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Role of Parents and Students' Learning Interest towards Student's Learning Achievement during the Covid-19 Pandemic

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Abstract

Student learning achievement can be improved if students are active in learning, and learning process course there are several factors that also influence student achievement, role of parents and student interest in learning itself. This study aims to determine effect role parents and interest in learning on student achievement. Temporary hypothesis is that there is a positive and significant relationship between the role parents and interest in learning on student achievement. Using quantitative research methods with the number of respondents as many as 55 students class XI SMK Teresiana Bandungan Semarang through a scale instrument student achievement, role of parents, and interest in learning that have been tested for validity and reliability and analyzed with multiple and simple linear regression models using JASP program. Results showed that there was a positive and significant influence between role of parents and interest in learning on student achievement, either simultaneously or partially.

Keywords
role of parents; student interest; student achievement

I. Introduction

The health organization unia *world health organization* has designated the spread of c *orona virus disease* 2019 (*c ovid-19*) as an outbreak of p andemic. The pandemic *requires* prompt and precise handling from various countries to be able to maintain the living system of citizens. Anticipating the spread of *covid-19* the Indonesian government issued various policies such as *social and physical distancing*, or large-scale social restrictions or known as PSBB to theimplementation of pembatasan kegiatan m asyarakat which is divided into empa t *level*.

The implementation of this policy is carried out to reduce social interaction in the community aimed at reducing the spread of *covid-19*. The *c*ovid-19 pandemic has an impact on various sectors of life such as the economy, government, socio-cultural and education, asstated by Andriani (2021) pandemi *covid-19* has an impact on almost all sectors including education. Sihombing (2020) state that Covid-19 pandemic caused everyone to behave beyond normal limits as usual. The outbreak of this virus has an impact especially on the economy of a nation and Globally (Ningrum, 2020).

The *United Nations educational scientific* and c *ultural organization* (unesco) stated that the spread of *covid-19* has an impact on the education sector around the world and threatens the educational rights ofpa ra learners in the future. Based on the circular letter of the Minister of Education and Culture Nomor 4 of 2020 concerning the Implementation of Education Pendidikan that the process of learning from home through online learning is still carried out without burdening the achievement of the completion of the education curriculum.

Since April 2020, face-to-face teaching and learning activities have been suspended and switched to an online learning system (online). The online learning system is a learning system without face-to-face face-to-face between students and students which is carried out online using the internet network. Educators are required to design effective learning media to ensurethat teaching activities continue.

The learning system is carried out using *personal computer* devices or laptops and *cellphones* that are connected to an internet network connection through the WhatsApp, Telegram, Zoom, Googleclass applications, Googlemeet and other learning media. The implementation of online learning carried out by each school varies according to the characteristics of each school but is still in line with the regulatory standards set by the government. Online learning according to students is considered ineffective because it is influenced by several factors, such as economic, social, health and personality or character factors of the students themselves. Economic factors are related to the costs that must be incurred to access lessons, while social factors are the occurrence of miscommunication and misconceptions in lessons (Andriana, 2021).

The health factor is more about the use of learning media that encourages students to stay in front of a laptop enough to make lelah while the personality factor is more about the lack of interaction with friends and teachers. The form ofonline learning is very different from face-to-face learning in schools, starting from student activities, student learning regularity, learning environment, student interaction, student habits and student enthusiasm in learning (Baety & Munandar, 2021).

Online learning that has no direct interaction with teachers makes it difficult for teachers to monitor student learning progress and student learning achievement. Teachers cannot teach the material completely as a result of which students have difficulty absorbing the material givenby the teacher so that student learning outcomes / learning achievement are low (Syafa'ati et al, 2021). Learning achievement according to Djamarah (2004) is the result achieved by students during the teaching and learning process in a certain period of time, generally learning achievement in schools is in the form of an assessment from the teacher to the student as an indication of the extent to which the student has mastered the subject matter presented by the teacher.

