



Parental Involvement And Educational Facilities On Student's Achievement Through Learning Motivation As Moderator Variable, Is It Effective?

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This research is to find out to analyze the effectiveness of parental involvement, Educational facilities on Student's achievement in Class X in SMA 4 Kediri, using learning motivation as a moderating variable. This study uses a quantitative descriptive technique and is conducted in the field. Learning motivation as a moderating variable was utilized to explain the four research variables using Regression. techniques in order to identify the effect of parental interaction and student Educational facilities. One hypothesis is tested in this study. There are numerous conclusions in the area application, including: Parents' engagement, Educational facilities, and ambition to learn all have a substantial impact on student accomplishment. Parental involvement has a stronger direct effect on student accomplishment than it has an indirect effect on Student's achievement.

Keywords: parental involvement, Educational facilities, learning motivation, learning achievement

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Tujuan penelitian bermaksud mengetahui serta menganalisis efektivitas keterlibatan orang tua, melalui motivasi belajar sebagai variabel moderator, serta fasilitas dalam belajar pada hasil belajar Kelas X di SMA 4 Kediri. Penelitian ini menggunakan metode pendekatan deskriptif kuantitatif. Metode deskripsi digunakan untuk mendeskripsikan keempat variabel penelitian dengan menggunakan teknik regresi, untuk mengukur pengaruh peran orang tua dan fasilitas belajar pada hasil belajar peserta didik melalui motivasi belajar sebagai variabel moderasi. Penelitian ini melakukan satu hipotesis. Dalam penerapan dilapangan ada beberapa kesimpulan diantaranya adalah : Keterlibatan orang tua, fasilitas belajar, dan motivasi belajar secara signifikan mempengaruhi hasil belajar peserta didik. Pengaruh secara langsung peran orang tua terhadap hasil belajar peserta didik lebih besar dari pada pengaruh tidak langsung antara keterlibatan orang tua terhadap hasil belajar belajar peserta didik melalui motivasi belajar. Pengaruh langsung antara fasilitas belajar terhadap hasil belajar peserta didik lebih besar dari pada pengaruh tidak langsung antara fasilitas belajar terhadap hasil belajar peserta didik melalui motivasi belajar.

Kata Kunci: keterlibatan orang tua, fasilitas belajar, motivasi belajar, hasil belajar belajar

INTRODUCTION

The goal of national education to be achieved is a shared responsibility between schools, families and communities (Decker and Decker, 2000). Because basically, education can be obtained from family, school and community environments. Family education is the first education obtained by students so that it can be said to be a primary education for Students (Utomo et al., 2021). In order to achieve the established national educational objectives, then there must be a good cooperative relationship between the school education institution and the parents of students to improve the quality of education so that it can achieve the national educational goals that have been determined.

Education and family are two inseparable terms. Because in the family there must be education because education is not only limited to school. In the family there is also education Family. According to Akhyadi and Mulyono (2019), "Family education is a family education carried out by parents as a duty and responsibility in educating children in the family". So family education is an education that parents do to their child given from the moment the child is born. In family education this will mean a lot to the child and take place naturally due to the relationship of blood between parent and child (Musgrove, 2012).

In order to fulfill the need for education for children, in addition to being handed over to educational institutions in schools, parents also have the responsibility of educating the child (Gerver, 2014). In accordance with the fact that the family is a primary education environment where the child first gets an education that is from the family environment, so that the education provided by the family will be the foundation of the formation of the child's personality. This means that the education of the family obtained by the child will be the basic knowledge for the child in conducting the next education in both the school and the community (Hastuti and Setyawan, 2021).

The use of Educational facilities is carried out effectively and efficiently by referring to the learning process of teaching in the school (Sadikin and Hamidah, 2020). In general, adequate Educational facilities that are adequate and in accordance with the needs will support learning activities. Learning outcomes are the output of the learning process. The facility can be a supportive infrastructure and can help students to find the knowledge needed and encourage students to actively engage in the learning process. In addition to providing Educational facilities, the school also needs to create an environment in the learning process so that students can learn well and can improve learning achievement (Herry Setyawan et al., 2019).

