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The Effect of Learning Interest and Parents' Attention on Learning Achievement of High Class Students Sd Advent Unklab Airmadidi

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Abstract: Education in the 21st century is education that integrates knowledge, skills, and attitudes as well as mastery of information and communication technology (ICT). Therefore, in learning in the digital era or commonly called the digitalization era, teachers must be able to use information and communication technology for use in learning at school. It was found that there are still teachers who are not familiar with technology and do not increase their capacity in this all-digital learning. Researchers used descriptive survey and correlation methods, because this research is focused on solving problems that exist at the present time, namely knowing the contribution between the independent variables, namely learning interest and parental attention with the dependent variable, namely the learning achievement of fifth graders at Advent Elementary School Unklab Airmadidi in the 2021/2022 school year. The results showed that interest in learning had a significant effect on the learning achievement of fifth graders at Adventist Elementary School Unklab Airmadidi. This means that Hypothesis Ho which states there is no effect is rejected and Ha is accepted. Parental attention has a significant influence on the learning achievement of fifth graders at Adventist Elementary School Unklab Airmadidi. This means that Ho which states there is no effect is rejected and Ha is accepted. Learning interest and parental attention have a significant effect on the learning achievement of fifth grade students at Adventist Elementary School Unklab Airmadidi. The results showed that interest in learning had a significant effect on the learning achievement of fifth graders at Adventist Elementary School Unklab Airmadidi. This means that Hypothesis Ho which states there is no effect is rejected and Ha is accepted. Parental attention has a significant influence on the learning achievement of fifth graders at Adventist Elementary School Unklab Airmadidi. This means that Ho which states there is no effect is rejected and Ha is accepted. Learning interest and parental attention have a significant effect on the learning achievement of fifth grade students at Adventist Elementary School Unklab Airmadidi. The results showed that interest in learning had a significant effect on the learning achievement of fifth graders at Adventist Elementary School Unklab Airmadidi. This means that Hypothesis Ho which states there is no effect is rejected and Ha is accepted. Parental attention has a significant influence on the learning achievement of fifth graders at Adventist Elementary School Unklab Airmadidi. This means that Ho which states there is no effect is rejected and Ha is accepted. Learning interest and parental attention have a significant effect on the learning achievement of fifth grade students at Adventist Elementary School Unklab Airmadidi. This means that Hypothesis Ho which states there is no effect is rejected and Ha is accepted. Parental attention has a significant influence on the learning achievement of fifth graders at Adventist Elementary School Unklab Airmadidi.

Keywords: Interest in learning, the role of parents, student learning achievement.

This means that Ho which states there is no effect is rejected and Ha is accepted. Learning interest and parental attention have a significant effect on the learning achievement of fifth grade students at Adventist Elementary School Unklab Airmadidi. This means that

Hypothesis Ho which states there is no effect is rejected and Ha is accepted. Parental attention has a significant influence on the learning achievement of fifth graders at Adventist Elementary School Unklab Airmadidi. This means that Ho which states there is no effect is rejected and Ha is accepted. Learning interest and parental attention have a significant effect on the learning achievement of fifth grade students at Adventist Elementary School Unklab Airmadidi.

PRELIMINARY

Education is very important for everyone because education is a powerful tool to get a better life. According to Law no. 20 year 2003 peducateis a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state. Based on this law, serious attention is needed for educators to develop all the potential possessed by students. School is one of the educational institutions assigned to develop the basic potential possessed by every student. Schools not only provide academic value for students but also provide services in the field of teaching to achieve educational goals. The service in question is that schools must encourage teachers to conduct regular tutoring for students, and create pleasant learning situations, so that students can improve cognitive, affective and psychomotor.

Education in the 21st century is education that integrates knowledge, skills, and attitudes as well as mastery of information and communication technology (ICT). Therefore, in learning in the digital era or commonly called the digitalization era, teachers must be able to use information and communication technology for use in learning at school. It was found that there are still teachers who are not familiar with technology and do not increase their capacity in this all-digital learning.

