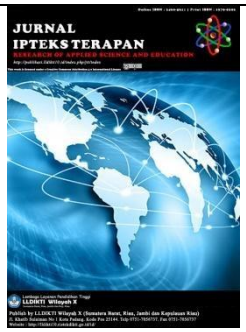

STUDENT LEARNING ACHIEVEMENT MODEL: LEARNING MOTIVATION AND LEARNING INTEREST WITH PARENTS' ATTENTION AS INTERVENING VARIABLES

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Abstract

The aim of this study was to examine the extent to which the influence learning motivation and interest in learning have on student achievement with parental attention as an intervening variable. Method collection data through survey and spread questionnaire, with a sample of 100 respondents obtained by the saturated sample formula at The population of the UPI YPTK campus is 100. The analytical method used is the inner model and path coefficients. Results study which obtained based on path coefficients obtained: 1) None influence positive which significant motivation to learn to student learning achievement significant value 0.994 <0.05. 2)There are influence positive which significant interest to learn to performance student study where significant value 0.000>0.05. 3) None influence positive which significant motivation to learn to parents attention where significant value 0.063 <0.05. 4) There are influence positive which significant interest in learning to parents attention. where score significant 0.000<0.05. 5) No there is influence positive which significant parents attention to student learning achievement. where significant value 0.422>0.05. The author provides suggestions Expected to parents give input and suggestion to children to increase interest in learning so that they can enhancement performance study and etc, so that parent able to improve facilities and a safe environment for children to learn To use can maintain even improve performance study.

Keywords: Student Achievement, Learning Motivation, Learning Interest and Parent's Attention

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INTRODUCTION

Quality of higher education is influenced not only by faculty, but also by competence standards, content, processes, facilities and infrastructure, and education management and evaluation (Badan Standards National Education, 2015). Each standard does not work in isolation, but they support each other. Ignoring one as the default unbalances the system. One of the standards directly related to the needs of the community and the world of work are competency standards. Based on this, graduates are expected to have the appropriate skills to meet their needs in society and the labor market. Improve the quality of our graduates in terms of attitudes, skills, knowledge, content, processes, educators and staff, infrastructure, funding and support for required assessment criteria. In addition, aspects of student motivation and learning behavior are important factors in achieving degree standards. Students who are highly motivated and have good learning behavior tend to achieve the required standards of competence. And the quality of teaching is closely related to learning outcomes, which are the hallmark of student success.

Learning achievement is influenced by many factors. Motivation and interest in learning are two very important factors in determining student achievement. Motivation for learning, both internally and externally, determines a student's interest in learning. Motivation is important not only for driving student learning, but also for helping students succeed (Anni 2006).

Learning motivation arises because there are goals, drives, and needs in students. The encouragement that arises from the goals that exist in students is a mental strength that is oriented towards achieving goals. Giving the right motivation to students will greatly support the spirit of learning and provide encouragement to students to achieve optimal performance.

Another factor that affects learning achievement is interest in learning. Learning is an important activity in human life and all humans experience it. Every human being experiences a process of maturity, both physically and psychologically. This maturity will be perfect if it is supported by experience through training, learning, and the learning process. So learning is an important process for growing up. Interest in learning has a very important role in the lives of students and has a big impact on attitudes, students who are interested in learning will try harder to learn than students who are not interested.

Furthermore, another factor that affects learning achievement is the attention of parents. Family plays an important role in a child's life. (Chasiyah, Chadidjah, dan Edy 2009) suggests that ``the basic function of the family is to provide a sense of belonging, security, and affection, and to build good relationships between family members".

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Children are the responsibility of parents, therefore parents should try to give the best for their children . Parental attention is an activity that is focused on children's activities both in playing and learning. Parents provide learning facilities and a comfortable environment will encourage students to be more enthusiastic about learning in achieving optimal performance.

RESEARCH METHODS

According to Ramlah, (Ramlah, Firmansyah, and Zubair 2014) learning achievement is an achievement that appears in knowledge, attitudes, skills and is conveyed in the form of scores or scores from test results. (Abutani, Rahim, and Noverma 2010) said that learning achievement is obtained from the active efforts of students during learning so that there is a change in knowledge that gets better when students master the material. Therefore, learning achievement is the result obtained by students during learning and within a certain time, the results here are in the form of an assessment from the teacher to students to show students' mastery of the material presented.

