THE RELATIONSHIP BETWEEN TIME MANAGEMENT, LEARNING MOTIVATION, AND PARENT'S ATTENTION WITH MATHEMATICS LEARNING OUTCOMES OF EIGHT GRADE STUDENT OF SMP MUHAMMADIYAH 1 SEYEGAN SLEMAN

Uswatun Chasanah[a], Edi Prajitno[b]
Program Studi Pendidikan Matematika Universitas Ahmad Dahlan
Jalan Ring Road Selatan, Tamanan, Banguntapan, Bantul Yogyakarta
[a]uswatunchasanah94@gmail.com , [b]ediprajitno@yahoo.com

ABSTRACT

The result of the study in a low student is related to many factors. The relationship between time management, learning motivation, and parent's attention are the factors possible that may be linked to learning outcomes. The research is intended to know about is there any positive correlation and significance or not between time management, learning motivation, and parent's attention with mathematics learning outcomes of eight grade students of SMP Muhammadiyah 1 Seyegan Sleman odd semester in the academic year of 2016/2017. The population in this research was the students of VIII grade in SMP Muhammadiyah 1 Seyegan Sleman in the academic year of 2016/2017, consisted of class VIIIA, VIIIB, VIIIC totaling 86 students. Samples were taken from VIIIB and VIIIC as the research sample class and with the random sampling technique. The writer uses a questionnaire method to collect the data of time management, learning motivation, and parent's attention, 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 time management, learning motivation, and parent's attention with mathematics learning outcomes in students class VIII in odd Semester of SMP Muhammadiyah 1 Seyegan Sleman in academic year of 2016/2017. It is showed by $F_{count} = 7,4822$ and $F_{table} = 2,79$ so $F_{count} > F_{table}$ with R= 0,5528 and R^2 = 0,3056 with $\hat{Y} = -15,0795 + 0,4414X_1 + 0,0638X_2 + 0,2338X_3$, with SR $X_1 = 49,6732\%$, SR $X_2 = 8,342\%$ and SR $X_3 = 31,9849\%$, SE $X_1 = 18,2372\%$, SE $X_2 = 2,5495\%$ dan SE $X_3 = 9,7752\%$.

Keywords: *Time Management, Learning Motivation, Parent's Attention, Mathematics Learning Outcomes.*

INTRODUCTION

In Indonesia, now very concerned about the progress and quality of education, it is intended to create qualified Human Resources and can compete with other countries in the field of education. Education is an effort to provide guidance to students. Education is also not only done by teachers at school but also done by parents at home in order to achieve predetermined goals. Education is also a provision that will be used to compete in the world of work. One of the goals of education is to achieve intelligence that can be used to prepare to live life as an adult. In the National Education System Law Number 20 Year 2003 Article I paragraph 1 states that education is a conscious and planned effort to create an atmosphere of learning and learning process so that students actively develop their potential to have spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by themselves, society, nation, and state.

Education that is highly emphasized in Indonesia is formal education, namely, education carried out in institutions that are bound, for example, education in schools. At school students are taught a variety of subjects. There are several subjects that are learned from the basic education level, one of which is mathematics. Mathematics is learned from basic education because it is the basis or source of other sciences. Mathematics is the basis of several subjects, expected to be accepted and understood by students. Mathematics is also recognized to be very important in the world of education and everyday life, but not a few people assume that mathematics is a difficult subject to learn. This is indicated by the learning outcomes of mathematics achieved by students. As can be seen from the results of Class VII

Final Examinations in the 2015/2016 academic year at SMP Muhammadiyah 1 Seyegan, Sleman Regency. From the results of the end of the semester tests, it can be concluded that student learning outcomes are still low. Student learning outcomes can be influenced by many factors. Examples of these factors are time management and learning motivation which are internal factors while parents' attention is external factors.