Effective and efficient learning can improve students' learning achievement. Moreover, today it is increasingly felt how important the role of facilities and the environment is good in teaching in order to obtain the desired results educational goals but, the importance of the existence of good facilities and environment, often overlooked this, is evident by the frequent preaching in both print and electronic

media about the blurry portrait of education in the country (Rifai et al., 2020). In the news, many complain about school buildings collapsing or damaged and ironically lacking the attention of both local and central governments.

Learning motivation is one of the factors that determines a student's success in learning activities, therefore students are required to have that learning motivation. Motivation is considered important in learning and learning efforts because it encourages the onset of behavior and influences and changes students' behavior. In addition, learning motivation plays an important role in providing passion or passion in learning, so that students who are motivated strongly have a lot of energy to do learning activities. According to Syarif in Lee and Kusumah (2020) "Motivation is not everything, but everything is determined by motivation". The statement means that motivation plays an important role in human life. Motivation has a variety of types, one of which is learning motivation. Learning motivation should be had by students as the basis in doing their activities, namely learning.

Student learning motivation affects students' interests, readiness, attention, perseverance, tenacity, self-reliance, and Student's achievement. Learning motivation can come from inside and outside students. The motivation of learning that comes from within students grows because of the spirit to achieve the highest achievement Found on awareness that grows from within the student. Meanwhile, the motivation of learning students who come from outside the student usually arises from outside learning stimuli.

Motivation is the implementation that carries out the technical, direction and diligence of an individual to achieve his or her goals. Motivation is also the desire in a person to do something to achieve that desire. A person who is already well motivated will indirectly influence the lifestyle that will determine the success or not of the person. So, researchers chose this title, "The Effect of Parental Involvement and Educational facilities on Student's achievement by Motivation to learn as a moderator variable.

METHOD

The research was conducted in the field utilizing quantitative descriptive research. The qualitative technique is distinguished by the fact that research data can be accounted for using statistical data. In this process hypothesis testing (Arifin, 2018). This study carried out one hypothesis. Through learning motivation as a moderator variable, there is a considerable effect of parental participation and educational facilities on student accomplishment.

RESULT AND DISCUSSION

SMA Negeri 4 Kediri is located on JL. SERSAN SUHARMAJI IX/52, Manisrenggo sub-district, Kediri City District, Kediri City, East Java Province. SMA Negeri 4 Kediri is one of the superior public high schools in East Java.

Province, so the learning system is more advanced and modern. SMA Negeri 4 Kediri has produced many outstanding students and has won many competitions at the district, provincial, and national levels. Until now SMA Negeri 4 Kediri is one of the favorite schools in the city of Kediri. Research

respondents here are students of class X SMA Negeri 4 Kediri. The classes taken as research respondents were X MIPA 1, X MIPA 2, X MIPA 3, X MIPA 4, X MIPA 5, X IIS 1, X IIS 2, X IIS 3, X IIS 4, X IIS 5 and X IIS 6. There are about 34 to 35 students in each class. SMA Negeri 4 Kediri has more than 1,552 students in this school.

From the statement on the questionnaire that has been submitted to the respondents obtained various kinds of responses to the effect of parental involvement and Educational facilities on Student's achievement through learning motivation as moderator variable.

Descriptive statistics are strategies for gathering and presenting data sets in order to extract meaningful information. The actions carried out are used to classify the data into descriptive and inferential statistics. Motivation as a moderator variable can be learned, the effect of parental participation and Educational facilities on student accomplishment is described. The data collected in the field is organized into data descriptions to determine the size of the independent variable's influence on the dependent variable. There were 195 people that took part in this study. The data obtained in each field were analyzed, both independent and dependent variables. Data analysis includes the presentation of Median (Me), Mean (M), Mode (Mo), Frequency Distribution Table, Standard Deviation (SD), Variable Trend.

