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THE INFLUENCE OF THE ROLE OF PARENTS, THE ROLE OF THE TEACHER AND LEARNING MOTIVATION ON LEARNING OUTCOMES

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Abstract This study aims to reveal the direct and indirect effects, as well as the simultaneous effect of exogenous variables on endogenous variables. The sample in the study was 94 students from all 5th grade students, totaling 5 classes and totaling 126 people. The research approach used in this study is an associative quantitative approach. The data analysis technique uses a path analysis approach (path analysis). The results showed that: 1) there was a direct influence of the role of parents on learning outcomes at SDN Ciracas 07 Pagi Jakarta, which was 23.72%, 2) There was a direct effect of the role of the teacher on learning motivation at SDN Ciracas 07 Pagi Jakarta, which was 83.54 %, 3) there is a direct effect of learning motivation on learning outcomes at SDN Ciracas 07 Pagi Jakarta is equal to 34.34%, 4) there is an influence of the role of parents that has a direct and significant effect on learning motivation at SDN Ciracas 07 Pagi Jakarta is equal to 20, 16%, 5) there is a direct and significant effect of the teacher's role on learning motivation at SDN Ciracas 07 Pagi Jakarta, which is 83.54%, 6) there is an indirect effect on the role of parents through learning motivation on learning outcomes at SDN Ciracas 07 Pagi Jakarta is significant, 7) there is an indirect effect of the teacher's role on physical education learning outcomes through learning motivation is significant.

Keywords: Parents' Role, Teacher's Role, Learning Motivation, Learning Outcomes



INTRODUCTION

Advances in technology facilitate the learning process carried out by teachers and students. Children can learn from anywhere using a smartphone or computer/laptop. Learning can be done with gadgets to access websites or online learning links such as Google Forms, Microsoft 365, Google Classroom, etc (Khurriyati, Setiawan, & Mirnawati, 2021). All teachers and students can interact directly with the learning content they use. Teachers can provide learning materials in various formats such as video, audio, documents, and so on (Cahyani, Listiana, & Larasati, 2020).

According to Slameto in (Utami, 2020) the success or failure of achieving educational goals depends a lot on the learning process provided by teachers to students. Teachers are the implementers of the teaching and learning process in schools, and the success of their teaching determines the success of education in general (Buchari, 2018). Improving the quality of teachers in the teaching and learning process is also one of the efforts to improve the quality of education (Idzhar, 2016).

Behind the important role of a teacher for the progress of a nation lies

a responsibility that is not easy. Teachers are expected to be able to master various skills needed in order to make the teaching profession professional. In the education system in Indonesia, the competencies that teachers must have in carrying out their obligations are regulated.

One of the absolute competencies that differentiates teachers from other professions is pedagogical competency. This pedagogical competency contains the skills needed for a teacher to become a professional teacher (Akbar, 2021).

Furthermore, parents also play an important role in guiding children's continued learning at home based on the material provided by the teacher through online learning. Parents also determine their children's learning outcomes. In conditions like today, whether they realize it or not, parents play a dual role in education. Parents play a very important and influential role in their children's education.

Children receive their first education from their parents because this is the first form of education from their family, and this is where they come from (Lilawati, 2020). The role of parents in accompanying children's success while studying at home is very

central (Kurniati, Nur Alfaeni, & Andriani, 2020). Parents are the first and main figures in children's education (Umar, 2015). Parents have an important role in maintaining children's activities both within the family environment and outside the family environment (Nova, Soegiyanto, Raharjo, & Budiono, 2020).

Parents play an important role in helping children carry out assignments given by their teachers, and are required to be technologically literate (Cahyati & Kusumah, 2020). The enthusiasm of the parents of students is very enthusiastic in encouraging their children to participate in learning activities (Nurhasanah, 2020).

The need for parental attention plays a very important role in children, such as completing their learning tools, paying attention to their children when studying and providing advice and motivation (Theresia et al., 2020).

