



The Effect of Parent Attention and Teacher's Competency on Students Learning Outcomes During Online Learning

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Abstrak

Muatan pelajaran bahasa Indonesia merupakan program untuk mengembangkan pengetahuan, keterampilan berbahasa, dan sikap positif terhadap bahasa Indonesia itu sendiri serta penghargaan terhadap manusia dan nilai-nilai kemanusiaan. Penelitian bertujuan untuk menganalisis hubungan antara perhatian orang tua dengan hasil belajar Bahasa Indonesia, hubungan antara kompetensi guru dengan hasil belajar Bahasa Indonesia, dan hubungan antara perhatian orang tua dan kompetensi guru dengan hasil belajar bahasa Indonesia. Jenis penelitian deskriptif kuantitatif. Populasi penelitian adalah 344 siswa kelas V sekolah dasar. Sampel penelitian sebanyak 185 siswa dengan teknik random sampling. Teknik pengumpulan data menggunakan angket dan dokumentasi. Analisis data menggunakan statistik deskriptif dan statistik inferensial. Hasil penelitian menunjukkan bahwa tidak ada hubungan yang positif dan signifikan antara perhatian orang tua dengan hasil belajar bahasa Indonesia, di karenakan hasil nilai sig, 0,152 lebih dari 0,05. Adanya hubungan positif yang signifikan antara kompetensi guru dengan hasil belajar bahasa Indonesia, di karenakan hasil nilai sig 0,004 kurang dari 0,05. Adanya hubungan positif yang signifikan secara bersama antara perhatian orang tua dan kompetensi guru dengan hasil belajar bahasa Indonesia, dikarenakan hasil sig atau 0,013 kurang dari 0,05. Berdasarkan pembahasan dan kesimpulan maka dapat dikemukakan beberapa saran antara lain orang tua memegang peranan yang sangat penting dalam proses belajar anak, khususnya dalam hal ini mata pelajaran bahasa Indonesia. Oleh karena itu, orang tua harus memperhatikan proses belajar anaknya.

Kata kunci: Perhatian Orang Tua, Kompetensi Guru, Hasil Belajar.

Abstract

Indonesian language learning content is a program to develop knowledge, language skills, and a positive attitude towards the Indonesian language itself as well as respect for humans and human values. The aims of the study were to analyze the relationship between parental attention and Indonesian language learning outcomes, the relationship between teacher competence and Indonesian learning outcomes, and the relationship between parental attention and teacher competence and Indonesian learning outcomes. This type of quantitative descriptive research. The research population was 344 students of class V elementary school. The research sample was 185 students with random sampling technique. Data collection techniques using questionnaires and documentation. Data analysis using descriptive statistics and inferential statistics. The results of the study showed that there was no positive and significant relationship between parental attention and the results of learning Indonesian, because the sig score of 0.152 was more than 0.05. There is a significant positive relationship between teacher competency and Indonesian language learning outcomes, because the sig 0.004 score is less than 0.05. There is a jointly significant positive relationship between parental attention and teacher competency with Indonesian language learning outcomes, because the sig or 0.013 result is less than 0.05. Based on the discussion and conclusions, several suggestions can be put forward, including that parents play a very important role in the child's learning process, especially in this case the Indonesian language subject. Therefore, parents must pay attention to their child's learning process.

Keywords: Parental Attention, Teacher Competence, Learning Outcomes

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1. INTRODUCTION

Skills namely listening, speaking, reading and writing are contained in the content of Indonesian language lessons, in this subject, the four skills are interrelated with each other (Putri, 2021; Ulfah & Soenarto, 2017). The content of Indonesian language lessons is a program to develop knowledge, language skills, and a positive attitude towards Indonesian itself as well as respect for humans and human values (Adawiyah et al., 2020; Budiarti & Haryanto, 2016). Indonesian language has competencies, one of which is language skills

which are divided into four types, namely listening, writing, speaking and reading (Silaswati et al., 2019; Suwartiningsih et al., 2018). In learning Indonesian in the four language skills, teachers should need to design a learning process that uses various approaches, methods and strategies that are appropriate for students in order to form learning objectives. Every student has a different view of learning Indonesian. There are students who view Indonesian as a fun subject and there are also students who view Indonesian as a difficult subject. For students who think Indonesian is fun, motivation will grow in them to learn Indonesian and be optimistic in solving challenging problems in Indonesian language lessons. On the other hand, for students who perceive Indonesian as a difficult subject, these students will be pessimistic in solving Indonesian language problems and are less motivated to learn it (Ningrat et al., 2018; Putri, 2021).

