

# The Impact of Students' Learning Interests and Parenting Patterns on Economic Learning Outcomes

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## ARTICLE INFO

### Article history:

Received January 08, 2024

Accepted March 30, 2024

Available online April 25, 2024

### Kata Kunci:

Minat Belajar, Pola Asuh Orang Tua, Hasil Belajar

### Keywords:

learning Interest, Parenting, Learning Outcomes



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## ABSTRAK

Kurangnya perhatian orang tua terhadap pendidikan karakter anak membuat pola asuh orang tua menjadi kurang optimal, sehingga minat belajar anak menjadi menurun yang menyebabkan hasil belajar siswa menjadi tidak memenuhi KKM di sekolah. Maka dari itu tujuan dari penelitian ini adalah untuk menguji secara parsial dan simultan pengaruh minat belajar dan pola asuh orang tua terhadap hasil belajar ekonomi siswa kelas XI. Jenis penelitian ini adalah penelitian kausal. Populasi dalam penelitian ini berjumlah 107 siswa dan sampel yang digunakan sebanyak 84 siswa. Metode pengumpulan data dengan kuesioner dan dokumen, kemudian dianalisis dengan regresi linier berganda. Pengujian hipotesis menggunakan uji-t dan uji-F diolah dengan menggunakan program SPSS 20.0 for windows. Hasil penelitian ini menunjukkan bahwa minat belajar dan pola asuh orang tua secara parsial dan simultan berpengaruh terhadap hasil belajar IPS siswa yang dinyatakan dengan taraf signifikansi  $0,000 < 0,05$ . Berdasarkan hal tersebut, disimpulkan bahwa pendidikan formal juga harus diimbangi dengan pendidikan informal yang diberikan oleh orang tua melalui pola asuh yang baik akan meningkatkan minat belajar siswa sehingga hasil belajar siswa juga akan bisa lebih baik. Penelitian ini memberikan implikasi secara teoritis bahwa solusi untuk meningkatkan minat belajar dan hasil belajar siswa bisa dilakukan melalui penerapan pendidikan informal untuk mengimbangi pendidikan formal.

## ABSTRACT

The lack of parental attention to children's character education makes parents' parenting patterns less than optimal, so children's interest in learning decreases, which causes student learning outcomes not to meet the KKM at school. Therefore, this research aims to partially and simultaneously examine the influence of learning interests and parenting patterns on the economic learning outcomes of class XI students. This type of research is causal research. The population in this research was 107 students, and the sample used was 84 students. Data collection methods using questionnaires and documents were analyzed using multiple linear regression. Hypothesis testing using the t-test and F-test was processed using the SPSS 20.0 for the Windows program. This research shows that interest in learning and parenting patterns partially and simultaneously influence students' social studies learning outcomes, which are expressed at a significance level of  $0.000 < 0.05$ . Based on this, it is concluded that formal education must also be balanced with informal education provided by parents through good parenting. This will increase students' interest in learning so that student learning outcomes will improve. This research provides theoretical implications that the solution to increasing student interest in learning and learning outcomes can be done by applying informal education to balance formal education.

## 1. INTRODUCTION

Learning is a form of activity that allows one to gain expertise and master certain things (Hanafy, 2014; Vandini, 2015). In addition, learning activities are also carried out to get satisfactory learning results. Some efforts are needed to obtain this, including efforts that students can make by studying diligently. Learning is a form or way for someone to improve their behavior (Setiawati, 2018; Slameto, 2010). Learning can also be interpreted as an effort made by someone to increase their knowledge (Oktiani, 2017; Palittin et al., 2019). With knowledge, someone can do something for a good life. The learning outcomes are stages of changed behavior, from students who initially did not know to knowledge, bad behavior to better, and unskilled students to competent students (Andriani, 2014; Supardi, 2015). Learning outcomes change in

each student, both cognitively, affectively, and psychomotorically, due to learning (Saptono, 2016). Student learning outcomes are academic achievements realized through participation in exams and assignments and active involvement in asking and answering questions that support their learning process (Dakhi, 2020; Fiteriani & Solekha, 2017). Then, Wahyuningsih revealed that learning outcomes can be represented through changed behavior that can be shown and observed before and after learning activities (Wahyuningsih, 2020). Therefore, learning outcomes are an assessment of the acquisition of student learning after completing learning.

