

The Effect of Parental Motivation on Students' Learning Interest in The Accounting Expertise Program at SMKN 1 Makassar

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ABSTRACT

This study aims to determine the effect of providing motivation by parents on the learning interest of class X students of the Accounting Expertise Program at SMK Negeri 1 Makassar. The variables in this study are motivation given by parents as the independent variable and interest in learning as the dependent variable. The population in this study was all class X students of the accounting skills program at SMKN 1 Makassar. The sample technique used a proportionate stratified random sampling technique of 60 students. Data analysis used descriptive tests, hypothesis testing consisting of simple linear regression analysis, Pearson product moment correlation analysis, the coefficient of determination, and the t-test. Based on the results of the data analysis that has been carried out, a simple linear regression equation model is obtained: $Y = 30.320 + 0.472X$, which means that for each addition of 1 unit of motivation given by parents, the interest in learning has increased by 0.472. From the results of the analysis of the coefficient of determination (r^2), the value of $r^2 = 0.414$ is obtained, which means that the effect of motivating parents on learning interest is 41.4% and the remaining 58.6% is influenced by other factors. Meanwhile, based on the results of the Pearson product moment correlation analysis, a correlation coefficient of 0.643 was obtained and it was in the strong category, which means that there is a strong relationship between giving motivation by parents and the learning interest of class X students in the accounting expertise program at SMK Negeri 1 Makassar. While the results of the t-test analysis obtained a significant value of $0.000 < 0.05$, which means that giving motivation by parents has a significant effect on interest in learning, the hypothesis is accepted.

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1. INTRODUCTION

Education is very important for every individual because it aims to educate the nation's life and develop his potential. As in Law No. 20 of 2003 concerning the National Education System, education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by themselves, society, nation, and state.

Motivation is very important in classroom learning to achieve student learning success because, according to Hamalik (2006) "the act of learning will be successful if it is based on the motivation that exists in students". And Daniels in Faryadi (2017) suggests that "motivation helps to activate one's determination, increases his power/intention, and persistence to achieve the intended goal".

The learning objectives referred to here are high learning outcomes due to motivation. According to Purwanto (2013), motivation is "a conscious effort to influence a person's behavior so that he is moved to act to do something so as to achieve a certain result or goal". Important motivation is given to a student, especially the motivation given by parents. According to Zaldy in Munir (2010) "parents are men and women who are bound by marriage and are ready to assume responsibility as fathers and mothers of the children they give birth to". From the opinion above, it can be concluded that parents are in a marriage relationship where fathers and mothers are ready to be responsible for their children. King (2010) suggests that parental motivation can be measured by indicators, namely "providing guidance, providing learning facilities, attention and supervision, giving gifts and praise, and giving punishment".

According to Ahmad and Susanto (2013), interest in learning is an encouragement in a person or a factor that generates interest or attention effectively and causes the choice of an object or activity that is profitable, enjoyable, and will eventually bring satisfaction to him. According to Slameto (2015), interest in learning can be measured using indicators of "feelings of pleasure, student involvement, interest, and student attention". Meanwhile, according to Setiawan & Abrianto (2021), in increasing interest in learning there are several factors that influence it, including "internal factors, namely factors within students, which are one of the factors that influence students' interest in learning from students themselves. While external factors, namely everything that comes from outside the learner's self, can influence the activities and learning outcomes (Rizqi & Ssumantri, 2019),

Students' interest in learning is influenced by several factors, as is the opinion of Taufani (2008), who states that factors that influence students' interest in learning include internal motivation factors, social motivation factors, and emotional factors. Factors of encouragement from within, for example, the urge to learn and generate interest in learning; social motivational factors, for example, interest in studying because they want to get appreciation from their parents; and emotional factors, namely interest, which is closely related to emotions because emotional factors always accompany a person in dealing with the object of his interest.

SMK Negeri 1 Makassar is one of the vocational schools in South Sulawesi, in the city of Makassar, which is one of the National Standard Schools (SSN) with Accreditation A. The objects studied in this study were class X students of the Accounting Skills Program at SMK Negeri 1 Makassar, totaling 140 students.

Based on the data collection that has been done, it shows that the percentage of motivation variable indicators reported by parents (X) shows an average of 62%, which is high according to Arikunto (2008), namely 61%–80% high. While the percentage for the learning interest variable (Y) is known to show an average of 40%, which is classified as lacking according to the opinion of Arikunto (2008), namely 21%–40% lacking. This is not in line with the opinion of Suzana and Jayanto (2021), who say that "parental motivation and a good school environment will affect the increase in student interest and enthusiasm for learning". This is also not in line with Fazlina's research (2020) that "there is a positive and significant effect of motivating parents on students' learning interest."

Based on the background described above, the authors are interested in carrying out research entitled "The Effect of Giving Motivation by Parents on Learning Interests of Class X Students of the Accounting Expertise Program at SMKN-1 Makassar".

