THE INFLUENCE OF LEARNING MOTIVATION AND PARENTAL SUPPORT ON STUDENTS' LEARNING INTERESTS AT SMP BUMI AL-QUR'AN PEMATANGSIANTAR

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Abstract
To determine the effect of learning motivation and parental support on student interest in learning at Smp Bumi Al-Qur'an Pematang Siantar. The research method uses quantitative non-experimentation. The population in this study were 100 students, using the total sampling technique. The data analysis technique used is multiple regression analysis techniques with the assumption that the data is normally distributed and linear. The results of testing the first hypothesis are explained based on the results of regression analysis obtained a regression magnitude value of 0.93, this value is equal to 93%, meaning that there is an influence between motivation on interest in learning. The results of testing the second hypothesis obtained a regression magnitude value of 0.95, this value is equal to 95%, meaning that there is an influence between parental support on interest in learning. And the results of testing the third hypothesis obtained a regression value of 0.95, this value is equal to 95%, meaning that there is an influence between motivation and parental support on interest in learning. With this together learning motivation and parental support can affect student interest in learning

Keywords: *Learning Motivation, Parental Support, Learning Interest.*

INTRODUCTION

Indonesia builds a comprehensive integrated SPN (National Education System) for human development that determines the survival of the nation and state. In essence, it is the responsibility of all of us as the Indonesian nation, including the government, society, and the smallest part is the family. The development obtained through education in the family such as the development of morals, character, and personality. When implementing national education, the family has a role as a basic and important educational institution, especially in instilling attitudes, personality, life values, talent development, and interest development.

Parents have a major role in a family. Parents must help shape the character and role of a child. This formation can be seen from how parents educate children, communicate, encourage, discipline, monitor, or give encouragement, this will encourage children to have a high interest in learning.(Safitri & Nurmayanti, 2018).

Vhalery et al (2020)says interest is the desire to pay attention to the object that you want to pay attention to. Interest in learning is a person's interest in learning activities through the attention he directs to be more active and enthusiastic in learning(Hudaya, 2018).

Interest in learning has a great influence on a person's activities because with interest in learning, the person has a sense of pleasure and can more easily absorb the material being studied. On the other hand, if someone does not have interest, they will quickly feel bored and less enthusiastic in learning. Problems that are often encountered in class when learning begins are: students often yawn, are passive in discussions, make noise in class, lack concentration, etc.

Based on the results of interviews with several students, it was revealed that students have low interest in learning, this can be seen from declining grades, lack of concentration in learning, drowsiness while studying and not paying attention to the teacher when explaining the lesson material. This does not only happen to one or two students, but almost all students experience or behave as mentioned when in class. This is because students lack the desire to achieve success in learning, which is in the form of student learning motivation.

According toSardiman (2015)Learning motivation is the overall driving force within the student that gives rise to learning activities, which guarantees the continuity of learning activities and provides direction to learning activities, so that the goals desired by the learning subject can be achieved.

Then the students also admitted that they wanted parental support in their education, as expressed byConnor and Davidson (2003)that students want their parents to be actively involved in their education.

Parental support has a big psychological influence on children's learning activities. With the support of parents, children will be more active and more enthusiastic in learning because they know that it is not only they who want to progress, but their parents do too. Because the good or bad achievements achieved by children will have an influence on the development of further education. The abilities possessed by children will develop more, if children can get more intensive guidance from parents according to the information and communication carried out, so that they get more maximum learning results. Student behavior when following the learning process can indicate the student's interest in the lesson or vice versa.(Malwa, 2018).

Based on the explanation above, it makes researchers interested in further research related to the influence of learning motivation on students' learning interests, the influence of parental support on students' learning interests, and the influence of learning motivation and parental support on students' learning interests. Therefore, the title of this study is "The Influence of Learning Motivation and Parental Support on Students' Learning Interests at SMP Bumi Al-Qur'an Pematang Siantar".

METHOD

This study uses a non-experimental quantitative with a survey approach. The study has received a letter of acceptance of research ethics from the psychology master's study program at Medan Area University. The study was conducted at school in the morning before the first lesson began. The duration of data collection was approximately 30 minutes, and each student acted as a volunteer in filling out the questionnaire.

There were 3 questionnaires distributed, namely a scale of learning interest compiled based on(Hurlock, 2004). This scale consists of 3 dimensions, each dimension consists of 4 items, so that overall there are 12 items in this scale. The three dimensions can see the overall learning interest in a person. This scale consists of 6 response answers from 1 = strongly disagree to 6 = strongly agree. Next there is a learning motivation scale fromNatalya and Purwanto (2018)short version. This measuring instrument has three major aspects, namely intrinsic, extrinsic and amotivation motivation. The three dimensions consist of several items that form it. Each aspect has been valid and reliable. This scale consists of 6 response answers from 1 = strongly disagree to 6 = strongly agree. Then there is a scale of parental support designed byMalecki and Elliott (1999). This measuring instrument has four dimensions, namely; emotional, appreciation or assessment, information, and instrumental. The four dimensions consist of several items that form them. Each aspect has been valid and reliable. This scale consists of 6 response answers from 1 = strongly disagree to 6 = strongly agree.

