

THE INFLUENCE OF PARENTAL SUPPORT AND GIVING OF REWARDS ON THE LEARNING ACHIEVEMENT OF CLASS IV ELEMENTARY SCHOOL STUDENTS

Aprilia Gustin Nur Pratiwi^{1*}, Zainal Arif², Anip Dwi Saputro³

^{1,2,3} Madrasah Ibtidaiyah Teacher Education, Faculty of Islamic Religion, Universitas Muhammadiyah Ponorogo, Ponorogo, East Java

correspondence e-mail: aprilagustinnurpratiwi@gmail.com, mzainalarif1957@gmail.com, anipdwisaputro@gmail.com

ABSTRACT

Based on the results of the preliminary study conducted, there was a very drastic decrease in learning achievement in class IV students at SD Muhammadiyah 3 Bungkal. One of the possible causes of a decrease in learning achievement is the lack of parental support for children's learning achievement. The aim of the study was to determine the effect of parental support and giving rewards on the learning achievement of fourth grade students at SD Muhammadiyah 3 Bungkal. This research is a quantitative research using ex post facto and survey methods. The subjects used were 20 grade IV students at SD Muhammadiyah 3 Bungkal. To collect data researchers used interview data collection techniques, observation, documentation, and questionnaires with data analysis techniques including tests of normality, homogeneity, linearity, and hypotheses. The results of this study showed that the Tcount (X1) was 2.283 and (X2) 3.689 higher than Ttable 2.110. Meanwhile, the Fcount value is $9.666 > Ftable 3.59$. Then the decision set in this study is that H_0 is rejected and H_a is accepted and the R Square value is 53.2%. So that it can be interpreted that there is a positive influence between the variables of parental support, reward giving, and learning achievement that is equal to 53.2%.

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A. Introduction

According to Ki Hajar Dewantara in research (Saputro 2017) education is children who are guided by their education as they grow up. all the advantages inherent in children so that they can achieve the highest level of security and enjoy both as individuals and as members of society. In addition, the Qur'an explains about education, namely:

"Who believe!" when Allah says, "Give room in the assembly," expand, and Allah will surely make room for you. And if it is said, "Stand up", then say so, because Allah will elevate you to different degrees, both those who believe among you and those with expertise. Allah is All-Knowing of whatever you do." [Q.S Al-Mujilah (58): 11]"

The overarching goal of education is to direct students to become better individuals (S 2016). Building character and developing dignified national capabilities and culture are the goals of education in the context of educating the nation's life. Education can occur anywhere and is not limited to the classroom.

The setting where the educational process takes place is called the educational environment (Munir Yusuf 2018). Home environment, academic environment, and social environment are the three components that make up the educational environment. The family environment is the first setting for school. Parents are usually called father and mother. It is important for parents to take part in helping the implementation of education at home so that they can educate children who are able to compete in school. Parental assistance is a powerful form of foundational support for students who are eager to learn. Parental support is in the form of rewards or incentives, which function as a type of positive reinforcement to motivate and arouse students' interest in learning and competing.

According to the Big Indonesian Dictionary, rewards can be in the form of prizes, awards, and congratulations for winning first place in a contest. Offering a reward is the act of giving a gift to someone as a reward for doing something worthy, commendable and useful or for achieving a goal (Febianti 2018). Achievement is the learning outcomes achieved after participating in the teaching and learning process. The value obtained during the learning process can be used to measure learning achievement.

Based on the results of observations made at SD Muhammadiyah 3 Bungkal there was a very drastic decrease in learning achievement with a percentage of 75% of 20 students experiencing a decrease in learning achievement. The cause

of the decline in learning achievement is because the first is caused by the busyness of parents which results in parents giving less support or attention to their children. Second, because parents work full time, they forget to motivate their children to be enthusiastic about learning to get good academic achievements.