Motivation is a force that can raise a person's level of desire to carry out activities (Suprihatin, 2015). Motivation can give rise to more effort to plan and set learning targets (Indah, Yanti, Arifi, Pawestri, & Hermahayu, 2020). Motivation to learn is an effort that directs and makes someone try

their best to achieve their goals (Yenni, 2019). Having high learning motivation will make students enthusiastic about learning so that they will easily get maximum learning results (Syachtiyani & Trisnawati, 2021). Motivation is not only important because it is a factor that causes learning, but also facilitates learning and improves learning outcomes (Sobandi, 2017). Motivation to learn starts from the goals that each individual wants to achieve.

If the individual is determined to achieve the goals that have been set then conscious motivation will form within him (Syachtiyani & Trisnawati, 2021). Someone with high motivation will easily adapt to people and events that can support their learning process (Widyanto & Wulaningrum, 2017). Motivation to learn can arise due to intrinsic factors, namely in the form of desire and desire to succeed and the need to learn from within oneself. Meanwhile, extrinsic factors are factors from outside in the form of awards, a conducive learning environment, and interesting learning activities.

Learning outcomes are the grades obtained by each student after following the learning process at school (Theresia, Sipayung, & Simarmata, 2020). The assessment results are

expressed in the form of numbers or scores for each question item answered correctly (Tumulo, 2022). Learning activities are solving problems and efforts to develop students' thinking abilities (Widodo & Widayanti, 2013). Learning outcomes are a final assessment of processes and experiences that have been carried out repeatedly (Sulastri, Imran, & Arif Firmansyah, 2014).

Learning outcomes are a benchmark for the success of the teaching and learning process. Learning outcomes are the abilities possessed by students after receiving learning experiences (Romadhoni et al., 2019). Learning outcomes are divided into cognitive, affective and psychomotor domains which include knowledge, understanding, application, analysis and synthesis by emphasizing aspects of knowledge and understanding that are adapted to the level of development of students.

Based on the results of discussions and previous research, no one has researched the influence of the role of parents, the role of teachers, and learning motivation on student learning outcomes at SDN Ciracas 07 Pagi Jakarta in PJOK subjects. So the author is interested in conducting research and

discussing in more depth the direct or indirect influence of the role of parents, the role of teachers, and learning motivation on physical education learning outcomes.

METHOD

This study uses associative quantitative research methods, with a quantitative approach and survey method techniques and using path analysis techniques. Path analysis is an analytical technique used to analyze the inherent causal relationship between variables arranged according to a temporary order by using the path coefficient as a magnitude value in determining the magnitude of the influence of the exogenous independent variables on the endogenous dependent variable (Sarwono, 2011). This research is classified as a type of quantitative research that uses multiple regression data analysis techniques, after which it is continued with path analysis.

Quantitative descriptive research aims to provide an in-depth picture of current events, or actual and meaningful problems. Descriptive analysis in this research was used to obtain an overview of PJOK learning outcomes (Y), the role of parents (X1), the role of teachers (X2) and learning motivation (X3).

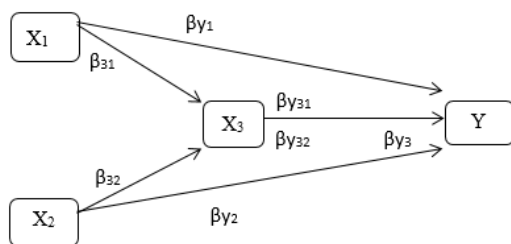


Figure 1. Concentration model of influence paths between path analysis research variables.

Explanation:

X1 : Parents role

X2 : Teacher's Role

X3 : Motivation to learn

Y : PJOK Learning Outcomes

The aim of the research is to determine whether there is an influence of the Role of Parents (X1), the Role of Teachers (X2), and Learning Motivation (X3) on PJOK Learning Outcomes (Y). To find out learning outcomes use report cards. The role of parents with questionnaires. The teacher's role is to use a questionnaire. As well as motivation to learn using a questionnaire. To carry out research on the role of parents, the role of teachers, learning motivation, it is carried out at each student's home using the Google Form application and PJOK learning results are taken from report cards.