1. The Simultaneous Effect of Parental Involvement, Educational facilities, and Learning Motivation on Students' Achievement.

The first hypothesis stated "there is the simultaneous effect of parental involvement, Educational facilities, learning motivation on student's achievement". The result was using simple linear Regression assisted by IBM SPSS Statistic 22 program. The analysis result will present below:

Table 1 the Table Summary of Parental Involvement, Learning Facility, Learning Motivation on Student's Achievement Models Summary

Models	R	R Squares	Adjusted R Squares	Strd. Error of the Estimate
1	.528 ^a	.279	.268	4.843

Found on that table. R Squares has a value of 0,070. According to the report, educational facilities have a partial effect of 7% on student achievement

Table 2 The Anova table of Parental Involvement, Learning Facility, Learning Motivation on Student's Achievement ANOVA

Models	Sum of the Squares	df.	Mean Squares	F	Sig.
1					
Regressions	1734.199			24.642	.000 ^b
Residual	4480.519	191	23.458		
Total	6214.718	194			

The Anova table above shows that F value is 24,642 with the number N 195. Regression. on the independent variables are 4, df or degree freedom is 195 and the significant level 5%: 2 = 2,5% (two side test).

Table 3 The Coefficient table of Parental Involvement, Educational facilities, and Learning Motivation on Students Achievement

Found on the coefficient table above, the number of constants (a) in the non- standard coefficients is 10,046. This means that if the value of par-ental involvement, Educational facilities, and learning motivation is 0, then the result of Student's achievement is 10,046, the Regression. coefficient of parental involvement (b) is 0.000, meaning that if of parental involvement increase by one unit, then learning will increase facilities by 0.000 units assuming the variable others have fixed values. Then the next variable is Educational facilities with a Regression. Coefficient (c) of 0,013, meaning that if Educational facilities increases by one unit, learning achievement increases by 0,013 units assuming other variables remain. Then the last variable is learning motivation with a Regression. Coefficient (d) of 0.570, meaning that if learning motivation increases by one unit, Student's achievement increases by 0.570 units assuming other variables remain.

Then the f-count is 3,183. The F-table was measured at a = 5%: 2 = 2.5%, degree of freedom (df) n-4 or 195-4 = 191. The significance of the test was 0.025. While the f-table value is 3,183. This shows that f-count (24.642) > f-table (3,183). From these values, It's safe to conclude that Ho isn't a good match or rejected., indicating that Parental Involvement has a dual effect, Educational facilities, and Learning Motivation on Students Achievement.

2. The Partial Effect of Parental Involvement on Student's achievement

The second hypothesis claimed that "parental participation has a partial effect on student's achievement." Simple linear regression was used in the experiment assisted by IBM SPSS Statistic 22 program. The analysis result will present below:

Table 4. The Table Summary of Parental Involvement on Student's achievement

Models Summary				
Models	R	R Squares	Adjusted R Squares	Strd. Error of the Estimate
1	.279 ^a	.078	.073	5.450

Found on that table. The value R Squares is 0,078. It suggests that Parental Involvement has a 7.8% contribution to Student Achievement.

Table 5 The Anova table of Parental Involvement on Student's achievement**ANOVA^a**

Models		Sum of the Squares	df	Mean Squares	F	Sig.
1	Regression.	482.410			16.242	.000 ^b
	Residual	5732.308	193	29.701		
	Total	6214.718	194			

The Anova table above shows that F value is 16,242 with the number N 195. Regression. on the independent variables are 2, df or degree freedom is 195 and the significant level 5% : 2 = 2,5% (two side test).