Nowdays, parental attention is the main thing that must be met to ensure that children are always excited about all elements of life (Mukarromah, 2022; Nisa, 2017). Parental attention is one of the factors that have a significant impact on children's thinking (Junita et al., 2019; Pasinggi et al., 2022). If children receive consistent attention, they will grow into successful adults. In this case, it is necessary to have parental attention as one of the main things that support children's learning activities. Attention is an activity that a person does in relation to the selection of stimuli that come from outside the surrounding environment (Hatmiah et al., 2022; Tas'adi, 2015). An example is the attention that children receive either from their parents or from friends, teachers and the community. This is what can shape the character of students, because of the attention of the closest people and their environment (Arif, 2021; Pujiningrum et al., 2021).

In addition, the competence of a good teacher will also further support children's learning outcomes to be more leverage. Teacher competence is a set of mastery of knowledge possessed by teachers so that the work process can be properly accounted (Duma et al., 2021; Marianti et al., 2019). Meanwhile, teacher competence is a combination of personal, scientific, technological, social, and spiritual abilities which kaffah form the standard competence of the teaching profession, the scope of which is mastery of the material by the teacher, understanding of the character of students, educational learning, personal development and professionalism (Bhakti & Maryani, 2017; Munawir et al., 2022). Especially in online learning, which limits students and teachers from meeting face to face, a very good synergy is needed between parents, teachers and students.

The results of observations and interviews conducted by researchers in the fifth grade of elementary school, in Rembang Regency, by taking 1 elementary school in each sub-district, showed that the 14 elementary schools in 14 sub-districts of Rembang district found problems in the implementation of online learning, which include: (1) The fourteen elementary schools have different learning environments, some of which are located in mountainous areas, coastal areas, city centers, sub-district centers, rural and agricultural areas, causing various obstacles such as SDN Lambangan, SDN 1 Bangunrejo, SDN Pragu, , and SDN 1 Sale, located in rural areas with agricultural commodities. So that in some areas experiencing internet network problems. Then SDN Kragan is located in a mountainous area, SDN Tambakagung, SDN 2 Labuhan, and SDN Kalipang are located in the coastal area. However, several public elementary schools are also located in the city center of the district or sub-district center such as SDN 1 Gunem, SDN Soditan, SDN Pancur, SDN 3 Kutoharjo, SDN 1 Sedan, and SDN 1 Sumber; Most parents do not care about children's learning activities, so that the learning process that should be supervised and assisted by parents, the majority of children do not receive assistance from parents. This can happen due to several things, namely, the educational background of the parents who are less qualified, and also some parents are tired of the daily work routine; Limitations of online host schools. Some schools have classroom teachers who have started to retire, so doing online learning is no

longer possible, because they cannot master the communication technology that can help in online learning; The learning outcomes of Indonesian subjects are decreased than the results when learning is normal. This can be seen from the value of PAS Semester II and the daily value which is classified as declining.

This statement is reinforced by the recording of documents obtained from class V teachers. The recording of these documents is in the form of PAS for class V Semester II students. The average PAS score for Indonesian subjects in 14 elementary schools in Rembang sub-district was 75.33. The data on the average value of PAS results for Indonesian Class V subjects can be stated that the value of Indonesian language learning outcomes during online learning needs to be increased. The average value obtained by students is still below the minimum completeness criteria (KKM). The low learning outcomes when learning online can be influenced by the attention of parents and the competence of teachers in guiding students.

The existence of parental attention and adequate teacher competence, students will be motivated and easier to do activities related to subjects at school and students will be more enthusiastic when learning and achieve satisfactory learning outcomes. With the factor of parental attention and good teacher competence, students' Indonesian learning outcomes during online learning will increase. The aims of the study were to analyze the relationship between parental attention and Indonesian language learning outcomes, the relationship between teacher competence and Indonesian learning outcomes, and the relationship between parental attention and teacher competence and Indonesian learning outcomes.

