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The Influence of Parental Attention, Student Habits and Academic Achievement on Learning Outcomes through Student Learning Motivation

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Abstract

This research aims to analyze the influence of parental attention, student habits, and academic achievement on learning outcomes through student learning motivation in Jambi Province. The research method used was a quantitative approach with survey techniques, involving high school students as respondents. Data was collected through a questionnaire designed to measure the variables of parental attention, student habits, academic achievement, learning motivation and learning outcomes. The results of data analysis show that parental attention, student habits, and academic achievement have a positive and significant influence on student learning motivation. Apart from that, student learning motivation has also been proven to have a positive and significant influence on learning outcomes. Path analysis shows that student learning motivation mediates the influence of parental attention, student habits, and academic achievement on learning outcomes. The findings of this research emphasize the important role of parental attention and good study habits in increasing students' learning motivation, which in turn has a positive impact on their learning outcomes. Therefore, it is recommended that parents become more involved in their children's educational process and that schools develop programs that can improve students' learning habits as well as their academic achievements.

Keywords: *learning motivation, learning outcomes, parental attention, student habits*

INTRODUCTION

Parents attention is focus or efforts made by parents with direct his son For act (Muslim, 2020:9; Nasution, 2009:4; Prasetyo et al . 2020:17). According to Rusjan (2002:39), parental attention to children's learning is a very important factor in supporting children's learning. This does not rule out the possibility that the problems students face at school, such as poor study habits and academic performance or not, are the result or continuation of disputes between the family and the family environment. . failure of parents to fulfill their responsibilities properly. Therefore, to develop children's learning habits and personality, parents must direct attention and focus fully and lovingly to the implementation process. Parents play an important role in identifying and guiding children's abilities and improving children's attentive learning habits.

Parents must have a certain attitude in leading and guiding their children. Parents pay attention to the formation of children's study habits by guiding them, providing the learning opportunities that children need, giving gifts to children and also motivating

children, so that children who receive attention from parents will definitely have good study habits. Parental attention is very important for children's learning. Slameto (2010:60) believes that in a family environment, parental attention to children's learning greatly influences children's learning. Parental attention has a good influence on children, for example increasing children's enthusiasm and motivation for learning. Parental attention and guidance at home influences students' readiness to learn both at home and at school.

Parents' attention to their children can support students in all their activities, especially supporting children's learning. For students, motivation is very valuable because it can change the student's character in a good direction so that they are able to face all the pressures and obstacles related to learning. Student study habits are learning behavior that is applied continuously and repeatedly in daily life to improve student knowledge and learning outcomes (Cahyasari and Dewi, 2016). In the learning process, this habit must be instilled in students. Study habits include learning planning and discipline, learning implementation procedures, learning skills, and learning strategies so that student learning outcomes are achieved optimally if these parts are utilized properly (Sukmawati, Suarni, & Renda, 2013).

Student study habits at school, at home, or in the community can also influence student study habits. Effective study habits can also influence the learning environment. A good learning environment should also include maximum reinforcement from the teacher. Study habits influence the learning process itself which aims to acquire knowledge, attitudes, skills and competencies through planning and implementing, reading and taking notes, repeating learning material, focusing attention and completing tasks. (Annisa and Fitria, 2021; Sari, 2020). In the world of education, the role of parents in supporting children's academic success at school is very important. There are several factors that are known to influence a child's academic success, one of which is parental support, which is a type of parental treatment designed to overcome educational problems and help a child achieve academic success. (Hasbullah, 2001).

As stated by Hamalik (2010, p. 159), learning outcomes or academic achievement are the level of learning outcomes achieved by students after completing learning activities to achieve predetermined learning goals. Academic achievement is an expression that refers to a goal that can be achieved or the level of success achieved as a result of a person's maximum effort in an academic field. Apart from being the result of the educational process, academic achievement also describes the extent to which students, teachers or educational institutions have achieved their educational goals (Paulpandi and Govindharaj, 2017). Therefore, learning outcomes can also be used as a benchmark for assessing the achievement of educational goals.

Learning outcomes can be more optimal and better if students themselves feel motivated to improve the learning that has been achieved previously. Optimal learning outcomes are also supported by students' active participation in learning activities (Fung, Tan and Chen, 2018). One of the external factors that can determine a student's academic success is family factors, especially parental involvement (Komsi, Hambali, & Ramli, 2018). Parents play a very important role in children's development and education (Gonida and Cortina, 2014). Therefore, parental involvement greatly influences school success. Therefore, parental involvement in children's learning is an important factor in shaping academic success. However, in reality there are still parents who are not able to

participate optimally in their children's growth and development, especially in matters that support increased academic achievement. Parental involvement in children's education can be caused by several factors. One of them is parents who are busy with their own activities or work, which causes a lack of parental involvement with their children (Jay, Rose, & Simmons, 2018).