Based on this context, the researcher is motivated to study this problem, which will be set forth in a scientific work entitled "The Influence of Parental Support and Giving Rewards on Learning

Achievement of Grade IV Elementary School Students". With the formulation of the problem "how much influence does parental support and giving rewards have on student achievement in grade IV elementary school?", aims to "find out the influence of parental support and giving rewards on student achievement in grade IV elementary school." The research hypothesis is:

Ho : There is no significant effect on parental support and giving rewards to the achievement of fourth grade elementary school students.

Ha : There is a significant influence on parental support and giving rewards to the achievement of fourth grade elementary school students

Achievement is a set of mental and physical activities carried out by a person in order to achieve behavior change through experience and insight in order to interact with the scope of knowledge, emotional and skills, as expressed in the final results / report cards (Syafi'i, Marfiyanto, and Rodiyah 2018). While the assessment principles are based on Permendikbud No 81 A of 2013, namely valid, objective, fair, integrated, open, comprehensive and continuous evaluation, and refers to the assessment criteria. Meanwhile, the key to student learning achievement involves them in the learning process to develop critical thinking, problem solving, collaborative, creative thinking, and metacognitive skills (Irwanto et al. 2018).

Learning can be understood as a process that allows the emergence or modification of behavior. As long as the change or emergence of new behavior is not produced by a temporary change as a result of something (Syafi'i, Marfiyanto, and Rodiyah 2018). Meanwhile, Winkel argues that learning achievement is an indication of one's success.

Based on some of the explanations above, there are factors that influence student achievement, namely internal factors and external factors (Pratiwi 2017). Internal factors are factors that come from the students themselves, for example physiological (physical) components and psychological (spiritual) elements.

External factors are those that come from outside or have nothing to do with students, such as non-social and social external variables. The claim mentioned above can be interpreted that assessment based on student achievement tests takes into account their cognitive, emotional, and psychomotor functions and their participation in the learning process (Saputro 2016).

One that can support children's learning achievement is family support. The family is indeed a child's early education environment. As family educators, parents play an important role in educating or raising their children who have a strong desire to learn (Antasari 2016).

Parental support, according to Heidyani, is behavior that is characterized by various good feelings of parents towards their children, such as attention, tenderness, and approval (Tan, Ismanto, and Babakal 2013). Parental support functions as a collector and disseminator of world information to children, a source of feedback and assessment to children, and provides a place for recovery or helps control children's emotions (Hidayah 2012).

Learning achievement can be influenced by several factors of parental support. Factors that influence parental support are the way parents educate their children, the home environment when children study, the family's economic situation to meet children's school needs, parental attention and family educational background (Tan, Ismanto, and Babakal 2013).

Aspects of parental support according to Hidayah include emotional support in the form of empathy and concern for parents for their children, appreciation support in the form of a positive assessment of the ideas given, instrumental support given directly to support children's school needs, and informational support in the form of suggestions and directions given support children's education (Hidayah 2012).

Reward method is one method that is believed to increase children's learning success. Reward according to KBBI is a prize for winning a competition, memento, award, or honor. The award includes efforts to reward children who receive awards (Kusyairy and Sulkipli 2018).

Giving rewards is a form of positive reinforcement to motivate students to compete in their learning by increasing attention, activity, and encouragement. The purpose of the award is to increase interest in learning and give a sign (prize) to someone who is more capable. The function of giving rewards to students is to

provide information and motivation so that students have a high enthusiasm for learning (Haping 2017).

Giving rewards to students can be in the form of praise, respect in the form of coronation and authority, tokens of appreciation, giving prizes, and others. These kinds of rewards are motivation from parents to be given to their children with the aim of giving enthusiasm for learning so that children get good learning achievements.

B. Method

This research is quantitative and uses ex post facto and survey methods. Quantitative is a type of number that can be used to perform mathematical operations (Ma'ruf Abdullah, 2015). Ex post facto techniques are focused on analyzing an event and determining the cause of the incident. While surveys are used by researchers to directly monitor a symptom using a sample technique (Agung Widhi Kurniawan 2016).