In this study, the population was 5 class 5 students and 126 people at SDN

Ciracas 07 Pagi Jakarta. And the sample in this study consisted of 94 people. To carry out research on the role of parents, the role of teachers, learning motivation, it was carried out at each student's home using the Google Form application and the PJOK learning results were taken from report cards. The research time is divided into several stages starting from looking for problems that occur in the field to preparing a research report. The stage of searching for a problem and surveying students at SDN Ciracas 07 Pagi Jakarta has started from October 2021 to December 2021. Then the preparation of proposals will begin in January 2022 to April 2022. Next, research data will be collected from November 2022 to December 2022 The final stage of data processing is the presentation of data in chapters 4 and 5 in December 2022.

RESULTS AND DISCUSSIONS

The data of this study consisted of physical education learning outcomes (Y) as the dependent variable (endogenous), then the coordination of the role of parents (X1), the role of the teacher (X2) as the independent variable (exogenous) and learning motivation (X3) as the intervening variable. The data collected from each variable in this study is tabulated according to the

purposes of data analysis, in order to provide an overview of the distribution of data or data distribution.

Structural Model Testing I

Based on table 1, it appears that R2 is 0.823, meaning that 82.3% of the variability of the motivation variable (X3) can be explained by the variables of the role of parents (X1) and the role of teachers (X2). So it's an error (ϵ_2) = $1 - R^2 = 1 - 0,823 = 0,177$. The path coefficient (X1) to (X3) or (p_{31}) = 0.067 and (X2) to (X3) or (p_{32}) = 0.060 obtained the value Sig.= $0.000/2 = 0.000 < \alpha = 0.05$ and Sig.= $0.000 /2 = 0.00 < \alpha = 0.05$. From the results of testing structural model 1, it is significant.

Table 1.

Path Coefficients of Structural Model I

Variable	R2	Koef Beta	P-Value/2	inform
X ₁ , X ₃ (p ₃₁)	0,823	.449	0,000	Sign
X ₂ , X ₃ (p ₃₂)	0,823	.914	0,000	Sign

Structural Model Testing II

R Square (R2) is 0.884, meaning that 88.4% of the variability of the physical education learning outcome variable (Y) can be explained by the variables of the role of parents (X1), the role of teachers (X2) and motivation

(X3). So the error (ϵ_3) = $1 - R^2 = 1 - 0.884 = 0.116$ Based on Anova in table 4.16, it is found that Fo = 231.294; db1 = 3; db2 = 91, p-value $0.000 < 0.05$ or Ho is rejected. Thus, the variables the role of parents (X1), the role of teachers (X2), motivation (X3) simultaneously influence the physical education learning outcomes (Y) of students at SDN Ciracas 07 Pagi Jakarta.

Discussion

First, an individual test of the parental role variable on learning outcomes at SDN Ciracas 07 Pagi Jakarta resulted in a path coefficient of $P_{y1} = 0.487$ with a value of Sig. = $0.000/2 = 0.000 < \alpha = 0.05$, so Ha is accepted and Ho is rejected.

This means that there is a direct influence on the role of parents on learning outcomes at SDN Ciracas 07 Pagi Jakarta. Based on these results, the magnitude of the direct influence of parents' role on learning outcomes at SDN Ciracas 07 Pagi Jakarta is 23.72%, while the remainder is due to other factors not explained in this study.

Second, the individual test of the teacher's role variable on learning motivation at SDN Ciracas 07 Pagi Jakarta resulted in a path coefficient of $P_{32} = 0.914$ with a value of Sig. = $0.000/2 = 0.000 < \alpha = 0.05$, so Ha is

accepted and H_0 is rejected. This means that there is a direct influence on the teacher's role on learning motivation at SDN Ciracas 07 Pagi Jakarta. Based on these results, the magnitude of the direct influence of the teacher's role on learning motivation at SDN Ciracas 07 Pagi Jakarta is 83.54%, while the remainder is due to other factors not explained in this research.