Researchers conducted observations on May 20, 2016. In the observation activities, researchers observed several types of students complete with student behavior. The ability of students to use time is one factor that can support the success of the educational process. Students who can make use of the time well will learn to the maximum because they know how valuable time is. They also cannot use time well. When the break bell rang they did not immediately rush out of the classroom to buy snacks and other things. They waited for time to approach the classroom entrance bell for snacks and other things. Not a few of them have not prepared equipment to follow the lessons, teachers sometimes have to remind students to immediately issue books and other equipment to support the teaching and learning process. The teacher has started the lesson there are still some students who are late entering. Almost during teaching and learning activities take place students who pay attention to the teacher teaching only a few children.

Learning motivation is also a supporting factor for learning activities originating from within students. Students who have high learning motivation are expected to be able to get maximum learning outcomes. Because learning motivation is an inner urge to carry out activities to achieve the expected goals. Student learning motivation, especially in mathematics subjects can be said to be lacking. They are less enthusiastic and lack enthusiasm for learning. Some students tend to pay less attention when the teacher is teaching. They prefer to divert attention by doing other things such as: talking to my classmates, disturbing other friends who are taking lessons. There are some students who choose to leave the classroom with permission to go to the bathroom. Whereas before it was a break time but they chose permission to use the bathroom during class hours so that there was a reason for permission to leave the class.

Based on information from several VII grade students of SMP Muhammadiyah 1 Seyegan they have not received maximum attention and assistance from parents. Their parents rarely ask questions related to the lesson. For example, asking the results of tests, learning difficulties of children or school assignments. Parents' attention to students, for example, is the provision of learning facilities, providing guidance, motivation and reminding all things to children. Because with the attention of parents, children will feel confident.

Based on the background and problem boundaries, the problem can be formulated to be investigated, namely whether there is a positive and significant relationship between time management, learning motivation, and parents' attention with the mathematics learning outcomes of Grade VIII students of SMP Muhammadiyah 1 Seyegan Sleman Regency in odd semester 2016 / 2017?

The aim of this research is to find out whether or not there is a positive and significant relationship between time management, learning motivation, and parents' attention with mathematics learning outcomes of Grade VIII students of SMP Muhammadiyah 1 Seyegan Sleman Regency in odd semester 2016/2017 academic year.

METHODS

This research is classified as quantitative research by taking place at SMP Muhammadiyah 1 Seyegan in the odd semester of the 2016/2017 school year. The population in this study were all students of class VIII SMP Muhammadiyah 1 Seyegan Sleman, 2016/2017 academic year consisting of 3 classes. The sample is part of the number and characteristics possessed by the population (Sugiyono, 2010: 62). In this study, the samples taken randomly using random sampling techniques and those taken as sample classes are class VIIIB and VIIIC and the test class is class VIIIA. This study uses three independent variables namely: time management $(X1)$, learning motivation $(X2)$, and parents' attention $(X3)$, while

the dependent variable is mathematics learning outcomes (Y). The data collection method uses a questionnaire method and a test method.

According to Arikunto, Suharsimi (2012: 42) a questionnaire or also often called a questionnaire is a list of questions that must be filled in by the person to be measured (respondent). While the test is a tool or procedure used to find out or measure something in the atmosphere, by means and rules that have been determined (Arikunto, Suharsimi, 2012: 67).

In this study, the questionnaire method was used to obtain time management data, learning motivation, and parental attention. The test method is used to obtain data about mathematics learning outcomes of students of class VIII at SMP Muhammadiyah 1 Seyegan. The questionnaire test uses the content validity test by the reviewers and the instrument reliability test with alpha formula, while the test instrument questions use the content validity test by the reviewers and product-moment correlation techniques, different power tests and instrument reliability tests with the KR-20 formula (Arikunto, Suharsimi, 2012: 115). Furthermore, the analysis prerequisite tests that must be met include the normality test, independence test, and linearity test. Data analysis uses product-moment correlation analysis and multiple linear regression analysis.

