

## The Effect of Parents' Support, Learning Methods, and Learning Motivation on Student's Learning Achievement in Social Science (IPS) Subject

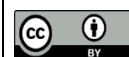
Yusna Wenti 1, Azwar Ananda 2, Idris Idris 3

**Abstract:** The goals of this research is to analyze at first the effect of parents support and acquired ability on their motivation in learning social sciences .The second effect parents support, acquired ability and motivation in learning social sciences on their achievements. This research was quantitative research which consisted of three independent variables and one dependent variable. The research was conducted on students at two thousand sixteenth and two thousand seventeen.The results showed that the first there is not a significant effect between parents support on their motivation and there is a significant effect acquired ability on their motivation in learning social sciences at student. The second there is a significant effect between parents support, acquired ability, and motivation in learning social sciences on their achievements at students.

**Keywords:** Parent support, acquired ability, learning motivation, achievements

Received March 14, 2019;  
Revised March 17, 2019;  
Accepted March 22, 2019;  
Published Online April 11, 2019

**Conflict of Interest Disclosures:**  
The authors declare that they have no significant competing financial, professional or personal interests that might have influenced the performance or presentation of the work described in this manuscript.



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## Introduction

Qualified resources are demanded by every country including developed and developing country. Therefore, in order to produce qualified human resources, a country should improve the quality of its education system.

As stated in the Act Number 20 Year 2003 on National Education System, National Education functions to develop the capability, character, and civilization of the nation for enhancing its intellectual capacity, and is aimed at developing learners' potentials so that they become persons imbued with human values who are faithful and pious to one and only God; who possess morals and noble character; who are healthy, knowledgeable, competent, creative, independent; and as citizens, are democratic and responsible.

Parents's role in Education is necessary for supporting student's academic achievement. The support could be like giving attention and helps to the educational problems so that the student could achieve their learning goal.

Learning methods can also affect student's academic achievement. In learning, according to Slameto (2010: 74), there are some factors that could affect student's learning techniques, namely internal and external factors. Internal factors include a) physiological needs, b) the need for security, c) the need for togetherness, d) the need for status, e) the need for self-actualization, f) the need to know and understand, and g) aesthetic needs. External factors or conditions are the conditions outside of human self such as cleanliness of the house, lighting, and other physical environment.

In learning, student needs motivation. Motivation is a series of attempts to provide certain conditions so that one wants to do something and even if s/he does not like it, s/he will try to eliminate the dislike. So, motivation is stimulated by external factors and grows within one self. In learning activity, motivation is defined as overall driving force emerging from students that leads to learning activities, ensures the continuity of learning activities, and directs learning activities so that the desired learning goal could be achieved.

The result of observation in the field revealed that 15 of 27 students did not have textbooks especially IPS textbook. The reason is their parents are reluctant to fulfill their children's school needs (supplies). Most of students' parents in SMP Negeri 22 Sijunjung wished for school's scholarship. In the school year of 2016/2017, there were two parents who asked their children to quit school in order to help their parents through babysitting their siblings. Moreover, many parents were indifferent to their children's learning, did not control the learning time, and did not care whether their children study or not. This information was obtained from the students.

Other information gathered from the students of SMP negeri 22 Sijunjung were students' lack of concentration before and during learning activity. This could be observed when the lesson were going to start. One to three students asked for permission to buy their study equipment. Then, when the class were started, some students asked for permission to leave the class. After receiving lesson from their teacher, the students were lazy to review the lesson. This could be seen when teacher reviewed the lesson from last week, students could not spontaneously answer teacher's questions. During learning, student were lazy to read the subject material so the material could not be acquired properly.

According to the observation in 2016 at SMP Negeri 22 Sijunjung, it was found that student's motivation in learning IPS was low. It could be seen from when the teacher gave exercise, students just copied other peer's works and they rarely asked the teacher if they have problems when doing the given tasks. The low motivation of students at SMP Negeri 22 Sijunjung was caused by students' lack of patient and perserverance in learning. In addition, students had weak sense of responsibility and passion.

From this phenomena the researcher wanted to know further about whether parents' support and students' learning methods affected students' motivation in learning and their learning achievement.

Learning outcomes achieved by people who do learning activities are the reflection of their achievement. Generally, Rama (2008:396) defined achievement as the result that has been achieved or done. Learning achievement is the result of learning activity obtained by the students in the learning process. However, high and low learning achievement is not the same among students because learning achievement is affected by various factors. Gegne (1985:40) stated that learning achievement is divided into 5 aspects, namely ability, intelligence, cognitive strategy, verbal information, and attitude and skill. Based on the statements above, it can be said that learning achievement is skills and concrete results that can be achieved by students in a certain period after the learning process takes place and the test conducted.

