

Influence of Parents and School Environment on Student Learning Interest of Class XI Students of the Network Computer Engineering School in Learning PPKN in SMK Negeri 1 Solok Selatan

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Abstract

Improving the quality of education is one of the main learning objectives so that several efforts are needed to change the position of the quality of education, one of which is by looking at the influence of parents and the school environment. This study aims to determine the effect of parents on interest in learning, and the school environment on the interest in learning of class XI students majoring in Network Computer Engineering for the 2021/2022 academic year. The research method used in this research is descriptive quantitative, with the research location at SMK Negeri 1 Solok Selatan. With the subject of parents, and students. The data collection used is observation, questionnaire distribution, and documentation. The accuracy of the data was tested using data analysis techniques starting with questionnaire collection, normality test, multicollinearity test, multivariate regression analysis, coefficient of determination (R²), t-test (partial) and F-test (simultaneous). Based on the research results obtained from the t test, it can be concluded that the variable (1) parental influence, has a positive and significant effect on the interest in learning of class XI students majoring in network computer engineering at SMK Negeri 1 Solok Selatan, seen from the coefficient value of 0.047, this figure is positive and significant to the interest in learning of class XI students majoring in network computer engineering at SMK Negeri 1 Solok Selatan in the 2021/2022 academic year. (2) The school environment has a positive and significant effect on the learning interest of class XI students majoring in network computer engineering at SMK Negeri 1 Solok Selatan, seen from the coefficient value of 0.038, this figure is positive and significant to the learning interest of class XI students majoring in network computer engineering at SMK Negeri 1 Solok Selatan in the 2021/2022 academic year. Based on the results of the study, it can be concluded that there is an influence between the variables of parental influence and school environment on student interest in learning with an Fcount value of 4.730 > Ftable 3.34 and a significant value of 0.018 < $\alpha = 0.05$, this means that H₀ is rejected and H_a, thus it can be said that the influence of parents and the school environment is significant in the learning interest of class XI students majoring in network computer engineering in the 2021/2022 academic year.

Keywords: Parents and the School Environment.



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INTRODUCTION

According to Law No. 20 of 2003 concerning the National Education System Article 1 Paragraph (1) that: Education is a conscious and planned effort to create learning facilities and learning processes so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, as well as the skills needed by himself, society, nation and state. Education is a lifelong need. Every insane person needs education, until when and wherever they are. Education is very crucial, because without human education it will be difficult to develop and will even be underdeveloped. Thus education must really be directed to produce quality human beings who are able to compete,

besides having good character, ethics and morals. The attitudes and behavior of parents will be imitated and used as provisions in children's behavior.

Therefore, parents must be careful in making themselves role models for their children as well as being active and creative in improving their abilities so that they can educate and guide their children so that children can imitate the positive behavior that parents do. According to Noddings (in Santrock, 2002: 534) adolescents (students) can grow optimally and competently, if they have the support of the closest people they love. In line with the opinion of Sarafino & Smith (2011: 81), which states that parents are one of the people who are loved by students in their teens. According to (Dalyono 2010: 131, 2015) the school environment is one of the factors that also influence the growth and development of children, especially for their intelligence. The school environment plays a very important role in improving the mindset of students, because the completeness of learning facilities and infrastructure as well as good environmental conditions are very important to support the creation of a pleasant learning environment.

Interest in learning is an encouragement that causes a person to focus on learning activities accompanied by feelings of pleasure, attention and active action to gain experience and change in behavior. According to Rosdiyah in Ahmad Susanto (2013: 60) it is stated that "In principle, the emergence of interest in a person can be divided into two types, namely: interest that comes from innate and interest that arises due to outside influences. Factors that influence interest in learning, of which there are 2 factors, namely: internal factors and external factors. Internal factors, such as health, intelligence, talent, maturity, and so forth. While external factors, such as family, school and so forth. According to (Slameto 2013: 60, 2016) external school factors that affect students' learning interest, include subject matter, teaching, teacher-student relationships, facilities and infrastructure. While the external factors of the school, family have an impact on students' learning interest which can be seen in the way students learn towards student learning outcomes.