The decline in learning achievement during online learning is also experienced by most students in Indonesia. The Ministryof Education and Culture (Kemendikbud) revealed that during the c *ovid-19* pandemic, distance learning (PJJ) throughout Indonesia had an impact on students' academic scores. This was conveyed by Jumeri (Director General of Early Childhood Education (PAUD) and Secondary Basic Education (Dikdasmen) of the Ministry of Education and Culture (Kemendikbud) in the MNC Trijaya Network Talkshow which was broadcast online on the MNCTrija Ya YouTube channel, on Saturday, January 23, 2021.

Jumeri revealed that the *output of* online learning is different from face-to-face meetings which results in a decrease in student learning outcomes. This decrease in learning outcomes is caused by the provision of material that students do not understand, the lack of supervision of parents who cannot accompany the child's learningbecause they have to work. Research by the Ministry of Education and Culture states that Distance Learning (PJJ) or online learning results in a decrease in student learning outcomes due to several factors, including there are still 12,548 areas that have *blank internet spots*, the situation of parents who are not ready to teach their children and the inability of teachers in digital learning (Haryudi, 2021).

The study of the predecessor of a n researcher byinterviewingthe principal and head of student affairs at SMK Teresiana Bandungan, Semarang Regency, Central Java, founda decrease in student learning outcomes / academic achievement during online learning. This decrease in learning achievement can be seen from the report cards of students who have decreased the number of grades to the teachers have to provide additional assignments and grades to meet the minimum completion criteria.

This phenomenon occurs due to several factors, including the lack of attention and active role of parents during the pandemic, inadequate learning facilities such as cellphones or laptops, lack of motivation to learn from the students themselves, and there are some children who lose interest in learning, and decreased student discipline during online learning.

According to Shah (2008) the factors that affectlearning achievement include; internal factors, external factors and factors of the learner's learning approach. The external factors of students consist of physiological aspects related to the physical condition of students in the form of health and fitness, health conditions, five senses as organs are very important in influencing learning success. Psychological aspects of students include intelligence of the ability to react excitatory or self-conformity to the environment, intelligence, talent (the potential ability of learners to achieve success in the future), interest (tendency to desire or high excitement towards something), attitude (internal symptoms of affective dimensions that are relatively fixed in response to an object or person) and motivation (internal circumstances that drive something).

Fexternal actors consist of social environment (teachers, school administrative staff, parents, neighbors in the surrounding community) and non-social environment (g edung school, home and mileage between home to school, learning tools, time of weather conditions). The third actor is the learning approach as a strategy in achieving learning goals. Syafa'ati (2021) said thatonline learning has a major influence on student learning achievement, both from cognitive aspects, affective aspects and psychomotor aspects.

Learning that is carried out remotely without direct interaction makes external factors, namely parents have a great influence in children's learning. Students who are accompanied by their parents have good learning achievements with the support of their families, especially parents, making students happy and more enthusiastic in learning. In contrast to students who have no assistance in learning, it will be difficult to understand the material so that theyare bored and lazy to study and even learning achievement tends to decrease.

The role of parents plays an important role in the educational process of the child. Parents who play an active role by providing motivation, guidance, learning facilities and sufficient attention to children will support children's learning success. In contrast to the face-to-face learning system in schools, in the online learning process, parents are expected to be able to play an active role in supporting the learning process at home by providingadequate learning facilities, assistance and tutoring to review the extent of children's learning development.

According to Gan & Bilige (2019) the role of parents in education is defined as a form of help and support to students in teaching and learning activities such as helping with schoolwork, communicating between parents and teachers and providingsupportive learning support for children. According to Slameto (2010) family factors such as the way parents educate, the cond of the house, the role of parents, the economic situation of the family is included in external factors that affect student learning achievement, support from the family is a boost to a person's spirit of achievement. In addition, there are several other factors that affectlearning achievement including; internal factors such as intelligence, attention, talent, interests, motives of maturity and readiness.

