THE RELATIONSHIP PARENT'S ATTENTION, AND LEARNING ENVIRONMENT IN SCHOOL AND LEARNING MOTIVATION WITH MATHEMATICS LEARNING OUTCOMES IN STUDENTS CLASS VIII OF SMP MUHAMMADIYAH BANTUL

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ABSTRACT

Low student learning outcomes associated with many factors. The relationship parent's attention, and learning environment in school and learning motivation are some of the factors possibly related to learning outcomes. This research aims to determine the presence or absence of positive and significant relationship parent's attention, learning environment in school and learning motivation with mathematics learning outcomes in students class VIII of SMP Muhammadiyah Bantul in odd semester in the academic year of 2016/2017. The population in this research was the students of VIII grade in SMP Muhammadiyah Bantul in the academic year of 2016/2017, consisted of class VII A, VIII C, VIII D, VIII E totaling 145 students. Samples were taken from VII A as the research sample class and with the random sampling technique. The writer uses a questionnaire method to collect the data of parent's attention, learning environment in school and learning motivation and test method to get the resulting learning of math. The research instrument: validity test, different power test, and reliability test. Test requirement analysis includes a test of normality, a test of linearity, and the test of independence. The writer uses product-moment correlation analysis and multiple linear regression analysis to analyze the data. The results showed that there was a positive and significance relationship parent's attention, learning environment in school and learning motivation with mathematics learning outcomes in students class VIII in odd Semester of SMP Muhammadiyah Bantul in academic year of 2016/2017. It is showed by $F_{count} > F_{table}$ is 6,2645 > 2.98 with R = 0.6477 and R^2 = 0.4196 with $\hat{Y} = -71{,}9607 + 0{,}4190\,X_1 + 0{,}3372\,X_2 + 0{,}5513\,X_3$, with SR $X_1 = 23{,}8650\%$, SR $X_2 = 22{,}6128\,\%$ and SR $X_3 = 53{,}5222\%$, SE $X_1 = 10{,}0128\%$, SE $X_2 = 9{,}4874\%$ and SE $X_3 = 22{,}4557\%$.

Keywords: *Parent's Attention, Learning Environment, learning motivation, Mathematics Learning Outcomes*

INTRODUCTION

Education has an important role in development, especially in improving the quality of human resources. Efforts to improve the quality of education are an integrated part of efforts to improve quality, both aspects of ability, and responsibility as citizens. A learning success is basically caused by several factors but can be classified into two groups, namely internal factors, and external factors. Internal factors are everything that comes from within the individual, for example, motivation, interests, and talents. While external factors are all things that come from outside the individual, which can directly or indirectly influence the individual in achieving learning achievement in school including family, community environment, the way the teacher teaches less precisely, curriculum, learning methods, facilities, and infrastructure, and learning environment.

One external factor that influences student learning outcomes is a parent's attention. Parents' attention to students can be realized by providing students with learning tools, providing motivation, providing guidance, reminding children of their obligations, reminding children of their needs and so on. These things will lead to attitudes or self-confidence of children and in the end, will lead to the independence of learning in themselves as well. In addition to the attention of parents, the learning environment is one of the factors that determines the success of the education process. School environment conditions affect student achievement. School is a place where formal education takes place. All activities that occur in schools are directed and planned so that they can produce quality outputs.

In addition to the external factors above, there are also internal factors that will affect student learning outcomes. One of these internal factors is learning motivation. Motivation to learn is the energy from within the individual that encourages the individual to carry out learning activities in order to achieve the expected goals. Aside from being a motivator, motivation also functions as an influence and driving force in individual learning activities. Student mathematics learning outcomes in Bantul Muhammadiyah Middle School are still low. This is because students assume that mathematics is a difficult subject.

The problems in this study are: 1) Is there a positive and significant relationship between parents' attention with mathematics learning outcomes of students of class VIII of SMP Muhammadiyah Bantul odd semester 2016/2017? 2) Is there a positive and significant relationship between learning environments in schools with results learning mathematics for eighth-grade students of SMP Muhammadiyah Bantul odd semester of 2016/2017 school year? positive and significant relationship between parents 'attention and learning environment at school with mathematics learning outcomes for students of class VIII of SMP Muhammadiyah Bantul odd semester 2016/2017 ?, 5) Is there a positive and significant relationship between parent's attention and motivation to learn with students' mathematics learning outcomes class VIII of Muhammadiyah Bantul Middle School odd semester 201 school year 6/2017?, 6) Is there a positive and significant relationship between learning environment at school and learning motivation with mathematics learning outcomes of students of class VIII of SMP Muhammadiyah Bantul odd semester 2016/2017? 7) Is there a positive and significant relationship between parents' attention, the learning environment at school and motivation to learn with the results of mathematics learning for eighth-grade students of SMP Muhammadiyah Bantul odd semester 2016/2017?

