

# Relationship Between Parents' Attention And Learning Motivation On The Trutching Behavior Of Private Madrasah Aliyah (MAS) Alwashliyah Tebing Tinggi City Students

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## Abstract.

Adolescence is a period of human development. This period is a period of change or transition from childhood to adulthood which includes biological changes, psychological changes, social changes. Truant behavior is one of the negative behaviors of students who often leave school or class without any clear reason. The aim of this research is to determine and analyze the relationship between parental attention and learning motivation and the expected behavior of Alwashliyah MAs students in Tebing Tinggi City. This research uses a quantitative research method, namely the method for collecting research data using a questionnaire with respondents to obtain information about the variables studied using a questionnaire. The research results show a significant negative relationship between parental attention and supportive behavior as seen from the coefficient value ( $R_{xy}$ ) = -0.572 with  $p = 0.000 < 0.050$ . , the terminant coefficient ( $R^2$ ) value is 0.327, meaning that parental attention contributes 32.7% to students' correct behavior at MAs Alwashliyah, Tebing Tinggi City.

**Keywords:** Students, Behavior, Trust and Parents.

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## I. INTRODUCTION

Adolescence is a period of human development. This period is a period of change or transition from childhood to adulthood which includes biological changes, psychological changes, social changes. This is in accordance with the opinion of Santrock (2007) who says that adolescence is a period of developmental transition between childhood and adulthood which involves biological, cognitive and socio-emotional changes. The teaching and learning process at school is intended to help students grow and develop and discover their personalities towards maturity. Grow and develop optimally in various aspects of personality in order to become an adult human being who is able to stand alone in the midst of society. The reality in the field is that it is often found that some students experience failure in their learning. Factors that cause this include talking to yourself in class, making noise, disturbing your friends, being indifferent when the teacher explains the lesson, not concentrating on studying. Adolescents are trapped in environmental conditions that can cause them to behave deviantly. Deviant behavior is a form of negative behavior that violates the norms that apply in a particular society or environment. Behavioral deviations carried out by students who usually enter the teenage stage cannot be separated from the influence of relationships between peers. To some extent, the friendship environment will definitely have an impact on the development of their thought patterns and behavior. If their friends' environment is positive then they will develop in a positive direction, but conversely if their friends' environment is negative then they will also develop in a negative direction. Deviant behavior that is usually carried out during adolescence is smoking, fighting and truancy. Truant behavior among students is nothing new for every student at school.

It doesn't only happen to male students, female students also often do this activity. Some do it individually, but quite a lot also do it in groups. The phenomenon of truancy by students at school can be understood as an act of wrong behavior, where students solve their problems through shortcuts that they think are the best solution to the problems they experience. . For the school, of course this action has violated the applicable rules or regulations. According to Prayitno and Erman Amti (2015), truant behavior has several impacts such as decreasing interest in learning, failing exams, learning results obtained not in accordance with one's potential, not being promoted to class, mastery of subject matter lagging behind his/her peers. , and expelled from school. This form of truancy behavior, such as leaving class or not attending school

without clear explanation, is caused by several factors both from within the individual and from outside. One factor from outside the individual is a lack of attention from parents. Parental attention is very necessary as reinforcement in the learning process. A parent's role in providing attention to children is expected to be able to understand a child's personality and growth and development, so as parents they must be able to pay attention to children's talents, provide opportunities for children to develop, parents as a community, even in a school environment, must work together with the community. must also work together with schools.

