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Influence of Parental Attention, Self-Concept, and independent learning on Students' Learning Achievement in the Indonesian Language Subjects

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ABSTRACT

Purpose The objectives of this research included 1) knowing the effect of parental attention variable on students learning achievement; 2) knowing the effect of self-concept variables on students learning achievement; and 3) knowing the effect of learning independence variable on students learning achievement; and 4) knowing the effect of parental attention, self-concept, and learning independence simultaneously on students learning achievement. **Methodology** The research method used it was ex-post facto quantitative. The sample in this study amounted to 178 people who were students of class XI from four majors, namely Accounting, Office, Computer and Network Engineering, and Marketing. The data were collected using a questionnaire technique and documented, analyzed by inferential statistical techniques using multiple regression analysis.

Findings The results of the study proved that 1) the variable of parental attention influences students learning achievement; 2) self-concept variables affect students learning achievement; 3) the variable of learning independence influences students learning achievement; and 4) the variables of parental attention, self-concept, and learning independence have a simultaneous effect on students learning achievement. **Implications for Research and Practice** Among the parental attention, self-concept, and learning independence variables, the biggest contribution to the students learning achievement for Indonesian language subjects at SMK Negeri 2 Makassar is the learning independence variable, followed by the parental attention and self-concept variables.

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Introduction

Education is a human need where to obtain a change in behavior in a person obtained from family, community, and school. The educational process that takes place in schools through learning activities which is a process of changing cognitive, affective, and psychomotor aspects is also inseparable from the education obtained from the family and the community (Kivunja & Kuyini, 2017; Kohlberg, 2013; Pala; Paul & Elder, 2019; Spring, 2012). Law Number 20 of 2003 concerning the National Education System explains that universities as one of the educational institutions have a very important role in producing quality students to educate the nation's life and developing the Indonesian people as a whole, namely as human beings who believe in and fear the God Almighty, who is all-virtuous, possessing all-knowledge and skills, who bestows physical and spiritual health, and who is responsible for society and the nation (Habe & Ahiruddin, 2017; Hakim, 2016; Irawati & Susetyo, 2017; Thoif, 2018).

The government is mandated to build a national education system that ensures equal opportunity to obtain education and improves the quality, relevance, and efficiency of education management to face the challenges of changing local, national, and global life. In order to carry out this mandate, the government established education as one of the priorities in the Long Term Development Plan (RPJP) 2005-2025 and the National Medium Term Development Plan (RPJMN) 2015-2019 (Winata et al., 2018). One of the main roles of education in Indonesia is to build and develop Human Resources (HR) as measured by the Human Development Index (HDI) to support economic growth. The economic growth of a country is determined by the availability of a skilled and productive workforce. Education can increase labor productivity through increasing knowledge and skills. Education at the secondary level has a big role in increasing this productivity by providing the basic knowledge and skills needed by prospective workers both to start work and to continue to a higher level of education (Jazuli, 2015; Warsito et al., 2020).

Vocational High School (SMK) is one of the educational institutions that is responsible for creating human resources who have the ability, skills, and expertise, so that graduates can develop themselves when they enter the world of work. Vocational education aims to improve students' abilities to be able to develop themselves in line with the development of science, technology and the arts, as well as prepare students to enter the workforce and develop their attitudes and skills (Badrudin, 2019; Etiafani & Listiara, 2015; Ni'mah, 2018; Nurkholis, 2013).

The competencies expected by the industry in skills according to their fields (hard skills) and attitudes, cooperation, motivation competencies are classified as soft skills. The average school in Indonesia has not yet formed graduates to have the two skills above and in the end graduates will find it difficult to compete in the world of work (Busana). The lack of a common vision between schools and industry makes the authors want to provide an overview of how to minimize the gap between SMK graduates and the demands of industry, namely (a) The AFTA challenge requires the preparation of a competent workforce required by the industry (b) There is a gap between the competencies required by the industry which is to be developed in the graduates produced by SMK (c) SMK graduates do not yet have the two main competencies needed by industry, namely the ability of hard skills and soft skills or sometimes only one of them is mastered better (Andayani, 2016; Widiyaningrum et al., 2020).