The purpose of this study are: 1) To find out whether there is a positive and significant relationship between parents' attention and mathematics learning outcomes of Grade VIII students of SMP Muhammadiyah Bantul in the odd semester of the 2016/2017 academic year, 2) To find out whether there is a positive and significant relationship between learning environment in schools with mathematics learning outcomes for students of class VIII of SMP Muhammadiyah Bantul odd semester of 2016/2017 academic year. 2016/2017., 4) To find out whether there is a positive and significant relationship between the attention of parents and the learning environment in schools with mathematics learning outcomes for students of class VIII of SMP Muhammadiyah Bantul odd semester 2016/2017., 5) To find out whether or not positive and significant relationship between parental attention and m learning motivation with the results of mathematics learning for eighth grade students of SMP Muhammadiyah Bantul odd semester 2016/2017 school year. 6) To find out whether there is a positive and significant relationship between the learning environment at school and learning motivation with the learning outcomes of eighth-grade students of SMP Muhammadiyah Bantul odd semester 2016/2017 school year. 7) To find out whether there is a positive and significant relationship between parents' attention, learning environment at school and learning motivation with student mathematics learning outcomes class VIII Muhammadiyah Bantul Middle School odd semester 2016/2017 school year.

THEORY

Some opinions according to experts about the notion of mathematics in Sukarman, Herry (2002: 4-5) as follows: 1) The World Book Encyclopedia defines mathematics as a lesson about quality and its relationship with numbers and symbols, 2) Opinions of James and James in the mathematical dictionary he wrote, stated that mathematics is the science of logic regarding the form, composition, magnitude, and concepts that are interconnected with each other which is divided into three fields, namely algebra, analysis, and geometry, 3) Other opinions expressed by Johnson and Rising which states that mathematics is a mindset, a pattern of organizing logical proof, 4) On the other hand Reys argues that mathematics is a study of patterns and relationships, a mindset, an art, a language, and a tool, 5) According to Kline, mathematics is the art of studying structure and patterns, looking for provisions from scattered structures, and looking for differences from Bangu n-awake that looks organized, 6) Gagne, states that mathematics has a very broad range of objects that are direct consisting of facts, concepts, skills, and principles, as well as those that are indirect, such as transfer of learning, ability of inquiry, ability to solve mathematics.

According to Suherman, Erman et al (2003: 55-56), School Mathematics is mathematics taught in schools, namely mathematics taught in Primary Education (Elementary and Junior High Schools) and Secondary Education (High Schools and Vocational Schools). The function of mathematics as tools thought patterns and science. These three functions should be used as a reference in learning mathematics in school.

Some opinions about learning in the following: 1) Sukardi (2002: 17-18) suggested that learning as a deliberate activity to change behavior 2) Sardiman (2012: 20), learning is a psycho-physical activity leading to complete personal development and 3) Morgan in Purwanto, Ngalim (2000: 84), argues that learning is any change that is relatively sedentary in behavior that occurs as a result of practice or experience.

Understanding mathematics learning quoted by Winkel (1984: 56), the notion of learning mathematics is a high mental activity, because it is briefly said that mathematics deals with abstract ideas or concepts that are arranged hierarchically and deductive reasoning. Abdurrahman, Mulyono (2003: 253) from the opinion of Cornelius five reasons for the need to learn mathematics, namely: 1) Means of thinking clearly and logically, 2) Means to solve problems of daily life, 3) Means of recognizing patterns of relationships and generalizing experiences, 4) Means to develop creativity, 5) Means to increase awareness of cultural development.

According to Bloom in the quote Suprijono A, (2009: 5), learning outcomes include cognitive, affective, and psychomotor abilities. Meanwhile, according to Lindgren learning outcomes include skills, information, understanding, and attitudes. Sudjana, Nana (1991: 22) argues that mathematics learning outcomes are abilities students have after they have gained learning experience.