The sample of this study was 100 students taken using total sampling technique. The collected data will be analyzed using multi regression with learning interest as the dependent variable that wants to see the explanation of the variance of the independent variables, namely learning motivation and parental support. Each analysis uses the help of the Jeffrey's Amazing Statistics Program software.

RESULTS AND DISCUSSION

The first validation result explains that the variable model analysis is fit because each item correlation value is not less than 0.3. Based on the item validation analysis, it is known that there are two motivation items that are dropped, m4 and m13. Meanwhile, the reliability of motivation looks good because the consistency value $\alpha = 0.87$. This means that overall the scale can be relied on for subsequent measurements. The second validation result explains that the variable model analysis is fit because each item correlation value is not less than 0.3. Based on the item validation analysis, it is known that there are two parental support items that are dropped, dot24, dot25. Meanwhile, the reliability of parental support looks good because the consistency value $\alpha = 0.87$. This means that overall the scale can be relied on for subsequent measurements.

The third validation result explains that the variable model analysis is fit because each item correlation value is not less than 0.3. Based on the item validation analysis, it is known that there are two items of learning interest that are dropped, mb4, mb6. Meanwhile, the reliability of learning interest looks good because the consistency value $\alpha = 0.87$. This means that overall the scale can be relied on for subsequent measurements. Overall, the construct validity of each variable has reached a good value standard, and so does the acceptable reliability value because it is more than 50% consistent.

Data distribution is used to see whether each data is normal or not. So that parametric analysis can be done if the data is normally distributed. The results of the multivariate analysis show that each variable has normal data because the results of each normality formula have a value greater than 0.050. Heteroscedasticity is one of the factors that causes the simple linear regression model to be inefficient and inaccurate, also resulting in the use of the maximum likelihood method in estimating the regression parameters (coefficients) being disrupted. Based on the data results, it can be concluded that the value of each formula accepts heteroscedasticity, so the null hypothesis of homoscedasticity is rejected and heteroscedasticity is assumed. Multicollinearity or collinearity is a situation where the predictors in a regression model are linearly dependent. Based on these results, it can be explained that there is no multicollinearity between variables because the VIF value is less than 10 and the tolerance value is greater than 0.010.

Based on the results of the regression analysis, the regression value was obtained, namely 0.93, this value is equal to 93%, meaning that there is an influence between motivation and interest in learning, with a percentage of 93%.

Table 1. First Hypothesis

Model	R	R²	Overall Model Test			
			F	df1	df2	p
1	0.96	0.93	1280.00	1	98	<.001

Significance explains that the influence of motivation on learning interest has a significant value because the p value = < .050, namely <.001.

Table 2. Significance of the First Hypothesis

	Sum of Squares	df	Mean Square	F	p
Motivation	3979.81	1	3979.81	1280.00	<.001
Residuals	304.70	98	3.11		

Based on the results of the regression analysis, the regression value was obtained, namely 0.95, this value is equal to 95%, meaning that there is an influence between parental support and interest in learning, with a percentage of 95%.

Table 3. Second Hypothesis

Model	R	R²	Overall Model Test			
			F	df1	df2	p
1	0.97	0.95	1870.45	1	98	<.001

Significance explains that the influence of parental support on learning interest has a significant value because the p value = < 0.050, namely <.001 < 0.050.

Table 4. Significance of the Second Hypothesis

	Sum of Squares	df	Mean Square	F	p
Parental support	4071.20	1	4071.20	1870.45	<.001
Residuals	213.31	98	2.18		

Based on the results of the regression analysis, the regression value was obtained, namely 0.95, this value is equal to 95%, meaning that there is an influence between motivation and parental support on learning interest, with a percentage of 95%.

Table 5. Third Hypothesis

Model	R	R²	Overall Model Test			
			F	df1	df2	p
1	0.98	0.95	975.20	2	97	<.001

Significance explains that the influence of parental motivation and support on learning interest has a significant value because the p value <0.050, namely <0.001 <0.050.

Table 6. Significance of the Third Hypothesis

	Sum of Squares	df	Mean Square	F	p
Motivation	10.32	1	10.32	4.93	0.029
Parental support	101.72	1	101.72	48.61	<.001
Residuals	202.99	97	2.09		

Overall, all hypotheses reject the null hypothesis, meaning that in the first hypothesis there is an influence between motivation and interest in learning, then in the second hypothesis there is an influence between parental support and interest in learning. While the third hypothesis explains that there is an influence of motivation and parental support on interest in learning.

Data categorization is the process of grouping data into specific categories based on similar characteristics or attributes. Data categorization is a basic aspect of information management.