Parents' support is one of motivations that comes from outside of student self. Gottlieb (1983) argued that support is verbal and non verbal information, suggestion, real help or behavior given by the people who are familiar with the subject in his/her social environment or support can also be a presence that provides emotional benefits and influences subject's behavior. According to Stewart and Koch (1983:134), parents' supports that support student's intellectual development in behaving independently are responsive

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and interactive attitude, attention, sustenance towards the children and a conducive home environment for children's learning.

Nurcholis (2006:54) said that in every family environment, an individual or a student needs parents' support in achieving learning outcomes because their support and attention will determine whether the student can or cannot achieve high learning outcomes. There are some family factors that can affect student's learning. According to Aqib (2010:65), the factors are 1) factors of parents, 2) house atmosphere factors, and 3) economic factor of the family. Joko Susilo (2006:77) added some family factors that influence students' learning: 1) how parents educate children, 2) family relationship, and 3) home atmosphere. From expert's arguments above, it can be concluded that the way parents educate their children, family relationship, and economy of the family can affect student's learning process in the house.

A good learning method is one of factors that can improve student's learning achievement. According to asrori (2009:220), learning method is a combination of the students' techniques in absorbing, controlling and managing information. Moreover, Oemar (2011:153) opined that Active Learning Method (CBSA) is an approach in learning which emphasizes student's activeness. Every activity involves students' emotional and intellectual in the learning process through cognitive assimilation and accommodation to develop their knowledge, action and direct experience by which they can shape their skills, appreciation, and internalization of values in the form of attitude. So, learning method is a way to absorb, control and manage information through emphasizing the activity on students.

Abdul Madjid (2011:33) stated that a student who has good learning method tends to have good result in learning and vice versa. In line with Abdul Majid, Tulus Tu'u added that an efficient learning method enables students to achieve higher learning outcomes. So, students are suggested to implement better or efficient learning methods so they can achieve desired results.

Learning motivation plays an important role in giving spirit, passion and happiness to learn so that students are willing to participate and perform in learning activities. Mc Donald in Sardirman (2010:74) mentioned three important elements of motivation, namely 1) motivation initiates the change of energy in every human being, 2) motivation is marked by the appearance of one's feeling of affection, 3) motivation is stimulated by the existence of goals. Motivation is very important for students in achieving goal. By motivation, student will have optimal learning achievement and student's learning intensity can be determined (2005:52). In terms of its sources, motivation is divided into two; 1) Intrinsic motivation, a motivation within an individual that can become independently active without being stimulated from the outside because the individual has their own desire to do something. 2) Extrinsic motivation is active motives caused by stimuli from the outside.

In teaching and learning activity, the role of extrinsic motivation is indispensable. There are various ways to foster motivation. According to Sardirman (2010:91) there are some ways to improve extrinsic motivation for learning activity in school: a) grade, b) reward, c) rival and competition, d) ego involvement, e) giving test, f) knowing the result, g) compliment, h) punishment, and i) desire to learn. So it can be inferred that big and small changes in learning achievement can be affected by motivation factor.

The purpose of this article was to know the effect of parents' support and student's learning method on student's motivation and the effect of learning motivation on student's achievement

The formulation of the problem of this research was "do parents' support and student's learning method significantly affect student's learning motivation? Do parents' support, learning method and learning motivation significantly affect student's learning achievement?"

## Metode

This research was a causative research. A causative research is useful for analyzing the effect between one variable and other variables.

This research was conducted in SMP Negeri 22 Sijunjung. The population of this research was 174 students of SMP Negeri 22 Sijunjung registered in school year of 2016-2017. The sample was chosen by

using proportional random sampling. The sample was 16 students of Class 7.1, 15 students of Class 7.2, 15 students of Class 7.3, 19 students of Class 8.1, 19 students of Class 8.2, 18 students of Class IX.1, and 19 students of Class IX.2. The total sample of this research was 121 students.

To find the result of Normality Testing, the researcher used Kolmogrov-Smirnov Testing. The significance value of parents' support variable is 0,460. The significance score of learning method variable is 0,292. Learning motivation variable's sig value is 0,054 while learning achievement variable's sig value is 0,064. Those value shows that this research data is normal because its sig value (significance) < 0.05.

