

THE EFFECT OF PARENTAL ATTENTION, STUDENT LEARNING MOTIVATION, AND SOCIAL ENVIRONMENT ON MATHEMATICS LEARNING OUTCOMES OF GRADE VIII STUDENTS OF SMP NEGERI 2 TANAH MERAH

PENGARUH PERHATIAN ORANG TUA, MOTIVASI BELAJAR SISWA, DAN LINGKUNGAN SOSIAL TERHADAP HASIL BELAJAR MATEMATIKA SISWA KELAS VIII SMP NEGERI 2 TANAH MERAH

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ABSTRACT

This study aims to analyze the influence of parental attention, student learning motivation, and the social environment on the mathematics learning outcomes of eighth-grade students at SMP Negeri 2 Tanah Merah. The research employed an ex post facto quantitative approach with simple random sampling, using a questionnaire as the primary instrument. The questionnaire measured three key variables: parental attention, student learning motivation, and the social environment. The findings indicate that each of these variables has a positive and significant influence on students' mathematics learning outcomes. Furthermore, when examined simultaneously, parental attention, learning motivation, and the social environment collectively contribute to improving students' achievement in mathematics. These results highlight the importance of family involvement, internal motivation, and supportive social surroundings in enhancing students' academic performance.

Keywords: Parental Attention, Student Learning Motivation, Social Environment, Mathematics Learning Outcomes

ABSTRAK

Penelitian ini bertujuan untuk menganalisis pengaruh perhatian orang tua, motivasi belajar siswa, dan lingkungan sosial terhadap hasil belajar matematika siswa kelas VIII di SMP Negeri 2 Tanah Merah. Penelitian ini menggunakan pendekatan kuantitatif ex post facto dengan teknik simple random sampling dan instrumen berupa angket. Angket tersebut mengukur tiga variabel utama, yaitu perhatian orang tua, motivasi belajar siswa, dan lingkungan sosial. Hasil penelitian menunjukkan bahwa masing-masing variabel tersebut memiliki pengaruh positif dan signifikan terhadap hasil belajar matematika siswa. Selain itu, ketika diuji secara simultan, perhatian orang tua, motivasi belajar, dan lingkungan sosial secara bersama-sama berkontribusi dalam meningkatkan pencapaian belajar siswa pada mata pelajaran matematika. Temuan ini menegaskan pentingnya keterlibatan keluarga, motivasi internal, serta lingkungan sosial yang mendukung dalam meningkatkan performa akademik siswa.

Kata Kunci: Perhatian Orang Tua, Motivasi Belajar Siswa, Lingkungan Sosial, Hasil Belajar Matematika

1. INTRODUCTION

Learning outcomes are the achievements students attain through the learning process at school. These learning outcomes generally encompass knowledge and skills. These achievements are measured through student-administered tests, such as daily summative, mid-semester summative, and semester summative. According to (Yuningsih, 2022), learning outcomes reflect students' abilities, both in terms of knowledge and skills, and include positive behavioral changes that emerge from the interaction between the teaching and learning process.

The social environment consists of three aspects: the school, the community, and the family. In the school environment, positive relationships and good cooperation are established between all parties, such as teachers, administrative staff, and fellow students, creating a

comfortable and enthusiastic learning atmosphere. This condition will positively impact student learning outcomes. (Adinda Aulia Rokhim, 2022). The social environment (Yuningsih, 2022) also has both positive and negative influences. High unemployment and children who do not continue their education to the next level will negatively impact student development and learning quality. For example, students struggle to find friends to discuss difficult subject matter with. This occurs due to an unsupportive social environment, which contributes to low school enrollment.

According to Law Number 23 of 2003 concerning Child Protection, parents include biological fathers or mothers, stepfathers or mothers, and adoptive fathers or mothers. Based on this definition, parental attention can be understood as a strength that arises from within parents to consciously support their children's learning activities, so that children can achieve optimal learning outcomes. (Adinda Aulia Rokhim, 2022). From this, it can be said that parental involvement in a child's education can include providing attention. This attention takes the form of enthusiasm, motivation in student activities, student study time, and other visible and invisible aspects of the student's learning process.

