the correlation coefficient between parental attention and learning outcomes is 0.471 with a positive sign and significant at the 95% confidence level. This means that attention has a positive relationship and has a moderate degree of relationship with learning outcomes where the coefficient value of this variable is in the interval 0.40-0.59, this is directly proportional to the meaning that the more parents' attention increases, which is marked by the fulfillment of the following aspects: aspects of parental attention indicators, it can also increase student learning outcomes. In this study, the degree of relationship was moderate, so the concept of parental attention was not the most related to learning outcomes.

b. The Relationship between Learning Interests and Learning Outcomes

The results of the bivariate person correlation test between the X2 and Y variables are presented in table 4.7. It can be seen that the correlation coefficient value between learning interest and learning outcomes is 0.680 with a positive sign and significant at the 95% confidence level. This means that interest in learning has a positive relationship and has a high degree of relationship with learning outcomes where the coefficient value of this variable is in the interval 0.60-0.79, this is directly proportional meaning that the higher the student's interest in learning, the higher the results. learn it. In this study, the degree of relationship between interest in learning (X2) and learning outcomes (Y) is more closely related because it is at a high interval, compared to the degree of relationship between parental attention (X1) and interest in learning (Y).

1. The Relationship Between Parental Attention With Learning Outcomes

Based on the research conducted, it can be seen that the results of the product moment correlation analysis test are: 1) The data of the parental attention variable (X1) with a mean of 60.5 are in class 61-65, this means that there are 8 students or 17.8% of respondents are on the class average score, 15 students or 33.4% of respondents were above the class average score, and 22 students or 48.8% of respondents were below the class average score. 2) learning outcomes variable data (Y) with a mean of 80.04 are in class 79-82, this means that there are 2 students or 4.4% of respondents are in the class average score, 22 students or 48.9% of respondents are above the class average score, and 21 students or 46.7% of the respondents were below the class average score. From the results of the calculation of hypothesis testing, it also shows that there is a tendency for testing the data of each research variable using the ideal score average and standard deviation of each variable which is then categorized into 4 categories, namely high, medium, less, and low. Based on the data, it was found that the trend level of the parents' attention data (X1) was in the medium category with a percentage of 46.7%.

2. The Relationship Between Learning Interest With Learning Outcomes

Based on the research conducted, it can be seen that the results of the product moment correlation analysis test are: 1) The variable data of interest in learning (X2) with a mean of 60.2 is in class 61-65, this means that there are 10 students or 22.30% of respondents are in the class average score, 30 students or 66.7% of respondents were above the class

average score, and 5 students or 10% of respondents were below the class average score. 2) learning outcomes variable data (Y) with a mean of 80.04 are in class 79-82, this means that there are 2 students or 4.4% of respondents are in the class average score, 22 students or 48.9% of respondents are above the class average score, and 21 students or 46.7% of the respondents were below the class average score. The data on the trend of interest in learning (X2) is in the low category with a percentage of 64.4%.

3. The Relationship Between Parental Attention And Interest In Learning With Learning Outcomes

Based on the research conducted, it can be seen that the results of the product moment correlation analysis test are: 1) The data of the parental attention variable (X1) with a mean of 60.5 are in class 61-65, this means that there are 8 students or 17.8% of respondents are on the class average score, 15 students or 33.4% of respondents were above the class average score, and 22 students or 48.8% of respondents were below the class average score. 2) Interest in learning variable data (X2) with a mean of 60.2 are in class 61-65, this means that there are 10 students or 22.30% of respondents are in the class average score, 30 students or 66.7% of respondents are above class average score, and 5 students or 10% of respondents are below the class average score. 3) learning outcomes variable data (Y) with a mean of 80.04 are in class 79-82, this means there are 2 students or 4.4% of respondents are in the class average score, 22 students or 48.9% of respondents are above the class average score, and 21 students or 46.7% of the respondents were below the class average score. And the data obtained from the trend level of learning outcomes data (Y) is included in the low category with a percentage of 51.2%.

CONCLUSION

Based on the data analysis of hypothesis testing that has been done, it can be concluded that:

1. The results of the research on the data tendency test of each research variable using the ideal score and standard deviation of each variable which are then classified into 4 groups, namely high, medium, poor, low, namely:

- Parental attention (X1), the tendency level of parental attention data is in the medium category with a percentage of 46.7%.
- Interest in learning (X2) the level of tendency of interest in learning data is in the low category with a percentage of 64.4%.
- Learning outcomes (Y) the level of interest in learning data tends to be in the low category with a percentage of 51.2%.

2. The results of the research on the research instrument data test are:

- The results of the validity test carried out at Darussalam Middle School in Medan Labuhan in 2020/2021 are known to be 45 valid items because they have $r_{xy} > r_{table} = 0.444$ for $\alpha = 5\%$ with $N = 45$.
- The results of the reliability test carried out at the Darussalam Middle School in Medan Labuhan in 2020/2021 from the parental attention variable is 0.862 and the learning interest variable is 0.872, both variables meet the requirements for cronbach alpha prices > 0.6 , it can be stated that the questionnaire in the study This is reliable and can be used for research.

- Based on the normality test, it is known that the significance value is $0.088 > 0.05$, so it can be concluded that the residual value is normally distributed.
 - The results of linearity testing of the relationship between parental attention and student interest in learning, the results obtained are sig. The linearity of 1,000 means that there is a linear relationship between the variables of parental attention and interest in learning on learning outcomes.
3. The results of the correlation level analyzed in this study are the relationship between parental attention (X1) and learning outcomes (Y) and the relationship between learning interest (X2) and learning outcomes (Y). The value of the correlation coefficient between parental attention and learning outcomes is 0.471 with a positive sign and significant at the 95% confidence level the relationship is moderate, so the concept of parental attention is not the most related to learning outcomes. Meanwhile, the value of the correlation coefficient between interest in learning and learning outcomes is 0.680 with a positive and significant sign at the 95% confidence level, the relationship between interest in learning (X2) and learning outcomes (Y) is more closely related because it is at a high interval, compared to the degree of relationship between parental attention (X1) with interest in learning (Y).

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