The main role of education in Indonesia is to build and develop Human Resources (HR). Teachers, students and parents need to be aware of this need and can be fulfilled only by student achievement (Churiyah et al., 2020; Salavrakos, 2020). According to Dalyono there are several factors that influence learning achievement, namely internal factors, including: health, intelligence, interests, motivation, and learning methods. While external factors include family, school, community, and the surrounding environment (Syam et al., 2018; Tyas et al., 2020).

Parental attention is all forms of treatment or activities carried out by parents to support children's learning activities. Directions from parents about the importance of learning and accompanied by guidance will lead to a high enthusiasm for learning so that children can achieve optimal performance (Bedell et al., 2011). Motivating children to study diligently with guidance and attention can optimize children's cognitive development (Cheung & Pomerantz, 2012; Fan & Williams, 2010; Hasson et al., 2018; Hughes & Baylin, 2012; Yamamoto & Holloway, 2010). A good relationship is a relationship that is full of understanding and affection, accompanied by guidance, direction and if necessary, punishments for the success of children's learning. This relationship involves parents' attention to support children's learning activities (Becker et al., 2010; McDevitt & Ormrod).

Parental attention is one of the important factors in supporting the growth and development of children, especially in the world of education. Parental attention is seen in their main task, which is to educate and guide their children to become better human beings, who can devote themselves to God, to their parents, religion, nation, and state. Efforts to educate and guide children are an inseparable part of a series of obligations that must be carried out by parents. The obligation to educate and guide children is to meet the mental and spiritual needs of children. In this way, the obligation to earn a living and educate children cannot be separated from one another and must be carried out concurrently, in line, harmoniously, and equally so that there is a balance in the growth and development of children (Britto et al., 2017; El Nokali et al., 2010).

The product of the learning process is measured based on the learning outcomes achieved by a student, which is the result of the interaction of various influencing and interrelated factors, including non-cognitive characters. The non-cognitive characters include motivation, interests, attitudes, talents, self-concept, parental attention, independence and so on (García, 2016; Gutman & Schoon, 2013; Seifan et al., 2020). Various efforts still need to be considered and implemented to improve the quality of education, especially at the vocational secondary level. It is recognized that various factors influence the formation of quality, including instrumental input, teaching and learning processes and others (Li et al., 2021; Peng et al., 2021; Willems et al., 2019).

Factors that are thought to have a strong influence on the student's learning achievement of vocational theory include teaching performance, utilization of learning facilities and student achievement motivation. This is because the teacher has a strategic role to improve student learning achievement through the learning process carried out by the optimal use of learning facilities and the motivation of students to excel (Bal-Taştan et al., 2018; Damrongpanit, 2019; Li et al., 2021). The role of parents is also very important, for example when the teacher gives homework, parental guidance is needed in solving

problems faced by children. The role of parents' attention is very important for children because parents as a family are informal educational institutions that are responsible for children's education. To be able to produce satisfactory learning achievement, it should pay attention to the learning needs of children. There needs to be involvement, attention, and active participation of parents from all parties so that education goes well, because participation, attention and cooperation will give birth to a spirit of togetherness in managing education (Bakar, 2014; Caprara et al., 2011; Rahimi & Karkami, 2015). Parents cannot give up their role in paying attention to their children's education after they enter school. Parents are the most responsible for the education of their children and their entire family. For this reason, guidance and attention from parents is an effort to overcome learning difficulties experienced by children.

The study material of science subjects develops students' knowledge, understanding, and analytical skills on the social conditions of society (Ratto, 2011; Vieira & Tenreiro-Vieira, 2016). To realize this, students must first understand what they like and should have confidence in themselves which. This will then determine who the student is according to his thoughts that affect his behavior. This can be obtained through an understanding of a good self-concept. Self-concept is a state of a person having a positive attitude towards oneself, acknowledging, and accepting various aspects of oneself including the good and bad qualities that exist in oneself and a positive view of the life that has been lived (Wouters et al., 2011). Self-concept will have a positive/negative effect in developing attitudes, both positive and negative towards themselves and the environment they face. Self-concept refers to how individuals understand themselves as individuals, when faced with developmental tasks in accordance with the personal demands they face and environmental demands in an effort to optimize their potential (Bharathi & Sreedevi, 2016).