Table 6 The Coefficient table of Parental Involvement on Student's achievement**Coefficients^a**

Models		Unstanderized Coefficients		Standerized Coefficients	T	Sig.
		B	Strd. Error	Beta		
1	(Constant)	19.163	3.500		5.476	.000
	Parental Involvement	.331	.082	.279	4.030	.000

Found on the coefficient table above, the number of constants (a) in the Unstanderized coefficients is 19,163. It says that the parental involvement has value 0, Student's achievement is 19,163 the Regression. coefficient of parental involvement (b) is 0.331, meaning that if parental involvement increase by one unit, then Student's achievement will increase by 0,331 units assumption the variable others have fixed values. Then the t_{count} is 4,030.

The t-table was calculated using the following formula: $\alpha = 5\% : 2 = 2.5$ percent, degree of freedom (df) $n-2$ or $195-2 = 193$. The test's significance was 0.025. The value of the t-table is 2,259. This demonstrates that t-table (4,030) > t-count (4,030). (2,259). Based on these data, it may be deduced that Ho is rejected, implying that parental involvement has a partial effect on Students' achievement.

3. The Partial Effect of Educational facilities on Student's achievement

The third hypothesis stated "there is the partial effect of Educational facilities on Student's achievement". The test was using simple linear Regression assisted by IBM SPSS Statistic 22 program. The analysis result will present below:

Table 7 The Table Summary of Educational facilities on Student's Achievement**Models Summary**

Models	R	R Squares	Adjusted R Squares	Strd. Error of the Estimate
1	.265 ^a	.070	.065	5.472

Found on that table. R Squares has a value of 0,070. According to the report, educational facilities have a partial

effect of 7% on student achievement.

Table 8 The Anova table of Educational facilities on Student's Achievement ANOVA^a

Models		Sum of the Squares	df	Mean Squares	F	Sig.
1	Regression.	435.074	1	435.074	14.528	.000 ^b
	Residual	5779.644	193	29.946		
	Total	6214.718	194			

The Anova above shows that F value is 14,528 with the number N 195. Regression on the independent variables are 2, df or degree freedom is 195 and the significant level 5%: 2 = 2,5% (two side test).

Table 9 The Coefficient table of Educational facilities On Student's achievement Coefficients^a

Models	Unstandardized Coefficients		Standardized *Coefficients	T	Sig.
	B	Strd. Error	Beta		
1	20.181	3.433		5.879	.000
(Constant)					
Educational facilities	.301	.079	.265	3.812	.000

Found on the coefficient table above, the value of constant (a) in the Unstandardized coefficients is 20,181. It says that if the number of Educational facilities is 0, then the number of Student's achievement is 20,181 then the regression coefficient of Educational facilities (b) is 0,301, meaning that if parental involvement increase by one unit, then Student's achievement will increase by 0,301 units assumption the variable others have fixed values. Then the t-count is 3,812.

The t-table was calculated using the following formula: $\alpha = 5\% : 2 = 2.5\%$, degree of freedom (df) $n-2$ or $195-2 = 193$. The test's significance was 0.025. The value of the t-table is 2,259. This demonstrates that t-table (3,812) > t-count (3,812). (2,259). Based on these values, It's safe to conclude that H_0 isn't a good match or rejected, meaning that there is a partial effect of Educational facilities on Student's achievement.

4. The Partial Effect of Learning Motivation on Student's achievement

The fourth hypothesis stated "there is the partial effect of Educational facilities on Student's achievement". The test was using simple linear Regression. assisted by IBM SPSS Statistic 22 program. The analysis result will present below:

Table 10 the Table Summary of Learning Motivation on Student's achievement Models Summary

Models	R	R Squares	Adjusted R Squares	Strd. Error of the Estimate
1	.528 ^a	.279	.275	4.819

Found on that table. R Squares has a value of 0,279. According to the report, learning motivation have a partial effect of 7% on student achievement.

Table 11 The Anova table of Learning Motivation on Student's achievement

Models	Sum of the Squares	df	Mean Squares	F	Sig.
1 Regression.	1733.625	1	1733.625	74.667	.000 ^b
Residual	4481.093	193	23.218		
Total	6214.718	194			

The Anova table above shows that F value is 74,667 with the number N 195. Regression. on the independent variables are 2, df or degree freedom is 195 and the significant level 5% : 2 = 2,5% (two side test).

