

Intensity Attention of Parents and Communication in Families To Learning Outcomes

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Abstract—This study aims to examine the effect of parental attention and communication in the family on the learning outcomes of fifth grade students of SD Gugus Kartini, Bringin Subdistrict, Semarang Indonesia Regency. This type of research is quantitative with multiple correlation research design, the number of samples is 100 students taken using saturated samples. Data collection techniques in this study used questionnaires for variables of parental attention and communication in the family, and documentation for learning outcome variables in the form of pure midterm test scores. Data analysis used is descriptive analysis, correlation analysis, and regression analysis. From the processing of data obtained results: (1) there is a relationship between parental attention and learning outcomes ($r = 0.293 > r_{table} 0.196$); (2) there is a relationship between communication in the family and learning outcomes ($r = 0.384 > r_{table} 0.196$); (3) there is a relationship between parents' attention and communication in the family together towards learning outcomes with a correlation coefficient (R) of 0.390, a determinant coefficient (R) of 0.152. The conclusion of this study is that, the higher the level of attention of parents and the more intensive the level of communication in the family, the better the learning outcomes of children.

Keywords—*learning outcomes; communication within the family; parents attention.*

I. INTRODUCTION

According to Wasliman (in Ahmad, 2015), the learning outcomes achieved by students are the result of interactions between various influencing factors, both internal and external factors. Internal factors include intelligence, interest and attention, motivation to learn, and physical and health conditions. While external factors are family, school, and society. Family circumstances influence student learning outcomes. According to Fuad (2011), the family is the first environment for children, in the family environment children first get a conscious influence. Father and mother in the family as educators, and children as educated. In this case, father and mother have the same position in the family as parents. The attention of parents and the intensity of communication in the family is needed in the child's development process to guide and direct their children in all aspects, especially education.

Parents' attention to children's activities is the existence of supervision and guidance in the form of efforts to fulfill various needs and the provision of love and encouragement towards the personal development of children who are independent and have good character. According to Slameto [15] parents who lack or never pay attention to their children's education, for example they are indifferent to learning their children do not pay attention to the interests and needs of learning at all, causing children not to know or lack of success in learning. It can be concluded that parental attention is an important factor in supporting children's learning processes, if children who come from a healthy home environment with a loving and full of family atmosphere for them, it is likely that the children will have mental health and good emotions.

Communication in the family is the process of sending messages between individuals in a family where parents are responsible for educating children, with direct feedback effects. Djamarah [6] suggests that communication that takes place in a family is worth education, because the responsibility of parents is to educate children. In that communication there are a number of norms that parents want to be passed on to their children by the reliance of education. These norms are religious norms, moral norms, social norms, ethical norms, aesthetic norms, and moral norms

Factors that can influence student learning outcomes in school are one of the objects of study that are always interesting to study. Likewise, the possibility of influencing student learning outcomes in SD Gugus Kartini, Bringin District, Semarang Regency. Based on several root problems identified as follows: differences in student learning outcomes are the influence of various factors, one of the factors that influence the family factor, in this case parents who play an important role in educating their children. Based on the results of preliminary observations, parents of SD Gugus Kartini students in Bringin Subdistrict, Semarang Regency, especially grade V students, have different backgrounds in the level of education of parents, and different jobs, so there is a possibility of parental attention and communication within the family which is different from

one parent to another parent. So that student learning outcomes with one another are different.

The problems above are common problems found in the world of education, especially in SD Gugus Kartini, Bringun District, Semarang Regency. Based on these problems, researchers assume that there is a relationship between parental attention and family communication on student learning outcomes. The results of research that strengthens researchers to conduct research on the relationship of parental attention and communication within the family with student learning outcomes include the research conducted by Afiatin Nisa [9] which shows a significant influence between the attention of parents and learning achievement, with the results of $t_{count} 4,954 > t_{table} 2,002$. In addition, research conducted by Nurul Rahmawati, et al. [11] the results of the study indicate that there is a relationship between the quality of communication of children and parents with student learning habits with a correlation coefficient $r = 0.717$, it shows that 71.7% of students' learning habits are influenced by the quality of communication of children and parents, for example 28, 3% is influenced by other factors not revealed in this study.