The learning outcomes in this study are students' economic learning outcomes as a compulsory subject in secondary schools. This is because, in economic learning, economics offers solutions to solving economic problems individuals and society face. The function and purpose of economic lessons include developing students' skills in understanding existing events generally occurring in the community environment so that students are expected to examine and assess the problems faced to recognize and know how to solve them (Miftah, 2013; Saidi, 2016). In general, good and bad grades in economic subjects are influenced by two factors, namely internal factors, which include physiology, physical fitness and health and mental health; Intelligence, Will, Maturity, Motivation, Interest, Talent, and Maturity, then external factors are society, school & family (Slameto, 2010b; Subarjah, 2016). Measurement of economic learning outcomes requires various aspects or indicators as a reference to assess the success achieved by students in learning activities. Student learning outcomes can be observed through the changes obtained. These changes cover all aspects of behavior, including aspects of attitude (affective), aspects of skills (psychomotor), and aspects of knowledge (cognitive). Learning outcomes are very often associated with students' learning interests. Interest dominant influences student learning outcomes (Sirait, 2016). Learning interest is a learning condition in which someone who is learning has attention and interest in something that is taught to him, which is accompanied by a willingness to understand and study more deeply the material taught to him by the teacher to achieve success in learning (Hanafi et al., 2018). Learning interest can also be interpreted as a sense of interest, liking, pleasure, attention, and hope that students have in something, especially lessons without encouragement (Friantini & Winata, 2019; Prihatini, 2017). The existence of learning interest is due to several things that influence it, including a strong desire to raise one's dignity or get a job according to hopes and expectations so that life can be happy (Islamiah, 2019). A high level of interest in learning tends to provide high learning outcomes. Conversely, if students have a low desire to learn, their learning outcomes will automatically be low.

Factors influence students' learning interests. Generally, two factors can impact students' learning interests: internal and external factors (Korompot et al., 2020; Linasari, 2021). Internal factors make students interested in doing something that comes from the students themselves. This factor is divided into interest, attention, motivation, feelings of pleasure or liking, curiosity, and needed things. Furthermore, external factors make students interested in doing something outside, for example, encouragement from parents/teachers/colleagues, availability of facilities, and environmental conditions. Different attitudes between students with low learning interests certainly reflect the high interest in learning. Indicators of students' learning interests are enjoying learning, tending to pay more attention to learning, having an interest in learning than other things, and having participation and activity in learning (Slameto, 2010b). The role of interest in learning is very important because interest in learning can improve a person's learning outcomes. Through interest in learning, students can be active and strongly desire to succeed. Therefore, a high interest in learning will positively influence student learning achievement. Based on studies that reveal that interest in learning influences learning outcomes (Nuratri, 2016; Sari & Trisnawati, 2021). Parenting patterns can also influence student learning outcomes, as they originate from outside themselves (external factors), namely the family environment, which is believed to impact student learning achievement. The way parents educate their children plays an important role in shaping and developing their children's personalities so that their children become pleasant, noble, and excellent learners (Fajriati et al., 2022; Vega et al., 2019). Parenting patterns can be interpreted as how parents work directly or indirectly as a manifestation of accountability to children (Subagia, 2021). In addition, there is also a form of expression given by parents in the process of educating their children, namely through actions or attitudes that can be verbal or non-verbal, which substantially greatly influence the child's opportunities in terms of intellectual aspects or abilities, emotions or attitudes, personality, social and psychological development (Anisah, 2017; Syobah et al., 2023).

