

How Do Teacher Creativity, Parental Guidance, Learning Methods and Interest in Learning Affect the Quality of Student Learning in Elementary Schools?

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ABSTRAK

Terdapat banyak faktor yang menentukan kualitas belajar peserta didik pada jenjang pendidikan dasar. Beberapa faktor telah dikaji secara spesifik, namun masih ada beberapa faktor yang belum dikaji secara spesifik dan mengakibatkan adanya kesenjangan teoritis. Penelitian ini bertujuan untuk mengeksplorasi pengaruh kreativitas guru, bimbingan orang tua, metode pembelajaran dan minat belajar terhadap kualitas belajar peserta didik jenjang pendidikan dasar. Penelitian ini dilakukan dengan pendekatan kuantitatif. Informan dalam kajian ini adalah 50 orang tua peserta didik. Instrumen penelitian ini menggunakan lembar angket tertutup. Pengujian instrumen dilakukan dengan uji validitas dan uji reliabilitas. Data dianalisis dengan analisis regresi berganda dengan uji *t* dan uji *F*. Hasil penelitian menunjukkan bahwa variabel kreativitas guru, metode pembelajaran dan minat belajar secara parsial tidak berpengaruh signifikan terhadap kualitas belajar peserta didik. Hanya bimbingan orang tua yang memiliki pengaruh yang signifikan terhadap kualitas belajar peserta didik. Akan tetapi, jika dilihat secara simultan semua variabel bebas mulai dari kreativitas guru, bimbingan orang tua, metode pembelajaran dan minat belajar berpengaruh signifikan terhadap kualitas belajar.

ABSTRACT

Many factors determine the quality of student learning at the basic education level. Several factors have been studied, but several still need to be studied specifically, resulting in theoretical gaps. This study aims to analyze the influence of teacher creativity, parental guidance, learning methods, and interest in learning on students' learning quality at the basic education level. This research was conducted with a quantitative approach. Informants in this study were 50 parents of students. This research instrument uses a closed questionnaire sheet. Instrument testing is carried out by testing the validity and reliability tests. The data were analyzed using multiple regression analysis with the *t*-test and *F*-test. The results showed that the variables of teacher creativity, learning methods, and learning interest partially did not significantly affect students' learning quality. Only parental guidance has a significant influence on the quality of student learning. However, when viewed simultaneously, all the independent variables, starting from teacher creativity, parental guidance, learning methods, and interest in learning, significantly affect the quality of learning.

1. INTRODUCTION

The viewpoint of education is central to the development of an innovative as well as creative skill. Things that are very important in human life include education that is useful for improving human resources in the world. Every child needs education (Miniawi & Brenjekjy, 2015; Riyanton, 2015). The existence of education that is owned will increase the standard of living. Basic education is a provision in the world of education. In national education, it is known that the level of formal education for students is the level of primary and secondary education, which is around 7 to 18 years old (Arifa & Prayitno, 2019; Bahri, 2017). All children need support and guidance in order to have a good and correct understanding of the learning process, so that there are no ongoing misconceptions and maximize student learning outcomes (Mardiani,

2021; Yestiani & Zahwa, 2020). The domestic government has one of the efforts to improve the quality of education is that education is carried out by means of interaction, enlightenment, entertainment, encouragement and also according to the interests, talents and physical and mental needs of students, as well as being active, creative and independent. Educational development can be supported by contextual and authentic, constructive approaches, problem based learning models, contextual teaching learning approaches, and methods investigative (Gunansyah et al., 2021; Thaher, 2020).

Based on previous studies, there are several variables that affect the quality of student learning. In general, the results of previous studies were divided into two aspects, namely internal factors and external factors (Yuzarion, 2017). Internal factors (behavior factors) namely (student preparation, motivation, talent, maturity, attention). External factors (environmental factors), namely the type of teaching, teachers, capable staff, infrastructure, rooms, teaching aids. However, in this study, the factors that will be studied are the creativity of teachers as educators, parental guidance to students, learning methods given by teachers to students, and students' learning interests themselves. This is very important because good quality learning will be created when there is a collaboration of several of these factors.

