

THE INFLUENCE OF PARENTAL ATTENTION, MOTIVATION AND STUDENT LEARNING FACILITIES ON STUDENT LEARNING OUTCOMES

Lukman Hakim¹, Nawaji², Roni Alim Ba'diya Kusufa³

^{1,2,3}Master of Social Education Program, PGRI University of Kanjuruhan Malang

¹lukmanhakim2323@gmail.com

²nawajipomo@gmail.com

³roniabk@unikama.ac.id

Abstract

The aim of this research is to: (1) analyze the extent to which parental attention influences the learning outcomes of class VI students at SDN Sotabar 02 (2) assess the influence of students' learning motivation on achieving their learning outcomes (3) evaluate the role of learning facilities in supporting learning success students and (4) identify the relationship between parental attention, learning motivation, and learning facilities with overall student learning outcomes. Previous research shows that parental attention, learning motivation, and learning facilities have a significant influence on student learning outcomes. Research at SDN Sotabar 02 Pasean, Pamekasan, found that these three factors together influenced student learning outcomes by 67.107%, while the remaining 32.893% was influenced by other factors. The approach used in this research is quantitative research. Simultaneously, it shows that there is a significant influence between parental attention, learning motivation and learning facilities on the learning outcomes of class VI students at SDN Sotabar 02, Pasean District, Pamekasan Regency, namely 67.107%. Researchers believe that together parental attention, learning motivation and learning facilities have a significant effect on the learning outcomes of class VI students at SDN Sotabar 02, Pasean District, Pamekasan Regency, namely 67.107%. Meanwhile, the remaining 32,893% is determined by other variables/factors not discussed in this research. Parental attention, learning motivation, and learning facilities have a significant influence on student learning outcomes. Great parental attention, high learning motivation, and adequate facilities are proven to support overall student achievement. On the other hand, lack of parental attention, low motivation to learn, and limited facilities tend to have a negative impact on student learning outcomes

Keywords: *Parental Attention, Learning Motivation, and Learning Facilities*

INTRODUCTION

Education is the main pillar in the formation of competent and characterful individuals. As a vital element in human life, education functions not only as a tool to transfer knowledge, but also as a means to guide individuals in living their social lives and form the discipline and ethics needed in interacting with society. This confirms that education is a fundamental need that applies universally, not least in the simplest communities. Ngalim (2017) states that education is an inseparable part of human life, because through education, individuals are prepared to face life's challenges, acquire skills, and develop character that will determine their future.

The role of education is not only limited to formal institutions such as schools, but also

involves the important role of the family environment, especially parents. Parents are the first and main educators of their children. Within the family, parents have a big responsibility to provide attention, support and guidance to their children in the learning process. Parents' attention to their children's education not only has an impact on their children's academic achievement, but also on the formation of their children's character and attitudes towards education itself. Every parent certainly wants their children to be successful in education, and for this reason they must be actively involved in providing the necessary support, both in the form of motivation, supervision and guidance in daily learning activities.

Previous research shows that parental attention, learning motivation, and learning

facilities have a significant influence on student learning outcomes. Research at SDN Sotabar 02 Pasean, Pamekasan, found that these three factors together influenced student learning outcomes by 67.107%, while the remaining 32.893% was influenced by other factors. This research is supported by other studies, such as research by Jefri Kurniawan (2019) which shows that the school and family environment has a significant impact on student achievement. In more detail, parental attention was proven to have an influence of 57.51% on student learning outcomes, in line with the findings of Prastyaningsih and Yuliana Putri (2021) which showed the importance of parental support in increasing student motivation and learning outcomes. Learning motivation also shows a positive influence of 33.49%, supported by research by Meilana Sapta Dityawati (2019) and Wang and Holcombe (2019), which states that students with high motivation tend to achieve better academic achievements. Apart from that, learning facilities have a significant influence of 63.90%, which is also supported by research by Vina Devi Yekti Irawan (2021) and Schneider (2016), showing that adequate facilities not only support the learning process, but also increase motivation and learning outcomes. student.

Apart from parental attention, learning motivation is another important factor that influences student learning outcomes. Learning motivation is an internal drive that encourages students to study hard and achieve their educational goals. Students who have high learning motivation tend to be more enthusiastic in participating in the learning process, more diligent in completing school assignments, and have a strong desire to achieve good achievements. On the other hand, students who have low motivation to learn may feel lazy, lack enthusiasm, and tend to ignore school assignments, so that their learning outcomes tend to be low. According to Slameto (2017), learning motivation is very important because it functions as a driving force that makes students want to learn, and without strong motivation, the learning process may not take place effectively.