2. METHOD

The method that the researcher uses is descriptive quantitative (Creswell, 2014; Sugiyono, 2014), using a type of correlation approach that aims to find out the relationship between the variables of parental attention (X1) and teacher competence (X2) on learning outcomes (Y). The variable is the object of research or as a point of attention of a particular study (Arikunto, 2018). The research sites are 14 elementary schools in 14 sub-districts in Rembang district. The population used is the entire fifth grade students in 14 elementary schools in 14 sub-districts in Rembang district for the academic year 2021/2022 totaling 344 students. In this study in accordance with the sampling procedure, using random sampling. The sample used was 185 students spread over 14 classes, namely: (1) SDN Lambangan Kulon (Sub-district of Bulu); (2) SDN 1 Gunem (Gunem District); (3) SDN 1 Tambakagung (Kaliori District); (4) SDN Sendangmulyo (Kragan District); (5) SDN 1 Soditan (Lasem District); (6) SDN 1 Bangunrejo (Pamotan District); (7) SDN 1 Pancur (Pancur District); (8) SDN 1 Sulang (Sulang District); (9) SDN 3 Kutoharjo (Rembang District); (10) SDN Sambiroto (Sedan District); (11) SDN 2 Sale (Sale District); (12) SDN Sanetan (Sluke District); (13) SDN 1 Kalipang (Sarang District) and; (14) SDN 1 Sumber (Source District). Data collection techniques using questionnaires and documentation. The collected data is then processed using statistical analysis, namely descriptive and inferential.

3. RESULT AND DISCUSSION

Results

The relationship between parental attention and teacher competence with learning outcomes of Indonesian class V during online learning, in 14 sub-districts in Rembang district for the academic year 2021/2022 using a non-test totaling 37 items for a questionnaire on parental attention and teacher competence. Each question item has a different score ranging from 1-4 so that the ideal maximum score for the questionnaire is 148 and the ideal

minimum score is 37. The results of the parental attention questionnaire in the very good category were 52 students with a percentage of 28.10%, in the good category 118 students with a percentage of 63.78%, in the sufficient category there were 15 students with a percentage of 8.10%, while for the poor category there were 0 students with 0% percentage. With a total of 185 students respondents. Figure 1 shows the distribution of the frequency of parental attention in the form of a histogram graph.

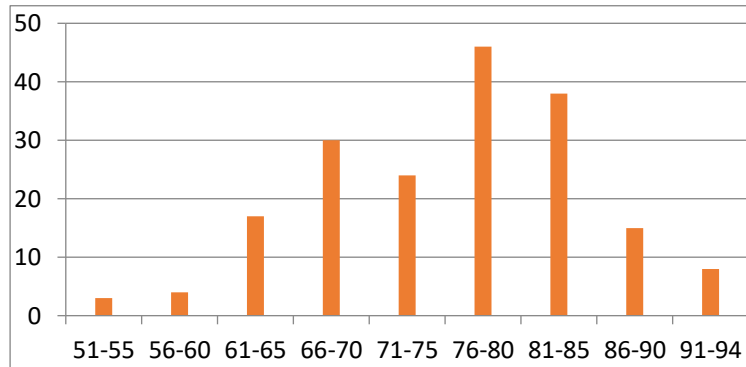


Figure 1. Parental attention frequency distribution chart

The results of the teacher competency questionnaire in the very good category are 20 students with a percentage of 10.81%, in the good category 159 students with a percentage of 85.94%, in the sufficient category there are 6 students with a percentage of 3.24%, while for the less category there are 0 students with a percentage 0%. With a total of 185 students respondents. Figure 2 shows the frequency distribution of teacher competencies in the form of a histogram graph.

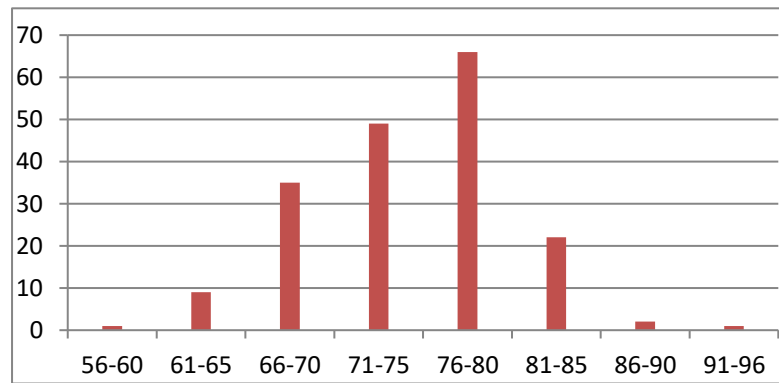


Figure 2. Teacher competency frequency distribution chart

The learning outcomes in the very good category are 58 students, with a percentage of 31.355, in the good category there are 121 students with a percentage of 65.40%, in the sufficient category there are 6 students with a percentage of 3.24%, while for the poor category there are 0 students with a percentage of 0%. Figure 3 shows the distribution of learning outcomes in the form of a histogram graph.