RESULTS AND DISCUSSION

In this study also uses analysis prerequisite tests which include:

1. **Test Normality**

   This test is conducted to test the distribution of data obtained by each variable normally distributed or not. The summary of the normality test results from the four variables are:

   Table 1. Summary of Normality Test Results

Variable	x^2_{count}	x^2_{table}	df	Info.
Time Management (X_1)	2,5615	11,0705	5	Normal
Learning Motivation (X_2)	0,2816	7,8147	3	Normal
Attention Parents (X_3)	7,3916	11,0705	5	Normal
Mathematics learning outcomes (Y)	0,7252	9,4877	4	Normal

2. **Independence Test**

   Independence test is used to find out whether or not there is a relationship between independent variables. A summary of the results of the independent tests of the three independent variables is:

   Table 2. Summary of Independence Test Results

Variable	x^2_{count}	x^2_{table}	df	Info.
X_1 and X_2	48,374	50,9985	36	Independent
X_1 and X_3	40,698	50,9985	36	Independent
X_2 and X_3	45,576	50,9985	36	Independent

3. **Linearity test**

   The linearity test is used to determine whether the independent variable and the dependent variable have a linear relationship or not. Summary of the linearity test results of the four variables are:

   Table 3. Summary of Linearity Test Results

Variable	F_{count}	F_{table}	Info.
X_1 to Y	0,9235	1,91	Linear
X_2 to Y	0,657	1,91	Linear
X_3 to Y	0,6704	1,90	Linear

In this section further discussion of the results of research analyzed in correlation. This study found that the results of the seventh hypothesis test were that there was a positive relationship between time management, learning motivation, and parents' attention to mathematics learning outcomes. In other words, the higher the ability of students in managing time, the higher the motivation for learning and the greater the attention of parents will also affect the learning outcomes of mathematics.

After it is known that time management, learning motivation, and parents 'attention are significantly related to student mathematics learning outcomes, this means that the increase and decrease in student mathematics learning outcomes are related to time management, learning motivation, and parents' attention. Therefore, it is expected that various students and other parties can optimize their roles so that the learning outcomes achieved by students are high.

Hypothesis testing

From the multiple correlation analysis, the multiple correlation coefficient value is 0.5528. In this study also obtained a coefficient of determination of 0.3056 meaning 30.56% is influenced by time management, learning motivation, and parental attention while the rest is influenced by other factors. The variation in mathematics learning outcomes (Y) can be explained by time management (X_1) learning motivation (X_2), and parents' attention (X_3) through linear lines $\hat{Y} = -15,0795 + 0,4414X_1 + 0,0638X_2 + 0,2338X_3$. This means an increase in one unit (X_1) results in a 0.4414 increase in Y, an increase in one unit (X_2) causes 0.0638 increase in Y, and an increase in one unit (X_3) results in 0,2338 increase in Y. While for the relative contribution of X_1 by 59, 6732%, X_2 amounted to 8.334% and X_3 amounted to 31.9849% and effective contribution X_1 amounted to 18.2372%, X_2 amounted to 2.5495% and X_3 amounted to 9.7752%. This shows that time management provides the most significant relationship to mathematics learning outcomes compared to parents' learning motivation and attention.

CONCLUSION

Based on the results of research and discussion as described above, it can be concluded that there is a positive and significant relationship between time management, learning motivation, and parents' attention with mathematics learning outcomes of VIII grade students of SMP Muhammadiyah 1 Seyegan Sleman regency odd semester of the year 2016/2017 teaching. This is indicated by the F test that is $F_{count} > F_{table}$ atau $7,4822 > 2,79$ The correlation coefficient (R) between time management, learning motivation, and parental attention with mathematics learning outcomes is 0.5528 and the coefficient of determination (R^2) is 0.3056 with linear line equations $\hat{Y} = -15,0795 + 0,4414X_1 + 0,0638X_2 + 0,2338X_3$. Relative contribution is X_1 of 59,6732% , X_2 of 8,342% and X_1 of 31,9849% and an effective contribution X_1 of 18,2372% , X_2 of 2,5495% and X3 of 9,775%

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