Creating an inspiring, creative environment in the classroom is the responsibility and duty of the teacher. In this way, study time becomes a moment for students to wait. In addition, the quality of education depends not only on professional skills, but also on the enthusiasm and creativity of the teachers. There are several characteristics in a teacher's creativity which include optimistic, agile, respectful, flexible, inspiring, humorous, disciplined, responsive, gentle, also empathetic (Abdullah, 2017; Oktavia, 2020). The teacher is the spearhead in determining the success of each student, this shows the role of the teacher in the world of education. To teach students, teachers need to take multiple roles to create an effective, efficient and best teaching environment. In order to be able to teach effectively, a teacher can empower students and must participate in the quality of their learning through various appropriate teaching methods.

The teacher is a professional educator whose main role is to guide, teach, train, direct, evaluate, as well as evaluate students in early childhood education through formal education, basic education, as well as secondary education. Teacher creativity is very influential for the formation of education for students. In essence, creative learning is something that must always be applied in teaching patterns (Amran et al., 2019; Asriadi & Istiyono, 2020). The teacher's creativity also shapes the character patterns of students in the classroom environment and the environment outside the classroom. Creativity or creative thinking is the ability to see various possible solutions to a problem. In the teaching and learning process, choosing and using the right presentation method can help students learn and understand all the material taught by the teacher. So, it can be seen whether the increase in student performance can be improved by existing teaching and whether students can understand the existing teaching material as well (Chetty et al., 2019; Saravanan et al., 2021).

The learning method is something that cannot be separated in learning, the learning method is something that is used in learning. With an inaccurate method, the subject matter which is quite easy will be difficult for students to understand and also less acceptable to students. Submission of appropriate learning methods will help students understand the learning even though it seems difficult. In the 4.0 era, education is very advanced (A. P. Astuti et al., 2019; M. Astuti et al., 2021). Required a creativity in learning methods. Cooperative learning methods are needed. Cooperative learning is one of the many researches, fields of theory and practice that is considered extraordinary in the attainment of an education (Nurfriyanti, 2017; Puspitawangi et al., 2016). The purpose of learning will be achieved if students as well as teachers work together and will create a cooperative learning. In addition, basically parents need to guide their children to be independent in a targeted and optimal way, so parents need to have factors that encourage the development of children's independence. Variability in the way parents from different social classes and sociocultural backgrounds can help achieve good performance in academics (Kamaruddin & Yusoff, 2019; Yusuf et al., 2019).

The role of parenting and also parental guidance is very important in the quality of student learning. Especially during the COVID-19 pandemic which resulted in children's education having to take place online. Variations in parenting styles have an impact on children. The relationship between parents and children as well as the role of parents in guiding, educating, protecting and creating discipline to make a child have good character and not violate norms is the definition of parenting (Hamidah & Putra, E., 2021; Noor, 2020; Setiawan, 2022). The role of parents in raising children includes parents acting as guardians and educators, mentors, motivators, and facilitators. Given the importance of guidance from parents in raising students, it shows that the role played by parents is very important in an education for children. Education in schools alone does not necessarily guarantee the success of children. On the other hand, parents who will give free time in learning activities at home provoke children to create an effective learning (Gara et al., 2022; N. Nurhasanah, 2021; Padmadewi et al., 2018).

Experts say parents are the primary caregivers, first and foremost. Parents have great responsibility for their children's education. Parents as leaders because they are the main educators and the first of a family. Parents play a role in emphasizing specific knowledge as well as general knowledge, that is, parents serve their children on a global scale (Acar et al., 2021; Indriyani & Yusnani, 2021). A source of innovation is interest in learning, and is also the reason why students participate in learning actively. Students who have less interest in learning will lead to unsatisfactory results in the educational process. Every school that has students who have high interest and motivation to learn is the hope of teachers and parents. Teachers and parents will find it easier to teach and guide these students. In the end the learning process will run smoothly as it should (Efriana, 2021; Tajulashikin et al., 2013).

In line with previous study state that students express interest in learning by actively, participating in learning activities, and paying more attention to something that makes them interested (Amanda et al., 2022). Meanwhile, the interest of some UPTD SD Negeri Pare-pare students is still not optimal. This problem is characterized by the characteristics of students who are easily bored, unfocused, and less responsive to the delivery of material. Students who have an interest in learning can be analyzed by a relatively stable structure of individual tendencies to occupy objects of interest (Ningsih et al., 2022; Shupin et al., 2020). According to previous study, which tested teacher creativity, parental guidance, learning methods and interest in learning on the learning quality of students at the basic education level (Astalini et al., 2022; Amanda et al., 2022). The creation of a good quality of learning, undeniably involves a relationship between the creativity of teachers as educators, the methods of teaching materials delivered, parental guidance for children, and students' own interest in learning in everyday learning. A quality learning that is good and mastered by students will lead students to reach their goals and lead students to become productive young generations.