The absence of parents is one of the causes that can make children lazy, indifferent and lacking motivation or interest in learning (Silinskas and Kikas, 2019). Therefore, parental involvement is very important in determining whether a child's parenting style is good or bad. Robbins and Judge (2008) also explain that support is a journey towards understanding the intensity, direction and persistence of efforts to achieve a goal. Motivation is the basic strength or desire towards wishes, desires and goals. Motivation is also a determining factor in student performance (Kurniawan and Wustqa, 2014). Learning motivation refers to a psychological state that encourages students to take action to achieve goals, namely to achieve maximum and better learning outcomes. That way, students who have the desire and motivation to succeed usually have a positive attitude, which can motivate students to achieve better academic results (Rivai and Murni, 2016). Strong motivation can make people work hard to achieve their goals. Of course, each individual's motivation is basically different, some have strong motivation , some have moderate motivation and some have weak motivation. Therefore, the motivation factor itself plays a very important role in a student's learning intensity, therefore it is one of the determining factors for academic success.

In relation to learning activities, motivation is closely related to the need for self-fulfillment, therefore motivation has a big influence on a student's learning activities, especially on learning activities aimed at achieving high learning outcomes. Laziness occurs when a person lacks motivation, such as when he studies, studies or teaches independently or alone. On the other hand, students with high learning motivation clearly have the intention to study, do assignments, manage their study time, usually start preparing the curriculum and carry it out diligently and regularly.

METHODOLOGY

Researchers conducted this research using a quantitative approach as their research method. According to Creswell (2013), quantitative research is a research method that tests the relationship between variables. Of course, each variable presented can be measured with certain instruments, in this case the numerical information obtained from research results can be used for statistical analysis. The purpose of quantitative research is to prove the hypothesis proposed by the researcher. The sampling technique used is random sampling technique, the instrument used to collect research data, data analysis uses quantitative analysis with statistical data processing which aims to verify hypotheses or assumptions that have been determined temporarily.

In this research, researchers used survey techniques by distributing questionnaires to respondents to determine the characteristics, opinions, behavior and attitudes of respondents. Questions are distributed and collected using Google forms. The data collection process was carried out on 204 respondents. Survey techniques provide insight into data trends, not approximate explanations. This data analysis was carried out using Cronbach's alpha which is useful for seeing reality, the mean and standard deviation are

also used to understand descriptive statistics, the Pearson correlation moment correlation coefficient is used to correlate variables and also the test is used to correlate variables to determine reasonable differences. variables and also partial least squares structural equation modeling (PLS-SEM) are used to find out which factors are very influential. To determine this sampling, researchers here use G-Power to analyze test power.

To assess the power of this exploratory analysis, G Power was used to determine a fairly small sample and this test resulted in a total sample size of 204, resulting in a power of 0.95 with a population of 8898. This data analysis was carried out using the SEM application. -PLS which is based on the Smart PLS application version 3.2.9 with special sizes. The first step is to test the measurement model which aims to test the reliability and validity of the construct. The second step is estimating a structural model that tests the direct relationship between exogenous (independent) and endogenous (dependent) variables (Hair, Hollingsworth, Randolph, & Chong, 2017).

INPUT		OUTPUT	
Tail (s)	One	Noncentrality parameter δ	20.4000000
Effect size f^2	0.10	Critical t	2.2596972
α err prob	0.05	Df	198
Power (1-β err prob)	0.95	Total sample size	204
Number of preditors	5	Actual Power	0.9506260

The questionnaires in this study are each divided into three parts. The first part contains a brief description of the material for each variable, the second part asks participants to state their full name and school of origin, the third part asks a total of 43 people to fill out the application. The 4 variables determined by the research consist of parental attention variables (15 items), academic achievement (12 items), learning motivation variables (10 items), student habits variables (6 items). To support and facilitate this research, researchers also highlighted Risma's quarterly T study. (2019) where each statement is measured using a Likert scale with 5 options, namely strongly agree, agree, disagree and not at all. And respondents in a way general agree with survey.