Since the outbreak of the Corona virus disease (COVID -19), especially in Indonesia, it has provided its own challenges for the world of education. If previously teachers could meet face to face with students and could deliver directly, now teachers must transform in other ways so that they can continue to carry out teaching and learning activities. Teachers must carry out their duties as teachers, where students must get their rights to acquire knowledge.

Teachers have a very important role to foster student interest in learning by teaching that can provide a pleasant atmosphere and can also provide constructive motivation for students. (Riami, 2016). Interest is an impulse or desire in a person for a particular object, such as interest in learning. Interest in learning that arises from students can be seen from students who will feel happy when attending lessons, active in learning, understanding learning material, not bored during learning, doing assignments well, enthusiastic when the teacher explains even when there is difficulty learning to find information via the internet. or books. If students' interest in learning is high, their learning achievement will definitely increase. Conversely, if students' interest in learning is low, their learning achievement will also be low.

Based on the initial pre-study surveys and interviews conducted by researchers at the Unklab Adventist Elementary School for the 2021/2022 academic year, it was found that student learning outcomes in several subjects had not reached the KKM or were still low. Low student interest in learning due to lack of student motivation in learning, lack of understanding of subject matter, irregular study habits due to delaying doing assignments, not being active in class, coming late to school, not interested in the lessons given by the teacher , playing while studying and also quickly get bored of the lack of facilities in class, unstable network, limited learning time, lack of friends who attend class because some study from

home. Interest in learning is very important so that children are happy and enthusiastic in learning.

Parents have a very important role for the success of children in education. Parental attention is one way for children's development in the world of education. Parents must pay attention by educating and guiding their children to become children who serve God, parents, nation and state. Parents are obliged to educate and guide children in order to meet the mental, social and spiritual needs of children. Parents are responsible for guiding and caring for their children especially when they have difficulties in learning. Parental attention is one of the most important factors in the development of children's behavior according to (Purwanto, 2009) saying it is a nature for parents to provide education to their children based on parental love. In this case, parents and educators must prioritize the interests and needs of children first to the exclusion of personal desires and pleasures. The problem is that most parents are already working they are busy with work so they don't have time with their children to study.

In fact, it is also found that most parents are busy neglecting their duties to educate, assist, and give attention and proper learning facilities for their children. Parents pass this responsibility on to caregivers and the school. According to Syafei (2002), parents who think that education is the business of teachers in schools can indeed be justified, but what makes it wrong is that parents are free from their responsibility to educate children by giving reasons; the child has been sent to school and has fulfilled the obligations. Filled materials. In educating children, schools continue the education of children that has been done by parents at home. Family education is the basis of a child's further education, both at school and in the community.

In order to be able to deliver elementary school students to a higher level, a quality teaching and learning process is needed. The teaching and learning process is a process of interaction between two parties, namely students as learning parties, and teachers as teaching parties. From this learning process, student achievement can be known, whether the achievement is high. In other words, learning achievement is a reflection of the learning effort. Femi Olivia (2011) "learning achievement is the peak of learning outcomes that can reflect the success of student learning towards the learning objectives that have been set". Learning achievement can be classified into three domains, namely: cognitive, affective and psychomotor. According to Sukamdinata (2003) "learning achievement is the realization or expansion of a person's potential skills or capacities". Apart from academic grades in the form of grades at the end of the semester, there are also achievements obtained through other skills possessed by students such as subject competitions, sports, art, and the best student awards, these things are also student achievements in school. .

The effect of learning achievement based on the background of students is interest (Suhana 2014:8). Interest is very influential on learning achievement. The higher the student's interest in learning, the higher the learning achievement and conversely the lower the student's interest, the lower the learning achievement. In addition, parental attention is one of the external factors that affect student achievement. Based on research conducted by Darmawan, (2015) The Effect of Interest in Learning and Parents' Attention on Student Achievement in High Class SD Negeri 01 Wonolopo Academic Year 2014/2015. With the conclusion obtained that there is an influence of interest in learning on student achievement in high grade SD Negeri 01 Wonolopo. There is an effect of parental attention on the learning achievement of high-class students at SD Negeri 01 Wonolopo. And there is an influence of interest in learning and parental attention on the learning achievement of high-class students at SD Negeri 01 Wonolopo.