Every parent has their way of providing care for their children (Anas, 2019). This parenting pattern is a parenting style from parents to their children. This parenting style is a pattern of parental behavior that is visible or dominant in handling or caring for children daily. Parenting methods can be caused by age, participation, education, experience, parental stress, and husband and wife relationships (Lukmana et al., 2019; Rahmayati, 2020). Indicators of parenting patterns themselves can be seen in the way parents

educate their children. Parents educate their children in three main aspects: spoiling them, treating them harshly, and not paying enough/no attention to their children (Slameto, 2010).

For this reason, the role of parents in educating their children is very important. The development of children in all its dimensions greatly requires the role of their parents as figures who are very responsible in guiding, teaching, and training their children to achieve success. Parents will use different methods to educate and guide their children, and the results will also differ. Based on previous studies, it has been proven that parenting style has a positive influence on learning outcomes (Widhiasih & Abbas, 2017b).

Based on the first observation at SMA N 3 Amlapura, it was seen that students' academic achievement in economics subjects still needed to improve compared to the Minimum Completion Criteria even though students were still present in class, especially eleventh-grade IPS. During the observation, three classes of eleventh-grade IPS majors were obtained, namely XI IPS 1, XI IPS 2, and XI IPS 3, with 107 students. The total number of class XI IPS 1 students who failed the practice in 2021 was 21/36, achieving 58.33%. Then, in class XI IPS 2, there were 19/36 students with a percentage of 52.77%; in class XI IPS 3, there were 25/35 students with 71.49%. The percentage of student learning outcomes included in the interim assessment was still relatively low and needed to meet the school's KKM standards.

Furthermore, students' interest in economics lessons could have been higher, which showed a lack of student activity and attention. Student activity in economics learning was less visible when the teacher invited students to discuss; most students did not express their opinions when the teacher asked directly students who did not know the answer. In addition, students' interest in learning finance still needs to be higher. We can see in the learning process that there are students who pay less attention to what the teacher explains, there are confused students, and there are students who pay more attention to other problems because they write exemplary instruments and chat with friends. In addition to observation, researchers interviewed several Grade XI IPS students based on several student interviews. Students admitted that their parents were less interested in their academic activities. For example, when parents of students at home rarely ask about their children's academic progress or learning difficulties, students also say that the most important thing for parents is to visit their children and have them go out of the house every day to school. As a result, most students rarely do their teacher's homework, especially when studying finance. Of course, this case indicates that the parenting pattern applied by parents pays less attention to student activities at school, especially those that will affect students' financial and academic achievement. Previous studies have found that learning motivation and parenting patterns affect student learning outcomes (Rizqi & Sumantri, 2019; Sayekti & Darmawati, 2020). Other studies have found that parental attention and students' learning interests affect the learning outcomes of vocational high school students (Ndraha et al., 2022; Pratiwi, 2015). The novelty of this study is that it focuses on the influence of parental parenting patterns and students' learning interests on the learning achievement of class XI IPS students in economics. This study aimed to examine students' learning interests and parenting patterns on academic achievement in students' economics subjects in class XI IPS students of SMA Negeri 3 Amlapura.

## 2. METHOD

This study took place at SMA Negeri 3 Amlapura. This type of research is quantitative research with a causal type. Causal research is a study that examines the causal relationship between independent variables and their dependent variables (Sugiyono, 2018; Zaluchu, 2020). The population used in this study were all 107 students in grade eleven IPS at SMA N 3 Amlapura. The sample was selected using the proportional random sampling method, where the sample determination process for each class is the same. Random means assuming all subjects have similar things in getting the opportunity to be used as research samples. Determination of the number of samples is calculated using the Slovin formula. The calculation results obtained a sample size of 84 students, which was the method for collecting data using questionnaires, documentation, and observation. Before using the questionnaire, validity, and reliability tests were first carried out. The data analysis used in this study uses multiple linear regression analysis with the following stages: classical assumption testing includes data normality, multicollinearity, and heteroscedasticity, then multiple regression testing is carried out, including the t-test to determine the partial effect and the F-test to determine the simultaneous effect through the SPSS 20.0 for Windows program.