FINDINGS

Description of Research Data

Table 1. The Results of Descriptive Statistics

Variabel	Demografi	Frekuensi (N-1719)	Presentase	Mean
Usia	<17 (1)	137	67.2	1.33
	>17 (2)	67	32.8	
	Total	204	100.0	
Jenis Kelamin	Laki - Laki (1)	49	24.0	1.76
	Perempuan (2)	155	76.0	
	Total	204	100.0	
Asal Sekolah	Asal Sekolah Kota Jambi (1)	32	15.7	1.84
	Asal Sekolah Muaro Jambi (2)	172	84.3	
	Total	204	100.0	

The table is the results of descriptive statistics, where from the demographics it can be seen that students are divided based on age, namely: <17(137/67.2%), >17(67/32.8%). Then it was also divided based on gender, namely men (49/24.0%) and women (155/76.0%), then from Jambi City schools (32/15.7%) and from Muaro Jambi schools (172/ 84.3%).

PLS-SEM was chosen for data analysis and hypothesis generation using intelligent PLS software (Hair et al., 2017). In this research, the PLS-SEM method is used to develop a model that describes the relationship between variables that influence learning outcomes through student learning motivation. Researchers see that school institutions are complex systems, but many things can change them (Mital, Moore, & Llewellyn, 2014), so that many variables influence student learning motivation variables.

Good intelligent PLS research design requires the use of valid instruments to measure what is intended to be measured (Hair, Matthews, and Sarstedt 2017). Testing the validity of this research uses the PLS 3.2.9 convergence and intelligence method to determine criminal validity. The first step is to enter the raw data into CVS in comma-separated Excel format. After inputting raw data, data analysis can be carried out as follows.

Table 2. Description of Questionnaire Statistics

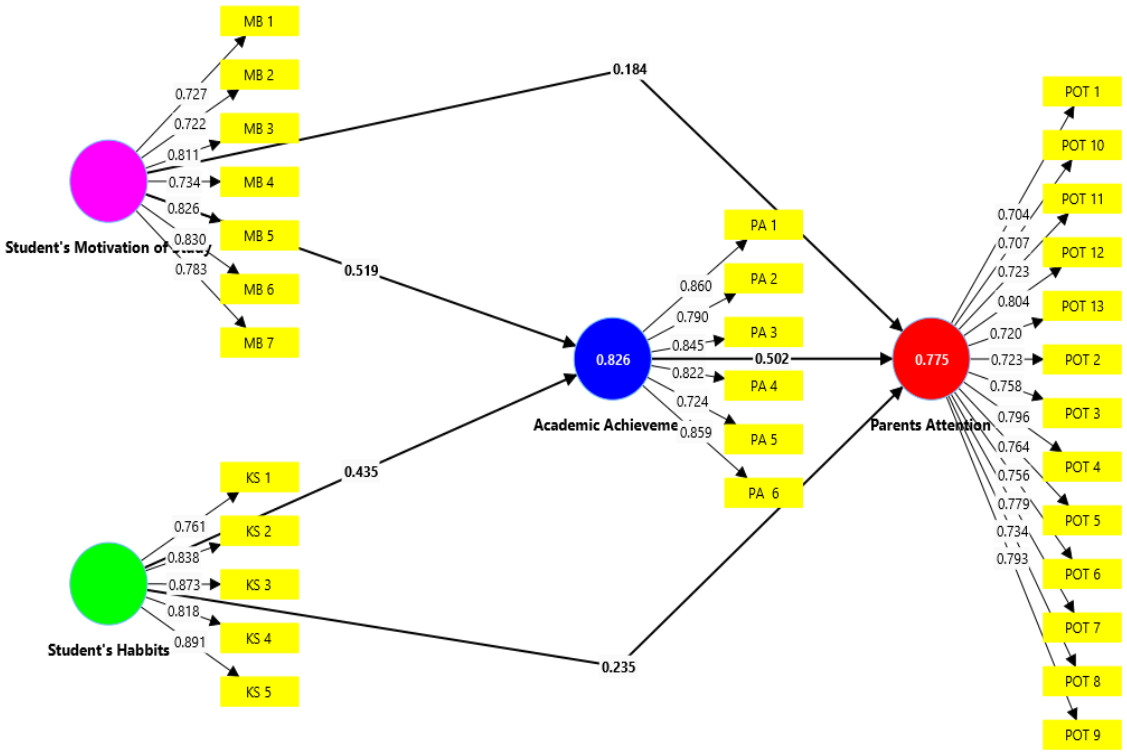
Construct	Statement	Mean	Loading	VIF	AVE	Composite Reliability	Cronbach's
Parents Attention	When I'm at home, my parents always watch over m in carrying out learning activities, including doing homework and note assignments.	3.613	0.704	2.538	0.565	0.938	0.936
	When you find out you haven't done your assignment, so my parents told me to do it immediately and forbade me from playing with friends before I finished doing it.	4.162	0.723	2.689			
	Parents always ask about test results my semester and daily tests.	4.039	0.758	2.617			
	4. When they found out that my test scores had dropped, my parents motivated me to be more active in studyin so that learning outcomes increase.	4.147	0.796	2.953			
	When I was sick, my parents took care of me well, so that you recover quickly and can come back Entering school follows the process of learning and teaching activities	4.314	0.764	2.921			
	Every morning my parents remind me have breakfast first, so that when you are at school can concentrate on studying	4.029	0.756	2.670			
	Parents often provide food nutritious to support my daily activities in the process of learning activities	4.221	0.779	3.161			