Attention differs from sympathy, empathy, and communication even though the three are closely related to one's concentration of energy. According to Dakir (1993: 114) "Attention is the activity of increasing awareness of all functions of the soul that are deployed in focusing on things both inside and outside the individual while the same opinion is expressed by Slameto (2010: 105)" Attention is an activity that someone does in connection with the selection of stimuli that come from their surroundings ". Meanwhile, according to Singgih, D. Gunarsa (2009: 41) revealed: "parents are fathers and mothers who have a background in educating children in social life".

As for the attention that parents can give to children is to pay attention to: 1) A good place of learning According to Walgito, Bimo (2010: 146) "a good place to learn is a place of its own that is quiet, the color of the walls should not be too flashy, and in the room lest things interfere with attention ", 2) Learning facilities Walgito, Bimo (2010: 146) argues that" learning cannot run well without complete tools. "The more complete the learning tools, the learning activities will be progressed better. Conversely, if the learning tool is incomplete, the learning activities will be disrupted so that the results will be less good, 3) The atmosphere of learning In this case, the atmosphere is very close to the place of learning. Walgito, Bimo (2010: 146) revealed, "In learning should be created good learning atmosphere ". The atmosphere is not too good can be disruptive to the child's concentration in learning, 4) Learning time, Learning time must also be a concern of parents. When studying children must be made organized according to the times specified. Thus in addition to children can learn well, children are also trained to be disciplined, organized and planned in their daily lives. As revealed by Walgito, Bimo (2010: 146) that "the division of time for learning must be considered as well as possible". The role of parents in managing time and controlling children's learning is very important. According to Walgito, Bimo (2010: 146) revealed that "the length of study depends on how much the material is studied". Children who are too long studying are also not good because it will make children tired and less efficient, 5) Children's relationships will affect their learning activities so that it will affect their learning outcomes. As expressed by Walgito, Bimo (2010: 147) "the association of children will affect children's learning". Children who often hang out with people who love learning will make children become more diligent to learn too, and vice versa, 6) Helping children with difficulties in learning According to Slameto (2010: 61) "parents who are less or do not want to know the difficulties that experienced by children in learning, can cause children not or less successful in learning ". From this opinion how important the attention of parents in helping

the difficulties experienced by children in learning. Indicators of parental attention that are used in this study, namely: the provision of a place of learning, the provision of learning facilities, creating a conducive atmosphere in learning, helping children difficulties in learning, helping to manage learning time and pay attention to children's relationships.

Understanding School is a place for continuous education and teaching of students or students based on certain curriculum determined by the authorized officials (Zainal, Aqib, 2002: 164). Meanwhile, according to Sumitro et al (2002: 80), schools are formal social institutions established by the State or certain foundations to educate the life of the nation. well.

According to Slameto (2010: 66-68), the factors of schools included in the learning environment in schools are as follows. 1) Relationships between teachers and students Teachers who do not interact closely with students intimately cause the teaching and learning process is not smooth and also students feel far from the teacher, so are reluctant to actively participate in learning, 2) Student relations with students Creating good relationships between students is necessary, in order to have a positive influence on student learning, 3) Learning tools Good and complete learning tools are necessary so that teachers can teach well so students can receive lessons well and can learn well too, 4) State of the building With the number a large number of students and their various characteristics demand that the current state of the building must be adequate in each class.

From the understanding of the environment and the school above it can be concluded that the indicators of learning environment in schools in this study are the relationship between teacher and student, student relations with students, learning tools and the state of the building.

Understanding motivation according to Gleitman and Robber (in Shah, Muhibbin, 2009: 153) motivation is the internal state of good human organisms that encourage it to do something. In this sense, motivation means the power supplier (energizer) to behave in a directed manner. Sardiman AM (2012: 83) explains the characteristics of motivation in a person, namely: 1) Persevering in facing tasks, 2) Resilient in facing difficulties, 3) Showing interest in various types of problems, 4) Prefer to work independently, 5) Can defend opinions, 6) It is not easy to let go of the results believed, 7) Happy to find and solve problems.

Based on the description of the above opinion it can be concluded that learning motivation is a psychological drive that is non-intellectual to seek knowledge. Indicators of learning motivation that will be used in this study, namely: persevering in dealing with tasks, resilient in facing difficulties, showing interest in various problems, preferring to work independently, able to maintain opinions and happy to solve problems.