The role of parents is very necessary to support student learning success. Parents have the primary responsibilityd nature the process of child development. Prasetyo (2018) stated that parental assistance in the child's learning process is an effort by parents to accompany, provide motivation, and provide facilities. In addition to the role of parents, as an external factor, the existence of interest in learning is one of the internal factors thataffect student learning achievement.

The interest in learning can encourage students to achieve optimal learning achievement. Minat is the tendency of a person to want to do something and can be seen from the behavior of sesepeople such as a sense of pleasure, interest and a desire to participate in learning. Kartika (2014) interest in learning, namely attention that focuses on certain lessons and is followed by the desire to understand, learn, and test through active participation in learning.

Interest serves as a strong driver to carry out learning activities to achieve maximum learning achievements. Yunitasari & Hanifah (2020) mentioned that one way that can be done to foster students' interest in learning is to provide constructive motivation. Motivation plays an important role in achieving maximum learning outcomes because high low motivation to learn is one of the internal factors that can affect learning achievement.

Menurut Hansen (dalam Ahmad, 2013) minat belajar siswa berkaitan dengan pengaruh kepribadian, motivasi, genetika, ekspresi, konsep diri, dan lingkungan, sehingga dapat dikatakan minat memiliki hubungan yang erat dengan prestasi belajar. Alisuf (2006) juga mengungkapkan hal yang sama bahwa siswa yang memiliki minat dalam belajar jelas akan tekun dan berhasil mendapatkan prestasi belajar tinggi.

The relationship of psychological dynamics between the role of parents and learning achievements with learning achievement has a great influence in learning, if the student feels interested, then the student will show attention, full concentration and perseverance towards the learning at hand. The results of Aji's research (2021) concluded that there was a positive and significant difference between parents and student learning achievement. The results of Normalita's research (2013) concluded that there is a positive and significant correlation between interest in learning and student learning achievement. This study aims to determine the role of parents and students' interest in learning in class XI learning achievements of SMK Tresiana Bandungan Semarang.

II. Research Methods

This type of penelitian is quantitative research. Data sources are obtained from dependent variables, namely student learning achievement (Y), and independent variables, namely the role of parents and interest in learning. The subjects of the study were class XI students of SMK Teresiana Bandungan Semarang, totaling 55 students. The research data was collected using a modified Likert summated rating scale model with four alternative levels of answer choices according to each scale measuring instrument.

The design of the student learning achievement scale is based on three psychological domains of aspects of learning achievement, namely; (a) the cognitive realm, (b) the affective realm, and (c) the psychomotor or conative realm (Azwar, 2006). The number of statement items on the student learning achievement scale is 34 aitems.

The design of the parental role scale is based on the conclusion of aspects of parental roles, namely; (a) providing children's learning facilities, (b) providing motivation for children to learn, (c) controlling/supervising children’s academic development, (d) helping children's learning difficulties (Hwie, in Prasetyo, 2018). The number of statement items on the parent role scale is 32 aitems.

The design of the learning interest scale is based on the characteristics of interest in learning, namely; (a) interest grows along with physical and mental development, (b) interest depends on learning activities, (c) interest development depends on learning activities, (d) interest depends on learning opportunities, (e) interest depends on learning opportunities, (f) interest is influenced by culture, (g) interest is emotionally weighted, and (h) interest is selfishly weighted (Hurlock, in Syardiansah, 2016). The number of statement items on the learning interest scale is 32 aitems.

Each aspect consists of aquestion item that is both supportive and unfavorable, and also has four answer choices, namely Very Appropriate (SS), Appropriate (S), Not Appropriate (TS), Very Unsuitable (STS). The favorable question selection has its own score: score, SS is scored 4, S is scored 3, TS is scored 2, and STS is scored 1. Whereas the unfavorable question has its own score: score, SS is scored 1, S is scored 2, TS is scored 3 and STS is scored 4.