According to Oktari (2020), parental attention is crucial for encouraging children to remain enthusiastic about learning. With a strong enthusiasm for learning, it is hoped that students' attitudes toward learning will improve, which in turn will help them achieve better learning outcomes, both at school and at home. However, many parents still don't fully understand how to encourage their children to learn without appearing pushy. If applied appropriately, this can have a positive impact on development, especially in the child's mental health.

Children are a responsibility and a gift from God that parents must care for, both physically and mentally. Parents should strive to provide the best for their children. According to (Yuningsih, 2022), parental attention refers to the actions taken by biological fathers and mothers to demonstrate concern for their children, particularly by meeting their emotional and material needs. (Rahayu, 2019) states that families play a very significant role in children's education, especially because parents are the first environment and the first individuals a child knows. Therefore, the primary responsibility for providing basic education rests with parents, and their involvement in their children's education is essential.

(Prasetyo & Sukarni, 2022) stated that parental involvement in supporting children's learning activities at home plays a crucial role in encouraging children's enthusiasm for achieving optimal learning outcomes. Children's learning activities at school require support from parents at home, both psychologically and through the provision of adequate learning facilities. (Rahayu, 2019).

Motivation is the drive that drives someone to engage in an activity. According to the Big Indonesian Dictionary, motivation refers to the impulse that arises within a person, whether consciously or unconsciously, to perform an action with a specific goal. It also includes efforts that motivate individuals or groups to do something to achieve a desired goal or to obtain satisfaction from that action, as well as behaviors focused on drives that lead to a specific goal or need. According to (Adinda Aulia Rokhim, 2022), several factors influence student learning motivation, namely: Intrinsic motivational factors that originate within the student, such as interests, aspirations, and personal circumstances. Extrinsic motivational factors that originate outside the student, including anxiety about their future.

2. METHODS

The study used a relevant ex post facto quantitative approach to analyze relationships between variables without direct intervention. This study was conducted at SMP Negeri 2 Tanah Merah, located on Jalan Vankan Wet, Kampung Sokanggo, Tanah Merah-Boven Digoel. This study took place in April of the even semester of the 2024/2025 academic year.

The population in this study consisted of all 189 eighth-grade students at SMP Negeri 2

Tanah Merah, consisting of five classes: VIII A, VIII B, VIII C, VIII D, and VIII E. The sample size was a portion of the population. In this study, the sample used the Slovin formula to represent the entire population: 128 eighth-grade students at SMP Negeri 2 Tanah Merah. The sampling technique used simple random sampling. The following is the use of the Slovin formula to determine the sample size. $N = N / (1 + (Ne^2))$

The independent variable (x1) in this study is parental attention, specifically parental involvement in learning activities, guidance, and the provision of learning facilities. The independent variable (x2) is student learning motivation, which is the internal and external factors that influence students' interest, enthusiasm, and persistence in achieving academic goals through an effective and efficient learning process. The independent variable (x3) is the social environment, specifically peer relationships, residential conditions, and the influence of the surrounding community.

The dependent variable in this study is student learning outcomes. Student learning outcomes in this study are examined specifically in the material on relationships and functions that students have learned.

Data collection in this study was conducted using a questionnaire. The questionnaire used a Likert scale to measure students' attitudes, opinions, and perceptions. The aspects measured in the questionnaire were parental attention, student learning motivation, and the social environment. The questionnaire consisted of positive and negative statements with four options: "Strongly Agree," "Agree," "Disagree," and "Strongly Disagree."

Validity testing was used to verify the instrument results. The instruments to be validated were questionnaires on parental concern, student learning motivation, and the social environment. The aim was to ensure the instrument results were accurate and suitable for distribution to respondents. For the parental concern, learning motivation, and social environment questionnaires, the researcher requested permission to use questionnaires from Retno Tri Pinuji Rahayu (2019) that had been modified by the researcher.