## 3. RESULT AND DISCUSSION

### Result

The test was conducted using a significance level of 5%. Table 1 shows the t-test results on the influence of learning interest on students' economic learning outcomes.

**Table 1.** Results of the t-test of the Influence of Students' Learning Interests on the Economic Learning Outcomes of Grade Eleven Social Studies Students at SMA Negeri 3 Amlapura.

Model	Coefficients			t	Sig.	
	Unstandardized Coefficients		Standardized Coefficients			
	B	Std. Error	Beta			
1	(Constant)	58.077	2.967	0.475	19.574	0.000
	Learning Interest	0.339	0.070		4.882	0.000

Based on Table 1, the results of the t-test on the influence of students' learning interest on economic learning outcomes obtained a significance value of  $0.000 < 0.05$  so that  $H_0$  is rejected and  $H_1$  is accepted, so that it can be concluded that learning outcomes are influenced by learning interest positively and significantly on the economic learning outcomes of eleventh grade IPS students at SMA N 3 Amlapura individually.

**Table 2.** Results of the t-test on the Influence Of Parenting Patterns on the Economic Learning Outcomes of Grade Eleven Social Studies Students at SMA Negeri 3 Amlapura

Model	Coefficients			t	Sig.	
	Unstandardized Coefficients		Standardized Coefficients			
	B	Std. Error	Beta			
1	(Constant)	60.230	2.153	0.537	27.981	0.000
	Parenting Patterns	0.440	0.076		5.758	0.000

Based on Table 2, the results of the t-test on the influence of parenting patterns on economic learning outcomes obtained a significance value of  $0.000 < 0.05$  so that  $H_0$  is rejected and  $H_2$  is accepted, so that the conclusion can be determined that students' economic learning outcomes are influenced by parental parenting patterns positively and significantly individually.

**Table 3.** Results of the F test of the Influence of Learning Interest and Parenting Patterns on the Economic Learning Outcomes of Grade Eleven Social Studies Students at SMA Negeri 3 Amlapura

Model		ANOVA			F	Sig.
		Sum of Squares	df	Mean Square		
1	Regression	472.437	2	236.218	22.450	0.000 <sup>b</sup>
	Residual	852.266	81	10.522		
	<b>Total</b>	<b>1324.702</b>	<b>83</b>			

Based on Table 3, the results of the F test on the influence of learning interest and parenting patterns on economic learning outcomes obtained a significance value of  $0.000 < 0.05$  so that  $H_0$  is rejected and  $H_3$  is accepted, so it can be concluded that students' economic learning outcomes are influenced by learning interest and parental parenting patterns positively and significantly simultaneously.

## Discussion

High learning interest is important in fostering students' interest and seriousness. Students who learn through sincerity without coercion by other individuals will certainly be able to improve their learning outcomes. The interest in learning economics of grade eleven IPS students at SMA Negeri 3 Amlapura is relatively high, as can be seen in the answers to the questionnaire that has been distributed directly to students. Based on positive statements about learning interests that have been distributed, most students at SMA Negeri 3 Amlapura chose answers 4 and 5, which means that the interest in learning at SMA Negeri 3 Amlapura is relatively high. The high learning interest is like students' liking and enjoyment of learning, whereas when there is economics learning, students always seem happy to follow the learning. Students also feel happy if they can answer economics questions fluently and correctly, and when compared to other subjects, students prefer economics subjects. Then, as seen through students' tendencies towards learning, such as when following economics learning, students always follow the learning seriously. When the economics teacher explains the learning material, students pay close attention and try to concentrate when learning occurs.