The attention that parents should pay is attention that is accepting, namely attention that is full of sincere love, placing children in an important position in the family, providing direction to children, and always building harmonious relationships in the family. This will create a comfortable home atmosphere for children. Harmonious relationships within the family, sincere and loving attention from parents will provide children with a sense of comfort in learning. Apart from external factors, there are also internal factors that cause truant behavior, namely lack of student motivation to learn. Motivation to learn is the drive that exists within a person to try to make changes in behavior to be better in order to meet life's needs. Winkel, Jahja and Hamalik (in Jumiayati, 2016) state that motivation is an encouragement given by other people to achieve their goals and is a change in energy within a person's personality which is characterized by the emergence of effectiveness and reactions to achieve goals. Learning motivation is the overall driving force within students to foster learning activities and provide direction to learning activities so that student goals can be achieved. There are two motivations for learning, namely internal and external encouragement. So that a student/learner has the motivation to learn to encourage himself to achieve and achieve the success he desires. Truant behavior is one of the negative behaviors of students who often leave school or class without any clear reason. If truant behavior by students is high, then students' learning motivation at school will be low. Therefore, your learning motivation must be higher to reduce existing truant behavior.

Good consistency in learning can help students to maintain their achievements. Students' independent attitude makes them persistent in studying even harder, so that students have the intention to always increase their motivation to learn. This is supported by Laksmitaningtyas' research on the Relationship Between Learning Motivation and Truant Behavior. There is a negative relationship between learning motivation and truant behavior in class XII students at SMK TI Airlangga Samarinda. This means that the higher the learning motivation, the lower the truancy behavior, conversely the lower the learning motivation, the higher the truancy behavior. After conducting interviews with guidance and counseling teachers and data obtained based on recapitulation of class student attendance data starting from classes X and There are various reasons why students skip school, namely some deliberately want to get attention from their parents and some also have low motivation to learn. From the results of interviews with guidance and counseling teachers and the phenomena that exist at MAs Alwashliyah, Tebing Tinggi City, which are the background to students' truant behavior away from themselves and their families. To follow up and obtain more detailed information, researchers conducted research entitled "The relationship between parental attention and learning motivation and truant behavior of students at MAs Alwashliyah, Tebing Tinggi City.

## II. METHODS

### *Variable Identification*

Identification of research variables needs to be determined before data collection is carried out. Identifying research variables will help in determining and collecting data and data analysis techniques that are relevant to the research objectives. According to Azwar (2014) identification variable is step determination variables main in study and determining their respective functions. Variables are symptoms that vary, which become object study. Variable study differentiated become two that is independent variable (*independent*) And dependent variable (*dependent*). According to Azwar (2014) an independent variable is a variable whose variations influence other variables or it can be said that an independent variable is a variable whose influence on other variables you want to know. The dependent variable is a variable that is influenced or becomes a consequence, because of the existence of the independent variable. In this study, there are 3 variables to be studied consisting of two independent variables and 1 dependent variable, including the following:

1. Independent Variable : Parents attention ( $X_1$ )
2. Independent Variable : Learning Motivation ( $X_2$ )
3. Dependent variable : Truant Behavior (Y)

**Research Instruments (if quantitative research) / Data Collection Techniques (if qualitative research)**

A representative sample is a sample that can truly represent the characteristics of the entire population. For this reason, sampling techniques are needed so that the samples taken are representative of each part of the population. In this research, the sampling method used was *purposive sampling*. *Purposive sampling* is a technique for determining samples by considering certain characteristics (Sugiyono, 2016). Subjects are not selected randomly but are instead chosen following certain criteria. This approach includes *non-probability sampling* because it does not aim to generalize research findings, the criteria are:

- a. Because in the absence data held by guidance counselors for classes XI and
- b. Ages 15 and 18 are teenagers, where most high school students are.

**Research subject**

The subjects of this research were registered students of MAS Alwashliyah Tebing Tinggi and active in the learning process totaling 110 students.

**Research methods**

The method for collecting research data used a questionnaire with respondents to obtain information about the variables studied using a questionnaire. A questionnaire is a list of written statements that have been previously formulated to be answered by the respondent. The questionnaire was chosen because it is an efficient data collection to find out exactly what is needed and how to measure research variables (Sekaran, 2006).