This study was conducted with the aim to analyze the influence of teacher creativity, parental guidance, learning methods, and interest in learning on the quality of students at the elementary school level. The creation of a good quality of learning, undeniably involves a relationship between the creativity of teachers as educators, the methods of teaching materials delivered, parental guidance for children, and students' own interest in learning in everyday learning. A quality learning that is good and mastered by students will lead students to reach their goals and lead students to become productive young generations. If the quality of student learning increases, the determinants of the quality of student learning are considered successful.

2. METHOD

The type of research method used in this study is quantitative with a survey method. Research based on positivism philosophy is a quantitative research. Quantitative research is used in examining certain samples or populations, data analysis in this study is quantitative or statistical. Data collection in this study used research instruments. The use of methods in this study aimed to determine teacher creativity, learning methods used, parental guidance, and students' learning interest on the quality of learning at the basic education level. The concept of this research includes teacher creativity, learning methods used, parental guidance, interest in learning, and the quality of student learning. Variables, indicators, and variable measurement scales that used in this study is show in Table 1.

Table 1. Variables, Indicators, and Variable Measurement Scales

Variable	Indicator	Scale
1. Teacher creativity	a. Originality (teacher's ability to make something unique)	Likert
	b. Flexibility (teacher's ability to approach)	Likert
	c. Elaboration (teacher's ability to make learning more interesting)	Likert
	d. Motivation (teacher's ability to inspire student learning)	Likert
2. Parental guidance	a. Provide guidance to children	Likert
	b. Supervision in learning	Likert
	c. Creation of a peaceful learning atmospher	Likert
3. Learning methods	a. The suitability of the method with the learning objectives	Likert
	b. Teachers master the material, structure, and learning concepts	Likert
	c. The teacher takes reflective action	Likert
	a. Pay attention to the teacher's explanation	Likert
	b. Ask during lessons	Likert

Variable	Indicator	Scale
4. Interest to learn	c. Discuss with friends	Likert
	a. Student learning development	Likert
	b. Student learning motivation	Likert
5. Learning quality	c. Student learning outcomes	

In this study, data collection techniques used a questionnaire technique. The preparation of the questionnaire was prepared using a Likert scale with five available answer choices: strongly agree, agree, neutral, less agree, and disagree. The questionnaire is stated with several questions. The score for each question answer is 5 for Strongly Agree answers, 4 for agree answers, 3 for neutral answers, 2 for disagree answers, and 1 for disagree answers. In this study, data was collected by distributing questionnaires to several parents of SDN 21 students in Pare-pare City, South Sulawesi province.

The population in this study were all parents of students UPTD SD Negeri 21 Pare-pare City. Respondents in this study were 50 parents of students who would be analyzed by regression. Questionnaire sheets are used for instruments in the study. The closed questionnaire was used in this study. This questionnaire is presented along with answer choices and respondents are asked to choose only one answer from the 5 available answer choices by placing a checklist on one of the answer choices (Frizka & Dalifa, 2017). The instruments in this study have gone through validity and reliability tests. The data to be obtained is then processed using descriptive and inferential statistical analysis tools through multiple linear regression. Hypothesis testing was carried out using the t test and F test.

3. RESULT AND DISCUSSION

Result

Validity Test

Validity tests were carried out in this study with the intent and purpose of making clarity in the data collection carried out visible. Validity test is a test that will show the accuracy of the data by measuring what will be measured. The purpose of conducting a validity test in the study is to find out whether each question item that has been processed is correct and the respondent can find out the intent of each question item. Test the validity using the formula $r_{count} > r_{table}$ and declared valid. However, if $r_{count} < r_{table}$ then it is declared invalid. All of the question items show the results of $r_{count} > r_{table}$ with a 95% confidence level of 0,242. Table 2 show the instrument validity test data.