The data used a regression model that aimed to see the interrelationships between independent variables, namely; the role of parents (X 1) and interest in learning (X2) on student learning achievement (Y) through hypothesis test results. Beforeconducting hypothesis tests, descriptive statistical tests are first carried out, data categorization tests, prerequisite tests, namely distribution normality tests, linearity tests. Hypothesis testing uses multiple liniear regression tests and simple liniears using the JASP (Jeffery's Amazing Statistics Program) program.

III. Discussion

3.1 Results

a. Descriptive Statistics

Table 1. Descriptive Statistics

	Student Learning Achievement (Y)	The Role of Parents (X_1)	Interest in Learning (X_2)
Valid	55	55	55
Missing	0	0	0
Mean	110.927	99.764	98.527
Std. Deviation	11.082	11.256	11.563
Minimum	94.000	77.000	78.000
Maximum	136.000	128.000	122.000

Source: *Output* JASP

The table data above shows that the learning achievement variable (Y) has the lowest value of 94 and the highest value of 136 with an average value of 110,927, and the standard deviation (level of data) of 11,082. The parent role variable (X_1) has the lowest value of 77 and the highest value of 128 with an average value of 99,764, and a standard deviation (data level) of 11,256. The learning interest variable (X_2) has the lowest value of 78 and the highest value of 122 with an average value of 98,527, and the standard deviation (data level) of 11,563.

b. Test Assumptions

Before carrying out the regression test, an assumption test is first carried out consisting of a normality test and a data linearity test.

c. Normality

Normality indicates that dependent variables and independent variables in the regression model have a normal distribution or not. The basis for decision-making based on probability; (a) if the probability of significance > 5%, then the data is normally distributed, (b) (a) if the probability of significance < 5%, then the data is not normally distributed.

Table 2. Normality Test Using Shapiro Wilk

	Student Learning Achievement (Y)	The Role of Parents (X_1)	Interest in Learning (X_2)
Valid	55	55	55
Missing	0	0	0
Shapiro-Wilk	0.911	0.954	0.959
P-value of Shapiro-Wilk	0.730	0.509	0.621

Source: *Output* JASP

The table data above shows that the *P-value of shapiro wilk* student learning achievement variable (Y) is 0.730, the parent role variable (X_1) is 0.509, and the learning interest variable (X_2) is 0.621. The results of the normality test of the data from the three variables are declared normal distribution because they have a p *value* of > 0.05 or 5%.

d. Linearitas

Table 3. Anova Table

			Sum of Squares	df	Mean Square	F	Sig.
Student Learning Achievement * Interest in Learning	Between Groups	(Combined)	1331,459	19	70,077	,463	,961
		Linearity	186,344	1	186,344	1,231	,275
		Deviation from Linearity	1145,115	18	63,618	,420	,973
	Within Groups		5300,250	35	151,436		
	Total		6631,709	54			

Source: *Output* SPSS

The basis for the calculation of the linearity test decision, namely (a) if the significance value of deviation from linearity > 0.05 then there is a linear relationship between the independent variable and the dependent variable, (b) if the significance value *of deviation from linearity* < 0.05 then there is no linear relationship between the independent variable and the dependent variable. The results of the linearity test of dependent variables, namely student learning achievement (Y) with independent variables, namely the role of parents (X_1), and interest in learning (X_2) obtained a significant value *deviation from linearity of* 0.973 > 0.05. This means that there is a linear relationship between the variables of parental role (X_1) and interest in learning (X_2) with student learning achievement (Y).

e. Multiple Linear Regression Analysis

Table 4. Model Summary - Student Learning Achievement (Y)

Model	R	R^2	Adjusted R^2	RMSE	R^2 Change	F Change	df1	df2	p	Durbin-Watson Autocorrelation	Durbin-Watson Statistic	Durbin-Watson p
H_0	0.000	0.000	0.000	11.082	0.000		0	54		-0.057	2.111	0.679
H_1	0.746	0.557	0.540	7.515	0.557	32.709	2	52	< .001	-0.200	2.366	0.170