	Parents always ask about test results my semester and daily tests.	4.025	0.734	2.932			
	My parents taught me a healthy lifestyle, so that you don't get sick easily and can always follow study well.	4.098	0.793	3.300			
	My parents try to always help me when you have difficulty working task.	3.995	0.707	2.630			
	My parents always advised me to be honest (not cheating) when doing tests.	4.005	0.723	2.441			
	My parents always remind me not don't miss lessons	4.309	0.804	3.321			
	When I didn't go to school and fell behind when following lessons, parents always suggest borrowing a friend's notes.	4.044	0.720	2.673			
Academic Achievement	I can re-explain the material explained by the teacher.	3.975	0.860	2.863	0.669	0.903	0.900
	I have the skills and feel capable of practicing subjects	4.147	0.790	2.309			
	I can summarize the material given by the teacher	4.113	0.845	2.634			
	I am able to participate in study groups outside and inside the classroom	4.172	0.822	2.293			
	I consider important and usefull all the material taught by the teacher	3.980	0.724	1.644			

	I easily get bored of receiving the lessons taught by teachers at schools	4.206	0.859	2.972			
Student's Habbits	I read books when there are tests	4.098	0.761	1.761	0.702	0.897	0.893
	I read books if the teacher tells me to	4.010	0.838	2.295			
	I wrote down the main points of material explained by the teacher	4.010	0.873	2.831			
	After the teacher left the class, I checked my notes with my friends so that the results of the notes were correct	3.990	0.818	2.022			
	I do my own work	4.270	0.891	3.016			
Student's Motivation of Study	Whenever there is a task I do it immediately (don't procrastinate).	3.863	0.727	1.775	0.604	0.938	0.891
	When I do my assignments, I am always serious	3.765	0.722	2.002			
	I never felt burdened in doing the assignments given by the teacher	4.127	0.811	2.427			
	I prioritize doing assignments rather than playing with friends	3.505	0.734	2.165			
	I always do my assignments carefully until everything is completely completed	3.922	0.826	2.645			
	I like looking for and working on questions in textbooks, even though the teacher hasn't ordered them	4.044	0.830	2.524			
	When the teacher gives me the opportunity to work on the questions on the blackboard, I	4.049	0.783	1.888			

	always try to move forward to work on the questions						

From the table above, it can be seen that from the mean value, the highest mean level (4.3) is found in the parental attention variable, and at the second level is found in students' academic habits and achievements (mean 4.2) and the lowest is in the motivation variable (everage 3.5).



Evaluation of Measurement Models Confirmatory Composite Analysis (CCA)

Step 1: Test the loading of each research variable and its significance with a loading constant (minimum 0.708) and a significant T-statistic test of ± 1.96 at the 5% level using the bootstrap function (hair, Ringgle, & Sarstedt, 2011). Alternatively, Wood (2005) (Ismayanti, Aulia, & Yusuf, 2020) also said to use confidence intervals when using PLS-SEM. Confidence intervals for these factor loadings can also be used similarly to t-statistics, and confidence intervals that do not include zero are statistically significant. The advantage of these measurement intervals is that it is possible to assume a dichotomous approach when testing significance, and researchers can also consider other methods for identifying indicator loadings that are practical as well as significant when it comes to measurement intervals (Cohen, 1994). We used SmartPLS 3.2.9 data to generate data showing all product downloads. Table 2 and Figure 1 provide a comprehensive summary of the 31 load units. The lowest value is found in the parental attention variable (POT1; 0.704) and the highest value is in the student habits variable (KS5; 0.891).