Based on the above background, the authors conducted a study on learning interest and

parents' attention to the learning achievement of high-grade students in fifth grade of Adventist Elementary School Unklab for the academic year 2021/2022.

A. Research purposes

Based on the formulation of the problem above, this study aims to analyze and describe:

1. The effect of student interest in learning on the learning achievement of fifth graders at Adventist Elementary School Unklab Airmadidi
2. The effect of parental attention on the learning achievement of fifth graders of Adventist Elementary School Unklab Airmadidi
3. The effect of students' interest in learning and parents' attention on the learning achievement of fifth graders at Adventist Elementary School Unklab Airmadidi. Learning according to Slavin in Chotimah and Fathurrohman (2018) is, "A relatively permanent change in behavior or potential for behavior as a result of reinforced experience or practice." Furthermore, Skinner's opinion (Walgito, 2002) provides a definition of learning "Learning is a process of progressive behavior adaptation". From this definition, it can be stated that with learning there is a change in behavior that is better than the previous situation.

Furthermore, Slameto (2010) stated, "Learning is a process of changing behavior as a result of interaction with the environment in meeting the needs of life". "Learning is a change in behavior obtained by students after undergoing learning activities" (Rifa'i and Anni, 2011). In line with that Jihad and Haris (2012) revealed that learning outcomes are achievements in the form of behavioral changes that tend to persist from the cognitive, affective, and psychomotor shutters of the learning process carried out within a certain time.

Based on the opinion of experts, it can be concluded that learning is a change based on experience accompanied by changes in behavior. Furthermore, learning is a process of interaction between students and learning resources in a learning environment, which develops creative thinking that can improve one's thinking skills and can increase new abilities and knowledge as an effort to improve good mastery in learning through practice and practice.

RESEARCH METHODOLOGY

The researcher uses a descriptive survey and correlation method, because this research focuses on solving problems that exist at the present time, namely knowing the contribution between the independent variables, namely interest in learning and parents' attention with the dependent variable, namely the learning achievement of class V Elementary School Adventist Unklab Airmadidi academic year 2021/2022. According to Sugiyono (2016) that descriptive statistics are used to describe data from the collected samples for data analysis. In an effort to explain the pattern of functional relationships between these variables, survey methods and correlations with a quantitative approach were used and analyzed using multiple regression analysis.

2. Research Sample

Given the limitations of research capabilities in terms of time, effort and cost, a sampling was carried out. In this study, researchers used non-probability sampling with purposive sampling technique. Purposive sampling is a sampling technique with certain considerations. In this study, the sample size was determined using the Slovin formula. The Slovin formula is as follows:

$$n = \frac{N}{1 + Ne^2}$$

Information:

n = sample size

N = population size

e = standard error (5%)

Based on the Slovin formula, the sample size is obtained as follows:

$$n = \frac{235}{1 + 235.\,0{,}05^2}$$

n = 235 :1.5875

n = 148.03

By using the Slovin formula, the number of samples that will be used as respondents in this study is 148 respondents. However, on the consideration of the researcher, due to time and cost limitations, the sample used is 90 respondents taken from class V Adventist Elementary School Unklab Airmadidi.

The data obtained in this study were analyzed using descriptive and statistical techniques. Descriptive statistics is the presentation of data through tables of frequency, mode, median and mean. Furthermore, inferential statistical analysis is a statistic that can be used to analyze sample data and the results are applied to the population.

RESEARCH RESULTS AND DISCUSSION

The research instrument of student interest in learning consists of 24 statement items.

Based on the results of the study obtained the following data:

Table 4.1 Descriptive Student Interests

Statistics		
Interested to learn		
N	Valid	90
	missing	0
mean		77.69
median		80.00
Mode		80
Std. Deviation		13,927
Range		57
Minimum		50
Maximum		107
Sum		6992

The number of respondents (n) is 90, the lowest score is 50 and the highest score is 107, the score range (range) is 57. The average value (mean) is 77.69; the median value is 80.00, the most frequent value (mode) 80 and standard deviation (std.Deviation) 13,927. The total score is 6992.