All 83 children from SD Muhammadiyah 3 Bungkal constitute the study population. Stratified sampling and total sampling are the sampling techniques used. The stratified sampling technique is based on the characteristics of the existing levels (Ma'ruf, 2015). Based on this, the appropriate characteristics are grade IV students, totaling 20 students. Because the number of samples is less than 100, to calculate the number of samples used in this study, researchers used total sampling (Sari 2017).

The research instrument used was a questionnaire with a Likert scale. Questionnaires or questionnaires are used to see the variables of parental support and giving rewards containing 4 alternative answers in each statement. The statement used is a positive statement with a score like table 1 below:

Table 1. Questionnaire Answer Alternative Scores

Alternative Answers	Positive Statement Score
Strongly Agree (SS)	4
Agree (S)	3
Disagree (TS)	2
Strongly Disagree (STS)	1

Interviews, observations, documentation, and questionnaires were used as data collection methods in this study. To learn more about student achievement, class instructors and principals were asked. To learn more about the research topic, observations are made to find relevant objects. Documentation is used to obtain data with documentation sourced from data sources. Questionnaires or

questionnaires are data collection techniques that involve respondents to answer questions about parental support and giving rewards.

SPSS 17.0 was used to carry out the statistical analysis of this study. Data analysis techniques used include normality test, homogeneity test, linearity test, and hypothesis testing. To find out whether the data is regularly distributed or not, a normality test is used. To ascertain whether the sample data set comes from populations with the same differences or not, a homogeneity test is used. When determining whether the independent variable and the dependent variable have a linear relationship, the linearity test is used (Bustami, 2014). Hypothesis testing is a method for determining whether a hypothesis is valid or not.

C. Result and Discussion

1. Normality Test

Table 2. Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Parent Support	,152	20	,200*	,913	20	,072
Rewards	,127	20	,200*	,953	20	,409
Learning achievement	,093	20	,200*	,993	20	1,000
a. Lilliefors Significance Correction						
*. This is a lower bound of the true significance						

Based on the research results table through tests of normality, the significance value of the parental support variable is $0.2 > 0.05$, the significance value of the reward variable is $0.2 > 0.05$, and the significance value of learning achievement is $0.2 > 0.05$ then H_a is acceptable.

2. Homogeneity Test

Table 3. Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
2,265	2	57	,113

The significance value of the homogeneity test is $0.113 > 0.05$, so the research findings are accepted because H_a . Data on parental involvement, rewarding behavior, and learning achievement are aggregated to produce uniform research findings or when the data are claimed to be from populations with similar variances.

3. Linearity Test

Table 4. Hasil Uji Linieritas X1 Terhadap Y menggunakan Anova

Sum of Squares	Df	Mean Square	F	Sig.
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Learning achievement	Between Groups	(Combined) Linearity	755,283	12	62,940	,623	,775
* Parent Support		Deviation from Linearity	230,460	1	230,460	2,280	,175
			524,823	11	47,711	,472	,872
	Within Groups		707,667	7	101,095		
	Total		1462,950	19			

Based on the table above, the p value (sig) X1 for Y is $0.872 > 0.05$ and the p value (sig) X2 for Y is $0.836 > 0.05$. Meanwhile, the significance of the reward variable (X2) on learning achievement (Y) is $0.836 > 0.05$, so H_a is acceptable. It can be concluded that the variables in the data have a linear relationship.

4. Hypothesis Test

Table 5. Determinan R

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,729 ^a	,532	,477	6,346

a. Predictors: (Constant), Giving Rewards, Parental Support

b. Dependent Variable: Learning achievement

Correlation value (R) is 0.729 based on research findings. The determinant coefficient (R Square) of the output is 0.532, indicating that the influence between the variables X1 and X2 on Y is 53.2 percent.