Third, the individual test of the learning motivation variable on learning outcomes at SDN Ciracas 07 Pagi Jakarta obtained the path coefficient $P_{y3} = 0.586$ with a value of $\text{Sig.} = 0.000/2 = 0.000 < \alpha = 0.05$, so H_a is accepted and H_0 is rejected. This means that there is a direct influence of learning motivation on learning outcomes at SDN Ciracas 07 Pagi Jakarta. Based on these results, the magnitude of the direct influence of learning motivation on learning outcomes at SDN Ciracas 07 Pagi Jakarta is 34.34%, while the remainder is another factor that is not explained in this research.

Fourth, the individual test of the parental role variable on motivation results obtained a path coefficient of $P_{31} = 0.449$ with a value of $\text{Sig.} = 0.000/2 = 0.0000 < \alpha = 0.05$, so H_a is accepted and H_0 is rejected. This means that there is a direct influence on the role of parents on

learning motivation at SDN Ciracas 07 Pagi Jakarta. Based on these results, the magnitude of the direct influence of the role of parents on learning motivation at SDN Ciracas 07 Pagi Jakarta is 20.16%, while the remainder is due to other factors not explained in this study.

Fifth, the individual test of the teacher's role variable on learning motivation at SDN Ciracas 07 Pagi Jakarta resulted in a path coefficient of $P_{32} = 0.914$ with a value of $\text{Sig.} = 0.000/2 = 0.000 < \alpha = 0.05$, so H_a is accepted and H_0 is rejected.

This means that there is a direct influence on the teacher's role on learning motivation at SDN Ciracas 07 Pagi Jakarta. Based on these results, the magnitude of the direct influence of the teacher's role on learning motivation at SDN Ciracas 07 Pagi Jakarta is 83.54%, while the remainder is due to other factors not explained in this research.

Sixth, statistical testing of the indirect influence of the role of parents through learning motivation on learning outcomes at SDN Ciracas 07 Pagi Jakarta using the Sobel Tets test using the Sobel Test Calculator for the Significance of Mediation.

Based on the results of the Sobel test using the online Sobel Test Calculator for the Significance of

Mediation, the Sobel test statistic value was 3.7092 and p-value 0.0002 <0.05, so there is an indirect influence of the role of parents through learning motivation on learning outcomes in SDN Ciracas 07 Pagi Jakarta is significant.

Seventh, statistical testing of the indirect influence of the teacher's role through motivation on learning outcomes at SDN Ciracas 07 Pagi Jakarta using the Sobel Tets test using the Sobel Test Calculator for the Significance of Mediation.

Based on the results of the Sobel test using the online Sobel Test Calculator for the Significance of Mediation, the Sobel test statistic value was 3.4093 and the p-value was 0.0023 <0.05, so there is an indirect influence on the teacher's role on physical education learning outcomes through learning motivation. is significant.

CONCLUSION

Based on the results of hypothesis testing and discussion, the conclusions obtained from the exogenous variables, namely the role of parents (X1), the role of teachers (X2), and motivation (X3), as well as the endogenous variable physical education learning outcomes (Y) are as follows:

1. The role of parents has a direct

and significant influence on student learning outcomes at SDN Ciracas 07 Pagi Jakarta.

2. The role of the teacher has a direct and significant influence on student learning outcomes at SDN Ciracas 07 Pagi Jakarta.
3. Motivation has a direct and significant effect on student learning outcomes at SDN Ciracas 07 Pagi Jakarta.
4. The role of parents has a direct and significant influence on students' learning motivation at SDN Ciracas 07 Pagi Jakarta.
5. The role of the teacher has a direct and significant influence on students' learning motivation at SDN Ciracas 07 Pagi Jakarta.
6. The role of parents indirectly influences student learning outcomes at SDN Ciracas 07 Pagi Jakarta through motivation.
7. The role of teachers indirectly influences student learning outcomes at SDN Ciracas 07 Pagi Jakarta through motivation.

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