Table 2. Test Results for the Validity of Teacher Creativity Instruments

No. Items	r count	r table	Description
1.	0.542	0.242	Valid
2.	0.473	0.242	Valid
3.	0.534	0.242	Valid
4.	0.389	0.242	Valid
5.	0.509	0.242	Valid
6.	0.271	0.242	Valid
7.	0.399	0.242	Valid
8.	0.458	0.242	Valid
9.	0.439	0.242	Valid
10.	0.425	0.242	Valid
11.	0.423	0.242	Valid
12.	0.370	0.242	Valid
13.	0.481	0.242	Valid
14.	0.490	0.242	Valid
15.	0.308	0.242	Valid
16.	0.296	0.242	Valid

Base on Table 2 show results of the validity test of the teacher creativity instrument above that all items are eligible to be used as question items in the instrument and all question items fall into the valid category and it can be seen that the measured data is correct. The result of the parental guidance instrument validity test is show in Table 3.

Table 3. Parental Guidance Instrument Validity Test Results

No. Items	r count	r table	Description
1.	0.433	0.242	Valid
2.	0.490	0.242	Valid
3.	0.277	0.242	Valid
4.	0.370	0.242	Valid
5.	0.323	0.242	Valid
6.	0.386	0.242	Valid
7.	0.432	0.242	Valid
8.	0.445	0.242	Valid
9.	0.504	0.242	Valid
10.	0.282	0.242	Valid
11.	0.412	0.242	Valid
12.	0.471	0.242	Valid

Base on Table 3 show the validity test of the parental guidance instrument above that all items are eligible to be used as question items in the instrument and all question items fall into the valid category, which means the measured data is correct. The result of the validity test of the learning method instrument is show in Table 4.

Table 4. Learning Method Validity Test Results

No. Items	r count	r table	Description
1.	0.294	0.242	Valid
2.	0.391	0.242	Valid
3.	0.465	0.242	Valid
4.	0.328	0.242	Valid
5.	0.448	0.242	Valid
6.	0.330	0.242	Valid
7.	0.311	0.242	Valid
8.	0.365	0.242	Valid
9.	0.278	0.242	Valid
10.	0.452	0.242	Valid
11.	0.480	0.242	Valid
12.	0.432	0.242	Valid

Base on Table 4 it is known the results of the validity test of the learning method instrument above that all items are eligible to be used as question items in the instrument and all question items fall into the valid category and the measured data is correct. Table 5 show the results of the validity test of the interest in learning instrument.

Table 5. Study Interest Validity Test Results

No. Items	r count	r table	Description
1.	0.331	0.242	Valid
2.	0.457	0.242	Valid
3.	0.537	0.242	Valid
4.	0.364	0.242	Valid
5.	0.399	0.242	Valid
6.	0.445	0.242	Valid
7.	0.430	0.242	Valid
8.	0.517	0.242	Valid
9.	0.428	0.242	Valid
10.	0.591	0.242	Valid
11.	0.480	0.242	Valid
12.	0.510	0.242	Valid

Base on Table 5 show the results of the validity test of the learning interest instrument above that all items are eligible to be used as question items in the instrument and all question items fall into the valid category and the measured data is correct. The results of the validity test of the learning quality instrument is show in Table 6.

Table 6. Learning Quality Validity Test Results

No. Items	r count	r table	Description
1.	0.460	0.242	Valid
2.	0.229	0.242	Valid
3.	0.455	0.242	Valid
4.	0.259	0.242	Valid
5.	0.406	0.242	Valid
6.	0.308	0.242	Valid
7.	0.357	0.242	Valid
8.	0.509	0.242	Valid
9.	0.461	0.242	Valid
10.	0.413	0.242	Valid
11.	0.471	0.242	Valid
12.	0.481	0.242	Valid

Base on Table 6, it is known the results of the validity test of the learning quality instrument above that all items are eligible to be used as question items in the instrument and all question item items fall into the valid category.

Reliability Test

Next is the result of the reliability test. Reliability test is a test used to determine the consistency of a questionnaire. Cronbach's Alpha technique was used in the reliability test of this study. Alpha Cronbach is used when the instrument of a study uses a questionnaire. In this reliability test the decision rule adopted is $r_{count} \geq r_{table}$ with reliable instrument information, and if $r_{count} < r_{table}$ with unreliable information. The value set in this realibility test is 0.60. Learning method reliability test results is show in Table 7.

Table 7. Learning Method Reliability Test Results

No.	Variable	Alpha Cronbach	Description
1.	Teacher creativity	0.93	Reliable
2.	Parental guidance	0.72	Reliable
3.	Learning methods	0.74	Reliable
4.	Interest to learn	0.80	Reliable
5.	Quality study	0.69	Reliable

Base on Table 7 show the results of the reliability test in this study found that the items for each question in the questionnaire were in the reliable category.