METHODS

This research is classified as quantitative research by taking place at Muhammadiyah Bantul Middle School in the odd semester of the 2016/2017 school year. The population in this study were all students of class VIII of Muhammadiyah Bantul Junior High School consisting of 5 classes, namely VIII A, VIII B, VIII C, VIII D and VIII E totaling 145 students. As a sample class, there were 30 students in class VIII A using random sampling techniques. In this study, the data collection techniques used were questionnaires and tests. The questionnaire technique was used to obtain data on parents' attention, the learning environment at school and student motivation, while the test technique was to obtain data about student mathematics learning outcomes.

The test used is an analysis prerequisite test with a normality test, linearity test, and independence test. In this study, the hypothesis test used was regression analysis.

RESULTS AND DISCUSSION

1. Parental Attention

Table 1. Student Distribution Based on Parental Attention Score Categories

Category	Score	*F*	%
High	X >103,66	3	10
Medium	85,47 ≤ X ≤ 103,66	23	76,67
Low	X < 85,47	4	13,33
Total		30	100

From the results of the categorization, it can be seen that the attention of parents of class VIII A of SMP Muhammadiyah Bantul Junior High School in the 2016/2017 school year is included in the medium category because the greatest frequency lies in the interval of 85.47 ≤ X ≤ 103.66 namely 23 students or 76.67%.

2. Learning environment at school

Distribution of Number of Students by Category Environmental learning scores in schools

Tabel 2. Distribution of Number of Students by Category Environmental learning scores in schools

Category	Score	*F*	%
High	X>108,02	6	20
Medium	90,38≤X≤108,02	16	53,33
Low	X < 90,38	8	26,67
Total		30	100

From the results of the categorization, it can be seen about the learning environment in class VIII of SMP Muhammadiyah Bantul in the 2016/2017 academic year, which is included in the medium category which mostly occurs at intervals of 90.38 ≤ X ≤ 108.02 which means 16 students or 53.33%.

3. Learning motivation

Distribution of Number of Students Based on Categories Learning motivation scores

Table 3. Distribution of Number of Students by Category Learning motivation scores

Category	Score	*F*	%
High	X>100,88	5	16,67
Medium	78,51≤X≤100,88	22	73,33
Low	X < 78,51	3	10
Total		30	100

From the results of the categorization, it can be seen that the learning motivation of class VIII A of Muhammadiyah Middle School Bantul in the 2016/2017 school year is included in the medium category because the greatest frequency lies in the interval of 78.51 ≤ X ≤ 100.88, namely as many as 22 students or 73.33%.

4. Mathematics learning outcomes

Distribution of Number of Students by Mathematical Learning Outcome Category

Table 4. Distribution of Number of Students by Category Score Learning Outcomes in Mathematics

Category	Score	*F*	%
High	X ≥ 76	1	3,33
Low	X < 76	29	96,67
Total		30	100

From the results of the categorization, it can be seen that the results of learning mathematics in class VIII A, Muhammadiyah Middle School, Bantul in the 2016/2017 school year are included

in the low category because the highest frequency lies in the interval X <76, namely 29 students or 96.67%

a. Normality test

Table 5. Summary of Normality Test Results

Category	X^2_{count}	X^2_{table}	df	Conclusion
Attention	3,7495	5,9915	2	Normal
parents	3,9734	9,4877	4	Normal
Learning environment at school	1,3085	3,8415	1	Normal
Motivation to learn	3,7682	5,9915	2	Normal

b. Linearity Test

Table 6. Summary of Linearity Test Results

Variable	F_{count}	F_{table}	Conclusion
X_1 to Y	0,5809	2,69	Linear
X_2 to Y	0,4773	2,95	Linear
X_3 to Y	0,4067	2,80	Linear

c. Independent test

Table 7. Summary of Independence Test Results

Variable	X^2_{count}	X^2_{table}	df	Conclusion
X_1 and X_2	35,891	37,625	25	independent
X_1 and X_3	32,972	37,625	25	independent
X_2 and X_3	31,234	37,625	25	independent

d. Hypothesis testing

Table 8. Hypothesis Testing

Hypothesis	t_{count}	t_{table}	df	Information
1	2,2913	1,7011	28	H_0 is rejected
2	2,5284	1,7011	28	H_0 is rejected
3	3,2114	1,7011	28	H_0 is rejected
4	4,2978	3,35	V_1=2 V_2=27	H_0 is rejected
5	8,3351	3,35	V_1=2 V_2=27	H_0 is rejected
6	7,8345	3,35	V_1=2 V_2=27	H_0 is rejected
7	6,2645	2,98	V_1=3 V_2=26	H_0 is rejected

