THE EFFECT OF PARENTS’ ATTENTION ON STUDENTS’ WILLINGNESS TO LEARN AT MADRASAH IBTIDAIYAH MUHAMMADYIYAH PK SUBDISTRICT KARTOSURO SUKOHARJO IN 2016

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Abstract
This study is an effort to pursue real condition of parents towards their children at Madrasah Ibtidaiyyah Muhammadiyah Kartosuro. The main question to be revealed is on how parents’ attention to their children at Madrasah Ibtidaiyyah Muhammadiyah Kartosuro in 2016? (2) How is students’ willingness to learn at Madrasah Ibtidaiyyah Muhammadiyah Kartosuro in 2016? (3) Is there any effect of parents’ attention on students’ willingness to learn? To answer the research questions, thus quantitative approach with field research designs are done. The research tryout in this study aims to correlate parents’ attention on students’ willingness at Madrasah Ibtidaiyyah Muhammadiyah Kartosuro. Therefore, it is important for parents to pay attention painstakingly to their children’s learning. This turns out that most of parents are lack of attention to their children. School and/or madrasah only try to pursue the ability of read and write as a place for educating children.

Keywords: parent’s attention, students’ willingness, learning

INTRODUCTION
Basically speaking, education is awareness to develop personality and skills completed along with human’s family, school and society. The aim of education is the change of the educated people who have been experienced good education in society and the environment where they live in (Ahmadi, 1992: 59). Family is nucleus of the society in educating children. As such, children learn. Not only do they learn from their family but also parents’ behavior adversely affects their personality.

All of parents’ behavior whether it is seen and/or heard is experience for children. Children are God’s mandate. They have right to gain good education from their parents and to develop their basic skills or fitrah that would be beneficial for their life. In addition to that, parents play the role in their life due to their preference. In practice, some children have lack of willingness to learn, being late, and the troublemakers. As such is due to lack of parents’ attention at home so that they look for it at school.

Does parents’ attention play the role in upholding students’ willingness to learn at school? If it is so, how far does it go? With this frame in mind, the researcher aims to study such a case to pursue the effect of parents’ attention on students’ willingness to learn at school. Thus, the researcher formulates the title as The Effect of Parents’ Attention on Students’ Willingness to Learn At Madrasah Ibtidaiyyah Muhammadiyah PK Subdistrict Kartosuro Sukoharjo in 2016.

With reference to the background of the study, some research questions are formulated as follows:
1. How is parents’ attention at MI Muhammadiyah Kartosuro Sukoharjo in 2016?
2. How is students’ willingness to learn at MI Muhammadiyah Kartosuro Sukoharso in 2016?
3. Is there any effect of parents’ attention on students’ willingness to learn at MI Muhammadiyah Kartosuro Sukoharjo in 2016?

LITERATURE REVIEW
Definition of Parents’ Attention
Some of definition of parents’ attention is as follows:
1. According to Indonesian Dictionary, it is the thing of paying attention to whom being paid attention to (Alwi, 2005:85).
2. Psychologists define the term attention in twofold:
   a. Attention is centering physical power to one object.
   b. Attention is the extent to which someone’s awareness to do activities (Suryabrata, 2007: 14).
3. According to Gazali, attention is improved mind’s activity in one object (Slameto, 1997: 58).

The term parents refer to father and mother who have grown their children and being respected (Poerwodarminto, 1988: 688). Parents in this case are father and mother of a child. With this reference in mind, it can be concluded that paying attention to the thing given to a child aims to uphold their children willingness to learn at school.

**Parents’ Role**

Children are born in fitrah, but their family and environment affect and create their personality. Such effects on children play the role in children’s childhood (Zurayk, 1997: 21). With this frame in mind, it is clear that parents play important role in children’s education.

Family is the basic line for children’s development. Parents’ way of life and habit might affect children’s personality. It also might be in the form of positive and/or negative vibrant (Simanjutak, 1995: 117). With this frame in mind, it can be concluded that acquired education in family plays important role in one’s life in the future. In general, parents’ role are classified into two:

1. Parents as protectors.
   It is meant that parents should keep and grow their children’s life in either physical or mental needs. As a result, children would feel safe living in a respective family. In their development, children should be free from violence that might affect their mental.
2. Parents as educators.
   In order to be fortunate, we have to educate and guide our children well. In order to succeed in study, children need to have patience and rigor in learning. Therefore, parents should grow their children’s capacity. It can be done by some treatments as follows:
   a. Pay attention to the children’s development
   b. Guide them in learning
   c. Help them in solving problems in learning
   d. Appraise their work

**The Importance of Parents’ Attention to Students’ Learning at School**

It is no doubt that parents’ role in growing their children is great. As such is done by paying attention, motivating, helping and guiding them in learning. This kind of role also refers to external motivation that might affect children in learning or even in environment. All the things affect them in learning and their learning outcomes (Syah, 2003: 138).