Learning facilities also play a significant role in supporting the success of the learning process. Adequate learning facilities, such as

comfortable classrooms, complete libraries, laboratories equipped with adequate equipment, and access to good information technology, are very important to create a conducive learning environment. Good facilities enable students to study more comfortably and effectively, so that they can achieve optimal learning outcomes. However, in many schools, especially in rural areas or areas with limited budgets, learning facilities are often inadequate. This condition can hinder the learning process and have a negative impact on student learning outcomes.

The reality on the ground shows that many students have not reached the Minimum Completion Criteria (KKM) due to various factors, including lack of parental attention, low learning motivation, and limited learning facilities. Based on initial observations carried out on April 1 2023 at SDN Sotabar 02, Pasean District, Pamekasan Regency, it was found that of the 31 students, 73.8% had reached the KKM in Social Sciences (IPS) subjects, while 11 other students had not yet reached the KKM. This shows that there are still a number of students who require special attention so that they can achieve the specified KKM.

Teachers at this school have made various efforts to help students who have not yet reached the KKM, such as repeating material that students do not understand and providing more focused explanations. However, this effort may not be enough if it is not supported by parental attention and high learning motivation from the students themselves. In this case, it is important for schools and parents to work together to create a supportive learning environment, both at school and at home.

Specifically, the aims of this research are to: (1) analyze the extent to which parental attention influences the learning outcomes of class VI students at SDN Sotabar 02; (2) assessing the influence of students' learning motivation on achieving their learning outcomes; (3) evaluate the role of learning facilities in supporting student learning success; and (4) identifying the relationship between parental attention, learning motivation, and learning facilities with overall student learning outcomes.

It is hoped that this research can make a

significant contribution in understanding the factors that influence student learning outcomes at SDN Sotabar 02 and provide a strong basis for the formulation of more effective education policies. Thus, the results of this research can be used as a reference to improve the quality of education in these schools and achieve national education goals more effectively and efficiently. This research also has the potential to provide benefits to other schools facing similar challenges, so that a more holistic approach can be implemented in an effort to improve student learning outcomes.

RESEARCH METHOD

The approach used in this research is quantitative research. Quantitative research methods can be interpreted as methods used to research certain populations or samples that give rise to certain numbers, data collection using research instruments, statistical data analysis, with the aim of testing predetermined hypotheses.

FINDINGS AND DISCUSSIONS

FINDINGS

The description of the research results is based on calculating the frequency of the scores for each alternative answer to the questionnaire to obtain the percentage and average score of the respondents' answers. In this research there are three independent variables used, namely parental attention (X1), motivation (X2) and learning facilities (X3) and the dependent variable is learning outcomes.

a. Learning Outcome Variable (Y)

These learning outcomes are taken from the final semester assessment (PAS) scores of odd semester 2023-2024 students in social studies subjects, learning outcome indicators can include; (1) Cognitive domain: concerns intellectual learning outcomes which consist of six aspects, namely knowledge or memory, understanding, application, analysis, synthesis and evaluation. (2) Affective domain: concerns attitudes which consist of five aspects, namely acceptance, answer or reaction, assessment, organization and internalization. (3) aspects of the psychomotor domain, namely (a) reflex movements, (b) skills, basic movements, (c)

perceptual abilities, (d) harmony or precision, (e) complex skill movements, and (f) expressive and interpretive movements. The following are the PAS results for Class VI Social Sciences subjects at SDN Sotabar 02, Pasean District, Pamekasan Regency.

Table 4.1 Learning Outcomes (Y)

	Freq		Percen		Valid	Percent	Cum
Percent							
Valid	75.00	4	9.5	9.5	9.5		9.5
	80.00	12	28.6	28.6	28.6		38.1
	85.00	10	23.8	23.8	23.8		61.9
	90.00	10	23.8	23.8	23.8		85.7
	95.00	6	14.3	14.3	14.3		100.0
Total		42	100.0	100.0			

Source: data processed 2024

Based on this table, it can be seen that of the 42 students who got a KKM score of 75, 4 students or 9.5%, 12 students got a score of 80 or 28.6%, 10 students got a score of 85 or 23.8%, 10 students got a score of 90 or 23.8%, and 6 students got a score of 95 or 14.3%.

b. Parental attention (X1)

The parental attention variable consists of the following indicators: Giving rewards or punishments, Providing guidance/help with difficulties. Set a good example. Meeting children's learning needs.