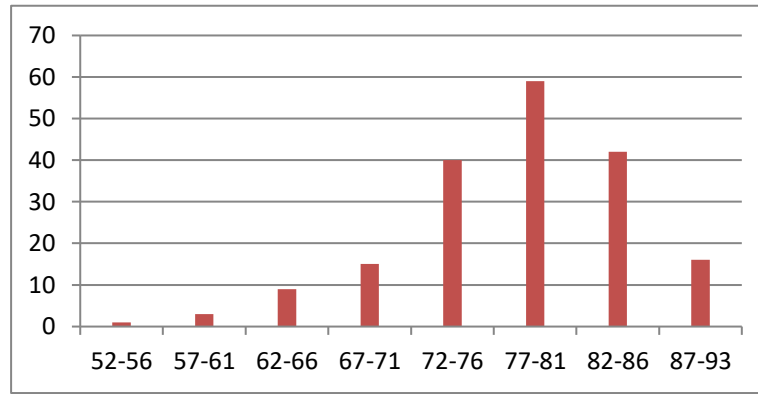


Figure 3. Frequency distribution diagram of learning outcomes

The following are the results of the analysis using simple correlation, to determine the relationship between parental attention (x1) and Indonesian language learning outcomes (y), the relationship between teacher competence (x2) and Indonesian language learning outcomes (y) and multiple correlation analysis to determine the simultaneous relationship between parental attention (X1), teacher competence (X2), and Indonesian language learning outcomes (Y).

Table 1. Results of Product Moment Correlation Analysis of the Relationship between Parents' Attention and Indonesian Language Learning Outcomes

Correlations		Parent	Learning outcomes
Parent	Pearson Correlation	1	0.106
	Sig. (2-tailed)		0.152
	N	185	185
Learning outcomes	Pearson Correlation	0.106	1
	Sig. (2-tailed)	0.152	
	N	185	185

Table 2. Results of Product Moment Correlation Analysis of Teacher Competency Relationships with Indonesian Language Learning Outcomes

Correlations		Teacher	Learning outcomes
Teacher	Pearson Correlation	1	0.211
	Sig. (2-tailed)		0.004
	N	185	185
Learning outcomes	Pearson Correlation	0.211	1
	Sig. (2-tailed)	0.004	
	N	185	185

Table 3. Results of Multiple Correlation Analysis between Parental Attention, Teacher Competence and Indonesian Language Learning Outcomes

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	0.215	0.046	0.036	7.35968	0.046	4.431	2	182	0.013

In [Table 1](#), [Table 2](#) and [Table 3](#), it can be seen whether there is a correlation between the independent variable and the dependent variable based on the sign value (2-tailed) which is described as: Parental Attention (X1) does not have a positive and significant relationship with the results student learning (Y) because the value of sig. (2-tailed) > 0.05 or $0.152 > 0.05$. Teacher competence (X2) has a positive and significant relationship with learning outcomes (Y) because the value of sig. (2-tailed) < 0.05 or $0.004 < 0.05$. There is a jointly significant positive relationship between parental attention and teacher competence and students' Indonesian language learning outcomes. This is because the value of sig, (2-tailed) < 0.05 or $0.013 < 0.05$.

The coefficient of determination of the attention of parents with learning outcomes has a coefficient of determination R Square = 0.011, so $0.011 \times 100\% = 1.1\%$. Teacher competence with learning outcomes coefficient of determination R Square = 0.045, so $0.045 \times 100\% = 4.5\%$, and parental attention, teacher competence with learning outcomes coefficient of determination R Square = 0.046 so $0.046 \times 100\% = 4.6\%$.

Discussion

Relationship between Parental Attention and Indonesian Language Learning Outcomes

Parental attention has relevance to the success of the teaching and learning process when learning online. Based on data analysis, parental attention (X1) does not have a positive and significant relationship with Indonesian language learning outcomes (X2). In accordance with the results of the study, it is stated that the attention given to parents has not been able to make a significant contribution to student learning outcomes, which should be the higher the affection and level of parental attention to children, thus the higher the results of learning Indonesian. The coefficient of determination was obtained at 0.011 or 1.1%. This shows that parents' attention has a positive impact of 1.1% on Indonesian language learning outcomes.