Based on the observations that the author made while carrying out Field Practice (PL) for 6 months from (25 July to 04 December 2021), based on the KKM used in PPKn subjects at SMK Negeri 1 Solok Selatan, namely 60, it can be seen that the problems related to the low learning interest of students at SMK Negeri 1 Solok Selatan, in this case it is devoted to class XI of the Computer Networking Engineering Department at SMK Negeri 1 Solok Selatan.

RESEARCH METHOD

This type of research uses quantitative research methods. In accordance with the formulation of the problem, this type of research is descriptive associative. With this descriptive method, data is obtained that provides information or a description of the facts of the object under study. Associative research is research that examines whether there is a relationship or influence between one variable and another (Arikunto, 2010: 239). In this study the authors analyzed the influence of parents and the school environment on the learning interest of class XI students majoring in computer network engineering at SMK Negeri 1 Solok Selatan. This research was conducted during the odd semester (July) of the 2022/2023 school year, this research was conducted at SMK Negeri 1 Solok Selatan which is on Jl. Raya Koto Baru – Muara anchored KM 3, Pagu River, South Solok Regency.

The population in this study were all students of class XI, Department of Computer Network Engineering, SMK Negeri 1 Solok Selatan, with a total of 29 people. While the research sample will focus on class XI students in the Computer Network Engineering Department at SMK Negeri 1 Solok Selatan for the 2021/2022 Academic Year.

Research Instruments

The steps for compiling this questionnaire instrument are (a) making a grid based on an indicator, (b) compiling the questions according to the grid that has been made. The preparation of the questionnaire attempted to consider the ease of filling by research subjects.

Questionnaire

Questionnaire is a data collection tool where later the data will be processed to produce certain information (Umar, 2003: 101). The author conducted a questionnaire by asking questions in the form of a questionnaire to parents and students in class XI Computer Network Engineering for the 2021/2022 academic year, which became a sample to obtain the answers needed in the research. In this questionnaire the measuring instrument used is a Likert scale. According to Sugiyono (2018) the Likert scale is used to measure students' learning interest. In this study, the Likert scale used has a value range of 5 to 1. The alternative answers used are "Strongly Agree", "Agree", "Disagree", "Disagree", and "Strongly Disagree".

Observation

Sutrisno Hadi (1986) suggests that observation is a complex process, a process composed of various biological and psychological processes. Two of the most important are the processes of observation and memory. Observations were made by observing the events that occurred in accordance with the events in the field, namely at SMK Negeri 1 Solok Selatan.

Documentation

According to (Dhoriri, 2007) Documentation comes from the word document which means written items. In carrying out the documentation method, researchers investigate written objects such as books, documents, diaries and others.

Test Instrument

Validity test

According to Arikunto (2014: 211) validity test is a measure that shows the level of validity or validity of an instrument. An instrument that is valid or valid has low validity. The validity of the test measuring instrument by calculating the correlation between the values obtained from each question item with the overall obtained from each question item with the overall obtained on the measuring instrument. This validity test was carried out using a computer through the SPSS (Statistical Product Service Solution) program.

Parental Influence Variable (X1)

The questionnaire used to measure parental influence contained 8 statements. This data will be answered by 30 respondents, then test its validity. Based on the results of the analysis of the validity test of the parental influence variable, results can be obtained as shown in the table below:

Table 1. Results Validity of Parental Influence

No	R _{count}	r _{table}	Information	No	R _{count}	r _{table}	Information
1	0.5862	0,3610	Valid	5	0.6070	0,3610	Valid
2	0.6041	0,3610	Valid	6	0.5326	0,3610	Valid
3	0.7768	0,3610	Valid	7	0.3804	0,3610	Valid
4	0.4717	0,3610	Valid	8	0.6601	0,3610	Valid

Source: Primary data processing (SPSS, 2022) Parental influence

Based on the analysis table of the validity test variable Parental Influence, it is known that 8 question items were obtained with 30 respondents, and having a value of $r_{count} \geq r_{table}$ is said to be valid, if $count \leq r_{table}$ is said to be invalid. Namely with question items no. 1,2,3,4,5,6,7, and 8. So it can be concluded that there are 8 question items for the parental influence variable that are said to be valid.