Description of Research Variables

Furthermore, an analysis of the percentage score of each variable indicator was carried out to provide a specific explanation in this study. There are 4 indicators in teacher creativity, 3 indicators in parental guidance, 3 indicators in learning methods, 3 indicators in learning interest and 3 indicators in learning quality. In the concept of teacher creativity, it consists of 16 question items. The percentage score of each of these indicators is show in Table 8.

Table 8. Percentage of Scores per Teacher Creativity Indicator

No.	Indicator	Σ Score	% Score
1.	Originality	761	76.10
2.	Flexibility	833	80.33
3.	Elaboration	775	77.50
4.	Motivation	820	82.00
Amount		3.189	79%

Base on [Table 8](#) it can be seen that the number of scores obtained through the distributed questionnaire is 79%. With the lowest score of 76.10% and the highest score of 82.00%, which means it is included in the good category, and proves that the creativity of existing teachers is included in the good category. Percentage of score per parental guidance indicator is show in [Table 9](#).

Table 9. Percentage of Score Per Parental Guidance Indicator

No.	Indicator	Σ Score	% Score
1.	Provide guidance to children	817	81.70
2.	Supervision in learning	764	7.40
3.	Creating a peaceful learning atmosphere	780	78.00
Amount		2.361	78.7%

Base on [Table 9](#) it can be seen that the total score obtained through the distributed questionnaire is 78.7%. With the lowest score of 76.40% and the highest score of 81.70%, which means it is included in the good category, and prove that existing parental guidance is included in the good category. Percentage of scores per learning method indicator is show in [Table 10](#).

Table 10. Percentage of Scores per Learning Method Indicator

No.	Indicator	Σ Score	% Score
1.	The suitability of the method with the learning objectives	808	80.80
2.	Teachers master the methods, structures, and learning concepts	804	80.40
3.	Learning is structured	800	80.00
Amount		2.412	80.4%

Base on [Table 10](#) it can be seen that the number of scores that have been found through a distributed questionnaire is 80,4%. With the lowest score of 80.00% and the highest score of 80.80%, which means it is included in the very good category. And proves that the learning method given by the teacher to students is included in the very good category. Percentage of scores per indicator of interest in learning is show in [Table 11](#).

Table 11. Percentage of Scores per Indicator of Interest in Learning

No.	Indicator	Σ Score	% Score
1.	Pay attention to the teacher's explanation	772	77.20
2.	Ask questions while studying	736	73.60
3.	Discuss with friends	754	75.40
Amount		2.262	75.4%

Base on [Table 11](#) it can be seen that the number of scores that have been found through a distributed questionnaire is 75.4%. With the lowest score of 73.60% and the highest score of 77.20%, which means it is included in the good category. And prove that students' interest in learning is included in the good category. Percentage of scores per indicator of learning quality is show in [Table 12](#).

Table 12. Percentage of Scores per Indicator of Learning Quality

No.	Indicator	Σ Score	% Score
1.	Student learning development	865	86.50
2.	Student learning motivation	818	81.80
3.	Student learning outcomes	811	81.10
Amount		2.494	83.13%

Base on [Table 12](#) it can be seen that the number of scores that have been found through a distributed questionnaire is 83.13%. With the lowest score of 81.10% and the highest score of 86.50%, which means it is included in the very good category, and proves that the quality of student learning is included in the very good category.

Hypothesis Testing

Data analysis in this study used multiple linear regression analysis through the t test and F test. The results of hypothesis testing in this study can be seen in the **Table 13**.

Table 13. Results of Data Processing and Hypothesis Testing

Variabels	B	t	sig.	F	sig.
(Constant)	11.565	2.364	0.022		
Teacher creativity (X1)	0.132	1.155	0.254		
Parental guidance (X2)	0.395	2.820	0.007	16.901	0.000
Learning methods (X3)	0.097	0.955	0.345		
Interest to learn (X4)	0.144	1.662	0.104		

Base on **Table 13** it is show that only the parental guidance variable had a positive and significant influence on the learning quality of students at the basic education level. The results of the study also show that teacher creativity, learning methods and interest in learning have no significant positive effect on the learning quality of students at the basic education level. While the results of the F test show that teacher creativity, parental guidance, learning methods and interest in learning together have a positive and significant effect on the learning quality of students at the basic education level.