**Truancy Behavior Scale**

The questionnaire used to measure truancy behavior variables is using a scale based on the Guttman scale. The Guttman scale in this research contains statements based on favorable and unfavorable. The available alternative answers are divided into two alternatives, namely: "yes" or "no". In this questionnaire there are two groups of statements supporting the theory of truant behavior (Favorable) and statements rejecting the theory of truancy behavior (Unfavorable). Statements that are Favorable are assessed as follows: yes = 1 or No = 0. Meanwhile statements that reflect Unfavorable are assessed as follows: yes = 0 or No = 1.

The scale grid for the truant behavior variable can be seen in detail in the following table:

**Table 1.** Grid truant behavior scale

No	Characteristics of truant behavior	Items		Amount
		<i>Favorite</i>	<i>Unfavorable</i>	
1	Not going to school for days	5,6	13,14,21	5
2	Do not enter school without permission	1,2,15,16	20,23	6
3	Often goes out at certain class times	3,4,29,31	18,19,28,30, 32	9
4	Going to school changes days	7	10	2
5	Inviting friends to go out during class hours that they don't like	8,9,11,26	25	5
6	Don't go to class again after break time	12,17,27	22,24	5
	Amount	18	14	32

**Parental Concern Scale**

The questionnaire used to measure the variable parental attention is using a scale based on the *Likert scale* which has been modified into four alternative answers, namely: very suitable (SS), suitable (S), Not suitable (TS), Very inappropriate (STS). The *Likert scale* has two characteristics, namely *favorable* /positive statements (supporting the statement) and *unfavorable* / negative (not supporting the statement). Statements that are *favorable* are given a score range of 4-1 and those that are *unfavorable* are given a score range of 1-4. The above description in detail can be seen in the table below:

**Table 2.** Alternative answers for parental attention

Alternative answer	Score	
	Positive statement	Negative statement
Strongly agree	4	1
Agree	3	2
Don't agree	2	3
Don't agree	1	4

The scale grid for the parental attention variable can be seen in detail in the following table:

**Table 3.** Grid parental attention scale

No	Indicators	Items		Amount
		<i>Favorite</i>	<i>Unfavorable</i>	
1	Giving rewards or punishments	4,5,6	12,13	5
2	Providing guidance/assistance with difficulties	1,2,3,14,15,22	17,24	8
3	There is a good relationship between family members	10,11, 23, 25, 26,29,	18,21, 28	9
4	Meeting children's learning needs	7,8,9,16,19, 20	27.30	8
	Amount	21	9	30

### **Learning Motivation Scale**

The questionnaire used to measure the variable parental attention is using a scale based on the *Likert scale* which has been modified into four alternative answers, namely: very suitable (SS), suitable (S), Not suitable (TS), Very inappropriate (STS) . The *Likert scale* has two characteristics, namely *favorable /positive* statements (supports the statement) and *unfavourable/ negative* (does not support the statement). Statements that are *favorable* are given a score range of 4-1 and those that are *unfavorable* are given a score range of 1-4. The detailed description above can be seen in the table below:

**Table 4.** Alternative answers to learning motivation

Alternative answer	Score	
	Positive statement	Negative statement
Strongly agree	4	1
Agree	3	2
Don't agree	2	3
Don't agree	1	4

The scale grid of the learning motivation variable can be seen in detail in the following table

**Table 1.5.** Grid learning motivation scale

No	Aspects of learning motivation	Items		Amount
		<i>Favorite</i>	<i>Unfavorable</i>	
1	There is passion and desire to succeed	4,5,6,11,12,23,31	24,25,43	11
2	There is encouragement and need for learning	1,2,17,18,32,33	40,41	8
3	There are hopes and aspirations for the future	9,10,27,30	44,26,39	7
4	There is appreciation in learning	8,13,14,19	29	5
5	There are interesting learning activities	16,22,42	20.34	5
6	There is a conducive learning environment	3, 7, 28, 36, 38,37	15,21,35	8
	Amount	30	15	44

### **Analysis Techniques**

The SPSS for Windows statistical program tool to simplify the research data process so that the output of the data processing results that have been collected is obtained, then the output of the data processing results is interpreted and analysis is carried out on it. After the analysis is carried out, conclusions are then drawn as a result of the research. Multiple regression tests are carried out to determine the extent to which the independent variable influences the dependent variable. In the multiple regression there is one dependent variable of student truancy behavior and two independent variables of parental attention and learning motivation.