Table 12 The Coefficient table of Learning Motivation on Student's achievement Coefficients^a

Models	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Strd. Error	Beta		
1 (Constant)	10.351	2.664		3.885	.000
Learning Motivation	.576	.067	.528	8.641	.000

Found on the coefficient table above, the number of constants (a) in the Unstandardized coefficients is 10,351. It says that if the number of Learning Motivation is 0, then Student's achievement has 0,351 and the Regression coefficient of Learning Motivation (b) is 0,576, meaning that if parental involvement increase by one unit, then Student's achievement will increase by 0,576 units assumption the variable others have fixed values. Then the t-count is 3,885.

The t-table was calculated using the following formula: $a = 5\% : 2 = 2.5\%$, degree of freedom (df) $n-2$ or $195-2 = 193$. The test's significance was 0.025. While the t-table value is 2,259. This shows that t-count (3,885) > t-table (2,259). Based on these data, It's safe to conclude that H_0 isn't a good match or rejected, it shows that there is an effect of learning motivation on Student's achievement.

5. Learning Motivation as a Moderator Variable: The Effect of Parental Involvement on Student Achievement

"There is a partial influence of parental participation on student accomplishment through learning motivation as a moderator variable," the fifth hypothesis said". The test was using simple linear Regression assisted by IBM SPSS Statistic 22 program. The analysis result will present below:

Table 13 The Table summarize the impact of parental participation on student's achievement using learning motivation as moderator variable

Models	R	R Squares	Adjusted R Squares	Strd. Error of the Estimate
1	.528 ^a	.279	.271	4.831

Found on that table. The R Squares has value 0,279. It says that the partial effect of Parental involvement and learning motivation have contributed to Student's achievement 27,9%.

Table 14 The Anova table of parental involvement on student's achievement using learning motivation as moderator variable
ANOVA^a

Models	Sum of the Squaress	df	Mean Squaress	F	Sig.
1					
Regression.	1733.663	2	866.832	37.141	.000 ^b
Residual	4481.055	192	23.339		
Total	6214.718	194			

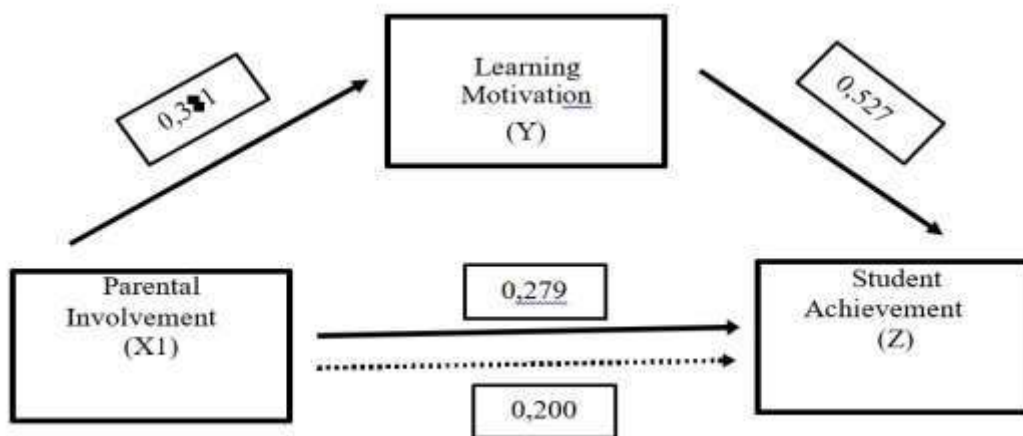
The Anova table above shows that F value is 37,14.1 with the number N 195. Regression. on the independent variables are 3, df or degree freedom is 195 and the significant level 5% : 2 = 2,5% (two side test).