Family’s condition also plays the role in children’s development to learn, in either parent’s relationship between father and mother or parents and children. As a result, it is expected that parents are aware of their responsibility on their children especially in motivating them to learn. Parents’ role in growing their children at pre-school is to uphold children’s ability, mind, and physics (Langgulung, 1986: 366).

**METHOD**

This study applies quantitative approach. More specifically, it is in the field of education. This study applies field research as well. This aims to pursue respondent’s data directly. This aims to paint a picture of organized such social unit cases (Soetrisno, 1999:8).

Method applied in this study is quantitative. The quantitative approach aims to identify the effect of parents’ attention on students’ willingness to learn at MI Muhammadiyah Kartosuro Sukoharjo in 2016.
This study was located at MI Muhammadiyah Keronatan Subdistrict Karrosuro Sukoharjo in 2016. This study was done from April 01 to May 31, 2016.

**Methods and Data Collection**

Methods of collecting the data are the ways to collect the data. In this study, the researcher employs some of the methods such as:

a. **Questionnaire**
   
   It is in the form of written questions employed to obtain information from the respondents about personality or others (Arikunto, 1998: 140). Questionnaire is a list of questions that should be answered by the respondent (Soetrisno, 1999:20). The data were employed to obtain the data about the effect of parents’ attention at MI Muhammadiyah Kertonatan Kartosuro Sukoharjo in 2016.

b. **Observation**

   It is in the form of small activity that observes something by using eyes. The activity might consist of centering attention to one object using one thing (Arikunto, 1988: 146). These observational methods employed as a way to obtain the data about activities at school.

c. **Documentation**

   It is in the form of searching for data and/or variable, notes, transcript, book, magazine, agenda, etc (Arikunto, 1988: 236). This method is employed to gain the data about condition and position of the school.

**Instruments of the Study**

**Variable x**

Parents’ attention on students at MI Muhammadiyah Kertonatan Kartosuro Sukoharjo in 2016

**Variable y**

Students’ willingness to learn at MI Muhammadiyah Kertonatan Kartosuro Sukoharjo in 2016

**Data Analysis**

After collecting the data, the researcher analyzes the data by using the formula as follows:

a. **To obtain the information about parents’ attention and students’ willingness to learn,** we use the percentage formula as follows:

   \[ P = \frac{f \times 100}{N} \]

   \( P = \) percentage

   \( f = \) frequency

   \( N = \) sample

b. To obtain the information about parents’ attention on students’ willingness to learn at school, we use Correlation Coefficient Product Moment as follows:

   \[ \text{R}_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{(N \sum X^2 - (\sum X)^2)(N \sum Y^2 - (\sum Y)^2)}} \]

   \( \text{R}_{xy} = \) coefficient correlation between \( x \) and \( y \)

   \( XY = \) Product Moment

   \( X = \) Variable

   \( Y = \) score of variable (students’ willingness to learn)

   \( N = \) population

**RESULTS**

The data about the response of parents’ attention were obtained from the observation that delivered by the researcher. This consisted of 10 questions, each of which provided 3 alternative options with the results as follows:
- Alternative A has 3 points
- Alternative B has 2 points
- Alternative C has 1 point

For the things of parents’ attention, it consisted of 10 questions and was obtained from the highest result of the response was 29, and the lowest score was 18. It was obtained from the formula as follows:

\[ I = \frac{(x_1 - x_r) + 1}{K_I} \]

\( I \) = interval
\( x_1 \) = the highest score
\( x_r \) = the lowest score
\( K_I \) = interval class

\[ I = \frac{29 - 18}{3} + 1 = 4 \]

Thus, it is clear that the class interval was 4. Then the class interval was inserted to a table to further understand the extent to which the students obtained parents’ attention with category of good, fair, and worse.

<table>
<thead>
<tr>
<th>Results</th>
<th>Number of Students</th>
<th>Nominal</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>26-29</td>
<td>8</td>
<td>A</td>
<td>Good</td>
</tr>
<tr>
<td>22-25</td>
<td>27</td>
<td>B</td>
<td>Fair</td>
</tr>
<tr>
<td>18-21</td>
<td>11</td>
<td>C</td>
<td>Moderate</td>
</tr>
</tbody>
</table>

For the observation sheet about parents’ attention, it has 10 questions and was obtained from the highest score of the respondent was 27, and the lowest score was 19. It is in line with the formula as follows:

\[ I = \frac{27 - 19}{3} + 1 \]

\[ I = \frac{8 + 1}{3} = 3 \]

Thus it is clear that the interval space is 3. Then the interval space is inserted to the table to further obtain students’ willingness to learn with category of good, moderate, and fair.