To know whether two variables had linear relation or not, the linearity was testing by using Spss 17 program. The details can be seen in following table

Table 1 Linearity Testing

Variable	Linearity	Sig
X1 dengan X3	11.870	0.01
X2 dengan X3	14.633	0.00
X1 dengan Y	49.644	0.00
X2 dengan Y	58.638	0.00
X3 dengan Y	61.458	0.00

The data of linearity testing from the table above shows that each variable's sig value is less than 0.05. This means the result data of this research is linear.

To measure data homogeneity, the researcher used Levene testing which was processed in Spss 17 program as shown in the following table

Table 2. Homogeneity Testing

Variable	Levene	Df 1	Df 2	Sig
X1 dengan X3	0.862	22	91	0.642
X2 dengan X3	1.424	22	91	0.125
X1 dengan Y	1.053	13	102	0.408
X2 dengan Y	1.576	13	102	0.104
X3 dengan Y	1.562	13	102	0.109

The significance value of each variable is  $> 0.05$ . which means, the population variant is homogeneous.

The result of study conducted in SMP negeri 22 Sijunjung about the effect of parents' suport, student's learning method and learning motivation on student's learning achievement in IPS subject was analysed by using path analysis.

#### 1. Substructural 1 Path Analysis

T-test was used to see the partial effect of parents' support and student's learning method on student's learning motivaton. Path's coefficient value (PX3X1) was 0,187 with T-test of 1,800 significance was 0,074, higher than probability value of 0,05. In other words, the coefficient of path analysis was not significant or parents' support did not significantly affect student's learning motivation.

Coefficient value of Path (PX3X2) was 0,210 with T-test of 2,024 whose significance was 0,045, smaller than probability value of 0,05. It meant the coefficient of path analysis was significant. So, learning method significantly affect learning motivation

According substructural 1 path analysis model 1 (X1; X2: dan X3), each model 1 coefficient value was:

- a)  $PX_3X_1 = \text{Beta} = 0,187$  [t = 1,800  
And probability (sig) = 0,074]
- b)  $PX_3X_2 = \text{Beta} = 0,210$  [t = 2,024  
And probability (sig) = 0,045]

This result proved that there was insignificant path coefficient, that was parents' support (X1). So, model 1 should be corrected by Trimming or eliminating the varibale of 'parents' support' (X1) which was considered as insignificant result of path coefficient in analysis. Then, the variable were retesting with the absence of parents' support exogen variable (X1).

#### 2. Structural II Path analysis

In this analysis, the researcher wanted to see the effect of parents support, learning method and learning motivation on student's learning achievement. Based on this structural path analysis, an analysis was done to know the level of path's significance and coefficient of exogen variable toward endogen variable, either directly or indirectly.

T-test was used to see the partial effect of variables of parents' support, learning method, learning motivation on student's learning achievement. The coefficient value of path  $P_{YX1X1}$  was 0,233 whose T-test was 3,158 and significance was 0,02. So, parents' support positively and significantly affected student's IPS learning achievement. The coefficient value of path  $P_{YX2X2}$  was 0,323.

T-test value of 4,371 and its significance value of 0,00 informed that student's learning method positively and significantly affected student's IPS learning achievement. The coefficient value of path  $P_{YX3X3}$  was 0,430 whose T-test was 6,682 and significance was 0,00 which means, student's learning motivation positively and significantly affected student's IPS learning achievement.

## Conclusion

Parents' support (X1) did not significantly affect student's learning motivation but student's learning method did affect student's motivation in learning. One of path coefficient was found to be insignificant and needed to be corrected by using Trimming model, that was by eliminating the insignificant result of path coefficient so that the effect of learning method on learning motivation increased to 3.623 with significance level of 0.00.

Parents' support (X1), student's learning method (X2) and student's learning motivation (X3) partially and simultaneously affected student's learning achievement. This means, the level of student's learning achievement can be affected by parents' support, student's learning method, and student's learning motivation.

## Suggestion

Based on the result of this study, the researcher's suggestions are: students are suggested to improve the quality of their learning method. By doing so, students' learning motivation will also improve. Parents should support their children in learning in order to improve the children's learning achievement. Students should improve their learning methods and motivation if they want to improve their learning achievement. It is suggested for other researchers to conduct further study in the same field by adding other variables which are influential toward students' learning achievement and by using different methods and techniques.

## Acknowledgment

This research would not be well conducted without help, support, and guidance from many parties and friends. Therefore, the researcher wants to say thank you so much for advices and suggestions especially from Prof. Dr. Azwar Ananda, MA as Advisor I and Mr. Idris, Msi as Advisor II.

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