Students who have a positive self-concept will be easier to develop themselves than students who have a negative self-concept. This is supported by the opinion of Sarastika (2014: 70-74) which states that the better or more positive a person's self-concept, the easier it will be for him to achieve success, because with a good/positive self-concept, a person believes in his ability to overcome problems, feels equal with others, accepts praise without shame, and realizes that everyone has feelings and desires. In case of any part of his behavior not approved by society, he is liable to introspection and self-improvement (Bharathi & Sreedevi, 2016). Conversely, if a person has a worse or negative self-concept, he is less likely to succeed. People will criticize him; they will tend to be hypercritical about him, namely always complaining, criticizing, belittling. Such a person will not be smart and will be unable to express appreciation or recognition of the strengths of others, and would be pessimistic about competition. Thus, self-concept is very important learning process in independent learning (Pinxten et al., 2015).

Further reinforced by Hurlock (1980), it states that a person's success to be independent should have a stable self-concept because which can help a person view himself in a more consistent way and ultimately can increase independence and reduce a sense of inadequacy. Independence in learning is an example of a learning approach factor that affects student learning processes (Amado-Alonso et al., 2018; Pinxten et al., 2015). Learning independence is defined as a learning activity that takes place more driven by learner's own willingness and responsibility. Independence, either directly or

indirectly, can affect students' lives. Specifically, the problem of independence requires an individual's readiness, both physical and emotional readiness to organize, manage, and carry out activities on their own responsibility without relying too much on others.

Independent learning is very important for a person's development because: (1) people who take the initiative in learning are better than people who are dependent on educators; (2) independent learning is in line with the natural process of mental development; (3) it paves the way for the emergence of new concepts or theories in education that emphasizes responsibility of students (Broadbent & Poon, 2015; Handayani, 2018; TANIŞ et al., 2020; Yang & Wu, 2012). Students who have high learning independence will try to complete the tasks given by the teacher according to their potential, otherwise students who have low independence will depend on others. Various phenomena that occur in the context of the learning process, such as truancy, cheating, and looking for leaked exam questions show a lack of independence in learning.

These phenomena will affect the learning achievement obtained by students. Learning outcomes cannot be separated from the learning process experienced by students either directly or indirectly. It means that the achievement of student learning success can be influenced by external and internal factors (Kobayashi & Farrington, 2020; Peng et al., 2021; Rukayah & Thaba, 2016). External factors are conditions that affect student learning processes that come from outside the individual student, which include school environment, family, community, socio-economic level of students, and family. While internal factors are conditions that affect the learning process that comes from within the students themselves, which include motivation, self-concept, readiness, discipline, independence, and so on. In other words, self-concept and learning independence are included in internal factors that affect learning outcomes, so that maximum learning outcomes can be achieved (Anderson & Krathwohl, 2001; Krysiński & Szczepański, 2020; Thaba, 2020).

The quality of education is not determined by a single factor, but there are several variables that are considered to influence each other. This is what inspires researchers to conduct a simple study that will empirically test direct or indirect relationships in a series in the education system. This will include namely Input - Process - Output relationship which refers to several independent variables, namely parental attention at home, students' self-concept, and independent learning on student achievement.

To create quality and high-achieving human beings, students must have good learning achievements. Learning achievement is the maximum benchmark that has been achieved by students after carrying out the learning process for the specified time. Student achievement is influenced by various factors, both from within (internal) and from outside (external). The learning achievement achieved by students is essentially the result of the interaction between these various factors. Self-concept is developed at different times and is influenced by students' social experiences. Self-concept has a direct and positive effect on student achievement, meaning that the higher (good) is the parental attention, the greater becomes the self-concept (the higher/better the student's self-concept) (Amado-Alonso et al., 2018; Bharathi & Sreedevi, 2016). These two variables have a very close influence on student achievement.

Parental attention, self-concept and learning and independence have a big effect on learning achievement. This influence is very high and good, and it is hoped that parents will always keep their attention on their children. They will influence their self-concept and independent learning so that in future it can affect their learning achievement as well (Bakar, 2014; Bal-Taştan et al., 2018; Caprara et al., 2011; Damrongpanit, 2019; Rahimi & Karkami, 2015; Ratto, 2011; Vieira & Tenreiro-Vieira, 2016).

Based on the explanation above, the factors that can affect learning achievement include discipline and psychological factors, such as parental attention, self-concept, and learning independence. Student achievement is focused on the value or number achieved by students in teaching and learning process at school. The value is obtained after the teaching and learning process lasts for one semester and is included in writing in the grade report book which contains the results of the assessment using numbers seen on the cognitive side by looking at the students' ability in mastering knowledge on subject matter that has been given by the teacher and supported by grades. -value of student character at school. In this study, data in the form of report cards were used as a reference for learning achievement.