Based on these descriptions, researchers want to find out the relationship between parental attention and family communication on student social studies learning outcomes. Therefore, the researcher carried out a correlational study with the title "Intensity of Parents' Attention and Communication in the Family towards Learning Outcomes in Class V of SD Gugus Kartini, Bringin District, Semarang, Indonesia

II. METHOD

This type of research is quantitative research with multiple correlation research design. "Correlation research is research that aims to find whether there is a relationship and if there is, how closely the relationship and meaning or not the relationship" [2]. The reason for using a correlation research design in this study is in accordance with the purpose of the research, namely to find out the relationship between variables one with the other variables. Correlation research in this study includes research on multiple correlation. According to Sugiyono (2010), multiple correlation research is a number that shows the direction and strength of the relationship between two independent variables together or more with one dependent variable.

The subjects in this study were fifth grade students of SD Gugus Kartini, Bringin Subdistrict, Semarang Regency, Central Java, Indonesia. The population in this study were all fifth grade students in SD Gugus Kartini, Bringin Subdistrict, Semarang Regency, as many as 100 students. The sample in this study is as many as 100 students taken using saturated sampling techniques, saturated sampling is a sampling technique when members of the population are used as samples [18]. In

this study there are three variables. Two independent variables are parents' attention and communication within the family, and one dependent variable is learning outcomes.

In collecting the data studied, researchers used questionnaire / questionnaire methods, and documentation. The trial of the research instrument was carried out outside the population, namely in SD Negeri 01 Bringin, Bringin Subdistrict, Semarang Regency with respondents as many as 30 students to maintain the confidentiality of the instrument. This study uses testing construct validity and content validity. Testing construct validity by asking the opinions of experts to give a decision whether the instrument can be used without repairs, there are improvements, and may be totally overhauled. The content validity test is done using the correlation formula from Pearson, which is known as the product moment correlation formula.

The data analysis technique used in this study is descriptive statistics, data prerequisite test (normality test, linearity test, and multicollinearity test) correlation analysis, and regression analysis. The researcher used menu descriptive statistics and bivariate correlation in SPSS version 20.0 to do data analysis.

III. RESULTS AND DISCUSSION

1. Parental Attention (X1)

The data of the research on parental attention based on the answers of the questionnaire instruments of parental attention that have been done by the students obtained the highest score of 100 and the lowest score of 40. The class average score or mean is 74.96. The value of attention for parents is 80. While the median value of parental attention is a value of 76. Furthermore, each score for each respondent is included in the categorization interval. The frequency distribution table is classified according to the questionnaire instrument answer category regarding parental attention as follows:

Table 1. Variable Frequency Distribution Attention of Parents

No.	Interval	Frequency	Presentage	Category
1	82-100	28	28%	Very good
2	63-81	62	62%	Good
3	44-62	7	7%	Good enough
4	25-43	3	3%	poor

Based on table 1, it can be seen that the highest scores in the range 63-81 as many as 62 students or 62% are in the good category. When viewed from the average

class of parents' attention of 74.96, it can be concluded that the overall attention of parents is done to the fifth grade students of SD Gugus Kartini, Bringin Sub-District, Semarang Regency, 2017/2018 academic year in the good category

2. Communication in the Family (X2)

Data from research on communication in the family based on the answers to the communication questionnaire instruments in the family that have been done by students, then obtained the highest score of 97 and the lowest score of 43. The average score of the class or mean is 75.56. The mode of communication value in the family is 73. Whereas the median of communication in the family is 77. Then each score in each respondent is included in the categorization interval. The frequency distribution table is classified according to the questionnaire answer instrument category regarding communication in the family as follows:

Table 2. Variable Frequency Distribution of Communication in the Family

No.	Interval	Frekuensi	Presentase	Kategori
1	82-100	29	29%	Very good
2	63-81	64	64%	good
3	44-62	6	6%	Good enough
4	25-43	1	1%	poor

Based on table 2, it can be seen that the highest scores in the range 63-81 as many as 64 students or 64% are in the good category. When viewed from the average class of communication in the family of 75.56, it can be concluded that overall communication in the family conducted on fifth grade students of SD Gugus Kartini, Bringin District, Semarang Regency, 2017/2018 academic year is in the good category.

3. Learning Outcomes (Y)

From the social studies learning outcomes data that has been collected based on the middle test scores of the fifth grade students of SD Gugus Kartini, Bringin Subdistrict, Semarang Regency, the highest score is 95 and the lowest value is 40. The mean of student learning outcomes is 71.66. The median value of student learning outcomes is 70, while for the mode value of student learning outcomes is 60. Furthermore, each value obtained by students is included in the categorization interval.