(Ahmad 2003) Students' interest in learning is related to personality, motivation, genetics, expression, self-concept, and environmental influences. In this way, it can be said that interest is closely related to motivation. (Slameto 2010) Interests are preferences and interests in activities that can be done without asking for help. (Sopranita ajeng kartika 2014) Interest in learning is defined as focused attention on a particular lesson followed by a desire to understand, learn and test through active participation in learning. Therefore, when students pay more attention to facilitating their learning and learning with joy in the process, it can be called an interest in learning.

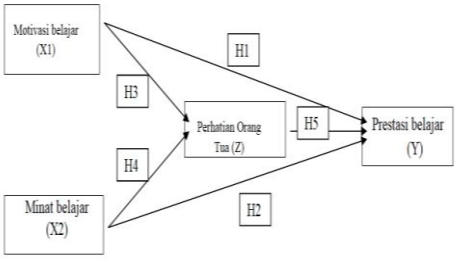

Figure 1. Conceptual Framework

Analysis Structrul Equation Modeling (SEM) with Partial Least Square (PLS)According to (Sarwono, Jonathan & Narimawati 2015) Procedure regression partial at least squares (PLS) used to estimate the partial least squares of regression models or known as a projection of the latent structure. pls is a technique which is an alternative to least squares regression bias a (ordinary least squares/OLS) , canonical correlation, or modeling structural equations (structural equation modeling/SEM.). Besides, PLS is very useful when some of the ordicor independent variables are highly correlated, or when the sum of predictor exceed amount case. PLS combine features from analysis component main (principal component analysis) and multiple regression. The procedure for using PLS is carried out in the first two stages, by releasing a series of

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latent factors that explain as much as possible latent factor covariance that explains as much of the covariance between dependent variable by using variable decomposition independent .Analysis Descriptive.

This analysis intends to describe the characteristics of each variable study. With method serve data to in table distribution frequency, which describe the level of frequency and percentage (%) of each respondent's answer on the laker t scale and interpret it. This analysis does not correlate one variable with another variable and not comparing one variable with another variable other.

RESULTS

Variable	Root AVE
Quality Work	0.764
Development Career	0.884
Rating Performance	0.828
Performance Work	0.794

Table 1. Average Value Variance Extracted (AVE)

Based on the above it can be concluded that all research constructs or variables above has met the criteria of good validity. This is indicated by the value of *Average Variance Extracted* (AVE) above 0.50 as criteria which recommended. Where Discriminant validity is carried out to ensure that each concept from each constructs or latent variables are different from other constructs/variables. The model has discriminant validity which good in study this rated through comparison score correlation each latent construct between endogenous constructs with the AVE root value. If the value of the root AVE every construct big from score correlation construct latent so could said outer model The result is good, and vice versa if the AVE root value of each construct is low From the correlation value of the latent construct, it can be said that the resulting outer model is still not yet good because contain existence items statement which no valid. Following results testing discriminant validity.

Variable	AVE
Interest to learn	0.583
Motivation to learn	0.713
Parents attention	0.686
Performance study	0.631

Table 2. Discriminant Value Validity

Based on the results of the calculations in Table 2 above, it can be concluded that the rater *outer* model for all constructs or variables has met the criteria of good validity. This can be seen from the root value of AVE which is greater than the correlation value of the latent construct with construct endogenous.

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Construct (variable)	*Composite Reliability*	*Crombachs Alpha*	Information
Interest to learn	0.875	0.822	*Reliable*
Motivation to learn	0.881	0.797	*Reliable*
Parents attention	0.916	0.887	*Reliable*
Performance study	0.895	0.853	*Reliable*

Table 3 Reliability Value.

Based on the SmartPLS output in Table 4.3 above, the composite value has been found reliability and crombach alpha value of each construct or variable is large from 0.60. By because that, all requirements which evaluate level reliability from all items statement valid for all research variables, it can be said to be reliable or reliable and could used for testing research hypotheses.

Test Inner Model (Structural models)

The next testing process is testing the inner model or structural model that aims to determine the relationship between constructs or the influence between research variables as has been hypothesized. The initial stage of the structural model is evaluating model by taking into account the R-Square value for the endogenous construct of the received from exogenous constructs. The following is the structural model of the test results using SmartPLS :