Discussion

The Influence of Teacher Creativity on the Learning Quality of Students

It is known that the sig value for the effect of X1 on Y is 0,254 > 0,05 and the t count value is 1,155 < t table 1,680. The conclusion is drawn that H1 is rejected, which means that there is no effect of X1 on Y. It can be seen from the analysis of the data that has been processed that the relationship between the dependent variable and the independent variable has no effect because the first independent variable, namely teacher creativity, has no effect on the quality of student learning. However, if the variables simultaneously or simultaneously affect the quality of student learning.

The results of the study suggest that teacher creativity is more directed to teacher activities in enhancing creative learning. Teacher creativity can be seen from how the teacher can present an imaginative lesson. Creativity is more directed to an activity that attracts interest. As in the findings which describes that teachers who are professional are those who have a skill that is self-creative and teachers have an important role in carrying out the learning process, namely to attract students' interest in learning ([Amrulloh & Galushasti, 2022](#)). The creativity of a teacher when the teacher has a skill that will motivate student learning. If one of the variables, namely teacher creativity is studied, then teacher creativity here refers to what the teacher does to attract the interest of his students. This study analyzes that the creativity of a teacher will improve the quality of student learning. The results of this study found that teacher creativity did not affect the quality of student learning. In this study teacher creativity is one of the influences in improving the quality of student learning but in fact teacher creativity does not affect the quality of student learning and encourages student motivation in learning.

Teacher creativity is more directed to how teachers increase student learning motivation. Teacher creativity also encourages motivation in each student ([Gucyeter & Erdogan, 2020](#); [Oktiani, 2017](#)). In carrying out a creativity, the teacher needs to carry out a development, coaching, supervision, and creating fun learning patterns for students. Basically, every learning that takes place and is carried out in the classroom has a purpose in achieving an existing goal. Also in a learning process there are several main components, such as students, the material being taught and also the creativity of the teacher ([Abdullah, 2017](#); [Kivunja, 2014](#)). A teacher has a task not only in conveying information to students. This is where teachers are required to provide various learning media through their creativity so that students in learning can develop self-efficiency. Meanwhile, improving the quality of students is more directed to the learning strategies provided by the teacher which will encourage an emotional, social and cognitive involvement of students ([Lindner & Schwab, 2020](#); [Miranda et al., 2021](#)).

In a learning required a creativity that can combine between teachers and students. The creativity of the teacher has a very large role or contribution in the implementation of a lesson. The teaching and learning process can be enjoyed by students is a dream for every student. In a creativity carried out by the teacher, the teacher will know the abilities of students and teachers can also understand students ([Abdullah, 2017](#); [Hadisi et al., 2017](#)). Based on the explanation above, it can be seen that teacher creativity is not a factor that can determine the quality of learning. The findings in this study contain implications for teachers to increase their creativity to encourage student motivation so that the learning process that students participate in is more enjoyable.

The Effect of Parental Guidance on the Learning Quality of Students

It is known that the sig value for the effect of X2 on Y is $0,007 < 0,05$ and the t count value is $2,820 > t$ table $1,680$. The conclusion is drawn that H2 is accepted, which means that there is an influence of X2 on Y. From the analysis of the data that has been processed, it can be seen that the relationship between the second variable, namely parental guidance, has an effect on the learning quality of students. Parental guidance here refers to how parents provide an atmosphere in effective learning. In previous research conducted it is illustrated that the guidance from parents will have an impact on children's daily lives and will create a conducive learning atmosphere in their learning which will improve the quality of learning as well as the role of parents can influence student success in learning (Susanto, 2020). In this study analyzing parental guidance will improve the quality of student learning. The results of this study found that parental guidance affects the quality of student learning. Parental guidance related to learning for their children greatly influences the positive motivation of the learning process. It cannot be denied that the quality of children's learning is determined by how parents guide their children.

Parents have a role in educating their children, the role here is how parents train a good personality in the child. Giving guidance from parents should be done consistently so that it has a positive impact on the child himself (Novita & Agustina, 2018; Rachmawati, 2018). The first education is education from parents to children. Supervision given by parents in creating a conducive learning atmosphere will provide a sense of comfort in the child when the child is carrying out learning at home or at school. Effective learning carried out by students comes from how parents guide students in their daily lives. From the guidance given by parents, new learning quality improvements will emerge in students. In both formal and informal institutions, guidance from parents plays a very important role in determining quality education. Guidance from parents will affect achievement in learning and the quality of learning is influenced by existing factors (Umar, 2015; Yusrizal et al., 2020).