Step 2. Square loading of each number calculates the covariance results in order to determine each indicator variable and also its relationship with the construct. This phenomenon can also be called indicator reliability (Hair, Black et al., 2019).

Step 3: Construct reliability is assessed in two ways, first using Cronbach's alpha (a) and second using composite reliability (CR). Both reliability functions have a normal upper limit, namely above 0.70. According to (Hair et al., 2019 Ismayanti, Aulia, & Yusuf, 2020) said that because the reliability measures are different, this reliability is proven to be more reliable than Cronbach's alpha, and finally CR must be evaluated. It is important for researchers to note and keep in mind that internal consistency reliability, including Cronbach's alpha and composite reliability, can be too high. If the reliability is 0.95 or higher, each item measures the same concept. In general, aggregation indicates that indicators measure the same concept and therefore does not take into account the diversity required for multiple construct validity (Hair et al., 2019). Ismayanti, Aulia, & Yusuf, 2020. Alpha and composite reliability Table 2. Cronbach's. added value 0.70 and all constructs are good. Cronbach's alpha value for the parental attention variable (0.936), academic achievement variable (0.900), student habits variable (0.893) and student learning motivation variable (0.891).

Step 4: Convergent validity can also be measured using the average variance difference (AVE). AVE is created by calculating the average structural reliability. This measuring tool is used to measure the average difference between constructs and individual indicators. The AVE value criteria must be 0.5 (50%) or more (W. and J Abdillah., 2015 in (Sari. S., 2021) Convergent validity is defined as the principle that the measurement variable must have a large influence (Hair, Ringle and Sarstedt, 2019). The convergent validity of each variable in the reflective variable is assessed using the average variance extracted (AVE) namely 0.702 which accounts for 70% of the variance, so the AVE value supports convergent validity.

Step 5: Conditional validity is used to measure the uniqueness between a construct. Discriminant validity is demonstrated when the variance shared within a construct (AVE) exceeds the variance shared between constructs. A good way to apply this is heterotrait-monotrait correlation (HTMT) (Henseler et al., Ismayanti, Aulia, & Yusuf, 2020). Researchers can use threshold values, for example values of 0.85 and 0.90 which are used to interpret HTMT results from research they have conducted. Other researchers, Franke and Sarstedt (2019) also recently proposed another significance test that includes confidence intervals to better assess the relationship and discriminatory power of HTMT. All HTMTs in Table 4 are below 0.900, which indicates significant differences. Discriminant validity was tested in SmartPLS 3.2.9 using the cross-loading method, the Fornell-Larcker criterion and the Heterotriate-Monotrait (HTMT) method (Henseler et al, 2015).

Table 3. Fornell- Larscher criteria

	Academic Achievement	Parents Attention	Student's Habbits	Student's Motivation of Study
Academic Achievement	0.818			
Parents Attention	0.864	0.752		
Student's Habbits	0.858	0.815	0.838	
Student's Motivation of Study	0.873	0.813	0.815	0.777

The Fornell-Larscher discrimination criterion and its cross-loading criterion are shown. The diagonal value shown in Table 4 is the relationship between each variable, while the diagonal value is the root mean square value which shows that the AVE value of a variable is very high compared to other variables. Thus it can be explained that the AVE root has a greater value than the basic ratio. In this case, the mean square value of each variable is greater than the ratio between that variable and the other variables tested, so it can be said that the discriminant validity value is good (Hair et al., 2011) so it needs to be studied. In this study, the results of the discriminant validity test using the Heterotrait-Monotrait Ratio technique are presented in Table 4.