Various problems as stated above are very important to be studied and researched. Given the limitations of time, funds, and energy, this research is only limited to the effect of parental attention, self-concept, and learning independence on student achievement in Indonesian language subjects. The limitation of these problems includes matters relating to (1) parental attention which is seen as a form of awareness to direct the thoughts, attitudes, and actions given by parents/families to their children in order to make them mature and able to live independently, (2) self-concept which refers to a person's overall picture perception and assessment of himself which includes physical, psychological, social, and academic status or academic abilities possessed, (3) independent learning that leads to freedom from the influence of others so that they are able to act, and think on the basis of creative and full of initiative, confident, responsible and able to overcome the learning problems they face, and do things that they think are good for their integrity, and (4) learning achievement which is the value of the report card obtained students from one semester of ability test which includes theory test and practical exam.

Methodology

Research design

In this study, the researcher aimed to reveal the influence of parental attention, self-concept, independence learning achievement of SMK Negeri 2 Makassar students. This research therefore adopted the descriptive and ex-post facto research design. Descriptive research is useful to find out the influence of parental attention, self-concept, and independent learning on student achievement in SMK Negeri 2 Makassar. Ex-post facto research design was adopted because this research used data based on questionnaires and documentation in the form of students' report cards. These students belonged to the semester one of SMK Negeri 2 Makassar class XI, in four Departments, viz., Office, Accounting, Marketing, and Computer and Network Engineering.

Research Sample

This research involved a population of 359 students of class XI with four majors, namely Office, Accounting, Marketing and Computer network engineering having 113 students, 143 students, 52 students, and 51 students respectively. These departments are located at Jl. Pancasila No. 15, Mannuruki, Kec. Tamalate, Makassar City, South Sulawesi. The time of this research was carried out from Oktober 2021 to November 2021. The sample in this study was determined by the sampling technique recommended by Isaac and Michael (Thamhain, 2014) with an error rate of 5%. In this way, the sample already has a 95% confidence level against the existing population. In the end, a total of 178 students were set as samples.

Research Instrument and procedure

Data in this study was collected using questionnaires and documentation techniques. A questionnaire was used as the main tool for collecting data/information related to parental attention, self-concept, independent learning, and students' achievement. The type of questionnaire used was a closed questionnaire, where the statements in the questionnaire have alternative answers that are chosen by the respondent. Respondents cannot provide answers or responses except those that have been provided as alternative answers. Documentation is used to obtain data related to student achievement seen in the final test scores of students. The final grade of the student is in the form of a report card obtained from the school. The researcher only needs to record the achievements that have been seen which are taken from the report cards of the students as samples in this study.

Data Analysis Technique

Simple regression data analysis techniques and multiple regression were used as data analysis technique, with the help of SPSS 20 program. The implementation phase of the analysis included: (1) descriptive analysis; (2) test requirements analysis/classical assumption test and (3) hypothesis testing. The descriptive statistical analysis was used to get a categorical description of the distribution of research data from each variable. The score obtained from each result was made into 5 score criteria, namely very high, high, medium, low, and very low. The scoring was the highest score minus the lowest score and divided by the number of class intervals. Classical assumption test is a statistical requirement that must be met in regression research. Classical assumption test used in simple regression is different from multiple regression. For research with multiple regression, the classical assumption tests commonly used are normality, linearity, multicollinearity, heteroscedasticity, and autocorrelation tests. The five types of classical assumption tests and hypothesis testing were made in this study by using the SPSS 25.00 for Windows computer program.

Findings

This section contains a description of all research data presented descriptively including (1) description of finding data; (3) description of the results of the analysis requirements test (classical assumption test) includes normality test, linearity test, multicollinearity test, heteroscedasticity test, autocorrelation test; and (4) the results of hypothesis testing. The four research results are as follows:

Description of Statistical Analysis Results

The data in this study were sourced from the results of questionnaires and documents. Questionnaire data comprised three variables, namely parental attention (labeled with POT), self-concept (labeled with KD), and independent learning (labeled with KB). Meanwhile, the document data was in the form of students learning achievement (labeled with PB). The data was then analyzed by descriptive statistical techniques with the following results as presented in table 1.