c. Learning motivation (X2)

The self-efficacy variable consists of the following indicators: The desire and desire to succeed, the encouragement and need for learning, the hope and aspirations for the future, the existence of appreciation for learning, and the existence of a conducive learning environment. These indicators are made up of 10 questions with a score of 1 – 5

Item	5		4		3		2		1	
	F	%	F	%	F	%	F	%	F	%
1.	23	54.8	10	23.8	9	21.4				
2.	21	50.0	7	16.7	12	28.6	2	4.8		
3.	23	54.8	10	23.8	9	21.4				
4.	23	54.8	13	31.0	4	9.5	2	4.8		
5.	21	50.0	9	21.4	10	23.8	2	4.8		
6	24	57.1	6	14.3	8	19.0	4	9.5		
7	20	47.6	9	21.4	11	26.2	2	4.8		
8	20	47.6	10	23.8	12	28.6				
9	19	45.2	10	23.8	9	21.4	4	9.5		
10	20	47.6	10	23.8	12	28.6				
Σ	214	509.5	94	223.8	96	228.5	16	38.2		
Rata	21	50.9	9	22.4	10	22.85	2	6.36		

for each question. The following are the results of the recapitulation of the learning motivation variable (X2):

Table 4.3 Learning Motivation

Based on this table, it can be seen that from the total of 10 questions regarding the learning motivation variable, 21 respondents or the equivalent of 50.9% answered strongly agree, 9 respondents or the equivalent of 22.4% answered agree, 10 respondents or the equivalent of 22.85% answered that they disagreed, and 2 respondents or the equivalent of 6.36% answered that they disagreed, thus it can be concluded that in the learning motivation variable many respondents answered strongly agree with a percentage of 50.9%. From the temporary findings, researchers believe that learning motivation contributes to learning outcomes.

d. Learning Facilities (X3)

The learning facilities variable consists of the following indicators: Study place, Study tools, Study aids, Lighting. These indicators consist of 8 questions with a score of 1 – 5 for each question. The following are the results of the recapitulation of the learning facilities variable (X3):

Table 4.4 Learning Facilities

Item	5		4		3		2		1	
	F	%	F	%	F	%	F	%	F	%
1.	23	54.8	19	45.2	-	-	-	-	-	-
2.	30	71.4	6	14.3	6	14.3	-	-	-	-
3.	24	57.1	11	26.2	7	16.7	-	-	-	-
4.	29	69.0	13	31.0	-	-	-	-	-	-
5.	29	69.0	7	16.7	6	14.3	-	-	-	-
6.	26	61.9	10	23.8	5	11.9	1	2.4	-	-
7.	24	57.1	14	33.3	4	9.5	-	-	-	-
8.	32	76.2	2	4.8	8	19.0	-	-	-	-
Σ	217	516,5	82	195,3	36	85,7	1	2,4	-	-
Rata	27	64,56	10	24,4	6	14,28	1	2,4	-	-

Source: data processed 2024

Based on this table, it can be seen that from the total of 12 questions regarding the Soft Skills variable, 71 respondents or the equivalent of 62.90% answered strongly agree, 24 people or the equivalent of 21.9% answered agree, 17 people or the equivalent of 14.66% answered that they disagreed, and 1 person or the equivalent of 0.52% answered that they disagreed, thus it can be concluded that in the entrepreneurial value variable, many respondents answered strongly agree with a percentage of 62.90%. From the results of these findings, researchers believe that Soft Skills contribute to entrepreneurial readiness.

Prerequisite Test

a. Classical Assumption Test

The purpose of using the classical assumption test is to obtain an unbiased estimator from least squares regression.

1) Normality Test

The use of parametric statistical analysis must meet the assumption that the data is normally distributed, so it is necessary to test the normality of the data. The test used is the graphic method (Normal Probability Plot), if the distribution of data on the graph is around the diagonal line and the direction of the distribution follows the direction of the diagonal line, it means the data is normally distributed.

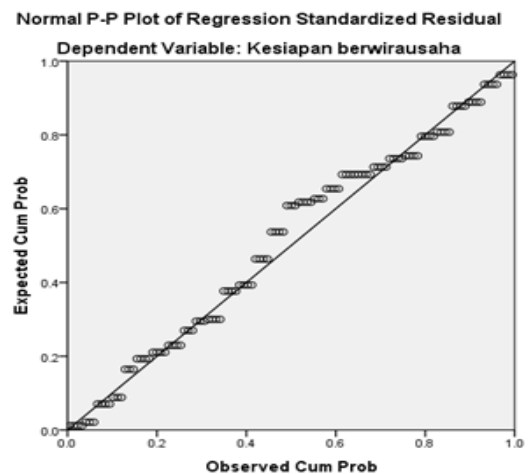


Figure 4.1 Normality Test

The data spreads around the diagonal line, and the direction of the spread follows the direction of the diagonal line, so it can be stated that the data is normally distributed.