This is in line with the statement that parental attention is an activity that is focused on one thing in this case is the activity of children in learning carried out by their parents ([Sudarwanto, 2018](#); [Susanto & Suyadi, 2020](#)). Parents consist of father and mother or guardians in the family who are responsible for the education of their children, material attention and affection must be balanced by parents to their children. Parents who offer undivided attention to their children are more likely to help them achieve their goals ([Hatmiah et al., 2022](#); [Novianti & Garzia, 2020](#)). As a result, it is intended that parents devote their full attention to their children at all times. Parental attention is also one of the factors that will affect student learning outcomes ([Junita et al., 2019](#); [Rahmania et al., 2021](#)). Parents play an important role in children's learning outcomes at school. Because parents have the main role and responsibility for the care and protection of children from infancy to adolescence. All parents have a noble responsibility to provide physical, spiritual, and mental education. The results of previous research shows that parental attention has no significant effect on mathematics learning outcomes because the significant value is $0.234 > 0.05$, if parental attention increases by one unit, children's mathematics learning outcomes increase by 9.4% ([Pujiningrum et al., 2021](#)).

The Relationship of Teacher Competence with Indonesian Language Learning Outcomes

Based on the results of the study, Teacher Competence (X2) has a positive and significant relationship with Indonesian language learning outcomes (Y) because the value of sig. (2 tailed) < 0.05 or $0.004 < 0.05$. The coefficient of determination obtained is 0.045. This shows that teacher competence has a positive impact of 4.5% on Indonesian language learning outcomes. The calculated F value obtained is 8,547 and the probability (sig.) is

$0.004 < 0.05$, which means that H_0 is rejected. This means that the influence of teacher competence has a significant effect on students' Indonesian learning outcomes.

This is in accordance with the theory states that in the learning process for the achievement of student learning outcomes is not only determined by the school, the pattern, structure and curriculum content (Meilia & Murdiana, 2019; Saifulloh & Darwis, 2020). However, a competent teacher will be better able to manage his class, so that students' learning is at an optimal level. The role of teachers is even more important in the midst of limited facilities and infrastructure as experienced by developing countries. The results of studies in 16 developing countries show that teachers contribute to learning achievement by 34%; while the management is 22%; study time 18%; and physical facilities 26% (Riandhana, 2020). Meanwhile, in 13 industrialized countries, the contribution of teachers is 36%; management 23%; study time 22%; and physical facilities 19% (Pujoandika & Sobandi, 2021). Supporting research results shows that teacher competence has a positive and significant effect on student learning outcomes with an effective contribution (R) of 7.8% (Sutardi & Sugiharsono, 2016).

The Relationship between Parental Attention and Teacher Competence with Indonesian Language Learning Outcomes

Based on the results of the study, parental attention (X1) and teacher competence (X2) have a positive and significant relationship with Indonesian learning outcomes (Y) because the value of sig. (2 tailed) < 0.05 or $0.013 < 0.05$. The coefficient of determination obtained is 0.046. This shows that parental attention and teacher competence have a positive impact of 4.6% on Indonesian language learning outcomes. The calculated F value obtained is 4.431 and the probability (sig.) is $0.013 < 0.05$, which means H_0 is rejected. This means that parental attention and teacher competence have a significant effect on students' Indonesian learning outcomes.

The findings of the study indicate that children's improvement in parental involvement predicts a decrease in problem behavior and an increase in social skills but does not predict a change in achievement (El Nokali et al., 2010; Lendrum et al., 2015). The between-child analysis showed that children with highly engaged parents had fewer social and behavioral problems. A similar pattern of findings emerged for teacher and parent reports of parental involvement. Implications for policy and practice are discussed. Previous research result shows that the hypothesized model provides a good fit with the data (Grace & Gerdes, 2019). African American children and their parents, relative to Hispanic and Caucasian children and their parents, were less supportive of teacher relationships. This difference in association may have implications for African-American children's lower achievement trajectories in early grades.

4. CONCLUSION

Based on data analysis and discussion, several conclusions can be drawn that there is no positive and significant relationship between parents' attention and students' Indonesian learning outcomes. Parents play a very important role in the child's learning process, especially in this case the Indonesian language subject. Therefore, parents must pay attention to their children's learning process. Attention can be given by providing learning facilities, motivating children to learn, and helping wherever possible the difficulties experienced by children at school. In addition, parental attention can also be given through planning regular study times for children and keeping in touch with teachers to find out the progress of children's learning achievements; Teachers should as early as possibly analyze children's learning outcomes, so that a teacher can properly plan an appropriate learning design and can

improve student learning outcomes; and Parents and teachers must build good synergy and chemistry, in order to improve student learning outcomes. Each parent and teacher must also be able to play their role as educators for children well, be it when studying online at home or offline at school.

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