School Environment Variables (X2)

The questionnaire used to measure the school environment contained 8 statements. And answered by 30 respondents. Data obtained from respondents' answers, then test its validity. Based on the results of the analysis of the validity test of the school environment variable, results can be obtained as shown in the table below:

Table 2. School Environment Validation Results

No	R _{count}	r _{table}	Information	No	R _{count}	r _{table}	Information
1	0.6103	0,3610	Valid	5	0.3438	0,3610	Tidak Valid
2	0.6942	0,3610	Valid	6	0.3717	0,3610	Valid
3	0.6070	0,3610	Valid	7	0.6871	0,3610	Valid
4	0.6031	0,3610	Valid	8	0.6139	0,3610	Valid

Source: Processed Primary Data (SPSS, 2022) School Environment

Based on the analysis table testing the validity of the school environment variable, it is known that 8 question items have a value of $r_{count} \geq r_{table}$ is said to be valid, if $r_{count} \leq r_{table}$ is said to be invalid. That is, with question item numbers 1,2,3,4,5,6,7 and 8, so it was concluded that 2 items were invalid and 6 items were said to be valid for the parental influence variable and for 2 invalid items replaced with new items.

Student Learning Interest Variable (Y)

The questionnaire used to measure students' interest in learning contained 15 statements with 30 respondents. Data obtained from respondents' answers, then test its validity. Based on the results of the analysis of the validity test of students' interest in learning, results can be obtained as shown in the table below:

Table 3. Results of the Validity of Student Learning Interests

No	R _{count}	r _{table}	Information	No	R _{count}	r _{table}	Information
1	0,477	0,3610	Valid	10	0,264	0,3610	TidakValid
2	0,440	0,3610	Valid	11	0,362	0,3610	Valid
3	0,508	0,3610	Valid	12	0,227	0,3610	TidakValid
4	0,353	0,3610	Tidak Valid	13	0,498	0,3610	Valid
5	0,622	0,3610	Valid	14	0,426	0,3610	Valid
6	0,499	0,3610	Valid	15	0,677	0,3610	Valid
7	0,414	0,3610	Valid	16	0,489	0,3610	Valid
8	0,417	0,3610	Valid	17	0,476	0,3610	Valid
9	0,449	0,3610	Valid	18	0,307	0,3610	Tidak Valid

Source: Processed Primary Data (SPSS, 2022) Learning Interests of Learners

Based on the analysis table of the validity test variable of students' interest in learning, it is known that there are 18 question items, namely no question items 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, and 18 and has a value of $r_{count} \geq r_{table}$ is said to be valid, if $arithmatic \leq r_{table}$ is said to be invalid. It can be concluded that 14 items for the variable

influencing students' learning interest are said to be valid and for 4 invalid items replaced with new items.

Reliability Test

Reliability indicates that an instrument is reliable enough to be used as a data collection tool. Reliability shows the level of information in something. Reliable means trustworthy, so reliable (Arikunto, 2010: 221). According to Nunnally in Ghozali (2011: 48) a construct or variable is said to be reliable if it gives a Cronbach Alpha value > 0.70 . To measure the reliability of an instrument in this study, researchers looked at the Cronbach Alpha value using the SPSS Version 16.0 program.

Table 4. Reliability Test

No	Variable	Number of Questions	Cronbach's Alpha	Critical Value	Information
1	Parental Influence	8	0,710	0,70	Reliabel
2	School Environment	8	0,716	0,70	Reliabel
3	Interest to Learn	18	0,757	0,70	Reliabel

Source: Processed Data from SPSS 2022

Based on the results of the reliability test in the table above, it can be seen that the influence of parents has a Cronbach's Alpha value of 0.710 or $r_{count} \geq r_{table}$. The school environment variable has a Cronbach's Alpha value of 0.716 or $r_{count} \geq r_{table}$. And the learning interest variable of students has a Cronbach's Alpha value of 0.757 or $r_{count} \geq r_{table}$. So each of these variables can be said to be reliable.

Data Analysis Techniques

Descriptive Analysis

The data that has been collected is then analyzed with statistical analysis. This analysis aims to describe what is found in the research results and provide appropriate information obtained in the field by presenting it in the form of a distribution table for the distribution of the variables studied. Multiple Linear Regression Testing can be done after the model from this study meets the requirements, namely it passes the classical assumptions.

Normality Test

According to (Suliyanto 2011: 75) the Normality Test is intended to see whether the data obtained is normally distributed or not. This test uses the Jarque-Bera test (JB Test). This test was carried out by comparing the Jarque-Bera (JB) statistic with the X^2_{table} value. If the Jarque-Bera (JB) value $\leq X^2_{table}$, then the standardized residual values are declared normally distributed.