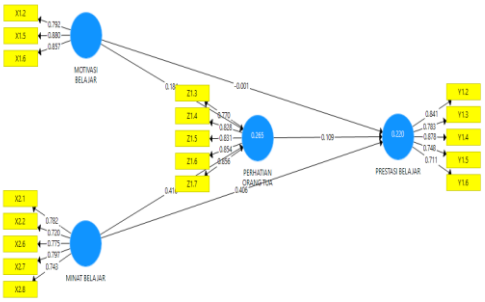

Figure 2. Attachment Results Processing Data,Year 2022

Based on figure model above structure could formed Equation Model as following :

a. Model Equality I, is description big influence construct evaluation performance and work quality on work performance as an intervening variable with a coefficient existing plus the level of error which is an estimation error or which no can explained in model study. Attention parents = 1 learning motivation+ 2 learning interests + e 1 or Attention parents = 0.184 Motivation to learn + 0.416 Interest to learn + e 1
b. Model Equality II , is description big influence construct appraisal work quality performance and work performance with career development with each each of the existing coefficients for each construct plus the error that is error estimation

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Description	*Original Sample (O)*	*Standard Deviation (STDEV)*	*P Value*	Note:
Interest in learningParental attention	0.416	0.094	0.000	Hypothesis Received
Interest in learning – learning achievement	0.406	0.104	0	Hypothesis Received
Learning motivation-parental attention	0.184	0.099	0	Hypothesis Rejected
Learning motivation-study achievement	-0.001	0.115	0	Hypothesis Rejected
Parental attention-learning achievement	0.109	0.136	0	Hypothesis Rejected

Table 4. Evaluation R value Square

Next as which explained previously evaluation inner model will evaluated through the R-Squared value, to assess the effect of certain exogenous latent constructs against construct latent endogenous is have effect which substantive.

In Table 4, it can be seen that the R-Square value of the parental attention construct is 0.265 or as big as 26.5%, which describe big influence which received by construct parents attention from construct motivation to learn and interest to learn or is influence by simulation construct motivation to learn and interest to learn to performance While the R-Square value for the learning achievement construct is 0.220 or equal to 22.0% show big influence which given by construct motivation to learn, interest in learning to work and learning achievement in explaining or influencing parents' attention. The higher the R-Square value , the greater the ability of the exogenous construct in explain variable endogenous so that the more good equality structural which formed.

Results testing data with use SmartPLS on number 1, find score coefficient Interest in learning-Parent's attention is as big as 0.416 which is big the influence given by the construct of learning interest to the attention of parents Where is the value standard error of 0.094 is an unexplained level of estimation error by this construct, while the P Value 0.000 is smaller than the 5% alpha. Therefore could concluded hypothesis 1 received, with other word there is positive effect which significant interest to learn to parental attention.

Results testing data with use SmartPLS on number 2, find score coefficient of interest in learning - learning achievement of 0.406 which is the magnitude of the influence given construct interest to learn to performance study Where score standard error of 0.104 is the level of estimation error that cannot be explained by this construct, whereas P Value 0.000 more small from on alpha 5%. With thereby could concluded Hypothesis 2 is accepted, in other words, there is a significant positive effect on learning interest on learning achievementResults testing

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data with use SmartPLS on number 3, find score coefficient Learning motivation-parents' attention of 0.184 yang is big the influence given by the construct of learning motivation to parental attention Where the standard error value of 0.099 is the level of estimation error that cannot be explained by construct this, whereas P Value 0.063 more big from on alpha 5%. With Thus, it can be concluded that hypothesis 3 is rejected, in other words, there is no positive effect which is not significant learning motivation to parental attention.

Results testing data with use SmartPLS on number 4, find score the coefficient of learning motivation-learning achievement is -0.001 which is the magnitude of the effect given the construct of learning motivation on learning achievement Where is the standard error value as big as 0.115 is level error estimation which no could explained by construct this, whereas P Value 0.994 more big from on alpha 5%. With thereby could it can be concluded that hypothesis 4 is accepted, in other words there is no significant positive effect Learning motivation on learning achievement.

Results testing data with use SmartPLS on number 5, find score coefficient Parental attention-learning achievement of 0.109 yang is big the influence given by the construct Parents' attention to learning achievement Where is the value of standard error of 0.136 is an unexplained level of estimation error by this construct, while the P Value of 0.422 is greater than the 5% alpha. Therefore It can be concluded that hypothesis 5 is rejected, in other words, there is no significant positive effect significant Parents' attention to learning achievement.

CONCLUSION

There is no influence positive which significant motivation to learn to student learning achievement significant value 0.994 <0.05. There is influence positive which significant interest to learn to performance student study where significant value 0.000>0.05. There is no influence positive which significant motivation to learn to parents attention where significant value 0.063 <0.05. There is influence positive which significant interest in learning to parents attention. where score significant 0.000<0.05. Not there is influence positive which significant parents attention to student learning achievement. where significant value 0.422>0.05.

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