<table>
<thead>
<tr>
<th>Result</th>
<th>Number of Student</th>
<th>Nominal Values</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>25-27</td>
<td>12</td>
<td>A</td>
<td>Good</td>
</tr>
<tr>
<td>22-24</td>
<td>23</td>
<td>B</td>
<td>Moderate</td>
</tr>
<tr>
<td>19-21</td>
<td>11</td>
<td>C</td>
<td>Fair</td>
</tr>
</tbody>
</table>

To further convince whether or not there is parents’ attention, the next step is to decide the percentage from each category by using the above formula. Then it is obtained as follows:

**Percentage of Parents’ Attention**

\( f \) : the students (respondents) who gained A on the questionnaire consisted of 8 students.

Thus \( P = \frac{8}{46} \times 100\% = 17.91\% \)

\( f \) : the students (respondents) who gained B on the questionnaire consisted of 27 students.

Thus \( P = \frac{27}{46} \times 100\% = 58.69\% \)
f: the students (respondents) who gained C on the questionnaire consisted of 11 students. Thus $P = \frac{11}{46} \times 100\% = 23.91\%$

<table>
<thead>
<tr>
<th>No</th>
<th>Results</th>
<th>Interval</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Good (A)</td>
<td>26-29</td>
<td>8</td>
<td>17.91%</td>
</tr>
<tr>
<td>2</td>
<td>Moderate (B)</td>
<td>22-25</td>
<td>27</td>
<td>58.69%</td>
</tr>
<tr>
<td>3</td>
<td>Fair (C)</td>
<td>18-21</td>
<td>11</td>
<td>23.91%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
<td>46</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 3. Percentage Results of Parents’ Attention

Percentage of Students’ Willingness to Learn

After gaining the number of students who have great willingness to learn, the next step is to determine the percentage from each category by using the above formula. It can be drawn in the following:

f: students (the respondents) who gained A on the questionnaire about students’ willingness to learn consisted of 12 students. Thus $P = \frac{12}{46} \times 100\% = 26.09\%$

f: students (the respondents) who gained B on the questionnaire about students’ willingness to learn consisted of 23 students. Thus $P = \frac{23}{46} \times 100\% = 50\%$

f: students (the respondents) who gained B on the questionnaire about students’ willingness to learn consisted of 23 students. Thus $P = \frac{11}{46} \times 100\% = 23.91\%$

<table>
<thead>
<tr>
<th>No</th>
<th>Results of Students’ Willingness to Learn</th>
<th>Interval</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Good (A)</td>
<td>25-27</td>
<td>12</td>
<td>26.09%</td>
</tr>
<tr>
<td>2</td>
<td>Moderate (B)</td>
<td>22-24</td>
<td>23</td>
<td>50%</td>
</tr>
<tr>
<td>3</td>
<td>Fair (C)</td>
<td>19-21</td>
<td>11</td>
<td>23.91%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
<td>46</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 4. Percentage of Students’ Willingness to Learn at School

DISCUSSION

After trying out the data, the results, in turn, were consulted to r table with 46 respondents and the level of significance was .291, it is obtained .376. Thus, if it is compared with the results of rxy, it obtains .518998546. In other words, the obtained p value was higher than the level of significance 1%.

Furthermore, it can be concluded that rxy was significant, meaning that there is significant effect between parents’ attention on students’ willingness to learn at school of MI Muhammadiyah Kertonatan. With this frame in mind, the hypotheses the researcher hypothesized were confirmed. The next step is to analyze the data by using percentage analysis. The results are as follows:

1. Based on the results of percentage analysis of each variable, it is reasonable to conclude that the parents’ attention results in high category. This can be seen from the results of computation and analysis from 46 respondents. 8 of them was good (17.91%), 27 students were moderate (58.69%), and 11 students were fair (23.91%). Based on the results of computation analysis, it is known that this 1 variable was high (58.69%).

2. The variable of students’ willingness to learn at school results in moderate response. It can be seen from results of computation and analysis from 46 respondents. 12 respondents were categorized as good (26.09%), 23 students were categorized as moderate (50%), and 11 students were categorized as fair (23.91%).
3. Based on the analysis by using statistics analysis product moment, some conclusions are drawn. From the questionnaire it is found that the result of rxy was .518998546 with the level of significance of 5% (.291). For the level of significance of 1%, it obtains .376 and thus the results of rxy were higher than that of r table. In this comparison, if obtained p value was lower than r table, there is no significant effect. On the contrary, if obtained p value was higher than the r table, there must be significant effect. With this frame in mind, it is reasonable to conclude that parents’ attention significantly affects students’ willingness to learn at schools.

REFERENCES
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