2) Multicollinearity Test

The multicollinearity test aims to test whether the regression model finds a correlation between independent variables.

Table 4.5 Interpretation of Multicollinearity test

Model		Unstandardized Coefficients		Collinearity Statistics	
		B	Std. Error	Tolerance	VIF
1	(Constant)	47,099	3,805		
	Perhatian orangtua	,305	,053	,725	1,378
	Motivasi belajar	,302	,090	,436	2,293
	Fasilitas belajar	,409	,135	,386	2,592

a. Dependent Variable: Hasil belajar

Source: Data processed 2024

From the results of the multicollinearity test and the results of the VIF values, it shows that the three independent variables do not experience multicollinearity, with proof that the tolerance value is above > 0.10, then the VIF value is below 10.

3) Heteroscedasticity Test

The heteroscedasticity test was

carried out using a Scatter Plot graph. If the points are spread randomly and do not form a clear pattern, and are spread both above and below the number 0 on the Y axis, this means that there is no heteroscedasticity or homogeneous data. The Scatterplot image of the heteroscedasticity test can be seen in the image below:

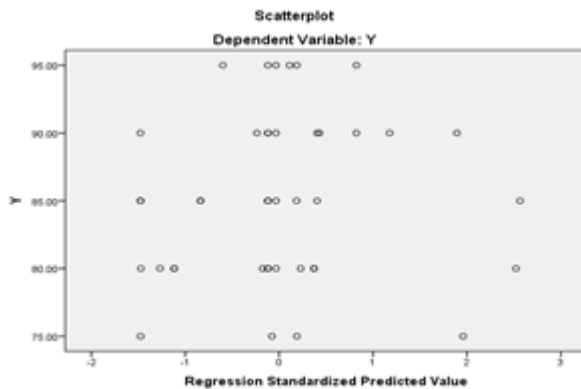


Figure 4.2 Heteroscedasticity Test
4) Autocorrelation Test

The autocorrelation test to find out whether the data is autocorrelated or not is using the Q:Box-Pierce and Liung Box statistical tests. The criterion for whether there is autocorrelation is if the number of significant lags is more than two, then autocorrelation occurs, if the number of significant lags is two or less than two, then there is no autocorrelation. Or it can be seen from the probability value, if prob > 0.05 it is not significant, if prob > 0.05 then it is significant.

Table 4.7 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	,730 ^a	,533	,502	4,19520	1,732

a. Predictors: (Constant), Fasilitas belajar, Motivasi, Perhatian orang tua
b. Dependent Variable: Hasil belajar
Sumber: Data diolah 2024

From the table (table 4.7) above, the Durbin-Watson (calculated DW) value is 1,732 or below 2. Based on the criteria that have been determined, the calculated DW is between -2 and 2, namely $-2 \leq 2$, so this means that there is no autocorrelation. So the conclusion is that the Autocorrelation Test is fulfilled.

b. Multiple Regression Analysis

Based on the results of the classical assumption test, the data is suitable for multiple linear regression tests to determine the magnitude of the influence of the independent variables on the dependent

variable in the form of a multiple linear regression equation. The results of multiple regression testing can be seen in table 4.8.

Table 4.8 Multiple Regression test output

Model		Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.
		B	Std. Error			
1	(Constant)	47,099	3,805		12,377	,000
	Perhatian orangtua	,305	,053	,681	5,751	,000
	Motivasi	,302	,090	,511	3,349	,000
	Fasilitas belajar	,409	,064	,492	6,390	,000

a. Dependent Variable: Hasil belajar

Based on this table, a multiple linear regression equation can be prepared as follows:

$$Y = a + b_1X_1 + b_2X_2 + b_3X_3 + e$$

$$Y = 47.099 + 305X_1 + 302X_2 + 409X_3 + e$$

Hypothesis Testing

1) F test

Based on the results of statistical calculations with the help of SPSS 22.00 for Windows software, an Anova table was obtained which shows the statistical F test. The F test results in the Anova table can be seen as follows:

Table 4.9 F Test

ANOVA						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	922,735	3	307,578	67,107	,000 ^a
	Residual	809,585	46	17,600		
	Total	1732,320	49			

a. Dependent Variable: Hasil Belajar

b. Predictors: (Constant), Fasilitas belajar, Motivasi, Perhatian orangtua

Based on the results of the analysis in the table above, it can be seen that there is an influence of parental attention, learning motivation and learning facilities on the learning outcomes of Class VI students at SDN Sotabar 02, Pasean District, Pamekasan Regency with a value of Fcount = 67.107 with a significance value of 0.000.