CONCLUSION

1. There is a positive and significant relationship between parents' attention and mathematics learning outcomes of VIII grade students of SMP Muhammadiyah Bantul odd semester 2016/2017 academic year. This is indicated by the t-test that is $t_{count} > t_{table}$ or 2.2913 > 1.7011. Simple correlation coefficient (r) between parents' attention and mathematics learning outcomes is 0.3974. And the simple regression equation Y for X_1 is $\hat{Y}$= -12,1208 + 0,6607X_1.
2. There is a positive and significant relationship between the learning environment at school and the mathematics learning outcomes of students of class VIII of SMP Muhammadiyah Bantul odd semester 2016/2017 academic year. This is indicated by the t-test that is $t_{count} > t_{table}$ or 2.5384> 1.7011. Simple correlation coefficient (r) between learning environments in schools with

mathematics learning outcomes of 0.4325. In addition, we also obtain a simple regression equation for Y over X_2 $\hat{Y}$= -15,4611 + 0,6649X_2.

3. There is a positive and significant relationship between learning motivation and mathematics learning outcomes for students of class VIII of SMP Muhammadiyah Bantul odd semester 2016/2017 academic year. This is indicated by the t-test that is $t_{count} > t_{table}$ or 3.2114 > 1.7011. Simple correlation coefficient (r) between learning motivation with mathematics learning outcomes of 0.5188. In addition, we also obtain a simple regression equation for Y over X_3 $\hat{Y}$ = - 8,9610 + 0,6609X_3.
4. There is a positive and significant relationship between parents' attention and the learning environment at school with the mathematics learning outcomes of eighth-grade students of SMP Muhammadiyah Bantul odd semester 2016/2017 school year. This is indicated by the F test that is $F_{count} > F_{table}$ or 4.2978> 3.35 The multiple correlation coefficient (R) between parents' attention and the learning environment in schools with mathematics learning outcomes of 0.4914 and the coefficient of determination (R^2) of 0, 2415 with linear equation $\hat{Y}$= -39,7372 + 0,4964X_1+0,4366X_2. The relative contribution of X_1 was 49.1265% and X_2 was 50.8735% and the effective contribution of X_1 was 11.8630% and X_2 was 12.2848%.
5. There is a positive and significant relationship between parents' attention and learning motivation with mathematics learning outcomes of students of class VIII of SMP Muhammadiyah Bantul odd semester 2016/2017 academic year. This is indicated by the F test that is $F_{count} > F_{table}$ or 8.3351> 3.35. The correlation coefficient (R) between parents' attention and learning motivation with mathematics learning outcomes is 0.6178 and the coefficient of determination (R^2) is 0.2702 with linear line equations $\hat{Y}$= -57,1872 + 0,5622X_1+0,6073X_3. The relative contribution of X_1 was 35.1945% and X_3 was 64.8055% and the effective contribution was 13.4348% and X_3 was 24.7382%
6. There is a positive and significant relationship between the learning environment at school and learning motivation with mathematics learning outcomes for students of class VIII of SMP Muhammadiyah Bantul odd semester 2016/2017 academic year. This is indicated by the F test that is $F_{count} > F_{table}$ or 7.8345> 3.35. The correlation coefficient (R) between the learning environment at school and learning motivation with mathematics learning outcomes of 0.6060 and the coefficient of determination (R^2) of 0.3672 with linear line equations $\hat{Y}$= -48,8491+0,4970X_2+0,5582X_3. The relative contribution of X_2 was 38.0802% and X_3 was 61.9198% and the effective contribution of X_2 was 13.9839% and X_3 was 22.7383%.
7. There is a positive and significant relationship between parents' attention, learning environment at school and learning motivation with mathematics learning outcomes of students of class VIII of SMP Muhammadiyah Bantul odd semester 2016/2017 school year. This is indicated by the F test which is $F_{count} > F_{table}$ or 6.2685> 2.98. The correlation coefficient (R) between parents' attention, learning environment at school and learning motivation with mathematics learning outcomes of 0.6477 and the coefficient of determination (R^2) of 0.4196 with linear line equations $\hat{Y}$= -71,9607 + 0,4190 X_1 + 0,3372 X_2 + 0,5513X_3. The relative contribution of X_1 was 23.8650%, X_2 was 22.6128% and X_3 was 53.5222% and the effective contribution was 10.0128%, X_2 was 9.44874% and X_3 was 22.4557%.

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