Table 15 The Coefficient table of parental involvement on student's achievement through learning motivation as moderator variable
Coefficients^a

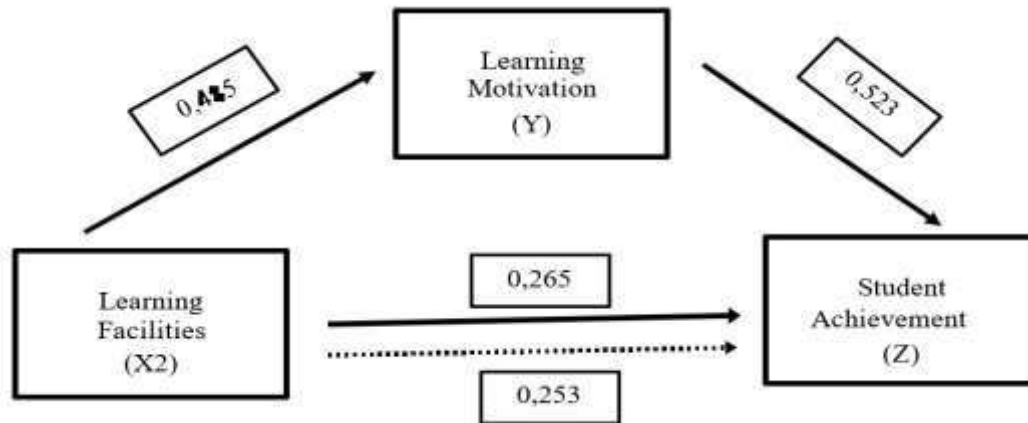
Models	Unstandardized Coefficients		Standerdized Coefficients	t	Sig.
	B	Strd. Error	Beta		
1					
(Constant)	10.271	3.332		3.083	.002
Parental Involvement	.003	.085	.003	.041	.968
Learning Motivation	.574	.078	.527	7.322	.000

Found on the coefficient table above, the value of constants (a) in the Unstandardized coefficients is 10,271. It says that if the Student's achievement has value 0, then the value of Student's achievement is 10,271 and the Regression coefficient of Parental Involvement (b) is 0,003, the score of t-count is 0,003, It says that if Parental Involvement has whole increase Student's achievement is 0,003. Meanwhile coefficient Regression. of learning motivation is 0, thus the Student's achievement has value 10,271. It says learning motivation increase Student's achievement about 0,574. Then the t-count is 0,527.

Figure 1 the Concept of Mapping



From the figure above, it can be seen that the result show that the direct effect of X1 on Y was 0,381, while the indirect effect of X1 on Z is the multiplication between beta value of X1 and Y on Z (0,381 x 0,527 = 0,200). The total of the beta values for the direct and indirect effects of X1 on Z (0,279+0,200=0,479) is used to compute the total effect of X1 on Z. The direct effect was found to have a value of 0,279, while the indirect impact had a value of 0,200, indicating that the indirect effect is smaller than the direct effect.

Figure 2 the Concept of Mapping

From the figure above, it can be seen that the result show that the direct effect of X2 on Y was 0,485, while the indirect effect of X2 on Z is the multiplication between beta value of X1 and Y on Z ($0,485 \times 0,523 = 0,253$). The total of the beta values of the direct and indirect effects of X2 on Z ($0,265 + 0,253 = 0,518$) is used to determine the total influence of X2 on Z. The direct effect was found to have a value of 0,265 while the indirect effect had a value of 0,253, indicating that the indirect effect is smaller than the direct effect.

CONCLUSION

Parental involvement, Educational facilities, and learning motivation have a simultaneous significant effect on Student's achievement. The direct effect between parental involvements on Student's achievement is greater than indirect effect between parental involvements on Student's achievement through learning motivation. The direct effect between Educational facilities on Student's achievement is greater than indirect effect between Educational facilities on Student's achievement through learning motivation.

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