2) t Test

The t test is used to test the truth of the research hypothesis using the t-test significance test tool. This is intended to test the significance of the influence of individual (partial) variables on the influence of parental attention (X1), learning motivation (X2) and learning facilities (X3) on the learning outcomes of Class VI students at SDN Sotabar 02, Pasean District, Pamekasan Regency (Y).

Table 4.10 Output t Test

Model		Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.
		B	Std. Error			
1	(Constant)	47,099	3,805		12,377	,000
	Perhatian orangtua	,305	,053	,681	5,751	,000
	Motivasi	,302	,090	,511	3,349	,000
	Fasilitas belajar	,409	,064	,492	6,390	,000

a. Dependent Variable: Hasil belajar

3) R Square Test

To find out the correlation coefficient or the closeness of the relationship and the coefficient of determination between the independent variable and the dependent variable, you can see the table below:

Table 4.11

Model Summary ^b					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.730 ^a	.533	.502	4,19520	1,732

a. Predictors: (Constant), Fasilitas belajar, Motivasi, perhatian orang tua
b. Dependent Variable: Hasil belajar

The R test is a number that shows the ability of the independent variable to explain the variable bound. The value ranges between 0 and 1 ($0 < R < 1$) where the R value is closer to 1, the closer the relationship between the independent and dependent variables. The table above shows that the R value is 0.730, which shows that there is a close relationship between the independent and dependent variables. Because R. is 0.730, it has been proven that there is a double correlation.

DISCUSSIONS

Parental Attention, Motivation and Learning Facilities on Student Learning Outcomes

Simultaneously or together, it shows that there is a significant influence between parental attention, learning motivation and learning facilities on the learning outcomes of class VI students at SDN Sotabar 02, Pasean District, Pamekasan Regency, namely 67.107%. From the results of the research above and supported by several previous studies, the researcher is confident that together parental attention, learning motivation and learning facilities have a significant effect on the learning outcomes of class VI students at SDN Sotabar 02, Pasean District, Pamekasan Regency, namely 67.107%. Meanwhile, the remaining 32,893% is determined by other variables/factors not discussed in this research, such as prepared learning facilities, business facilities, and so on.

The research results above are supported by Jefri Kurniawan, 2019 The Effect of School Environment, Family Environment and Learning Motivation on Student Learning Outcomes. The results of the research show that 1) there is a significant influence of the school environment on student learning

outcomes, 2) there is a significant influence of the family environment on student learning outcomes, 3) there is a significant influence of the school environment on student learning outcomes. learning outcomes, 4) there is a significant influence of the family environment on the learning outcomes of students at XII AK SMK Bismen Tanah Datar.

Furthermore, it was also supported by Silvi Junita, Alfi Rahmi, Haidi Fitri. 2019, the influence of learning motivation and parental attention on the mathematics learning outcomes of class VII students at SMP Negeri 1 Baso in the 2018/2019 academic year. The research results showed that partially, learning motivation contributed 20.307% to students' mathematics learning outcomes, parental attention to mathematics learning outcomes contributed 16.3406%, and learning motivation and parental attention simultaneously had a significant influence on students' mathematics learning outcomes. class VII of SMP Negeri 1 Baso for the 2018/2019 academic year with a contribution of 25.2004%.

This finding is supported by the latest empirical studies in the last two years, such as research by Lee and Bowen (2020) which found that parental involvement increases student academic achievement, as well as research by Müller and Schmidt (2021) which shows a correlation between high learning motivation and increased student test scores. In addition, research by Johnson and McGrath (2022) emphasizes the importance of learning facilities, including digital facilities which are crucial during the COVID-19 pandemic. Thus, parental attention, learning motivation, and learning facilities are important factors that must be considered to significantly improve student learning outcomes.

Overall, this research confirms that parental attention, learning motivation, and learning facilities are key factors that significantly influence student learning outcomes. These findings are consistent with theory and recent empirical studies showing the importance of family support, students' internal motivation, and an adequate learning environment in improving academic achievement. Therefore, greater attention must be paid to these three factors to significantly improve student learning outcomes.