Table 6. F test results using ANOVA

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	778,435	2	389,217	9,666	,002 ^a
Residual	684,515	17	40,266		
Total	1462,950	19			

a. Predictors: (Constant), Giving Rewards, Parental Support

b. Dependent Variable: Learning achievement

Based on the above research results, the p value (sig) for the relationship X1 and X2 simultaneously to Y is $0.002 < 0.05$ and Fcount is $9.666 > F_{table} 3.59$, so H_a is accepted. So that it can be interpreted that there is a relationship X1 and X2 simultaneously to variable Y.

Table 7. T test results

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	706,794	10,783		65,545	,000
Parental Support	,502	,220	,379	2,283	,036
Learning achievement	1,169	,317	,612	3,689	,002

a. Dependent Variable: Prestasi Belajar

Based on the table above X1 has a p value (sig) to Y of 0.036 <0.05 and Tcount 2.283 > Ttable 2.110 while X2 has a p value (sig) to Y of 0.002 <0.05 and Tcount 3.689 > Ttable 2.110 then H_a be accepted. So it can be interpreted that there is a significant relationship between variables X1 and X2 on variable Y.

Education is an effort to change the behavior and attitudes of students for the better. In education students need the support of parents as someone who provides educational social networks to support their development needs. In addition, students also need to provide rewards as motivation in encouraging students to learn and compete. Parental support and giving rewards have a relationship with student achievement itself.

Parental support and giving rewards are two examples of strategies to encourage student achievement. The average grade IV student achievement of SD Muhammadiyah 3 Bungkal is at the lowest level. As a result, to maintain their high enthusiasm for learning, students need support and rewards from their parents.

To get the best results, researchers at SD Muhammadiyah 3 Bungkal conducted this research using a questionnaire and direct observation. Using SPSS 17.0, normality test, homogeneity test, linear test, and hypothesis testing are used to analyze research findings. At SD Muhammadiyah 3 Bungkal, a test was conducted to see if there was a substantial relationship between parental involvement and good behavior that supports and rewards grade 4 children.

The results showed that the Tcount value of the two variables was greater than the Ttable value, namely 2.110, and the Tcount X1 was 2.283 and the Tcount X2 was 3.689. 53.2% or 0.532 is the coefficient of determination (R square). Based on research findings through various tests, it is known that parental support and giving rewards have a major effect on the academic progress of fourth grade students at SD Muhammadiyah 3 Bungkal.

The relationship between parental support and student learning motivation at SD Negeri Bumi I Laweyan Surakarta was the subject of previous research by Fajriyah Nur HidayahHidayah... with the research variable parental support on student learning motivation of 53.1%, it turns out that there are other factors besides parental support parents which affect student learning motivation by 46.9%, as evidenced by the results of the coefficient of determination (r^2) of 0.531.

Research that has been done by researchers can strengthen or update previous findings. where did this research mention the link between parental

encouragement and beneficial good behavior? The purpose of this study was to answer the problems surrounding the decline in student achievement related to the impact of parental support and incentives on the academic achievement of fourth grade children at SD Muhammadiyah 3 Bungkal.

Based on the results of the research above, it can be concluded that there is a moderate influence between parental support on student achievement. There is a high probability that if parental support and rewards are increased, students will get better learning achievement. In addition, the human resources of the teaching staff at SD Muhammadiyah 3 Bungkal are another factor that influences student achievement. While the effect of giving rewards on student achievement, in addition to giving rewards from parents, giving rewards during learning also affects student achievement.

D. Conclusion

Based on the results of the multiple linear regression test above, there is a positive or significant influence between parental support and reward giving on the learning achievement of fourth grade elementary school students with the Tcount value of each variable higher than Ttable, namely (X1) 2.283 and (X2) 3.689. Meanwhile, the Fcount value is $9.666 > F_{table} 3.59$. Then the decision set in this study is H_0 is knocked and H_a is accepted. The R Square value proves how much influence the independent variable has on the dependent variable. Based on the results of the research above, the R Square is 53.2%.

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