Table 1

Frequency Distribution of Data

Statistics					
		POT	KD	KB	PB
N	Valid	178	178	178	178
	Missing	0	0	0	0
Mean		89.22	88.92	86.61	81.92
Median		89.00	88.50	86.00	80.00
Mode		100	100	100	80
Minimum		62	60	64	70
Maximum		100	100	100	92
Sum		15881	15827	15416	14581

Based on the results of the statistical analysis above (see Table 1), it is known that the average (Mean) of the questionnaire results for the parental attention variable is 89.22, the self-concept variable is 88.92, the independent learning variable is 86.61, and the students learning achievement variable is 81.92. For the mean value (Median) of the parental attention variable questionnaire results is 89, the self-concept variable is 88.50, the independent learning variable is 86, and the students learning achievement variable is 80. For the popular value (Mode) the parental attention variable questionnaire results are 100, the self-concept variable is 100, the independent learning variable is 100, and the students learning achievement variable is 80.

Table 2

Parental Attention Variable Category Interval (X1)

Interval	Category	Frequency	Percentage
> 86	Very high	113	63.5
66 – 85	High	64	36.0
46 – 65	Medium	1	0.5
36 – 45	Low	0	0
< 35	Very low	0	0
Total		**178**	**100**

Table 2 shows the parental attention variable category interval (X1). This table is based on the frequency distribution table of the questionnaire data for the parental attention (X1) variable that has been described previously. Based on the table, it is known that 113 respondents scored above 86 (> 86) in the "very high" category, 64 respondents scored between 66 - 85 in the "high" category. One respondent scored between 46 – 65 in the "medium" category. There were no respondents who scored between 36 - 45 in the "low" category and < 35 in the "very low" category. These results are also presented graphically in Figure 1.

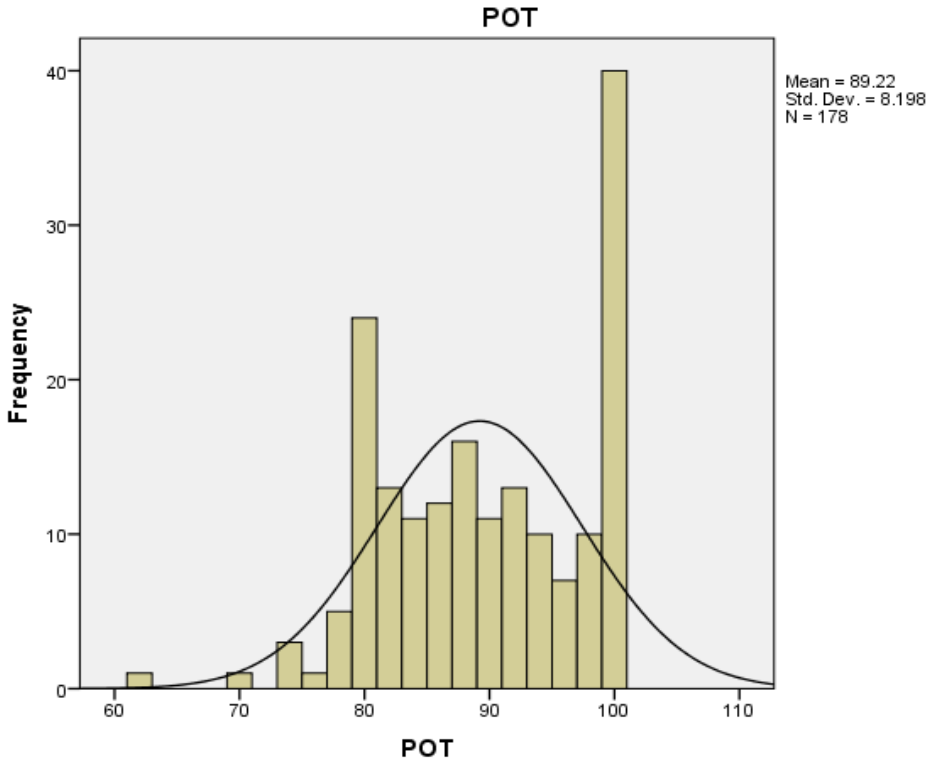

Figure 1. *Histogram of parental attention variable data frequency (X1)*

Table 3

Self-Concept variable category intervals (X2)