Table 7. Motivation Categorization

Motivation category	Value limit	Frequency	Percentage
Low	<53.58	14	14%
Currently	>53.58 - <70.22	76	76%
Tall	>70.22	10	10%
Total		100	100%

It is known that based on the motivation category, the samples in the field have low motivation of around 14 people or 14% and this is higher than the high motivation of around 10 people or 10%.

Table 8. Categorization of Parental Support

Parental support categories	Value limit	Frequency	Percentage
Low	<96.81	15	15%
Currently	>96.81 - <123.47	76	76%
Tall	>123.47	9	9%
Total		100	100%

It is known that based on the category of parental support, the samples in the field have low parental support of around 15 people or 15% and this is higher than high parental support of around 9 people or 9%.

Table 9. Categorization of Learning Interests

Learning interest categories	Value limit	Frequency	Percentage
Low	<41.49	15	15%
Currently	>41.49 - <54.65	75	75%
Tall	>54.65	10	10%
Total		100	100%

It is known that based on the learning interest category, the samples in the field have low parental support of around 15 people or 15% and this is higher than high parental support of around 10 people or 10%.

Learning motivation and learning interest are two crucial factors that are interrelated in determining students' academic success. Learning motivation refers to internal or external drives that encourage students to be actively involved in the learning process, while learning interest is a student's interest or desire for certain learning materials or activities. These two elements influence each other and contribute significantly to achieving optimal learning outcomes.

Learning motivation plays a role in fostering students' enthusiasm, encouraging them to be active in learning activities. In addition, motivation also functions as a reinforcement in the learning process, especially when students face problems that require solving, where success in solving them is highly dependent on motivation. As the main factor in learning, motivation provides encouragement and energy for students to achieve optimal learning outcomes. These learning outcomes will later become the basis for determining the achievement of the expected competencies.(Husaini et al., 2024).

Various studies have shown that there is a close relationship between learning motivation and students' learning interests. High learning motivation tends to encourage students to have a greater interest in the material being studied, so that they are more active in academic activities.

As research conducted byKinasih and Mariana (2021)that students who have good learning motivation will also have good learning interests. This shows that internal and external motivation in learning can influence students' interest in a lesson. When students feel motivated, either through intrinsic factors such as curiosity and personal satisfaction or extrinsic factors such as support from teachers and parents, they are more enthusiastic in exploring the subject matter.

In addition to learning motivation, another factor that influences students' interest in learning is parental support. If previously it was discussed that learning motivation can increase students' interest in the learning process, then the role of parents in providing support is also an aspect that is no less important. This support includes the provision of learning facilities, educational costs, and emotional attention such as guidance, encouragement, and affection. When students feel supported by their parents, both academically and emotionally, they tend to have a higher interest in learning.

The high level of parental support for learning interest is in the very high category, which is in line with the child's interest in learning which is also very high. The form of parental support can be in the form of material or moral support. Moral support includes attention to fulfilling the child's psychological needs, such as affection, role models, guidance and direction, encouragement, and instilling self-confidence.(Addnin & Effendi, 2021).

Low parental support for learning interest is in line with low student learning interest, so it is proven that lack of parental support affects low learning interest. One important factor that determines a child's learning success is parental support. With this support, a strong interest in learning can grow, encouraging students to be more enthusiastic in carrying out learning activities at school. Parental support, both in verbal and nonverbal forms, provides benefits for children, making them feel happy, cared for, more focused, and loved by their environment. For students, this support fosters a sense of pleasure in carrying out schoolwork. Conversely, if parental support is lacking, students' interest in learning tends to decrease(Simamora & Marbun, 2022).

Thus, it can be concluded that learning motivation and learning interest are two interrelated factors in determining students' academic success. Various studies show that the higher students' learning motivation, the greater their interest in the learning process. In addition, parental support also has a major influence on students' learning interest. Forms of support, both material and moral, can increase students' self-confidence and enthusiasm in learning. Conversely, low motivation and lack of parental support can cause students' learning interest to decrease, which has an impact on their academic achievement. Therefore, it is important for parents and educators to continue to provide positive encouragement and create a conducive learning environment in order to increase students' motivation and learning interest.

CONCLUSION

The results of the first hypothesis test are explained based on the results of the regression analysis, the regression value is 0.93, this value is equal to 93%, meaning that there is an influence between motivation and interest in learning, with a percentage of 93%. Significance explains that the influence of motivation on interest in learning has a significant value because the p value = <.050, which is <.001. In the second hypothesis test, the regression value is 0.95, this value is equal to 95%, meaning that there is an influence between parental support and interest in learning, with a percentage of 95%. Significance explains that the influence of parental support on

interest in learning has a significant value because the p value = <0.050, which is <.001 <0.050. and the third hypothesis test obtained a regression value of 0.95, this value is equal to 95%, meaning that there is an influence between motivation and parental support on interest in learning, with a percentage of 95%. Significance explains that the influence of parental motivation and support on learning interest has a significant value because the p value <0.050, namely <0.001 <0.050.

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