Multicollinearity Test

According to Ansofino (2016: 28), Multicolonearity is the existence of a close relationship between the independent variables in a regression model. The purpose of this test is to determine the linear relationship between independent variables in the regression model, the prerequisite that must be met in the regression model is the absence of multicollinearity symptoms.

Multiple Linear Regression Analysis

According to (Arikuto, 2006: 295), in this study there were two independent variables and one dependent variable, so the model used was a multiple regression approach. This

analysis is used to determine the significance of the independent variable to the dependent variable.

Coefficient of Determination (R²)

The coefficient of determination (R²) aims to determine how much the independent variable is able to explain the dependent variable (Ghozali, 2011: 83). The R² value is said to be good if the value above is 0.5 because the R Square value lies between 0 to 1 (0 ≤ R² ≤ 1). If the value of R² is 1, then the independent variable can fully explain the dependent variable. If the value is 0 then the independent variable cannot explain anything about the dependent variable. The coefficient of determination test is used to determine the amount of contribution given by variable X to variable Y.

Hypothesis Testing

T Test

The t value can be obtained using the formula (Irianto, 2010:204).

$$t = \frac{b_1}{Sb_1}$$

Where :

- t : Hypothesis Value
- b₁ : Partial Regression Coefficient
- Sb₁ : Error Coefficient

F Test

The F test aims to see the joint effect of the independent variables on the dependent variable. The test was carried out using Ridwan's formula (2010: 159).

Where:

$$F_{hit} = \frac{R^2 / k}{(1-R^2) / (n - k - 1)}$$

- K = Number of Independent Variables
- N = Number of samples
- R² = Coefficient Received Multiple

Discussion

The Influence of Parents on Learning Interests of Class XI Students in Computer Network Engineering Department at SMK Negeri 1 Solok Selatan. Based on the research, the results of the regression coefficient of parental influence were obtained. For the variable parental influence, a tcount value of 2.094 > ttable of 1.70113 was obtained with a significant value of 0.047 < α = 0.05, meaning that Ha was accepted and H0 was rejected, thus it can be said that there is a partially significant influence between the influence of parents on students' interest in learning at SMK Negeri 1 Solok Selatan.

Based on the TCR value for the parental influence variable on the learning interest of X1 students, it was 73.57 which was categorized as moderate. The first indicator is Emotional or support system (emotional support or support system) with TCR 82.85 which is categorized as good, the second indicator is Tangible or instrument support (real or instrumental support) with TCR 67.5 which is categorized as moderate, the third indicator is Informational support with TCR 73.21 which is categorized as moderate. And the fourth indicator is

Companionship support (friendship/reward system) with a TCR of 70.71 with the medium groceries category.

The Influence of the School Environment on Students' Learning Interests. Based on the research, the results of the school environment regression coefficient were obtained. For the school environment variable, a tcount value of 2.191 was obtained > a ttable of 1.70113 with a significant value of $0.038 < \alpha = 0.05$, meaning that H_a was accepted and H_0 was rejected, thus it can be said that there is a partially significant effect between school environment on students' interest in learning at SMK Negeri 1 Solok Selatan.

Based on the TCR value for the influence of the school environment variable on X2 students' learning interest of 74.01, it is categorized as moderate. The first indicator is the physical environment 75 is categorized as medium, the social environment is 78.57 is categorized as medium, and the academic environment is 67.5 is categorized as medium.

CONCLUSION

Based on the problems and statements in the research and discussion that have been carried out, it can be concluded as follows: There is a significant influence between the influence of parents (X1) on students' learning interest (Y). Thus it can be said that there is a partially significant influence between the influence of parents on students' learning interest at SMK Negeri 1 Solok Selatan. There is a significant influence between the school environment (X2) on students' learning interest (Y). Thus it can be said that there is a partially significant influence between the school environment on the learning interest of students at SMK Negeri 1 Solok Selatan. Thus it can be said that the influence of parents and the school environment has a significant effect on the learning interest of class XI students majoring in Computer Network Engineering. This means that the better the influence of parents, the higher the learning interest of students, the better the school environment, the more interest in learning students. And vice versa if the lower the influence of parents, the less interest in learning students, the lower the school environment, the less interest in learning students.

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