The influence of parental attention on

the learning outcomes of class VI students at SDN Sotabar 02, Pasean District, Pamekasan Regency

Based on the results of partial data analysis, it shows that there is a significant influence between parental attention on the learning outcomes of class VI students at SDN Sotabar 02, Pasean District, Pamekasan Regency, namely 57.51%. This means that the better the parents' attention, the better the learning outcomes of class VI students at SDN Sotabar 02, Pasean District, Pamekasan Regency.

The research results above are supported by research by Prastyaningsih, Yuliana Putri (2021). The Influence of Parental Attention and Motivation on the Learning Outcomes of Class IV Students in Thematic Subjects at Joresan State Elementary School for the 2020/2021 Academic Year. 1) parental attention has a significant effect on learning outcomes in thematic lessons for class IV students at Joresan Mlarak Elementary School, with an influence of 52%. 2) motivation has a significant effect on learning outcomes in thematic lessons for class IV students at Joresan Mlarak Elementary School, with an influence of 55.2%. 3) parental attention and motivation have a significant effect on learning outcomes in thematic lessons for class IV students at Joresan Mlarak Elementary School, with an influence of 74.5%. Laela Lutfiana Rachmah. 2019. The Influence of Family Environment and Learning Facilities on Students' Social Sciences Learning Outcomes in View of Learning Motivation. There is a direct influence between the family environment on IPS results. There is a direct influence between student learning facilities on students' social studies results with sig scores. $0.000 < 0.05$. Silvi Junita, Alfi Rahmi, Haidi Fitri. 2019.

The Influence of Learning Motivation and Parental Attention on Mathematics Learning Outcomes of Class VII Students of SMP Negeri 1 Baso in the 2018/2019 Academic Year. The research results showed that partially, learning motivation contributed 20.307% to students' mathematics learning outcomes, parental attention to mathematics learning outcomes contributed 16.3406%, and learning motivation and parental attention simultaneously had a significant influence on

students' mathematics learning outcomes. class VII of SMP Negeri 1 Baso for the 2018/2019 academic year with a contribution of 25.20%.

Furthermore, consistent parental attention can increase students' learning motivation. According to Eccles and Wigfield (2020), learning motivation plays a crucial role in academic achievement, and support from parents can facilitate this achievement by increasing student motivation. Research by Jansen et al. (2017) showed that enhanced intrinsic motivation through parental support contributed to better academic achievement. Thus, parental attention not only influences learning outcomes directly, but also plays a role in motivating students to study harder.

Good learning facilities also support the influence of parental attention. Adequate facilities, such as comfortable study rooms and sufficient educational resources, can increase the effectiveness of learning. Research by Schneider (2016) shows that the quality of learning facilities is positively related to student academic achievement, and this shows that parental attention in providing facilities that support children's learning is very influential. A study by Earthman (2017) underlines the importance of the school's physical environment, which is also influenced by parental attention in maintaining and improving the quality of learning facilities.

Recent research also strengthens these findings. Lee and Bowen (2020) found that parental involvement significantly improved students' academic achievement in elementary schools. This study shows that parental attention and involvement in school activities has a substantial impact on student learning outcomes. In addition, research by Müller and Schmidt (2021) supports that learning motivation triggered by parental support can improve students' test scores, indicating a close relationship between parental attention and academic learning outcomes.

Parental attention is more important than ever. Research by Johnson and McGrath (2022) shows that during distance learning, parental support and attention to children's learning process greatly influences learning outcomes. Digital facilities provided by parents also play an important role in the success of distance learning. These findings emphasize that parental concern remains a key

factor in supporting students' academic achievement, especially in unconventional learning situations.

Overall, the results of this analysis show that parental attention significantly influences student learning outcomes. This research is consistent with theory and recent empirical studies, which confirm the importance of parental support in children's education. With better attention from parents, students tend to achieve better learning outcomes, strengthening the argument that parental involvement is an important factor in improving student academic achievement.

Motivation on Student Learning Outcomes

Based on the results of partial data analysis, it shows that there is an influence of learning motivation (X2) on the learning outcomes of class VI students at SDN Sotabar 02, Pasean District, Pamekasan Regency. It can be concluded that learning motivation has a positive influence on the learning outcomes of class VI students at SDN Sotabar 02, Pasean District, Pamekasan Regency, namely 33.49%. This means that the more motivation to learn, the learning outcomes of class VI students at SDN Sotabar 02, Pasean District, Pamekasan Regency will also be better.