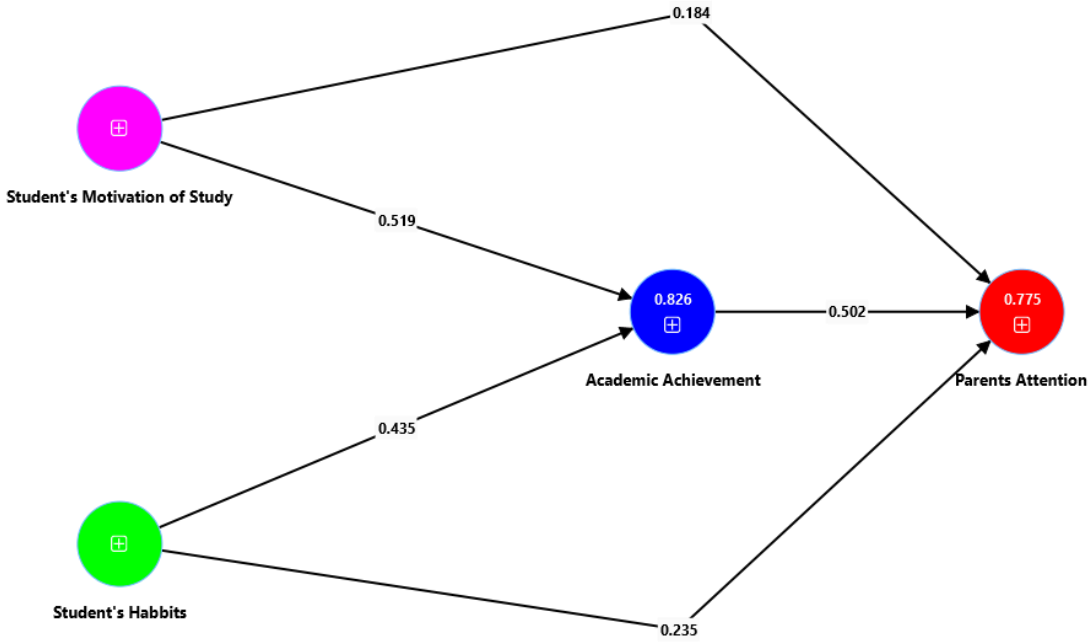
Table 4. Ratio Heterotrait-Monotrait (HTMT)

	Academic Achievement	Parents Attention	Student's Habbits	Student's Motivation of Study
Academic Achievement				
Parents Attention	0.833			
Student's Habbits	0.855	0.886		
Student's Motivation of Study	0.862	0.877	0.897	

Experts also state that the cross-loading and Fornell-Lacker criteria are less sensitive when assessing discriminant validity. HTMT is an alternative or recommended way to assess discriminant validity. This method is carried out using a multifeature matrix and a multimeasurement method to ensure the separation of the two reflective variables. The HTMT value must be less than 0.9 (Henseler et al, Saputri, L. et al 2020). Based on the results of the table above, the total value obtained is less than 0.9 so it can be concluded that the research instrument used is valid.

Evaluation of Structural Model Assessment

Step 1: Estimating the results of this structural model is very dependent on the concepts and features of multiple regression analysis. Therefore, the first step taken is to evaluate the structural model in order to determine whether high multicollinearity can be a problem. This structural model, which is characterized by high multicollinearity, can influence the size of each beta coefficient, namely increasing or decreasing its value and/or also changing the sign of the same coefficient. As with other formative construct measures, the VIF value can also be checked if the score is below 3.0 so that the possibility of multicollinearity is not a problem. An alternative approach is to examine bivariate correlations with construct scores. If the bivariate correlation is greater than 0.50, then this multicollinearity can affect the magnitude and sign of the path coefficient. When this multicollinearity appears to be a problem, the proposed solution is to create higher level constructs by combining separate constructs into lower level constructs that are conceptually similar and also theoretically supported (Cenfetelli and Bassellier, 2009). In this research, collinearity was measured using the variance inflation factor (VIF), and the results are shown in Data Analysis Table 2. This table shows that the VIF value does not exceed 5.0, which means multicollinearity is not a problem in this study. Learning based on VIF analysis shows that there is no multicollinearity problem between the variables used.



Step 2: If multicollinearity is not the cause of the problem, then the next step is to test the magnitude of the path coefficient and its significance. This process allows researchers to test hypothesized relationships between constructs. This path coefficient is a constant value that can vary from +1 to -1, but rarely approaches +1 to -1. This is especially true for complex models with many independent structures in the structural model. The closer the path coefficient value is to 0, the weaker the predictive power of the dependent (endogenous) construct, and the closer the absolute value is to one, the stronger the predictive power of the dependent construct. From the picture above, this

hypothesis model describes the partial influence on each research variable, including parental attention variables, academic achievement variables, student learning motivation variables, and learning outcome variables through student learning motivation. The structural model was estimated using the bootstrap method (500 subsamples) based on the research material presented. The structural model of the five research hypotheses was found to be significant at the 7% significance level (Table 5).