1. Parental Attention Variable Data

The research instrument for parents' attention consists of 25 statement items.

Based on the research data obtained the following data:

Table 4.2 Descriptive Attention of Parents of Students

Statistics		
Parents attention		
N	Valid	90
	missing	0
mean		83.39
median		84.00
Mode		80
Std. Deviation		9.517
Range		43
Minimum		62
Maximum		105
Sum		7505

The number of respondents (n) is 90, the lowest score is 62 and the highest score is 105, the range of scores is 43. The average value (mean) is 83.39; the median is 84.00, the most frequent value (mode) 80 and standard deviation (std.Deviation) 9.517. The total score is 7505.

2. Student Achievement Variable Data

Achievement is measured by using student test scores in semester I, 2021/2022. Based on the research data obtained the following data:

Table 4.3 Descriptive Student Achievement

Statistics		
Learning achievements		
N	Valid	90
	missing	0
mean		82.99
median		85.00
Mode		80
Std. Deviation		10,712
Range		47
Minimum		53
Maximum		100
Sum		7469

The number of students' average scores is 90, the lowest score is 53 and the highest score is 100, the score range (range) is 47. The average value (mean) is 82.99; the median is 85.00, the most frequent value (mode) 80 and standard deviation (std.Deviation) 10,712. The total score is 7469.

B. Testing Requirements Analysis

In accordance with the applicable rules in statistical testing, before the data is calculated for the purpose of testing the hypothesis, it is necessary to first test whether the test requirements are met or not. At least there are requirements that must be met in the non-parametric statistical test, namely the normality test, and the linearity assumption test. As a requirement,

before conducting analysis for hypothesis testing, the test requirements in question must be met.

1. Normality Test

The normality test was conducted to ascertain whether the data collected from the respondents came from a normally distributed population or not. Normality testing using SPSS 25 software using the One Sample Kolmogorov-Smirnov Test method. The residual is said to be normally distributed if the probability value (p) > (0.05). Based on the research data, the state of the normality test data can be explained as follows:

Table 4. 4. Normality Test Results

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		90
Normal Parameters, b	mean	.0000000
	Std. Deviation	5.02048227
Most Extreme Differences	Absolute	.052
	Positive	.052
	negative	-.052
Test Statistics		.052
asymp. Sig. (2-tailed)		.200c,d
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		
d. This is a lower bound of the true significance.		

The significant value for the residual normality test was found to be greater than 0.05, which is 0.200. Thus the residual data in this study is normally distributed.

2. Linearity Test

Linearity test is used to determine whether the variable X and variable Y have a relationship or not. The linearity test was carried out using the ANOVA test. Decision rules are based on probability. If probability (p) > (0.05), then both variables are linear. On the other hand, if the probability (P) < (0.05) then the two variables are not linear. To simplify the calculation, the analysis was carried out using SPSS statistics 25.

a. Linearity Test Results for X1 and Y Variables.

The analysis of the results of the linearity test of X1 against Y is shown in the following table.

Table 4.5 Linearity Test Analysis of X1 against Y

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Y*X1	Between Groups	(Combined)	5708.243	27	211.416	2,910	.000
		linearity	2729,720	1	2729,720	37,570	.000
		Deviation from	2978,522	26	114.559	1,577	.073

		Linearity					
	Within Groups		4504.746	62	72.657		
	Total		10212,989	89			

Based on the results of the analysis as shown in table 4.5 the value of sig. for Deviation from Linearity of 0.073, it means that the value of P > (0.05), then the two variables are linear.

b. Linearity Test Results for X2 and Y Variables.

The analysis of the results of the linearity test of X2 against Y is shown in the following table.

Table 4.6 Linearity Test Analysis of X2 against Y

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Y* X2	Between Groups	(Combined)	7116,905	29	245.411	4.756	.000
		linearity	5736,640	1	5736,640	111.172	.000
		Deviation from Linearity	1380,264	28	49,295	.955	.540
	Within Groups		3096,084	60	51,601		
	Total		10212,989	89			

Based on the results of the analysis as shown in table 4.5 the value of sig. for Deviation from Linearity of 0.540, it means that the P value > (0.05), then the two variables are linear.