Meilana Sapta Dityawati. 2019. The Influence of Learning Motivation, Ability of Teachers to Teach, Parental Attention and Learning Facilities in Understanding Material of Regulatory Systems in Senior High School. The research results show that the effect of learning motivation is 9.4%; teacher's teaching ability 9.5%; parental attention is 12.1% and learning facilities are 7.6% on understanding the regulatory system material and simultaneously have an influence of 20.3% on understanding the regulatory system material.

Silvi Junita, Alfi Rahmi, Haidi Fitri. 2019. The Influence of Learning Motivation and Parental Attention on Mathematics Learning Outcomes of Class VII Students of SMP Negeri 1 Baso in the 2018/2019 Academic Year. The research results showed that partially, learning motivation contributed 20.307% to students' mathematics learning outcomes, parental attention to mathematics learning outcomes contributed 16.3406%, and learning motivation and parental attention simultaneously had a significant influence on students' mathematics learning outcomes. class

VII of SMP Negeri 1 Baso for the 2018/2019 academic year with a contribution of 25.2004%.

Motivation to learn plays a crucial role in academic achievement. Self-Determination Theory by Deci and Ryan (2015) distinguishes between intrinsic and extrinsic motivation, both of which contribute to academic success. Intrinsic motivation, namely the drive to learn because of personal satisfaction and interest, has been proven to be positively related to student learning outcomes. Research by Schunk, Pintrich, and Meece (2018) supports this by showing that high motivation increases academic achievement through increased learning effort and resilience.

Recent research shows that learning motivation significantly influences learning outcomes. A study by Wang and Holcombe (2019) found that students with high learning motivation showed better academic results compared to students who were less motivated. Learning motivation encourages students to be more actively involved in the learning process, overcome challenges, and utilize available resources to achieve their academic goals.

Adequate learning facilities also play a role in increasing learning motivation. Research by Turner and Meyer (2020) shows that a positive learning environment and adequate resources can increase student motivation, which in turn influences their learning outcomes. A supportive environment provides additional stimulus for students to learn more effectively and committedly.

Apart from learning facilities, support from teachers and families is also important in motivating students. Research by Dweck (2016) shows that emotional support and positive feedback from teachers and parents can increase student motivation. This is in line with findings by Hattie and Timperley (2017), who emphasize that constructive feedback and consistent support can improve motivation and, ultimately, student learning outcomes.

These findings have important implications for educational practice. To improve student learning outcomes, it is important for educators and parents to focus on increasing learning motivation. This can be done through providing a supportive learning environment, using motivating teaching strategies, and providing positive and

constructive feedback. Research by Pintrich (2018) shows that strategies that increase students' intrinsic motivation can significantly improve their academic outcomes.

Overall, the results of this study confirm that learning motivation has a significant positive influence on the learning outcomes of Class VI students at SDN Sotabar 02, Pasean District, Pamekasan Regency. These findings are consistent with motivation theory and recent empirical studies showing that high motivation contributes to better academic achievement. Therefore, efforts to increase student learning motivation must be a priority in educational strategies to achieve optimal learning outcomes.

Facilities for Student Learning Outcomes

Based on the results of partial data analysis, it shows that there is an influence of learning facilities (X3) on the Learning Outcomes of Class VI Students at SDN Sotabar 02, Pasean District, Pamekasan Regency (Y). It can be concluded that learning facilities have a positive effect on the learning outcomes of class VI students at SDN Sotabar 02, Pasean District, Pamekasan Regency (Y), namely 63.90%. This means that the more complete the learning facilities the students have, the better the learning outcomes of class VI students at SDN Sotabar 02, Pasean District, Pamekasan Regency (Y).

Vina Devi Yekti Irawan, 2021, *The Effect of Parental Attention, Rewards, and Learning Facilities on Student Learning Outcomes*, The results of the research show that: (1) There is a significant influence between Parental Attention, Rewards, and Learning Facilities on learning outcomes. indicated by a sig value of $F_{count} 46.856 > F_{table} 2.47$. (2) There is an influence between parental attention, giving awards, and learning facilities on learning motivation.

Ega Sri Dini, 2019, *The Effect of Parental Attention, Educational Background of Parents, Learning Facilities and Learning Motivation on Student Learning Outcomes*. The results of the research show that parental attention, level of education, and learning facilities have a significant effect on student learning motivation, parental education level does not have a significant effect on learning outcomes, parental care, and learning facilities at home have a significant positive effect on

student learning outcomes in areas of expertise. Accounting at Padang City State Vocational School.

