

The influence of parents' roles and motivation on student achievement in buddhist education subjects at Bodhisattva elementary school Bandar Lampung



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ABSTRACT

This study aims to determine the effect of the role of parents on student achievement in the subject of Buddhist Education, to determine the effect of learning motivation on student achievement, to determine the effect of the role of parents and motivation on student achievement at SDS Bodhisattva in Buddhist Education Subjects. The results of the study 1) the results of the significance of $0.038 > 0.05$ and t count $1.815 > t$ table 2.03011 so that H_02 is accepted and H_a2 is rejected, that is, there is an influence of 41.8% on the role of parents on learning achievement. 2) of $0.033 > 0.05$ and t count $1.978 > t$ table 2.03011 so that H_02 is accepted and H_a2 is rejected, that is, there is an influence of 41.8% motivation on student achievement. 3) the significance value is $0.616 < 0.05$ and learning achievement is $0.616 < 0.05$ and the calculated F value is $3.078 < F$ table 2.465809 . It can be concluded that H_a3 is accepted as having an effect so that 19.9% the role of parents and motivation on student achievement. Based on the results of the study, it can be concluded that there is a significant influence between the role of parents, motivation and learning achievement in grades IV, V and VI in Buddhist education subjects at SDS Bodhisattva Bandar Lampung.

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1. Introduction

Education is a conscious effort to change human behavior both individually and in groups. According to law number 20 of 2003 concerning the National Education system Chapter 1 Article 1 Paragraph 1 states that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual strength, religion, self-control, personality, intelligence, noble character, and the skills needed by him. Education is a deliberate and planned effort to create learning that is able to activate students (Ilham, 2019). Learning motivation encourages individuals in the learning process in order to obtain the desired goals, one of which is to obtain the end of the learning process in the form of symbols, letters and words that are in accordance with one's achievements in learning. Movements that originate from internal or external individuals who are learning to carry out behavioral changes with instructions or supporting elements are called learning motivation (Ramdayati, 2020). Thus, motivation has a high position in student achievement. It is possible that the problems experienced by students in schools such as low student achievement and the success or failure of the student learning process are the result and continuation of a family environment that is not harmonious and the role of parents is not carried out properly. (Hero & Sni, 2018). Parents are the first education or school for children. Child development is strongly influenced by the family environment because the family is the first place where children receive natural aspects of education from their parents. So parents must set a good example, in relation to the world of education. Parents are one of the informal schools for their children. Therefore, the first form of education is found in family life (Badruttamam et al., 2018).

The learning achievement obtained by students is the benchmark for the success of education and will be considered an achievement seen from the scores obtained by the students themselves, such as daily test scores, mid-semester test scores, end-of-semester test scores and national exam scores. Even though the material presented by the teacher to students is the same, the learning achievement obtained by each student will be different (Safithia, 2020). In this day and age, there are still parents who only care about their work, so that communication with their children is lacking. Because the role of parents in student learning achievement is very large, parents must create a comfortable home atmosphere, and provide for the various needs of children so that learning motivation can grow. This is in line with the researcher's interview with the Buddhist education teacher on December 20, 2021, showing that the learning motivation of grade IV, V and VI elementary school students at Bodhisattva Bandar Lampung is different, there are students who have low motivation and some have high motivation. Students who usually have high motivation can be observed from how these students do the work that has been given by the teacher, such as doing practice questions. Like some fourth grade students at SDS Bodhisattva Bandar Lampung, there are some students when given practice questions to do but these students don't do it right away but are busy with activities outside the assignment such as chatting with other friends. There are also students who are very active in working on the practice questions that have been given. As for when they are doing online learning supported by the Zoom application, there are some students who do not turn on the camera while learning is in progress.

The results of interviews conducted by researchers with several parents stated that as long as students study at home they always accompany students when studying at home, helping students to do school assignments, there are also those who state that they rarely accompany students to study because they are busy with their work, especially at work. this time of a pandemic. Some parents choose to leave their children to caregivers to accompany them to study at home and take care of their daily lives. Sometimes they also lack control over their children's learning, they also realize that children really need motivation and attention from parents, and parents should be able to accompany their children when studying. Not only assisting children in learning, the role of parents in facilitating children's learning is very important, the lack of attention from parents actually affects student motivation and learning achievement. Based on some of the points above, the authors are interested in analyzing the role of parents and learning motivation, because both are supporting factors in producing learning achievement. In this case the author is motivated to examine the influence of the role of parents and motivation on student achievement in Buddhist education subjects at SDS Bodhisattva Bandar Lampung.

2. Method

This type of research is a quantitative research with multiple linear analysis. According to (Sugiyono., 2019) Quantitative research methods can be interpreted as research methods based on the philosophy of positivism, used to examine certain populations or samples, data collection techniques using research instruments, quantitative/statistical data analysis with the aim of testing predetermined hypotheses. This study uses a multiple linear analysis approach. Multiple linear analysis is a development of simple linear regression, multiple linear regression is an analysis that has more than one independent variable. Multiple linear regression technique is used to determine whether there is a significant impact of two or more independent variables ($X_1, X_2, X_3, \dots, X_k$) on the dependent or independent variables (Y). (Gaol et al., 2019). In this study the method used is the survey method, according to (Sugiyono., 2018) survey research is research conducted on large and small populations, but the data studied are data from samples taken from the population, to find relative events, distribution and relationships between variables. In this study, the independent or independent variables are the role of parents and motivation, while the dependent variable is student achievement.