C. Hypothetical Testing

1. Hypothesis Testing 1.

Hypothesis I in this study are:

Ho :Thereis no influence between students' interest in learning on the learning achievement of fifth graders at Adventist Elementary School Unklab Airmadidi.

Ha :Thereis an influence between students' interest in learning on the learning achievement of fifth graders at Adventist Elementary School Unklab Airmadidi.

Simple linear regression analysis was used to test Hypothesis I about the effect of student interest in learning variables on student achievement variables. The results of the analysis using SPSS Statistics 25 .

Table 4.7 Summary of Variable Model X1 against Y

Model Summaryb				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.517a	.267	.259	9,222
a. Predictors: (Constant), Interest in Learning				
b. Dependent Variable: Learning Achievement				

Based on the results of the analysis, it is known that the correlation coefficient explains the

magnitude of the correlation/relationship value (R), which is 517. From the output, the coefficient of determination (R square) is 267, which means that the influence of the learning interest variable on the learning achievement variable has a strong relationship. The positive number on the correlation coefficient shows that the variable interest in learning (X1) on student achievement (Y) has a positive and unidirectional correlation. Thus, it can be interpreted that the higher the student's interest in learning, the higher the student's learning achievement.

Table 4.8 Regression Analysis of X1 against Y

Coefficientsa						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	52.096	5.539		9.406	.000
	Interested to learn	.398	.070	.517	5.666	.000
a. Dependent Variable: Learning Achievement						

Based on the table above, the following simple regression equation is obtained:

= a + bX1

= 52.096 + 0.398X1

where

□ =Learning achievements

X1 =Interest to learn

a =the constant number of Under standard Coefficients which in this study is 52,096, this means that the constant value of the student interest variable is 52,096.

b =the regression coefficient is 0.398. This figure means that for every additional one score of interest in learning, the student achievement score is predicted to increase by 0.398. On the other hand, if the learning interest score is reduced by one point, the student's learning achievement is predicted to decrease by 0.398.

The significant test uses the T test with the following decision rules:

If then reject Ho, it means significant and$T_{hitung} \geq T_{tabel,}$

If then accept Ho, the meaning is not significant$T_{hitung} \leq T_{tabel,}$

Based on the results of the analysis in table 4.8 obtained = 5.666. with a significant level = 0.05, degrees of freedom (df n-2) = 88 obtained = 1.662. It turns out that = 5.666 is greater than = 1.662 or then reject Ho, accept Ha means significant.$T_{hitung}T_{tabel,}T_{tabel,}T_{hitung}T_{tabel,}T_{hitung} \geq T_{tabel,}$

2. Hypothesis Testing II.

Hypothesis II in this study is:

Ho :Thereis no effect between parental attention on the learning achievement of fifth graders at Adventist Elementary School Unklab Airmadidi.

Ha :Thereis an influence between students' interest in learning on the learning achievement of fifth graders at Adventist Elementary School Unklab Airmadidi.

Simple linear regression analysis was used to test Hypothesis II about the effect of student interest in learning variables on student achievement variables. The results of the analysis using SPSS Statistics 25.

Table 4.9 Regression Analysis of X2 against Y

Model Summaryb				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.749a	.562	.557	7.132
a. Predictors: (Constant), Parental Attention				
b. Dependent Variable: Learning Achievement				

Based on the results of the analysis, it is known that the correlation coefficient explains the magnitude of the correlation/relationship value (R), which is 749. From the output, the coefficient of determination (R square) is 562, which means that the influence of the parental attention variable on the learning achievement variable has a strong relationship. The positive number on the correlation coefficient shows that the variable interest in learning (X2) on student achievement (Y) has a positive and unidirectional correlation. Thus, it can be interpreted that the higher the parents' attention, the higher the student's learning achievement.