3. RESULT AND DISCUSSION

Mean, Median, Mode, and Standard Deviation of Parental Attention Data

Data regarding the parental attention variable in the study were obtained through a parental attention questionnaire with a total of 28 statements. And obtained a maximum score of 82 and a minimum score of 60. The results of the analysis in SPSS showed a Mean (M) value of 70.72, Median (Me) of 71, Mode (Mo) of 70, and a standard deviation of 3.858.

Statistics

Perhatian Orang Tua

N	Valid	128
	Missing	0
Mean		70.72
Median		71.00
Mode		70
Std. Deviation		3.858

Mean, Median, Mode, and Standard Deviation of Student Learning Motivation Data.

Data regarding the variables of student learning motivation in the study were obtained through a student learning motivation questionnaire with a total of 30 statements. And obtained a maximum score of 86 and a minimum score of 64. The results of the analysis in SPSS

showed a Mean (M) value of 74.21, Median (Me) of 74, Mode (Mo) of 73, and a standard deviation of 3.849.

Statistics

Motivasi Belajar Siswa

N	Valid	128
	Missing	0
Mean		74.21
Median		74.00
Mode		73
Std. Deviation		3.849

Mean, Median, Mode, and Standard Deviation of Social Environmental Data.

Data regarding the social environment variables in the study were obtained through a social environment questionnaire with a total of 26 statements. And obtained a maximum score of 73 and a minimum score of 55. The results of the analysis in SPSS showed a Mean (M) value of 64.96, Median (Me) of 65, Mode (Mo) of 64, and a standard deviation of 3.456.

Statistics

Lingkungan Sosial

N	Valid	128
	Missing	0
Mean		64.96
Median		65.00
Mode		64
Std. Deviation		3.456

Mean, Median, Mode, and Standard Deviation of Student Learning Outcomes Data.

Data mengenai hasil belajar siswa pada penelitian diperoleh melalui nilai tes yang dilakukan oleh siswa dengan jumlah pertanyaan sebanyak 20 nomor pilihan ganda. Dan diperoleh skor maksimum sebesar 95 dan skor minimum sebesar 60. Hasil dari analisis pada SPSS menunjukkan nilai Mean (M) sebesar 74,77, Median (Me) sebesar 75, Modus (Mo) 75, dan standar deviasi sebesar 6,695.

Statistics

Hasil Belajar

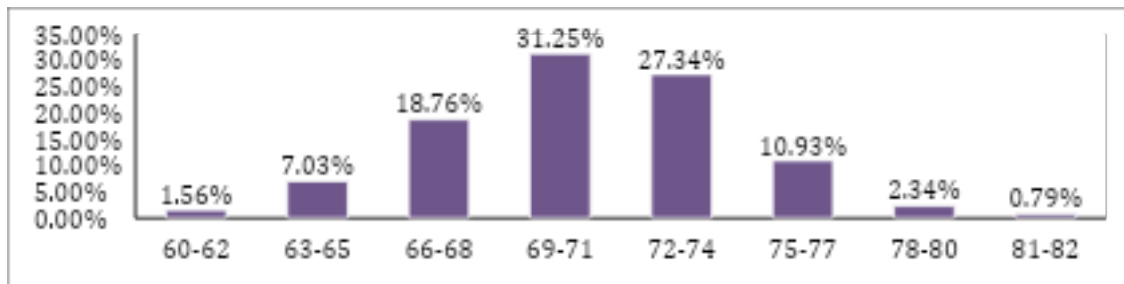
N	Valid	128
	Missing	0
Mean		74.77
Median		75.00
Mode		75
Std. Deviation		6.695