Hayatul Azma, 2019, *The Influence of Learning Facilities, Learning Interest, Learning Environment and Learning Motivation on Student Learning Outcomes in Social Sciences Subjects at Tanah Datar Regency Vocational School: Study* (1) Learning facilities have a positive and significant effect on the learning motivation of class XI students at Tanah Datar Regency Vocational School, (2) Learning facilities have a positive and significant effect on the social studies learning outcomes of class XI students at Tanah Datar Regency Vocational School. This means that the better the students' learning facilities at home, the higher the social studies learning outcomes of Tanah Datar Regency Vocational School students. (3) Learning motivation has a positive and significant effect on the social studies learning outcomes of class XI students at Tanah Datar Regency Vocational School. This means that the better the learning motivation, the higher the social studies learning outcomes of Tanah Datar Regency Vocational School students.

Learning facilities include various elements such as classrooms, books, learning equipment, and access to technology. The learning environment theory put forward by Fraser (1994) explains that the quality of the learning environment has a direct effect on student learning outcomes. Recent research by Turner and Meyer (2020) confirms that adequate facilities, including comfortable study spaces and complete study aids, contribute to improving student academic outcomes. Good facilities provide conditions that support an effective learning process, so that students can learn better.

Good learning facilities can also influence student learning motivation. Research by Schneider (2016) shows that adequate learning facilities can increase students' motivation to study, because they feel more supported and comfortable in their learning environment. Facilities such as complete books, modern technology, and conducive classrooms can stimulate students' interest and curiosity, which ultimately has a positive impact on their learning outcomes.

The physical condition of the school,

including the facilities available, has a significant impact on student academic performance. Research by Earthman (2017) confirms that the quality of physical facilities, such as lighting, ventilation and comfortable furniture, is directly related to student learning outcomes. Inadequate facilities can interfere with students' concentration and comfort, whereas good facilities support an effective learning process and improve academic results.

These findings have important implications for education policy. To improve student learning outcomes, it is important for schools and the government to focus on providing adequate learning facilities. Investments in educational facilities, including improving the physical condition of schools and providing technology, can have a significant positive impact on student academic achievement. Research by Woolner et al. (2020) show that improvements in learning facilities can improve academic outcomes and motivate students to study better.

Overall, the results of this research confirm that learning facilities have a significant positive influence on the learning outcomes of Class VI students at SDN Sotabar 02, Pasean District, Pamekasan Regency. These findings are consistent with theory and recent empirical studies showing that good facilities contribute to improving student academic achievement. Therefore, greater attention must be paid to the provision and improvement of learning facilities to ensure optimal learning outcomes for students.

CONCLUSION AND SUGGESTION

Conclusion

Based on the research results, it is concluded as follows:

1. Parental Influence, Motivation, and Learning Facilities

These three factors together have a significant impact on the learning outcomes of class VI students at SDN Sotabar 02. The presence of parental attention, high learning motivation, and adequate facilities really support student learning achievement.

2. The Effect of Parental Attention

Attention from parents has a big influence on student learning outcomes. Children who lack attention tend to be difficult to

manage and seek outside attention, which can have a negative impact on their behavior and learning outcomes.

3. Influence of Learning Motivation

Lack of motivation to learn results in laziness, lack of enthusiasm, and even student absenteeism from school, all of which negatively affect learning outcomes.

4. Influence of Learning Facilities

Adequate learning facilities are important for students. Delays or deficiencies in providing facilities can reduce enthusiasm for learning, which ultimately has an impact on learning outcomes.

Suggestion

Based on the results of this research, the suggestions are as follows:

1. School principals are expected to continue to motivate students by inviting parents and teachers to jointly provide support. With this collaboration, students will feel more comfortable and cared for by important people in their lives.
2. Teachers are expected to always communicate with parents to work together in providing motivation to students, supported by data such as student learning outcomes that have increased or decreased.
3. Even though they are busy, parents are expected to continue to provide attention, enthusiasm and accompany their children in their learning, as well as completing their children's school needs on a regular basis to maximize their learning outcomes.
4. Students are expected to continue to improve their learning outcomes by utilizing parental attention and the learning facilities that have been provided. Keep your enthusiasm for learning, especially in social studies subjects, so you can excel and make your parents proud.
5. It is recommended that future researchers conduct further research on other factors that may be related to parental attention, learning motivation, and learning facilities, such as parents' economic conditions, school distance, and family environment.

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