2. RESEARCH METHOD

2.1 Research design

Research design, or study design, is basically a strategy to obtain the necessary data. The type of research used is comparative causation. Comparative causal research is a systematic empirical investigation in which the researcher does not control the independent variables directly because their existence has already occurred or cannot be manipulated. (Emzir, 2008).

a. Instrument research

The research instruments used were questionnaires and documentation. The questionnaire in this study aims to provide information to researchers regarding the giving of motivation by parents and students' learning interests at SMKN1 Makassar. While documentation is used to obtain written data, namely an overview of SMKN 1 Makassar,

2.2 Data analysis

The data analysis technique used in this study uses quantitative analysis. The data to be analyzed in this study is the influence of giving motivation by parents on students' learning interests. This was done by distributing questionnaires to class X students of the Accounting Expertise Program at SMK Negeri 1 Makassar, with a sample size of 60 people. Each answer in the questionnaire is measured using a Likert scale. The data that has been collected is then analyzed with the help of the SPSS v.25.00 for Windows program.

3. RESULTS AND DISCUSSIONS

3.1 Research result

The results of the research based on the distribution of questionnaires regarding giving motivation by parents are illustrated by the percentage of the total score of all respondents' answers obtained from the five indicators of giving motivation by parents contained in the following table.

Table 1. Conclusion of Respondents' Responses about Giving Motivation by Parents

No	Item	Actual Score	Idea Score	% Actual Score	Informatio
1.	Provide Guidance	841	900	93	Very Good
2.	Provision of Learning Facilities	359	600	60	Enough
3.	Attention and supervision	996	1200	83	Very Good
4.	Rewards And Praise	641	900	71,2	Good
5.	Punishmen	602	900	66,8	Good
Mean		3439	4500	76,4	Good

Based on table 1 shows the data on the percentage variable giving motivation by parents with the results of the actual percentage score as a whole of 76.4 percent which is classified as a good category. Even so, there are components that are below the actual score, namely the provision of learning facilities with an actual score of 60 percent, an indicator of prizes and praise with an actual score of 71.2 percent, and an indicator of punishment with an actual score of 66.8 percent.

The results of the research based on the distribution of questionnaires regarding interest in learning are described by the percentage of the total score of all respondents' answers obtained from the four indicators of interest in learning.

Table 2. Conclusion of Respondents' Responses about Interest in Learning

No	Indicator	Actual Score	Idea Score	Actual Score (%)	Informant
1	Feeling happy	894	1200	75	Good
2	student engagement	646	900	72	Good
3	Interest	849	1200	71	Good
4	Student attention	1067	1200	89	Very Good
Mean		3456	4500	77	Good

Based on Table 2, the percentage of the variable interest in learning was 77 percent, which is classified as a good category. Even so, there are still components that are below the actual score, namely the joy indicator with an actual score of 75 percent, the indicator of student engagement with an actual score of 72 percent, and the indicator of interest with an actual score of 71 percent. When the validity of giving motivation by parents and measuring learning interest based on statement items is tested, it is said to be valid if the value of $r_{count} > r_{table}$. Testing the reliability of giving motivation by parents and learning interest was carried out using the Cronbach's alpha technique with a total of 60 students. An instrument is declared reliable if the value of Cronbach's alpha is greater than 0.60. (Ghozali, 2011)

Based on the instrument tests used, the validity test and reliability test can be seen in the following table.

Table 3. Test the validity and reliability of research instruments

Variabel	Validity			Reliability		
	r count	r table	Info	Cronbach's Alpha	Standart	Info
Giving Motivation by Parents	0,365 0,838	0,254	Valid	0,880	0,60	Reliable
Interest to learn	0,355 0,698	0,254	Valid	0,831	0,60	Reliable

Based on table 3 shows that for the variable instrument giving motivation by parents with an r count between 0.365 to 0.838 greater than r table 0.254, so that the instrument for giving motivation by parents is declared "valid". For the reliability test of the instrument for giving motivation by parents, it obtained a Cronbach's alpha value of 0.880, greater than 0.60, so that the instrument for giving motivation by parents was declared "reliable". Whereas to test the validity of the interest in learning instrument with an r count value between 0.355 and 0.698 is greater than the r table of 0.254, so that the interest in learning instrument is declared "valid". For the instrument reliability test, the learning interest variable obtained a Cronbach's alpha value of 0.831, greater than 0.60, so that the interest in learning the instrument was declared "reliable". Thus, it can be concluded that the instrument for the two variables in this study is feasible to use.

Based on the hypothesis test used, this includes simple linear regression analysis, coefficient of determination, product moment correlation analysis, and a t-test.

Table 4. Simple Linear Regression Test Results

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error
1	.643 ^a	.414	.404	6.53940

Based on table 5, the coefficient of determination is 0.414, or 41.4 percent. This means that motivation provided by parents has a contribution to or influence on 41.4 percent of the interest in learning, while the rest is influenced by other factors.