Parental Attention

Class intervals and frequency of each class

No	Class Interval	Frequency	Percentage (%)
1	60 – 62	2	1,56 %
2	63 – 65	9	7,03%
3	66 – 68	24	18,76%
4	69 – 71	40	31,25%
5	72 – 74	35	27,34%
6	75 – 77	14	10,93%
7	78 – 80	3	2,34%
8	81 - 82	1	0,79%
Amount		128	100%

Histogram of Parental Attention



Distribution of Parental Attention Categories

No	Score	Frequency		Category
		F	%	
1	75 – 82	18	14,06%	Tall
2	68 – 74	99	77,35%	Currently
3	60 - 67	11	8,59%	Low

Based on the results of the category grouping in the parental attention table, it is divided into three categories: high, medium, and low. There are 18 students (14.06%) who scored in the high category, which indicates that they feel very good parental attention. The majority of students, namely 99 people (77.35%), are in the medium category, which indicates that their parental attention is at a sufficient or moderate level. Meanwhile, 11 students (8.59%) are included in the low category, which means that attention from their parents tends to be minimal.

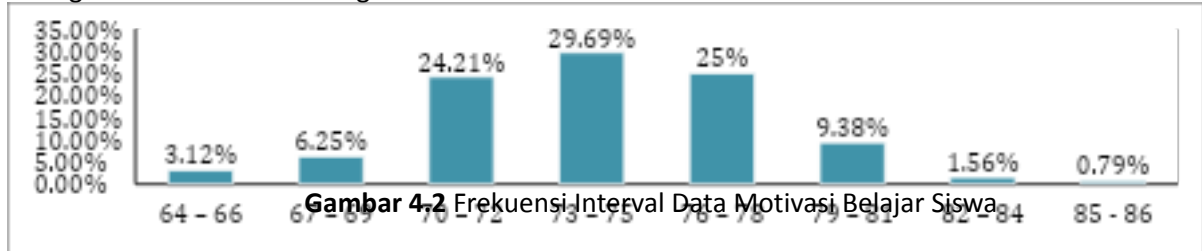
Motivasi Belajar Siswa

Arrange the class intervals and frequencies of each class

No	Class Interval	Frequency	Percentage (%)
1	64 – 66	4	3,12 %
2	67 – 69	8	6,25%
3	70 – 72	31	24,21%
4	73 – 75	38	29,69%
5	76 – 78	32	25%
6	79 – 81	12	9,38%
7	82 – 84	2	1,56%

8	85 - 86	1	0,79%
Amount		128	100%

Histogram of Student Learning Motivation



Distribution of Student Learning Motivation Categories

No	Score	Frequency		Category
		F	%	
1	79 - 86	15	11,71%	Tall
2	70 - 78	101	78,91%	Currently
3	64 - 69	12	9,38%	Low

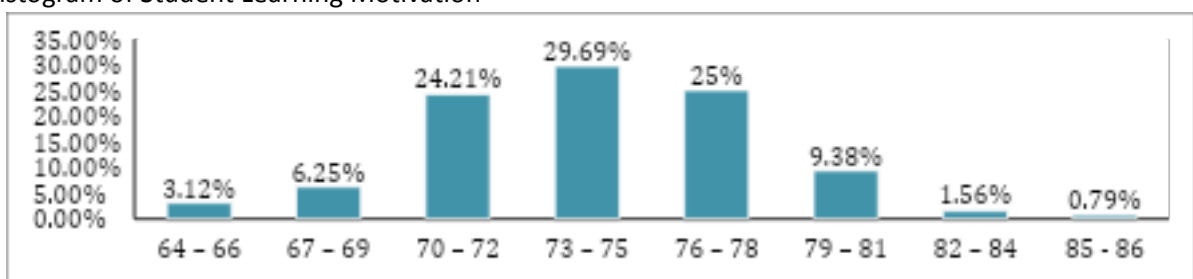
Based on the results of the students' learning motivation categories, it is known that most students fall into the moderate category. A total of 101 students, or approximately 78.91%, obtained scores between 70 and 78, reflecting a relatively stable level of learning motivation. Meanwhile, 15 students (11.71%) are categorized as having high motivation, as they scored above 79, indicating a strong internal drive to learn. In contrast, 12 students (9.38%) are classified as having low motivation, with scores below 70, suggesting a weaker internal drive to engage in learning activities.