Source: *Output* JASP

The data in the table above shows a correlation coefficient or R coefficient of 0.746. The results of this calculation show that there is a close relationship between the role of parents and interest in learning with student learning achievement. Furthermore, the coefficient of R^2 is 0.557. This explains that changes in student learning achievement were 55.7% contributed by parental roles and learning interests, while the remaining 44.3% was contributed by other factors not studied in this study.

Table 5. Anova

Model		Sum of Squares	df	Mean Square	F	p
H_1	Regression	3694.768	2	1847.384	32.709	< .001
	Residual	2936.941	52	56.480		
	Total	6631.709	54			

Note. The intercept model is omitted, as no meaningful information can be shown.
Source: *Output* JASP

The anova table above shows the df-free degree of 52, the$_{calculated}$ F value of 32,709, and the probability value of < 0.001. From the results of this calculation, it can be concluded that the role of parents and interest in learning simultaneously affect student learning achievement.

Table 6. Coefficients

Model		Unstandardized	Standard Error	Standardized	t	p
H_0	(Intercept)	110.927	1.494		74.234	< .001
H_1	(Intercept)	42.108	13.868		3.036	0.004
	The Role of Parents (X1)	0.727	0.092	0.739	7.882	0.017
	Interest in Learning (X2)	0.346	0.274	0.239	2.646	0.010

Source: *Output* JASP

The coefficient table above shows that for the parent role (X1) the unstandardized estimated value is 0.727, the standard value is 0.092, the calculated t value is 7.882, and the probability value is 0.017. From these results we can conclude that the parent role variable (X1) partially has a significant effect on student learning achievement (Y). Learning interest (X 2) unstandardized estimated value of 0.346, standard value of 0.274, calculated t value of 2.646, and probability value of 0.010. From these results we can

conclude that the variable of interest in learning (X2) partially has a significant effect on student learning achievement (Y). From the standard value of the parent role is greater than the standard value of learning interest, so it can be concluded that the role of parents is more dominant in influencing student learning achievement, compared to learning interest in student learning achievement.

Table 7. Part And Partial Correlations

Model		Partial	Part
H_1	The Role of Parents (X1)	0.738	0.727
	Interest in Learning (X2)	0.258	0.039

Note. The intercept model is omitted, as no meaningful information can be shown.
Sumber: *Output* JASP

The *part and partial correlations* data above shows that the partial correlation of the parent role variable (X_1) is 0.738, the learning interest variable (X 2) is 0.258. From the results of this partial correlation, we can conclude that the role of parents has a stronger correlation to learning achievement than interest in learning to student learning achievement.

f. Hypothesis Testing

1. Testing the Role of Parents (X_1) and Interest in Learning (X_2) on Student Learning Achievement (Y) Simultaneously (test F)

The first hypothesis of this study is that there is an influence of parental roles (X_1) and interest in learning (X_2) together or simultaneously on student learning achievement (Y). This hypothesis testing uses the F test to determine the extent to which the variables of parental role (X_1) and interest in learning (X_2) affect the variables of student learning achievement (Y). There are two ways that can be used to determine the presence or absence of significant influence in the F test. The second way, by comparing the significant value or probability value from the JASP output calculation results whether the significance value is greater or less than the statistical standard value, namely, 0. 05. The results of statistical analysis of data using the JASP program, obtained *the output of* JASP F test as follows;

Table 8. F Test Results

Anova

Model		Sum of Squares	df	Mean Square	F	p
H_1	Regression	3694.768	2	1847.384	32.709	< .001
	Residual	2936.941	52	56.480		
	Total	6631.709	54			

Note. The intercept model is omitted, as no meaningful information can be shown.
Sumber: *Output* JASP

The basis for decision making in the F test is based on the$_{F\ value}$ of the count and the F of the table, that is, if the F value counts > F the table then the independent (free) variable simultaneously affects the dependent variable (bound), or $F_{calculate}$ the $< F_{table}$ then the independent (free) variable simultaneously affects the dependent variable (bound).