Interval	Category	Frequency	Percentage
> 86	Very high	110	61.8
66 – 85	High	64	36.0
46 – 65	Medium	4	2.2
36 – 45	Low	0	0
< 35	Very low	0	0
Total		**178**	**100**

Table 3 above shows the self-concept variable category interval (X2). This table is based on the frequency distribution table of the questionnaire data for the self-concept (X2) variable as described previously. Based on the table, it is known that 110 respondents scored above 86 (> 86) in the "very high" category, 64 respondents scored between 66 - 85 in the "high" category. Four respondents scored between 46 - 65 in the "medium" category. There were no respondents who scored between 36-45 in the "low" category, and a score of less than 35 (< 35) in the "very low" category. These results are also presented graphically in Figure 2.

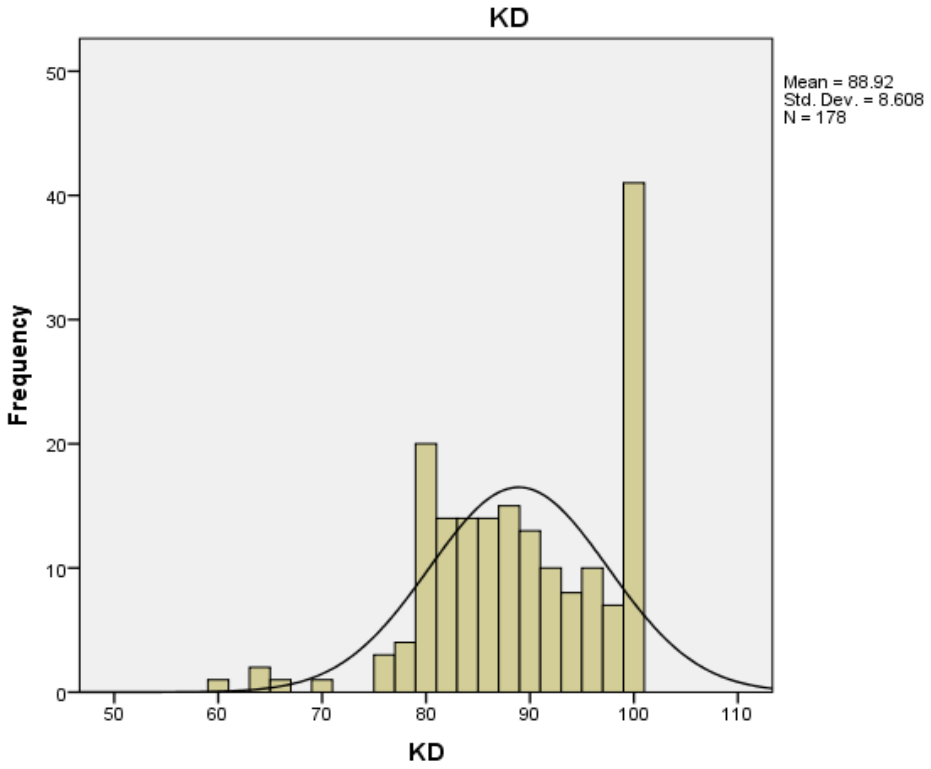

Figure 2. *Histogram of self-concept data frequency (X2)*

Table 4

Independent Learning Variable Category Interval (X3)

Interval	Category	Frequency	Percentage
> 86	Very high	94	52.8
66 – 85	High	83	46.7
46 – 65	Medium	1	0.5
36 – 45	Low	0	0
< 35	Very low	0	0
Total		**178**	**100**

Table 4 shows the independent learning variable category interval (X3). This table was created based on the frequency distribution table of the questionnaire data for the independent learning variable (X2). Based on the table, it is known that 94 respondents scored above 86 (> 86) in the "very high" category, 83 respondents scored between 66-85 in the "high" category and 01 respondent scored between 46-65 in the "medium" category. There were no respondents in the "low" and "very low" categories. These results are also presented graphically in Figure 3.