## **III. RESULT AND DISCUSSION**

Truant Behavior Scale is structured based on aspects of truancy behavior according to Prayitno and Erman Amti (2015) , namely not going to school for days, not going to school without permission, often oing

out at certain class times, going to school on alternate days, inviting friends to go out on I don't like class hours, I don't go to class again after break time.

**Table 4.** Distribution of the Truant Behavior Scale before the trial

No	Characteristics of truant behavior	Items		Amount
		<i>Favorite</i>	<i>Unfavorable</i>	
1	Not going to school for days	5,6	13,14,21	5
2	Do not enter school without permission	1,2,15,16	20,23	6
3	Often goes out at certain class times	3,4,29,31	18,19,28,30,32	9
4	Going to school changes days	7	10	2
5	Inviting friends to go out during class hours that they don't like	8,9,11,26	25	5
6	Don't go to class again after break time	12,17,27	22,24	5
	Amount	18	14	32

#### Parental Concern Scale

Scale is based on indicators of parental attention according to Slameto, (2010), namely giving rewards or punishments, providing guidance/assistance with difficulties, having good relationships between family members, meeting children's learning needs.

**Table 5.** Distribution of the Parental Attention Scale before the trial

No	Indicators	Items		Amount
		<i>Favorite</i>	<i>Unfavorable</i>	
1	Giving rewards or punishments	4,5,6	12,13	5
2	Providing guidance/assistance with difficulties	1,2,3,14,15,22	17,24	8
3	There is a good relationship between family members	10,11, 23, 25, 26,29,	18,21, 28	9
4	Meeting children's learning needs	7,8,9,16,19, 20	27,30	8
	Amount	21	9	30

#### Learning Motivation Scale

learning motivation scale was prepared based on a spec-aspect of learning motivation according to Hamzah B. Uno, ( 2008 ), namely : a desire and desire to succeed, a drive and need for learning, a hope and aspiration for the future, a reward for learning , there are interesting learning activities, there is a conducive learning environment .

**Table 6.** Distribution of the Learning Motivation Scale before the trial

No	Aspects of learning motivation	Items		Amount
		<i>Favorite</i>	<i>Unfavorable</i>	
1	There is passion and desire to succeed	4,5,6,11,12,23,31	24,25,43	11
2	There is encouragement and need for learning	1,2,17,18,32,33	40,41	8
3	There are hopes and aspirations for the future	9,10,27,30	44,26,39	7
4	There is appreciation in learning	8,13,14,19	29	5
5	There are interesting learning activities	16,22,42	20,34	5
6	There is a conducive learning environment	3, 7, 28, 36, 38,37	15,21,35	8
	Amount	30	15	44