Table 5. Summary of Hypothesis Test Results

Hypothesis	Path coefficient	P values	
H1: Is there an influence of academic on parental attention ?	0.502	0.000	Supported
H2: Is there an influence of student habits on academic achievement?	0.435	0.000	Supported
H3: Is there influence of student habits on parental attention?	0.235	0.013	Supported
H4: Is there influence of learning motivation on academic achievement?	0.519	0.000	Supported
H5: Is there an influence of learning motivation on parental attention?	0.184	0.042	Supported

Step 3: Based on most regression models, the most interesting metric for evaluating structural model predictions is R2. It is also called the coefficient of determination and measures the predictability of all endogenous structures in the sample. This means that the estimated predictive power only applies to the sample used to calculate the results, so R2 should not be derived for the population (Ringdon, 2012 and Sarstedt et al., 2014). The lowest R2 number is 0, but this low value is rarely achieved. Similar to multiple regression, the more independent variables (constructs) in the structural model, the higher the R2 value, assuming that the independent variables are related to the dependent variable construct. The highest R2 value is 1, but such a high value rarely occurs. When estimating the R2 size of a structural model, researchers should refer to similar research and use it as a guide in related empirical studies, unless the research context is very different. Finally, several leading scientific disciplines also study adjusted R2 and adapt to systematically adjust R2 downward based on sample size and number of predictive constructs. Similar to multiple regression, adjusted R2 is useful when researchers include too many latent predictor constructs in a structural model (Hair et al., 2017). For example, R2 values of 0.75, 0.50, and 0.25 indicate that the model has strong, moderate, and weak abilities in explaining variations in endogenous variables. (Sarstedt et al., 2017) gave R2 values of 0.67, 0.33 and 0.19 for criteria which can generally be interpreted as strong, moderate and weak. In this research, measurements using the coefficient of determination (R2) are shown in Table 6 below. The data in Table 6 shows that the academic achievement variable has a strong persistence test, while the parental attention variable has a moderate test. Thus, based on the research measurement results, the explanatory

power of the variance in the academic achievement variable is classified as strong, while the explanatory power of the variance in the parental attention variable is classified as moderate.

Tabel 6. R-Square

	R square	R square adjusted
Academic Achievement	0.826	0.825
Parents Attention	0.775	0.771

Step 4: Another measure of the predictive power of a structural model is the outcome measure, the location of which provides an estimate of the predictive power of each model's independent structure. The way to calculate the results in this chapter is to systematically and automatically remove each predictor structure from the model (SmartPLS does this automatically) and calculate a new R2 without predictors. Next, the R2 model with predictors is compared with the R2 model without predictors, when the results of the difference between the two R2 values focus on whether the omitted construct is a significant predictor of the dependent construct (Hair et al). Values above 0.02 to 0.15 indicate a small effect, 0.15 to 0.35 are quite impressive, and values of 0.35 or above indicate a large effect (Cohen, 1998) in Table 7 below. The results of Table 7 show that the impact of academic achievement on parents is moderate, while student habits and student motivational behavior have a small impact on parents.

Table 7. Size Effect (F2)

	Academic Achievement	Parents Attention	Student's Habbits	Student's Motivation of Study
Academic Achievement		0.194		
Parents Attention				
Student's Habbits	0.367	0.060		
Student's Motivation of Study	0.521	0.033		

Step 5: Metrics third is used for evaluate predictions is Q2 value, which is also referred to as blind (Geisser, Saputri, L. et al. 2020). Some researchers have also found that this measure was and often still is an out-of-sample measure of predictive power. However, this metric is clearly not as strong a model prediction metric as PLSpredict, which will be explained in the next step. A value greater than zero is significant in interpreting Q2, while a value smaller than 0 indicates no predictive significance. Moreover, the numerical values of Q2 were greater than 0.25 and 0.50, indicating moderate and high predictive significance of the PLS-SEM model, respectively.

Redundant cross-validation (Q2) or Q-squared test was used to assess the predictive significance of the model. A Q2 value > 0 means that the model has accurate prediction properties for certain variables.

Table 8. Q Box 2

	Q^2_Predict	RMSE	MAE
Academic Achievement	0.825	0.429	0.330
Parents Attention	0.725	0.540	0.367

DISCUSSION

H1: Influence of Parental Attention (X1) Based on the research results, there is a positive influence on Academic Achievement (X3), this is based on previous research, namely Fathurrohman, MT (2017) that parents pay attention to the family. Learning in the child's environment is an academic field that is closely related to children's academic success in general. Parental attention has a good influence on children, for example increasing children's enthusiasm and motivation for learning. Children's attention and presence at home affects students' ability to learn both at home and at school. The results of this research confirm the theoretical research put forward by Slameto (2010:61) Fathurrohman, MT (2017) that parents who, for example, pay little or no attention to their children's education are people who are indifferent for himself. children's learning. the action is the same. not paying attention to children's interests and needs while studying, not managing their own study time, not paying attention to study time, not giving or offering study materials, not paying attention to whether the child is studying or not does not discuss the desire to learn to find out the child's learning progress, learning difficulties, etc. Children may fail or be less successful in learning. Therefore, parental attention has a big influence in supporting children's academic success.