The basis for decision making in the F test is based on the significance value, that is, if the significance value is < 0. 05, then the indepen variables together have a significant

effect on the dependent variable, or if the significance value is > 0. 05, then the secaa independent variables together have no significant effect on the dependent variables.

Based on *the results of* the JASP output of the F test above, the researcher conducted an intepretation using two bases for decision making in the F test, the first is decision making based on the calculated F value and the F_{table}. The formula for finding the F_{table} (k; n-k). Caption K is the number of independent (free) variables, N is the number of respondents or research samples.

The data of the F test result table above shows that K = 2, that is, the role of parents (X_1) and interest in learning (X_2), and N = 55 students. From the formula it will produce a number (2: 55 – 2) = (2; 53), then this number then becomes a reference to find out the F value of the table in the distribution of the F value of the statistical table so that it is known that the F value of the table is 3. 17.

The F test table above can show if F_{counts} for 32,709 > F_{table} (3. 17) means Ho is rejected and Ha is accepted. This means that the role of parents (X_1) and interest in learning (X_2) together or simultaneously affects student learning achievement (Y). The decision making in the F test is based on the siginifiancy value of the JASP *output* above, witha significance value of 0. 001 because of the significance value of 0. 000 < 0. 05 in accordance with the basis of decision-making in the F test, it can be concluded that the role of parents (X_1) and interest in learning (X_2) together or simultaneously affects student learning achievement (Y).

2. Simultaneous Testing of Parental Roles (X_1) and Interest in Learning (X_2) on Student Learning Achievement (Y) (t test)

The partial t test dnature multiple regression analysis aims to find out whether the free variable (X) partially (alone) has a significant effect on the variable (Y). The basis for decision making for the partial t test of regression analysis, that is, based on the value of t count and t table, where if the value of t counts > t the table then the free variable affects the bound variable, or if the value of t counts < t table then the free variable has no effect on the bound variable.

Based on the significance value, if the significance value < 0.05 then the free variable affects the bound variable, and or if the significance value > 0.05 then the free variable has no effect on the bound variable. The t test of this study used JASP *output* with the following results;

Table 9. t Test Results

Coefficients

Model		Unstandardized	Standard Error	Standardized	t	p
H_0	(Intercept)	110.927	1.494		74.234	< .001
H_1	(Intercept)	42.108	13.868		3.036	0.004
	The Role of Parents (X1)	0.727	0.092	0.739	7.882	0.017
	Interest in Learning (X2)	0.346	0.274	0.239	2.646	0.010

Source: *Output* JASP

The confidence level used is 95% hence the significance value (α) = 0. 05. Adapun rumus to find t_{table} as follows;

t_{tabel} = (α/2 ; n-k-1)

Information;

α = Trust level

n = Respondent level (sample)

k = number of variables

Based on the above formula, then

t_{tabel} = (0,05/2 ; 55 – 2 – 1)

t_{tabel} = (0,025 ; 52)

t_{tabel} = (angka 0,025 ; 52 then searched on the distribution of the$_{value}$ of t table, then it is found the value of t of$_{the\ table}$, which is 2. 00665.

The results of the JASP *output* above, the researcher then interpreted using two basis for decision making in the t test, namely; (a) the decision making of the first t test of the parent role variable (X 1) against the student learning achievement variable (Y) column X_1 (parent role) in the table above explains if the $_{calculated}$ t value is 7.882 > t_{table} 2. 00665 and a significance value of 0.0 17 < 0.05, it can be concluded that the parent role variable (X_1) has a significant effect on student learning achievement (Y); (b) in column X 2 (interest in learning) indicates if the value of t $_{count}$ is 2.6 46 > $t_{table\ 2}$. 00665 and a significance value of 0.0 10 < 0.05, it can be concluded that interest in learning (X_2) has a significant effect on student learning achievement (Y).