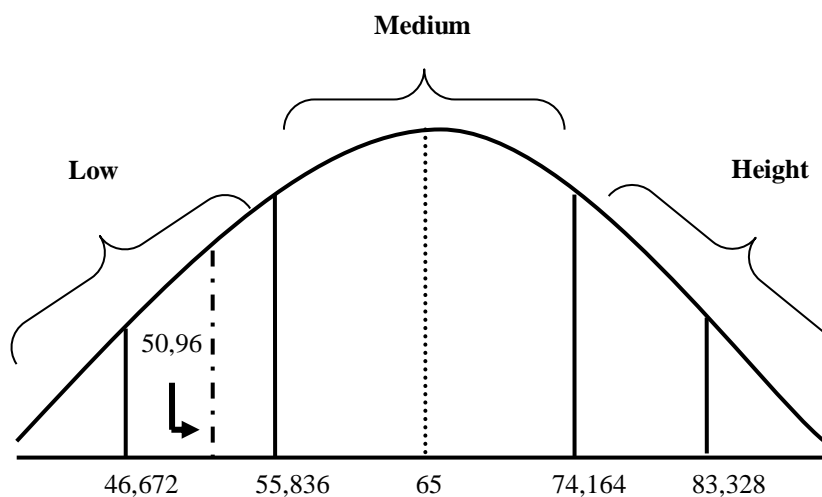
The three scales are prepared based on the Guttman scale model and the Likert scale. In the Guttman Scale, the available answers are divided into two alternatives, namely: "yes" or "no". In this questionnaire there are two groups of statements supporting *Favorable* and *Unfavorable statements* . *Favorable* statements are assessed as follows: yes = 1 or No = 0. Meanwhile, statements that reflect *Unfavorable* are assessed as follows: yes = 0 or No = 1. In the *Likert scale* , statement items in psychological measuring instruments are made into two groups of items, namely items in the form positive or *favorable statements* and items in the form of negative or *unfavorable statements*. By using modifications to the alternative answers into a four level scale, namely: Strongly Agree (SS), Agree (S), Disagree (TS) and Strongly Disagree (STS). The assessment given for *favorable answers* , namely "SS (Strongly Agree)" is given a value of 4, the answer "S (Agree)" is given a value of 3, the answer "TS (Disagree)" is given a value of 2 and the answer is "STS (Strongly Disagree) " is given a value of 1. Meanwhile, for *unfavorable items* , the assessment given for the answer "SS (Strongly Agree)" is given a value of 1, the answer "S (Agree)" is

given a value of 2, the answer "TS (Disagree)" is given a value of 3 and the answer "STS (Strongly Disagree)" is given a value of 4. In an effort to determine the condition of the categories of parental attention, learning motivation and truant behavior, it is necessary to compare the empirical mean/average value with the hypothetical mean/average value by paying attention to the SD number of each variable.

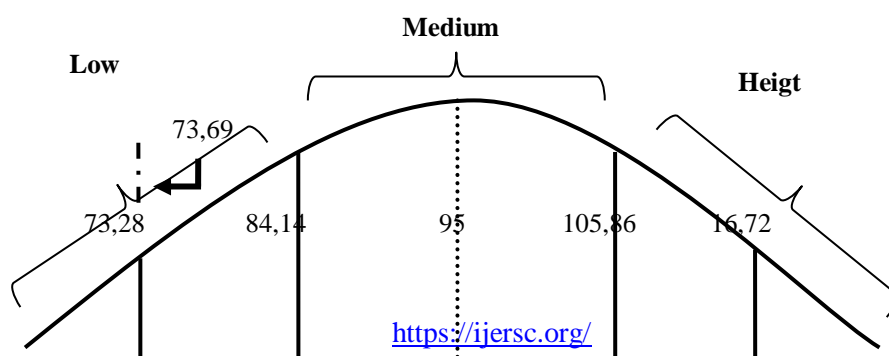
For the parental attention variable the SD value is 9.164, for the learning motivation variable the SD value is 10.860 and for the truancy behavior variable the SD value is 6.400. From the size of the SD number, for the variable parental attention, if the mean/hypothetical average value < the mean/empirical average value, where the difference exceeds the SD number, then it is stated that parental attention is large and if the mean/average value Hypothetical > mean/empirical average value, where the difference exceeds the SD number, it is stated that parental attention is low. Furthermore, for the learning motivation variable, if the mean/hypothetical average value < the empirical mean/average value, where the difference exceeds the SD number, then it is stated that learning motivation is high and if the hypothetical mean/average value > the mean/average value empirical average, where the difference exceeds the SD number, it is stated that learning motivation low. For the truancy behavior variable, if the mean/hypothetical average value < the empirical mean/average value, where the difference exceeds the SD number, then it is stated that truant behavior is high and if the hypothetical mean/average value > the mean/average value Empirically, where the difference exceeds the SD number, it is stated that truancy behavior is low. A complete description of the comparison of the hypothetical mean/average value with the empirical mean/average value and standard deviation can be seen in the table below.