The Influence of Learning Methods on the Learning Quality of Students

It is known that the sig value for the effect of X3 on Y is $0,345 > 0,05$ and the t count value is $0,955 < t$ table $1,680$. The conclusion is drawn that H3 is rejected, which means that there is no effect of X3 on Y. It can be seen from the analysis of the data that has been processed that the relationship between the dependent variable and the independent variable has no effect because the third independent variable, namely the learning method, does not affect the quality of student learning. However, if the variables simultaneously or simultaneously affect the quality of student learning.

If one of the variables, namely the learning method is studied, the learning method here refers to the way the teacher provides the method in learning. In previous research conducted illustrates that the teacher chooses the right learning method for students, with the intention of influencing the learning atmosphere for students as well as learning methods that are getting better only affect the effectiveness of the learning process (Kelana et al., 2021). This study analyzes that the learning method will affect the effectiveness of student learning. The results of this study found that the learning method did not affect the quality of student learning. In this study analyzing the learning methods used by a teacher will improve the quality of student learning. The learning method is a pattern and a plan that will be used as a guide to a lesson (Lutvaidah, 2016; Rosana, 2017). The learning method consists of stages, approaches, objectives, and learning environment and will also affect the learning styles of students. Learning methods must be processed with new breakthroughs so that intertwined learning creates an effective learning. The learning method requires a mix of teacher creativity and innovation to make learning fun and meaningful (Hau et al., 2020; Maesaroh, 2013). In the classroom, students have unequal interests in learning and students usually assess whether a lesson is interesting or not from the learning method used by a teacher.

The Effect of Interest in Learning on the Quality of Student Learning

It is known that the sig value for the effect of X4 on Y is $0,104 > 0,05$ and the t count value is $1,662 < t$ table $1,680$. The conclusion is drawn that H4 is rejected, which means that there is no effect of X4 on Y. It can be seen from the analysis of the data that has been processed that the relationship between the dependent variable and the independent variable has no effect because the fourth independent variable, namely interest in learning, does not affect the quality of student learning. However, if the variables simultaneously or simultaneously affect the quality of student learning.

If the learning interest variable is studied, the interest in learning here refers to the nature of students in the learning process. In a previous study which illustrates that students' interest in learning is a driving force for attitudes in the learning process (S. Nurhasanah & Sobandi, 2016; Shafar et al., 2022). In this study analyzing student learning interest will increase the quality of student learning. The research results from this study found that interest in learning has no effect on the quality of student learning. The quality of student learning will be determined by internal factors in the form of student self-participation

and external factors in the form of the environment. This study analyzes that interest in learning will affect attitudes in the learning process. The results of this study found that learning interest did not affect the quality of student learning. In this study analyzing students' interest in learning will only encourage how students behave in the learning process.

Student learning interest is part of student activities in a learning process. Students' interest in learning has a tendency to encourage student attitudes (Berutu & Tambunan, 2018; Silfitriah & Mailili, 2020). There is influence between success and student learning interest. Students' interest in learning is also closely related to student learning activities in the process of developing students' self-potential within the classroom and outside the classroom. Student learning interest also has an intense effect on the reasoning abilities of each student in the existing learning process (Awaliyah & Fitrianna, 2018; Besare, 2020). So, the learning interest of students here is more directed to how each student is encouraged in a learning that is created.

The implication of this study is to determine the effect of teacher creativity, parental guidance, learning methods, and interest in learning in improving the quality of student learning. This study emphasize that the learning method provided by the teacher has more influence on the learning styles of students. Where, learning methods that make students interested will make students learn in a sense of comfort, and students' learning interest tends to be more directed to a driving force in the attitude of students and the development of self-potentials.

4. CONCLUSION

The results of the teacher's creativity, learning methods, and interest in learning did not affect the quality of student learning at SD Negeri 21 Parepare City. It's just that parental guidance affects the quality of student learning. In this study, when viewed simultaneously, there is a relationship between teacher creativity, parental guidance, learning methods, and interest in learning that affect the quality of student learning at SD Negeri 21 Parepare City. From the studies that have been carried out, teacher creativity greatly influences a motivation within students and also teacher creativity is more directed towards increasing student interest in learning. Meanwhile, parental guidance has an influence on the learning quality of students because parental guidance can create a conducive learning atmosphere for students and has a positive impact on learning. This conducive atmosphere and positive impact will build the quality of learning for students.

5. REFERENCES

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