The data collection techniques used in this study include; (1) Observation; according (Sugiyono., 2018) Observation is the collection of data to observe regarding human behavior, work processes, natural phenomena and if the respondent is not too large. Researchers conducted observations to several respondents, namely 4 students from class IV, V and VI. Based on the observations that have been made, the researchers found that these students are rarely accompanied by their parents when studying at home. There are also students who study at home, their parents always help and accompany them when studying; (2) Interview; according (Sugiyono., 2018) used as a data collection technique if the researcher wants to conduct a preliminary study to find problems that must be investigated and also if the researcher wants to know things from respondents who are more in-depth and the number of respondents is small. In this study, the interviews conducted were unstructured interviews.

Respondents in this interview were Bodhisattva Elementary School students, totaling 2 students, Buddhist education teachers and students' parents. Interviews with 2 students and religious education teachers and parents because to meet the needs of observation, to obtain information related to the problem to be studied, each respondent has its own character; (3) Questionnaire; the instrument used for data collection in this study was a questionnaire or questionnaire. The questionnaire or questionnaire used in this study is a closed questionnaire, which answers have been provided so that the respondents just have to choose. In this study, two methods were used, namely to determine the role of parents and learning motivation.

3. Results and Discussion

3.1. Description of Research Result Data

Description of research data is a description that contains the independent test variables on certain variables. The number of respondents in this study were 78 students in grades IV, V and VI. Data analysis includes the mean (M), median (Me), mode (Mo) and Standard Deviation (DS). In addition, trend variables are also presented in the form of tables and pie charts. The variable parental role data sheet obtained a questionnaire consisting of 19 statement items using a Likert scale with a rating of 1 to 5. Based on the 19 items found in the parent role questionnaire which showed that the parental role variable obtained the highest score of 97 and the minimum score 51. The results of the analysis using the SPSS 18.0 program Mean (M) of 66.00, Median (Me) of 70.58, Mode (Mo) of 60.00 and Standard-Deviation 13,44391.

Table 1. Parental Role Statistics

<i>N</i>	<i>Valid</i>	<i>78</i>
	<i>Missing</i>	<i>0</i>
	Mean	70,5897
	Median	66,00002
	Mode	60,00
	Std. Deviation	13,44391

The data variables in the next study were classified into the tendency category of the parental role variable. The ideal score according to (Azwar, 2017) can be divided into three categories of tendencies, namely; (1) $85,4 \leq X$ Very High; (2) $77,8 < X \leq 85,4$, High; (3) $70,2 < X \leq 77,8$, Medium; (4) $62,6 < X \leq 70,2$, Low; (5) $X < 62,6$, Very Low. From the data that has been obtained above, it can be concluded that the parental role score is vulnerable

3.2. Motivation Data

Motivation variable data was obtained from a questionnaire consisting of 20 statement items using a Likert scale with a rating of 1 to 5. Based on the 20 statement items contained in the motivation questionnaire, which showed that the parental role variable obtained the highest score of 99 and the minimum score of 48. The results of the analysis using the SPSS program 18.0 Mean (M) of 72.833, Median (Me) of 69.00000 Mode (Mo) of 60.00 and Standard-Deviation 14,56148.

Table 2. The results of the analysis using the SPSS program

<i>N</i>	<i>Valid</i>	<i>78</i>
	<i>Missing</i>	<i>1</i>
	Mean	72,8333
	Median	69,0000
	Mode	60,00
	Std. Deviation	14,56148

The variable data in this study were further classified into the category of motivational variable tendencies. The ideal score according to (Azwar, 2017) can be divided into three categories of tendencies, namely: Based on the above calculations, the frequency distribution of motivational variables can be made as follows; (1) $86,1 \leq X$, Very High; (2) $77,7 < X \leq 86,1$, High; (3) $69,3 < X \leq 77,7$, Medium; (4) $60,9 < X \leq 69,3$, Low; (5) $X < 60,9$, Very Low.

3.3. Learning achievement

Data on learning achievement variables in this study were obtained from the value of the Even Semester Final Exam obtained by researchers through teachers or students directly The variable data

in this study were further classified into the category of learning achievement variable tendencies. The ideal score according to (Azwar, 2017) can be divided into three categories of tendencies, namely; (1) $90,9 \leq X$ Very High; (2) $86,9 < X \leq 90,9$ High; (3) $83,1 < X \leq 86,9$ Medium; (4) $79,1 < X \leq 83,1$ Low; (5) $X < 79,1$ Very Low.

1) The Influence of Parents' Roles on Student Achievement in Buddhist Education Subjects at SDS Bodhisattva Bandar Lampung.