Table 6. Pearson Product Moment Correlation Analysis

Correlations			
		Pola Asuh Orang Tua	Disiplin Belajar
Giving Motivation by Parents	Pearson Correlation	1	.643**
	Sig. (2-tailed)		.000
	N	60	60
Interest to learn	Pearson Correlation	.643**	1
	Sig. (2-tailed)	.000	
	N	60	60

According to table 6, there is a correlation with a correlation coefficient of 0.643 between parental motivation and learning interest. This means that between the variables of motivation by parents and the learning interest of class X students in the accounting skills program at SMK Negeri 1 Makassar, at intervals of 0.600–0.799, the correlation coefficient is in the strong category.

Table 7. Uji T Test

Coefficients ^a						
		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
Model		B	Std. Error	Beta		
1	(Constant)	30.320	4.314		7.028	0.000
	Pemberian Motivasi oleh Orang Tua	0.472	0.074	.643	6.401	0.000

a. Dependent Variable: Minat Belajar

Based on table 7, it shows that the significant value is 0.000 < 0.05, which means that the variable giving motivation by parents has a significant effect on the learning interest of class X students of the Accounting Expertise Program at SMKN 1 Makassar. Therefore, it can be concluded that the hypothesis proposed in this study is declared "accepted".

3.2 Discussion

Giving motivation by parents is encouragement given by parents to students in the form of providing guidance, providing learning facilities, attention and supervision, giving gifts and praise, and giving punishment. Providing motivation by parents is important to give to students to increase interest in learning so as to achieve learning success.

The results of the descriptive analysis of the research variables obtained an average percentage for the variable giving motivation by parents of 76.4 percent and were included in the good category. The indicator that has the highest percentage is the one that provides guidance to 93 percent of students; this is because class X students in the Accounting Expertise Program receive a lot of guidance from their parents. While the lowest percentage of indicators is the provision of learning facilities at 60 percent, this is due to the lack of learning facilities provided by parents. While the descriptive results of the interest in learning variable obtained an average actual score of 77 percent, which is included in the good category, The indicator that has the highest percentage is student attention at 89 percent. This is because when studying, students are more focused on what they have learned. And the lowest indicator is interest at 71 percent; this is because class X students in the Accounting Expertise Program at SMKN 1 Makassar are still not interested in the subject. Therefore, the variable of parental motivation has a significant influence on the learning interest of class X students in the Accounting Expertise Program at SMKN 1 Makassar.

The results of this study indicate that giving motivation by parents has a contribution to or influence on interest in learning for 64.3 percent of the students, while the remaining 35.7 percent is influenced by other factors. Meanwhile, the t-test obtained a significance value of $0.000 < 0.05$, which means that there is a significant influence between giving motivation by parents and students' learning interest. Then the hypothesis put forward "allegedly that giving motivation by parents has a positive and significant effect on the learning interest of class X students of the Accounting Expertise Program at SMKN 1 Makassar" can be accepted. In addition, based on the results of the Pearson Product Moment correlation analysis, a correlation coefficient of 0.643 was obtained and was in the strong category. Which means that there is a strong relationship between the motivation given by parents and the learning interests of students in class X of the Accounting Expertise Program at SMKN 1 Makassar (Sholiha, et al.,2019).

The results of this study are in line with research conducted by Fazlina (2020), which says that giving motivation by parents has a significant effect on students' interest in learning in the Qur'an and Hadith subject at MA Muhammadiyah 1 Malang. The results of this study are supported by the theory put forward by Sardiman (2020), who argues, "Learning motivation is something that can encourage achievement in learning outcomes. The existence of motivation fosters students' interest in learning so that they can take part in learning well. Thus, it can be concluded that the provision of motivation by good parents will affect the increase in interest in learning, and conversely, if the provision of motivation by parents is not good, it will affect students' lack of interest in learning(mawar & hamidi, 2013; fane & Sugito, 2019).

4. CONCLUSION

Based on the results of the research and discussion, it can be concluded that giving motivation by parents is a method used by parents to increase students' interest in learning so as to achieve learning success. With good motivation by parents, it will affect student learning outcomes and can increase a student's learning interest because of contributions from parents, such as being given guidance, having facilities provided, receiving attention and supervision, receiving gifts and praise, and receiving punishment. Based on the indicators of providing motivation by parents, the highest given to class X students of the Accounting Expertise Program at SMKN 1 Makassar is providing guidance, namely that students are always given directions in achieving certain goals. Meanwhile, the lowest motivation provided by parents is the provision of learning facilities, where many students are not equipped with them. Then, based on the variable of interest in learning, the highest indicator is student attention, and the lowest indicator is interest.

This shows that parental motivation plays a very important role in helping students achieve success in their studies. By providing motivation, good parents will greatly affect a student's learning interest.

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