**Table 7.** Calculation Results of Hypothetical Average Values and Empirical Average Values

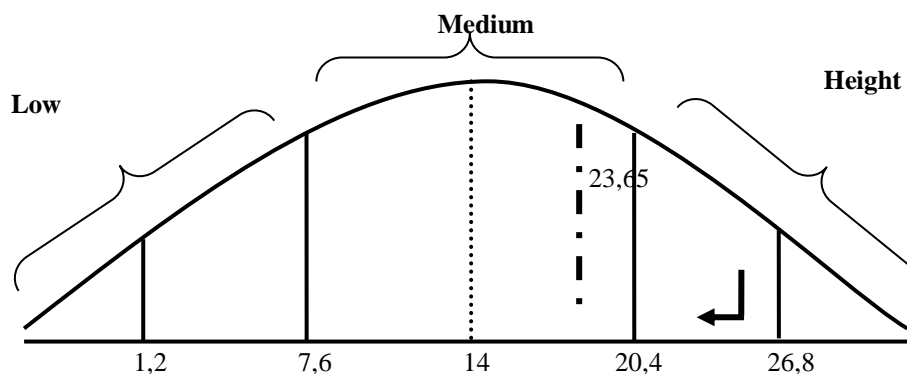
Variable	elementary school	Average value		Information
		Hypothetical	Empirical	
Parents attention	9,164	65	50.96	Low
Motivation to learn	10, 860	95	73.69	Low
Truant behavior	6,400	14	23.65	Tall



**Fig 1.** Normal Curve of Parental Attention Variable





**Fig 2.** Normal Curve of Learning Motivation Variables**Fig 3.** Normal Curve for Truant Behavior Variables

Parental attention is an external factor that can influence students' truant behavior. Parental attention is an activity of the father's and mother's soul which is related to stimulating needs related to the child's comfort in being able to learn. According to Dalyono (2007), parental factors have a huge influence on children's success in learning. The level of parental education, whether the two parents get along well or not, whether the situation at home is familiar or not, all of these also influence a child's learning achievement. Parental attention is very important for children's lives. One of them is in the world of education. According to Sandy & Nasrullah (2017), attention that is too disciplined (*overdisciplined*) is also not a good thing to apply in the family because it will give rise to a rebellious attitude in children because children feel pressured and cannot express their opinions. Moreover, attention to children who are indifferent and do not care about their children's learning activities, children will feel that they are not cared about in the family so that children tend to be quiet and have difficulty getting along with their environment, besides that it will create a feeling of laziness in learning activities so that children will seek attention outside the family environment. support himself. In line with research by Hartina Saputri (2018), this research was motivated by the existence of students who were truant, such as students who were absent three times in a row which their parents did not know about, there were students who came to school late and ultimately chose not to go to school because parents do not control their child's sleep schedule. In this research, 3 conclusions can be drawn, namely: Parental attention is in the good category, students' truant behavior is in the poor category, and the relationship between parental attention and students' truant behavior has a low level of correlation.