Student Learning Motivation

Arrange the class intervals and frequencies of each class

No	Class Interval	Frequency	Percentage (%)
1	64 - 66	4	3,12 %
2	67 - 69	8	6,25%
3	70 - 72	31	24,21%
4	73 - 75	38	29,69%
5	76 - 78	32	25%
6	79 - 81	12	9,38%
7	82 - 84	2	1,56%
8	85 - 86	1	0,79%
Amount		128	100%

Histogram of Student Learning Motivation



Distribution of Student Learning Motivation Categories

No	Score	Frequency		Category
		F	%	
1	79 - 86	15	11,71%	Tall
2	70 - 78	101	78,91%	Currently
3	64 - 69	12	9,38%	Low

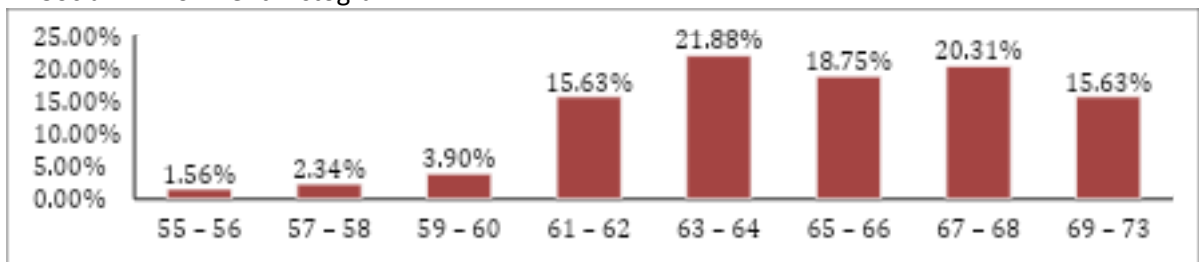
Based on the results of the student learning motivation category, it is known that the majority of students are in the medium category. A total of 101 students, or approximately 78.91%, obtained scores between 70 and 78, which reflects a fairly stable level of learning motivation. On the other hand, there are 15 students (11.71%) who are included in the high category because they obtained scores above 79, indicating a strong internal drive to learn. Meanwhile, 12 students (9.38%) are recorded in the low category, with scores below 70, which indicates a weak internal drive to learn.

Social Environment

Arrange the class intervals and frequencies of each class

No	Class Interval	Frequency	Percentage (%)
1	55 - 56	2	1,56 %
2	57 - 58	3	2,34%
3	59 - 60	5	3,90%
4	61 - 62	20	15,63%
5	63 - 64	28	21,88%
6	65 - 66	24	18,75%
7	67 - 68	26	20,31%
8	69 - 73	20	15,63%
Amount		128	100%

Social Environment Histogram



Distribution of Social Environment Categories

No	Score	Frequency		Category
		F	%	
1	69 - 73	20	15,62%	Tall
2	61 - 68	98	76,57%	Currently
3	55 - 60	10	7,81%	Low

Based on the results of processing category data on social environment variables, it is known that most students, namely 98 people (76.57%), are in the medium category with scores between 61 - 68. As many as 20 students (15.62%) are in the high category with scores