3.2 Discussion

The first hypothesis of this study, namely that there is a positive influence between the variables of parental role (X 1) and interest in learning (X_2) on the variable of student learning achievement (Y), from the results of the F test shows that F $_{counts}$ 32,709 > F_{table} (3.1 7) means Ho is rejected and Ha is accepted. This means that the role of parents (X 1) and interest in learning (X_2) together or simultaneously have a positive effect on student learning achievement (Y) because the significance value of 0.00 1 < 0.05 is in accordance with the basis of decision making in the F test, it can be concluded that that the role of people (X_1) and the interest in learning (X_2) together or simultaneously have a positive effect on student learning achievement (Y).

The second hypothesis of this study is that there is an influence between the role of parents (X_1) and student learning achievement (Y). The basis for making the first t test decision of the parent role variable (X_1) against the student learning achievement variable (Y), where the calculated t value is 7.88 2 > t_{table} 2. 00665 and a significance value of 0.01 7 < 0.05, it can be concluded that the parent role variable (X_1) positively affects student learning achievement (Y), this also states that the second hypotic esis is declared accepted.

The third hypothesis of this study is that there is an influence between interest in learning (X_2) and student learning achievement (Y). The basis for making the t test decision on this hypothesis, where t_{counts} as 2. 6 46 > t_{table} 2. 00665 and a significance value of 0.0 10 < 0.05, it can be concluded that the interest in learning (X_2) has a positive effect on student learning achievement (Y), this also states that the third hypote sis is declared accepted.

The findings of this study also support the results of previous research conducted by Jannah (2015) which concluded that there was a positive and significant relationship between the role of parents and student learning achievement. The results of Aji's research (2021) concluded that there was a positive and significant difference between parents and student learning achievement. The results of Normalita's research (2013) concluded that

there is a positive and significant correlation between interest in learning and student learning achievement. In other words, the higher the role of people and the interest in learning students, the higher the learning achievement in class XI students of SMK Teresiana Bandungan Semarang.

The role of parents and high interest in learning is shown by class XI students of SMK Teresiana Bandungan Semarang based on the learning aspects, cognitive, affective, and conative aspects of class XI students of SMK Teresiana Bandungan Semarang. From the aspect of the role of parents, it is known that the aspect of parents providing motivation to children to learn and the aspect of controlling or supervising children's academic development has proven to contribute the most to student learning achievement. Meanwhile, from the aspect of learning interest, the most prominent based on the results of respondents of 55 class XI students of SMK Teresiana Bandungan Semarang, namely the aspect of interest in learning activities, and the aspect of learning opportunities has the highest percentage also on the learning achievement of class XI students of SMK Teresiana Bandungan Semarang .

Analysis of the coefficient of determination R^2 of 0.557. This explains that the change in student learning achievement of 55.7% was contributed by parental roles and interest in learning, while the remaining 44.3% was contributed by other factors not studied in this study.

IV. Conclusion

4.1 Conclusion

The results showed that there was a positive and significant influence between the role of parents and interest in learning together or simultaneously on the learning achievement of class XI SMK Teresiana Bandungan Semarang. In partial testing, it shows that there is a positive and significant influence on the role of parents with student learning achievement, as well as a positive and significant influence between interest in learning and learning achievement of class XI students of SMK Teresiana Bandungan Semarang. The results of this study showed that the contribution of the influence of parental roles and interest in learning on student learning achievement was 55.7%, and as much as 4 4.3% was influenced by other factors that were not measured in this study.

4.2 Suggestion

It is hoped that class XI of SMK Teresiana Bandungan Semarang can continue to further improve learning achievements at school and at home.

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