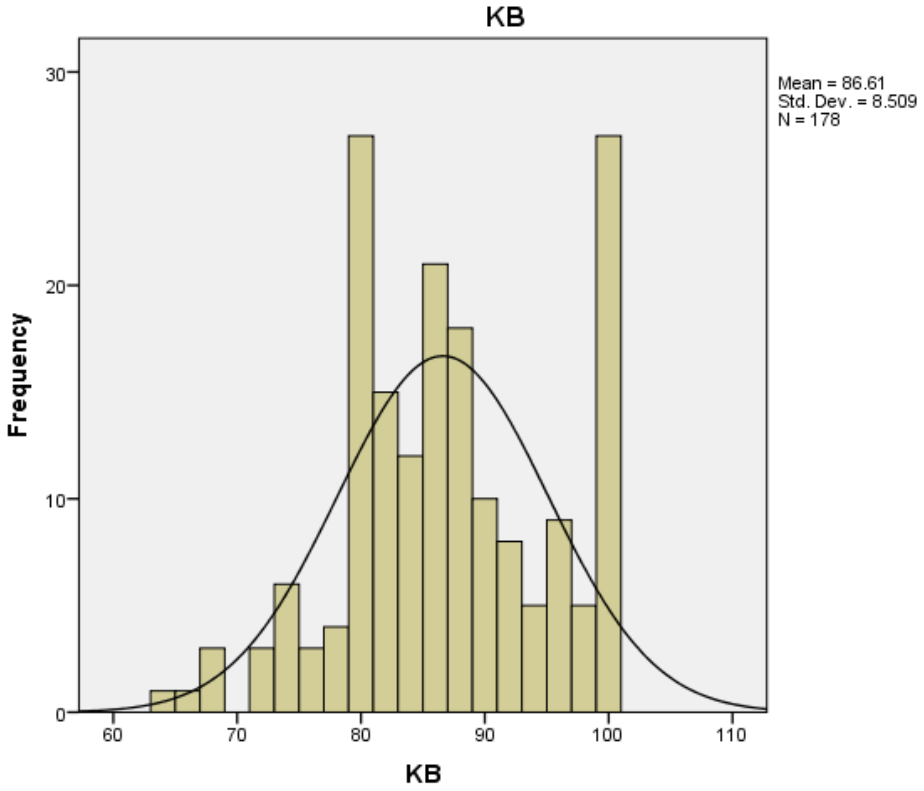

Figure 3. *Histogram of independent learning variable data frequency (X3)*

Table 5

Students Learning Achievement Variable Category Interval (Y)

Interval	Category	Frequency	Percentage
> 86	Very high	37	20.8
66 – 85	High	141	79.2
46 – 65	Medium	0	0
36 – 45	Low	0	0
< 35	Very low	0	0
Total		**178**	**100**

The table above shows the students learning achievement variable category interval (Y). This table is based on the frequency distribution table of the questionnaire data for the students learning achievement (Y) variable that has been described previously. Based on the table, it is known that 37 respondents scored above 86 (> 86) in the "very high" category, 141 respondents scored between 66 - 85 in the "high" category. There were no respondents who scored between 46-65 in the "medium" category, scores between 36-45 in the "low" category and scores less than 35 (< 35) in the "very low" category. These results are also presented graphically in Figure 4.