H 2: Influence of Student Habits (X2) Based on the research results, there is a positive influence on Academic Achievement (X3), this is in accordance with previous research, namely Jannah, Hidayati, Ibrahimi and Kasiyun (2021) that study habits may have a small positive influence on academic success, i.e. If students are not used to learning at the beginning of learning then student learning outcomes will decrease, on the contrary if students are motivated. learning, achievement or results increase, the same as children's learning. And in other research, Afrinaval and Syamwil, 2019 found that student success in lectures or lectures really depends on regular and continuous study habits. In addition, Syah (2013: 116-117) (Afrinaval and Syamwil, 2019) argues that habits result from a process that reduces the tendency to respond to repeated stimuli. To achieve good academic results, students must get used to studying well, for example participating in learning activities at school well, repeating lessons at home and doing assignments given by the teacher. Good study habits can have a positive impact on students' ability to master subjects so that students achieve optimal learning.

H3: Influence of parental attention (X1) Based on the research results, there is a good influence on students' habits (X2), this observation is related to research by Sibarani,

BE (2021) that there is a significant influence on students' habits (X2). Parents pay attention to students' habits. In addition, other researchers show that parents have a big influence on children. Parents play an important role in identifying and guiding children's abilities and improving children's attentive learning habits. Attention parents have a certain attitude in leading and directing children. Parents pay attention to the formation of children's learning habits by guiding children, providing the learning opportunities that children need, giving gifts to children and providing motivation. So that children who receive parental attention have good study habits. Other researchers Kurniawati and Irawan (2019) also said that students who received good attention from their parents had good study habits compared to students who received less attention from their parents. Parental attention in raising children is very necessary because parental attention helps children recognize themselves, develop their potential and overcome problems related to their personality so that children's learning runs smoothly.

H4: Influence of Learning Motivation (Y) Based on the research results, there is a positive influence on learning outcomes (X3), according to research by Sidabutar, M. (2020) learning motivation is positively related to learning. This means that the higher the motivation to learn, the higher it will be. Apart from that, Manurung, TMS (2017) said that learning motivation is related to student learning progress. Learning motivation plays an important role in determining student learning outcomes. Students with high learning motivation usually achieve better academic results. This means that the greater the student's motivation, the greater the positive influence on learning outcomes.

H5: Influence of parental attention (X1) Based on the research results, there is a positive influence on learning motivation (Y), this finding is related to research by Maptuhah and Juhja (2021) according to parental influence. Attention to students. activities, learning motivation in learning activities, which determine the success or failure of student learning. Therefore, it is very important for parents to provide holistic attention to their students because it helps increase students' learning motivation so that students achieve optimal learning outcomes. Other researchers, Imelda and Novaliyosi (2021) said that parental attention has a very significant effect on learning motivation. Parents' attention to their children provides motivation and enthusiasm for learning in children both at school and at home, because children feel they receive love and attention in learning. Parental attention makes children enthusiastic about learning, and you can be sure that the results will be better than children who don't get parental attention when studying.

CONCLUSION

Parental Attention: The attention provided by parents significantly influences students' learning motivation. Parents who are actively involved in their children's education tend to have children who are more motivated and perform better academically. Students' Study Habits: Good study habits such as discipline, consistency, and effective time management contribute positively to students' learning motivation. Students with good study habits typically have higher motivation to achieve optimal learning outcomes. Academic Achievement: Good academic performance can enhance students' learning motivation. When students see positive results from their efforts, they tend to be more motivated to continue studying and achieve better results.

Students' Learning Motivation: Learning motivation is an important mediator that connects parental attention, students' study habits, and academic achievement with learning outcomes. High learning motivation encourages students to put in more effort and commit to the learning process, ultimately leading to better learning outcomes.

Overall, parental attention, students' study habits, and academic achievement play crucial roles in influencing learning outcomes through students' learning motivation. Efforts to improve these three factors are expected to enhance students' motivation and learning outcomes in Jambi Province.

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