Furthermore, it can also be seen through student participation in learning, such as when the teacher holds a discussion, students actively participate in expressing their opinions, and when students do not understand the material presented, students will ask the teacher or friends who understand better. These things make the learning interest of eleventh-grade IPS students at SMA Negeri 3 Amlapura high and significantly affect student learning outcomes. Learning interest is a factor that can affect student learning outcomes because it comes from within the student. In addition, research supports this study's findings, which state a statistically significant relationship between learning interest and learning outcomes (Awe & Benge, 2017; Prihatini, 2017).

The importance of the role of parents in their children's education cannot be overstated because children's growth in all dimensions requires parental involvement. It is believed that positive parenting given by parents to their children will increase the achievement of positive learning outcomes in children, and the opposite also happens. Parents of students at SMA Negeri 3 Amlapura give good attention to their children. This can be seen through the answers to negative statements on the questionnaire regarding parenting patterns that have been distributed. Most students at SMA Negeri 3 Amlapura chose answers 2 and 3, which means that parenting patterns at SMA Negeri 3 Amlapura are classified as good. Parenting patterns at SMA Negeri 3 Amlapura are said to be good because parents of students always organize their children's study time. Parents of students also require their children to study hard to get good grades at school. In addition, parents of students should always pay attention to the interests and needs of their children in learning and listen to their children's complaints about their difficulties in learning at school. These things make the parenting patterns of parents at SMA Negeri 3 Amlapura categorized as good and significantly influence student learning outcomes. The findings of this study are supported by the perspective that argues that parenting is a factor that occurs beyond the control of students and can have an impact on their learning outcomes (Septiani et al., 2021; Slameto, 2010). The findings of this study are also supported by those who show that parenting patterns have a good and significant influence on children's learning outcomes (Kusmawati et al., 2022; Widhiasih & Abbas, 2017a).

Student learning outcomes greatly determine whether students have understood the learning material. Therefore, student learning outcomes must be considered. Through the existence of good parenting patterns from parents to their children through parental attention in the child's learning activities and the existence of interest in students to learn, of course, it will be able to influence the learning outcomes of students to be even better. The interest in learning and the parenting patterns given by parents of students at SMA Negeri 3 Amlapura are classified as good. Most students have a high interest in and activeness in learning, and their parents provide ideal care for their children. As stated in previous studies, learning outcomes are influenced by two factors, namely internal factors and external factors (Slameto, 2010). The findings of this study are consistent with this point of view. Interest in learning is a factor that comes from within the student (internal), while parental involvement is a factor that comes from outside the student (external).

Furthermore, this study's findings align with previous findings that found that student learning outcomes are influenced by learning motivation and parental parenting patterns (Andini & Slamet, 2018; R Dewi et al., 2020). This study's results significantly contribute to developing scientific fields, especially in education and developmental psychology. The finding that formal education needs to be balanced with informal education provided by parents highlights the importance of a holistic approach to education. The importance of the role of parents in shaping children's learning interests and outcomes emphasizes the need to pay attention to students' psychological aspects and learning motivation. Although it provides a deeper understanding, this study has sample, method, and context limitations. Therefore, recommendations for future research are to expand the scope of the sample, use a more holistic methodological approach, and expand the contextual scope so that the findings can be broader and more generally applicable and provide a greater contribution to the development of the scientific field being studied.

#### 4. CONCLUSION

Based on the results and description of the discussion above, learning interest has a positive and significant effect on the learning outcomes of students in economics at SMA N 3 Amlapura eleven IPS. Then, parenting patterns have a positive and significant effect on the learning outcomes of students in economics at SMA N 3 Amlapura eleven IPS. Furthermore, there is a positive and significant effect of learning interest and parenting patterns on the learning outcomes of students in economics in grade eleven IPS at SMA Negeri 3 Amlapura. The suggestions put forward through this study are for students to pay more attention to the learning process to understand the subject matter given by the teacher. Then, the suggestions put forward to teachers regarding students' learning interests are expected to provide variations in teaching and learning activities so that learning is exciting, resulting in a lack of enthusiasm for students to follow

learning. The school hopes to socialize with parents of students regarding the importance of implementing optimal parenting patterns to improve their learning outcomes.

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