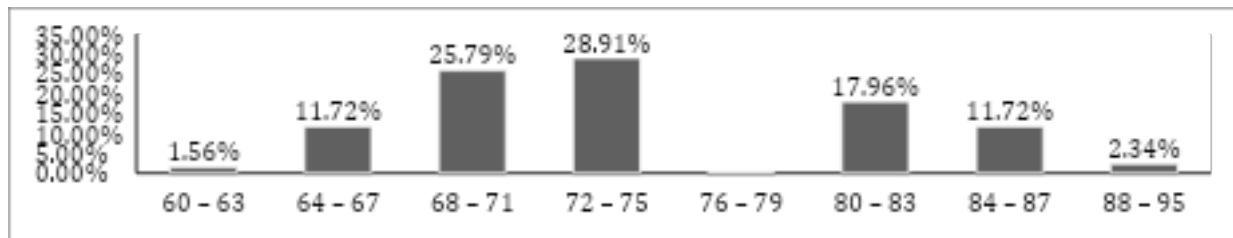
above 68 while the remaining 10 students (7.81%) are included in the low category because they get scores below 61. This indicates limited social support which may have an impact on their learning process.

Hasil Belajar Siswa

Arrange the class intervals and frequencies of each class

No	Class Interval	Frequency	Percentage (%)
1	60 – 63	2	1,56 %
2	64 – 67	15	11,72%
3	68 – 71	33	25,79%
4	72 – 75	37	28,91%
5	76 – 79	0	0%
6	80 – 83	23	17,96%
7	84 – 87	15	11,72%
8	88 – 95	3	2,34%
Amount		128	100%

Histogram of Student Learning Outcomes



Distribution of Student Learning Outcome Categories

No	Score	Frequency		Category
		F	%	
1	84 - 95	18	14,06%	Tall
2	68 – 83	93	72,65%	Currently
3	60 – 67	18	13,29%	Low

From the analysis of the learning outcome interval category table above, it was found that most of the students, namely 93 people (72.65%), were included in the medium category with scores between 68 and 83. A total of 18 students (14.06%) were included in the high category with scores above 83, while 18 other students (13.29%) were in the low category with scores below 68. This data shows that the majority of students have learning outcomes that are at a medium level, with a relatively balanced proportion between high and low achieving students.

Partial Test (t-Test)

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-127.700	7.620		-16.760	.000
	Perhatian Orang Tua	1.043	.060	.601	17.390	.000
	Motivasi Belajar Siswa	.922	.060	.530	15.355	.000
	Lingkungan Sosial	.928	.067	.479	13.869	.000

a. Dependent Variable: Hasil Belajar

The t table value of the research sample is 1.979. Based on the table above, the parental attention variable (x_1) has a significant value of $0.000 < 0.05$, or $t \text{ count} = 17.390 > t \text{ table} = 1.979$. This means that parental attention has a positive effect on students' mathematics learning outcomes. Meanwhile, the student learning motivation variable (x_2) has a significant value of $0.000 < 0.05$, or $t \text{ count} = 15.355 > t \text{ table} = 1.979$. This means that the student learning motivation variable has a positive effect on students' mathematics learning outcomes. The social environment variable (x_3) has a significant value of $0.000 < 0.05$ and $t \text{ count} = 13.869 > t \text{ table} = 1.979$. This means that the social environment variable also has a positive effect on students' mathematics learning outcomes.

Simultaneous Test (F Test)

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4851.952	3	1617.317	238.458	.000 ^b
	Residual	841.017	124	6.782		
	Total	5692.969	127			

a. Dependent Variable: Hasil Belajar

b. Predictors: (Constant), Lingkungan Sosial, Motivasi Belajar Siswa, Perhatian Orang Tua

Based on the analysis results of the table above, the F count was 238.458 with an F table of 2.68. And the significant value was $0.000 < 0.05$ and $F \text{ count} = 238.458 > F \text{ table of } 2.68$. So it can be concluded that the three independent variables, namely parental attention, student learning motivation, and social environment together have a positive and significant effect on students' mathematics learning outcomes.