The results of multiple regression analysis based on research that has been carried out show a significance value of $0.038 > 0.05$ and t count $1.815 > t$ table 2.03011 so that H_01 is accepted and H_a1 is rejected. The description defines that there is an influence of the role of parents on student achievement in grades IV, V and VI SDS Bodhisattva Bandar Lampung. The magnitude of the influence of the role of parents is 0.358 . This means that if the role of parents increases by one unit assuming other variables are constant or zero, the learning achievement of SDS Bodhisattva Bandar Lampung students will increase by 35.8% . The magnitude of the results of this study can be concluded that the higher the role of parents in accompanying children to study at home, facilitating children in learning at home, the higher the learning achievement of students in grades IV, V and VI at SDS Bodhisattva Bandar Lampung, Table 3.

Table 3. Coefficients (Dependent Variable: achievement)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	83.277	8.114		10.263	.000
	role	.358	.184	.205	1,815	.038
	Motivation	.418	.201	.246	1,978	.033

2) The Effect of Motivation on Student Achievement in Buddhist Education Subjects at SDS Bodhisattva Bandar Lampung.

The results of multiple regression analysis based on research that has been carried out show a significance value of $0.033 > 0.05$ and t count $1.978 > t$ table 2.03011 so that H_02 is accepted and H_a2 is rejected. The description defines that there is an influence of motivation on student achievement in grades IV, V and VI SDS Bodhisattva Bandar Lampung. The magnitude of the influence of motivation is 0.418 . This means that if motivation increases by one unit with the assumption that other variables are constant or zero, the learning achievement of SDS Bodhisattva Bandar Lampung students will increase by 41.8% . The magnitude of the results of this study can be concluded that the higher the motivation of students in learning, the higher the learning achievement of grade IV, V VI students at SDS Bodhisattva Bandar Lampung

Table 4. Coefficients (Dependent Variable: achievement)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	83.277	8.114		10.263	.000
	role	.358	.184	.205	1,815	.038
	Motivation	.418	.201	.246	1,978	.033

3) The Influence of Parents' Roles and Motivation on Student Achievement in Buddhist Education Subjects at SDS Bodhisattva Bandar Lampung.

The results of multiple regression analysis based on research that have been carried out show that the significance value for the influence of the role of parents and motivation simultaneously on learning achievement is $0.616 < 0.05$ and the calculated F value is $3.078 < F$ table 2.465809 so it can be concluded that H_a3 is accepted. The description defines that there is a simultaneous influence of the role of parents and motivation on student achievement in grades IV, V and VI SDS Bandar Lampung. Meanwhile, to determine the magnitude of the influence of the role of parents and motivation in table 6.2 it can be seen that R Square is 0.199 . This figure means that the influence of the role of parents and motivation simultaneously on learning achievement is 19.9% . Based on the results of linear regression, the equation $Y = 83.277 + -0.358X_1 + 0.418 X_2 + e$. This model assumes that the parental role variable (X_1) and motivation (X_2) is 0, so the learning achievement variable (Y)

for students in grades IV, V and VI SDS Bodhisattva Bandar Lampung is 83,227. Another assumption is that if the parental role variable (X1) increases by one unit and the other variables remain constant, the learning achievement variable (Y) for grade IV, V and VI SDS Bodhisattva Bandar Lampung students is 0.358. If the motivation variable (X2) has increased by one unit and the other variables remain, then the learning achievement variable (Y) for grade IV, V and VI SDS Bodhisattva Bandar Lampung students is 0.418 and the parental role variables (X1) and motivation (X2) on achievement study (Y) of 13,047.

Table 5. Anova (Dependent Variable: value)

	Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	13.047	2	6.523	3,078	.616 ^b
	Residual	410.512	31	13.242		
	Total	423.559	33			

4. Conclusion

Based on the results of the calculation of the regression analysis of the variable indicators of the role of parents (X1) through SPSS, there is an influence of the role of parents on student achievement at SDS Bodhisattva Bandar Lampung. The magnitude of the influence of the role of parents on learning achievement is 0.358. This means that if the role of parents increases by one unit assuming other variables are constant or zero, the learning achievement of SDS Bodhisattva Bandar Lampung students will increase by 0.358. Based on the results of this study, it can be concluded that the higher the role of parents in assisting children to study at home, facilitating children in learning at home, the higher the learning achievement of students in grades IV, V VI at SDS Bodhisattva Bandar Lampung. Based on the results of the calculation of the regression analysis of the indicator variable Motivation (X1) through SPSS, there is an influence of motivation on student achievement at SDS Bodhisattva Bandar Lampung. The magnitude of the influence of motivation on learning achievement is equal to 0.418. This means that if motivation increases by one unit with the assumption that other variables are constant or zero, the student achievement of SDS Bodhisattva Bandar Lampung will increase by 0.418. The results of this study can be concluded that the higher the motivation of students in learning, the higher the learning achievement of students in grades IV, V, VI at SDS Bodhisattva Bandar Lampung. Based on the results of the calculation of the regression analysis of the variable indicators of the role of parents (X1) and motivation (X2) on the learning achievement (Y) of students at SDS Bodhisattva Bandar Lampung, the value of R Square is 0.199. This figure means that the influence of the role of parents and motivation on learning achievement is 19.9%.

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