Table 4.10 Regression Analysis of X2 against Y

Coefficientsa						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	12,644	6.667		1,897	.061
	Parents attention	.844	.079	.749	10,620	.000
a. Dependent Variable: Learning Achievement						

Based on the table above, the following simple regression equation is obtained:

= a + bX1

= 12.644 + 0.844X1

where

 =Learning achievements

X2 =Parents attention

a =the constant number from the Under standard Coefficients which in this study is 12,644, this means that the constant value of the parental attention variable is 12,644.

b =the regression coefficient is 0.844. This figure means that for every additional one score of interest in learning, the student achievement score is predicted to increase by 0.844. On the other hand, if the learning interest score is reduced by one point, the student's learning achievement is predicted to decrease by 0.844.

The significant test uses the T test with the following decision rules:

If then reject Ho, it means significant and$T_{hitung} \geq T_{tabel,}$

If then accept Ho, the meaning is not significant$T_{hitung} \leq T_{tabel,}$

Based on the results of the analysis in table 4.10 obtained = 10.620 with a significant level = 0.05, degrees of freedom (df n-2) = 88 obtained = 1.662. It turns out that = 10,620 is greater than = 1,662 or then rejects Ho, accepts Ha, which means it is significant.$T_{hitung} T_{tabel,} T_{tabel,} T_{hitung} T_{tabel,} T_{hitung} \geq T_{tabel,}$

3. Hypothesis Testing III.

Hypothesis III in this study is:

Ho :Thereis no simultaneous effect of student interest in learning and parental attention on the learning achievement of fifth graders at Adventist Elementary School Unklab Airmadidi.

Ha :Thereis an influence between students' interest in learning on the learning achievement of fifth graders at Adventist Elementary School Unklab Airmadidi.

Simple linear regression analysis was used to test Hypothesis III about the effect of student interest in learning variables on student achievement variables. The results of the analysis using SPSS Statistics 25.

Table 4.11 Regression Analysis X1, X2 against Y

Model Summaryb				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.770a	.593	.584	6,912
a. Predictors: (Constant), Parental Attention, Interest in Learning				
b. Dependent Variable: Learning Achievement				

Based on the results of the analysis, it is known that the correlation coefficient explains the magnitude of the correlation/relationship value (R), which is 770. From the output, the coefficient of determination (R square) is 593, which means that the influence of the variable interest in learning and parental attention on the student achievement variable has a strong relationship. Strong. The positive number on the correlation coefficient shows that the variable interest in learning and parents' attention (X2) on student achievement (Y) has a positive and unidirectional correlation. Thus, it can be interpreted that the more students' interest in learning and the attention of parents, the higher the student's learning achievement.

To test the feasibility of the regression model, the ANOVA test was carried out as shown in the following table:

Table 4.12 ANOVA test X1, X2 against Y

ANOVAa						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6055,974	2	3027,987	63.371	.000b
	Residual	4157.015	87	47,782		
	Total	10212,989	89			
a. Dependent Variable: Learning Achievement						
b. Predictors: (Constant), Parental Attention, Interest in Learning						

The ANOVA test in an F of 63,371 at a significant level (probability) of 0.000. Because p = 0.000<0.05, then the regression model is feasible to use to predict student achievement. Thus, the variables of student interest in learning and parents' attention jointly affect student learning achievement.

Furthermore, regression analysis to determine the regression equation X1, X2, against Y and

to test the significance of the regression coefficient as follows:

Table 4.13 Regression Analysis X1, X2 against Y

Coefficientsa						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	9,736	6.558		1.485	.141
	Interested to learn	.155	.060	.202	2,585	.011
	Parents attention	.734	.088	.652	8,343	.000
a. Dependent Variable: Learning Achievement						

Based on table 4.13, the following multiple regression equation is obtained:

= a + b1X1 + b2X2

= 9.736 + 0.155X1 + 0.734X2

Where

 =Learning achievements

X1 =Student Interests

X2 =Parents attention

a =the constant number from the under standard Coefficients which in this study is 9,736 means that the constant value of the variable of student interest in learning and parents' attention is 9,736.

b_1 = regression coefficient number of0.155

b_2 = regression coefficient number of 0.734

This figure means that for every additional one score of interest in learning and parental attention, the student achievement score is predicted to increase by 0.889 (0.155 + 0.734). On the other hand, if the learning interest score is reduced by one point, the student's learning achievement is predicted to decrease by 0.889.