Table 3. Frequency Distribution of Learning Outcomes Variables

No	Interval	Frekuensi	Presentase	Kategori
1	< 55	4	4%	poor
2	56 – 70	48	48%	Good enough
3	71 – 85	36	36%	good
4	86 - 100	12	12%	Very good

Based on table 3 it is known that the highest value in the range of 56-70 as many as 48 students or 48% including the fairly good category. The second order in the range 71-85 as many as 36 students or 36% is in the good category, third in the range 86-100 as many as 12 students or 12,% are in the very good category. Then it can be concluded that overall the midterm test scores of fifth grade students of SD Gugus Kartini, Bringin District, Semarang Regency, 2017/2018 academic year are in a fairly good category.

Hypothesis testing Simple Correlation Test

Hypothesis test analysis is used to test the research hypothesis that has been proposed in this study. In this study, researchers used the Product Moment correlation formula. Here is a table of results of the analysis of the relationship between variables of parental attention and learning outcomes and the relationship of communication variables in the family with the results of the Hypothesis Test.

Simple Correlation Test

Table 4. Simple Correlation Analysis Results

Information	Pearson Correlation	r_{tabel}	Information	Direction of Relationship
X_1 n Y	0,293	0,196	Poor	Positif
X_2 n Y	0,384	0,196	poor	Positif

From table 4 shows that there is a low relationship between parental attention (X_1) and learning outcomes obtained r count of 0.293 because it is in the interval 0.20 - 0.399 with the direction of a positive relationship, meaning the better the attention of parents, the higher the learning outcomes the relationship between communication in the family (X_2) with learning outcomes obtained r count of 0.384 indicates that there is a low relationship between communication in the family with learning outcomes because it is in the interval 0.20 - 0.399. While the direction of the relationship is positive because the value of positive r means that the higher the

communication in the family, the higher the learning outcomes

Multiple Correlation Analysis (R)

Multiple Correlation Analysis used to find the direction and strength of the relationship and prove the hypothesis of the relationship between two independent variables or more together with one dependent variable using multiple correlation techniques [18]. The results of test calculations analyze the multiple correlation between parental attention and family communication with learning outcomes can be seen in the table as follows.

Table 5. Multiple Correlation Analysis Results

No.	Variabel	R Calculate	r _{table}	Signifikansi
1.	X ₁ dan X ₂ - Y	0,390	0,196	0,000

Table 5 shows that the calculated R value is greater than the R table value (0.390 > 0.196, so Ha which says "there is a relationship between parental attention and family communication with learning outcomes" is accepted.

Parental attention and communication in the family affect the learning process of a child and the results to be obtained. The statement reinforces the results of the research that has been obtained. Family is the first and foremost educational institution. Parents need to guide their children in the learning process, relationships that are well established, a comfortable home atmosphere, economic conditions, understanding of parents, and cultural background in the family also have an influence on the success of learning their children. The attention given to children must be based on love, communication between parents and good children will shape the mentality of healthy and strong children. Factor family atmosphere also determines the success of learning a child, the atmosphere of a noisy house will disturb children in learning so it is difficult to concentrate. Economic factors or concerns relating to material have an important role in the learning process of children from economically disadvantaged families, unable to meet the equipment needed by children in learning and children's pocket money which will hamper children's progress. In addition, meetings between parents and teachers also affect children's learning outcomes, to determine the child's development in learning at school so that they can find out the difficulties experienced by children in learning. Information from the teacher can be used as a benchmark to provide guidance and help children in their learning.

IV. CONCLUSION

Based on the analysis and discussion of this study, it can be concluded that there is a positive relationship between parental attention and learning outcomes of fifth grade students of SD Gugus Kartini, Bringin Subdistrict, Semarang Regency. Shown by the calculated correlation coefficient of 0.293 (r count of 0.293 > r_{table} 5% of 0.196). There is also a positive relationship between communication in the family and the learning outcomes of fifth grade students in SD Gugus Kartini, Bringin District, Semarang Regency. Shown by the calculated correlation coefficient of 0.384 (r count of 0.384 > r_{table} 5% of 0.196). As well as parents' attention and communication in the family have a positive relationship together towards students' social studies learning outcomes. Shown by the correlation coefficient (R) of 0.390, the determinant coefficient (R) 2 is 0.152 and Fcount is 8.674 (Fcount is 8.674 > F_{table} 5% of 3.09). Family is the first and foremost educational environment for children, so that parents need to pay attention to factors that can influence children's success in education and development. These factors include affection, home atmosphere, student needs in learning, development of learning outcomes, guidance and motivation for their children. The higher the level of attention of parents and the more intensive the level of communication in the family, the better the learning outcomes that the child will achieve.

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