The Effect of Parental Attention on Mathematics Learning Outcomes

Based on the results of the multiple linear regression analysis, parental attention has a positive and significant effect on students' mathematics learning outcomes. This is indicated by the regression coefficient of 1.043, indicating that every one-unit increase in parental attention will improve mathematics learning outcomes by 1.043 points. The t-test results also show that the calculated t-value of 17.390 is greater than the t-table of 2.68, and the significance value (Sig.) of 0.000 is less than 0.05. Therefore, it can be concluded that parental attention has a partial significant effect on students' mathematics learning outcomes.

The Effect of Student Learning Motivation on Mathematics Learning Outcomes

The results of the study indicate that student learning motivation also has a positive and significant effect on mathematics learning outcomes. The regression coefficient for this variable is 0.922, indicating that a one-unit increase in learning motivation will improve student learning outcomes by 0.922 points. Based on the t-test, the calculated t value was 15.355, which was greater than the t-table of 2.68, and the significance value was 0.000, which was less than 0.05. Thus, partially, learning motivation has a significant influence on students' mathematics learning outcomes.

The Influence of the Social Environment on Mathematics Learning Outcomes

Regression analysis also showed that the social environment has a positive and significant influence on students' mathematics learning outcomes. The regression coefficient of 0.928 indicates that a one-unit increase in the social environment variable can improve student learning outcomes by 0.928 points. The t-test results yielded a calculated t-value of 13.869, which is greater than the t-table of 2.68, and a significance value of 0.000, which is less than 0.05. These results align with research by (Fatmawati et al., 2024) that found the learning

environment influences students' mathematics learning outcomes. A good learning environment is one that provides learning facilities and learning media. The availability of complete learning facilities and adequate learning media facilitates student learning.

The Simultaneous Influence of Parental Attention, Student Learning Motivation, and the Social Environment on Mathematics Learning Outcomes Simultaneously, the three variables of parental attention, student learning motivation, and the social environment significantly influenced students' mathematics learning outcomes. This is proven through the results of the F test which shows that the calculated F value of 238.458 is greater than the F table of 2.68, with a significance value of 0.000 which is smaller than 0.05. Thus, it can be concluded that the three independent variables together have a significant influence on the dependent variable, namely students' mathematics learning outcomes.

4. CONCLUSION

Based on the research findings and discussion, it can be concluded that parental attention, student learning motivation, and the social environment each have a significant positive influence on the mathematics learning outcomes of eighth-grade students at SMP Negeri 2 Tanah Merah. Parental attention contributes a positive effect of 17.390, indicating its essential role in supporting academic achievement. Student learning motivation also shows a significant positive effect of 15.355, highlighting the importance of internal drive in shaping learning outcomes. Additionally, the social environment contributes a positive effect of 13.869, showing that students' surroundings play a meaningful role in facilitating learning. Collectively, these three variables demonstrate a strong positive influence, supported by an F-value of 238.458, which confirms that they jointly contribute to enhancing students' mathematics learning outcomes.

Teachers are encouraged to create an enjoyable and supportive learning atmosphere that maximizes student engagement in the classroom. Strengthening communication with parents is also important so that both parties can monitor students' learning progress effectively. Varied and interactive teaching strategies are recommended to foster student motivation, particularly in mathematics, which is often perceived as challenging. Parents, on the other hand, are advised to increase their involvement in their children's learning activities at home by providing attention to learning needs, communicating warmly, supervising school assignments, and offering consistent motivation. Students are expected to build self-awareness regarding the importance of learning motivation as a key factor in academic achievement. Setting clear learning goals and seeking assistance when experiencing difficulties are strategic ways to improve learning outcomes. Meanwhile, the social environment—both at home and school—should be managed optimally to create a healthy learning climate. Schools can implement programs that promote positive student interactions and strengthen collaboration among teachers, students, and parents. A supportive home environment can also make students more comfortable while learning. For future researchers, it is recommended to include additional independent variables such as learning facilities, learning methods, learning interest, learning discipline, extracurricular activities, learning resource utilization, parental income, and other factors that may influence mathematics learning outcomes. Researchers may also consider developing questionnaires with a more balanced number of positive and negative statements.

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