The significant test uses the T test with the following decision rules:

If then reject Ho, it means significant and$F_{hitung} \geq F_{tabel,}$

If then accept Ho, the meaning is not significant$F_{hitung} \leq F_{tabel,}$

Based on the results of the analysis in table 4.12 obtained = 63.371. with a significant level = 0.05, dk denominator = 2 and dk denominator = 87 obtained = 3.101. It turns out that = 63.371 is greater than = 3.101 or then rejects Ho, accept Ha means it is significant.$F_{hitung}F_{tabel,}F_{tabel,}F_{hitung}F_{tabel,}F_{hitung} \geq F_{tabel,}$

D. Research Discussion

Based on the test results described above, it is evident that interest in learning and parental attention significantly influence both individually and collectively on student achievement.

1. **The Influence of Learning Interest on the Learning Achievement of Class V School Students**

Airmadidi Unklab Adventist Base?

The results of testing hypothesis I show that there is a significant relationship between interest in learning and student achievement. The regression coefficient of interest in learning is positive, this indicates that the unidirectional movement of these two variables explains that the better the interest in learning, the learning achievement also increases.

Results from this study supports the opinion of experts that interest in learning is important for students to improve their learning achievement. According to Slameto (2013: 57) interest in learning has a big influence and has a relationship to the process as well as learning outcomes. If the subject matter studied is not in accordance with the student's interests, he will not study earnestly, because there is no attraction for him. He seemed reluctant to study seriously, because he felt he did not get satisfaction from the lesson. Therefore, the greater the student's interest in learning, the higher the learning achievement.

The effect of parental attention on student achievement in class V School

Airmadidi Unklab Adventist Base?

The results of testing hypothesis II show that there is a significant relationship between parental attention and student achievement. The regression coefficient of interest in learning is positive; this indicates that the unidirectional movement of these two variables explains that the greater the attention of parents, the learning achievement also increases.

Parents are required to provide tutoring at home, cooperation is needed between the two parties as stated by Nana & Sukma (2005: 142), namely parents have an important role in improving children's learning achievements.

Significant effect of interest in learning and the effect of parental attention on

Student achievements. Class V Adventist Elementary School Unklab Airmadidi?

The results of testing hypothesis III show that there is a significant effect of student interest in learning and parental attention on student achievement. The positive multiple regression coefficient shows the relationship between unidirectional variables explaining that the better the application of learning interest and parental attention, the learning achievement also increases. Conversely, if interest in learning and parental attention decreases, learning achievement also decreases.

This study is in accordance with the theory expressed by Muhibbin Syah (2008:132) and Abu Ahmadi (1991:130) which reveal that learning achievement is influenced by internal factors from students, one of which is interest in learning and is also influenced by external factors from outside the students themselves. in the form of parental factors. In addition, this study is also in accordance with research conducted by Andriana Ovi Kristanti (2012) which concludes that there is a positive and significant influence on learning interest and parental attention together on learning achievement.

CONCLUSION

Based on the results of research and discussion in the previous chapter regarding the influence of student interest in learning and parental attention on learning achievement at UNKLAB Adventist Elementary School, the following conclusions can be drawn:

1. Interest in learning has a significant influence on the learning achievement of fifth graders at Adventist Elementary School Unklab Airmadidi. This means that Hypothesis Ho which states there is no effect is rejected and Ha is accepted.

2. Parental attention has a significant influence on the learning achievement of fifth graders at Adventist Elementary School Unklab Airmadidi. This means that Ho which states there is no effect is rejected and Ha is accepted.
3. Interest in learning and parental attention has a significant effect on the learning achievement of fifth graders of Adventist Elementary School Unklab Airmadidi. This means that Hypothesis Ho which states there is no effect is rejected and Ha is accepted.

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