Significant negative relationship between learning motivation and truant behavior, which can be seen from the coefficient value ( $R_{xy}$ ) = - 0.658 with  $p = 0.000 < 0.050$ , meaning that there is a negative relationship between learning motivation and truant behavior. The greater the student's learning motivation, the lower the student's truant behavior, and vice versa. Likewise, the determinant coefficient value ( $R^2$ ) has a value of 0.432, meaning that learning motivation These students contributed 43.2% to truant behavior Mas Alwashliyah, Tebing Tinggi City. These results show the value of the contribution of learning motivation to truancy behavior greater than the contribution of parental attention to truancy behavior. However, if you look at the standard deviation of learning motivation, it is 10.860 and the hypothetical mean is 95, so the empirical mean value is 73.69, indicating that learning motivation is in the low category, meaning that students' learning motivation Mas Alwashliyah, Tebing Tinggi city is classified as low. Motivation to learn influences truancy behavior. Students' motivation to learn in every learning activity plays a very important role in reducing truancy behavior. Students who have the desire to learn or motivation to learn will influence learning activities at school so that students are more active in the learning process in class so that optimal learning outcomes are achieved in their learning. This is supported by the opinion of Sardiman (2007) who states that motivation plays a role in creating a feeling of joy and enthusiasm for learning. Learning will be optimal if there is the right motivation. From the results of multiple regression analysis, it is known that there is a negative relationship between parental attention and learning motivation and truant behavior.

This is indicated by the coefficient  $F_{reg} = 48.230$  with  $p < 0.05$ , and correlation coefficient  $R = -0.565$  with  $p < 0.05$  and  $R^2 = 0.319$ ; Thus it can be concluded that parental attention and learning motivation together influence truant behavior, the contribution of both in generating truant behavior is 31.9%, meaning there is a negative relationship parental attention and learning motivation with truant behavior, the greater the parent's attention and student learning motivation, the lower the student's truant behavior, and vice versa. Parental attention is one of the most important factors in the development of a child's life. How important parental attention is because it can influence the development of children's lives, both in the family, school and in society. Attention is an important role in learning activities. Having attention can motivate students to study diligently at school and at home. This result is strengthened by Iftikhah (2013), who found that there was a moderate relationship between parental attention at home and students' learning motivation. This relationship is positive, which means that the better the parents' attention to their children at home, the better the children's motivation to learn. Students who have high parental attention will encourage motivation to learn. With the motivation to learn that arises in students, students will be active in carrying out their learning activities so that this can reduce students' truant behavior. Based on the explanation above, it can be concluded that parental attention is related to students' truant behavior, learning motivation is related to students' truant behavior, and parental attention and learning motivation is related to students' truant behavior.

#### IV. CONCLUSION AND SUGGESTION

##### *Conclusion*

Based on the results of research analysis at MAs Alwashliyah, Tebing Tinggi City, it is known that there is a significant negative relationship between parental attention and truant behavior as seen from the coefficient value ( $R_{xy}$ ) = -0.572 with  $p = 0.000 < 0.050$ . Likewise, the determinant coefficient value ( $R^2$ ) has a value of 0.327, meaning that parental attention contributes 32.7% to students' truancy behavior at MAs Alwashliyah, Tebing Tinggi City. Furthermore, it is known that there is a significant negative relationship between learning motivation and behavior. truancy which can be seen from the coefficient value ( $R_{xy}$ ) = -0.658 with  $p = 0.000 < 0.050$ . Likewise, the terminant coefficient value ( $R^2$ ) has a value of 0.432, meaning that the student's learning motivation contributes 43.2% to Mas Alwashliyah's truant behavior in Tebing Tinggi City. From the results of the multiple regression analysis, it is known that there is a negative relationship between people's attention. old age and learning motivation with truant behavior. This is indicated by the coefficient  $F_{reg} = 48.230$  with  $p < 0.05$ , and the correlation coefficient  $R = -0.565$  with  $p < 0.05$  and  $R^2 = 0.319$ ; Thus it can be concluded that parental attention and learning motivation jointly influence truant behavior, the contribution of both in generating truant behavior is 31.9%.

##### *Suggestion*

It is recommended for future researchers who wish to follow up on this research, to examine other independent variables that contribute to truant behavior because of the contribution of parental attention and learning motivation to truancy behavior already 31.9%. So that later it will enrich the discussion on students' truant behavior on various other variables.

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