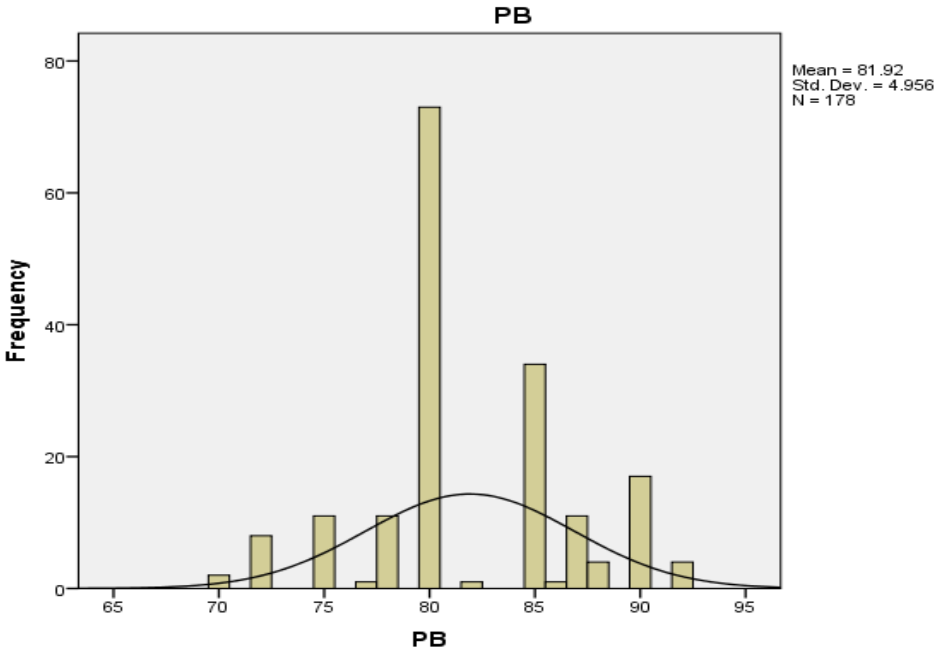

Figure 4. *Histogram of students learning achievement variable data frequency (Y)*

Description of Requirements Analysis Test Results

The data analyzed in this study passed the feasibility test stage with five types of classical assumption tests, namely normality, linearity, heteroscedasticity, multicollinearity, and autocorrelation tests. The results of the classical assumption test are as follows.

Data normality test results

Measurement of the normality of variable data with multiple regression in this study used two ways, namely the Kolmogorov-Smirnov Test and the Graph Test. Normality of the data using the Kolmogorov-Smirnov Test was tested by comparing the value of Sig. (2-tailed) with a probability value of 0.05. If the value of Sig. (2-tailed) is greater than 0.05 then the data is declared normally distributed. This is the opposite. Furthermore, the normality of the data using a graph test wass carried out by observing the curved line of the normal curve and the distribution of plots that follow a straight line (P-P Plots graph).

Table 6

Data Normality Test Results with Kolmogorov-Smirnov Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		178
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	5.04940369
Most Extreme Differences	Absolute	.039
	Positive	.031
	Negative	-.039
Test Statistic		.039
Asymp. Sig. (2-tailed)		.200[c,d]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. This is a lower bound of the true significance.

Based on the table of normality test results for multiple regression data above, it is known that the value of Sig. (2-tailed) in the Kolmogorov Smirnov column of 0.200 is greater than the probability of 0.05. Thus, referring to the normality test conditions, it is known that the value of Sig. (2-tailed) 0.200 is greater than 0.05, then the data analyzed in this study is declared to be normally distributed.

Furthermore, the normality of the data using a graph test is carried out by observing the curved line of the normal curve and the distribution of plots that follow a straight line on the P-P Plots graph. These results are also presented graphically in Figure 5.

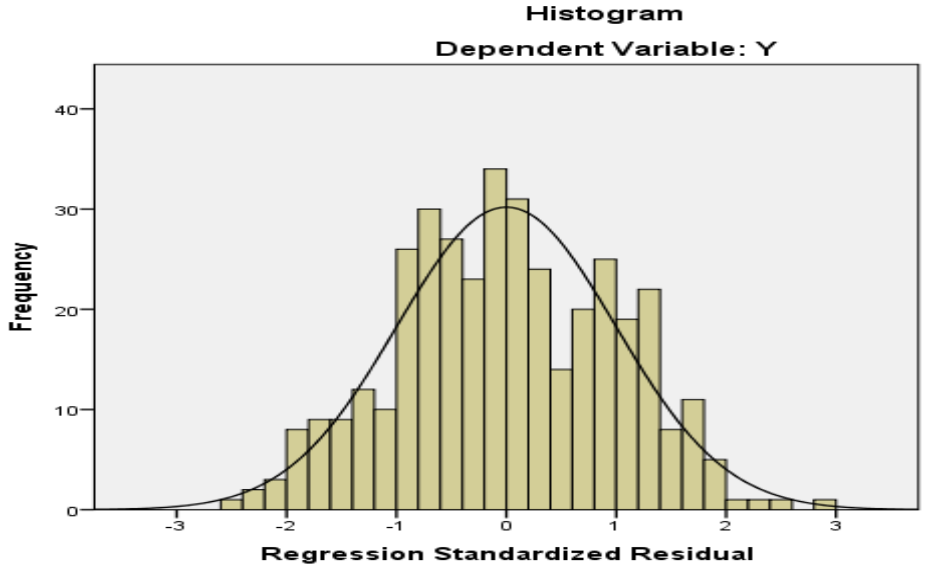

Figure 5. *Normality Graph*

If you pay attention to the normality graph above, it can be explained that all plots are under the curved line of the normal curve so that the data is declared normally distributed.

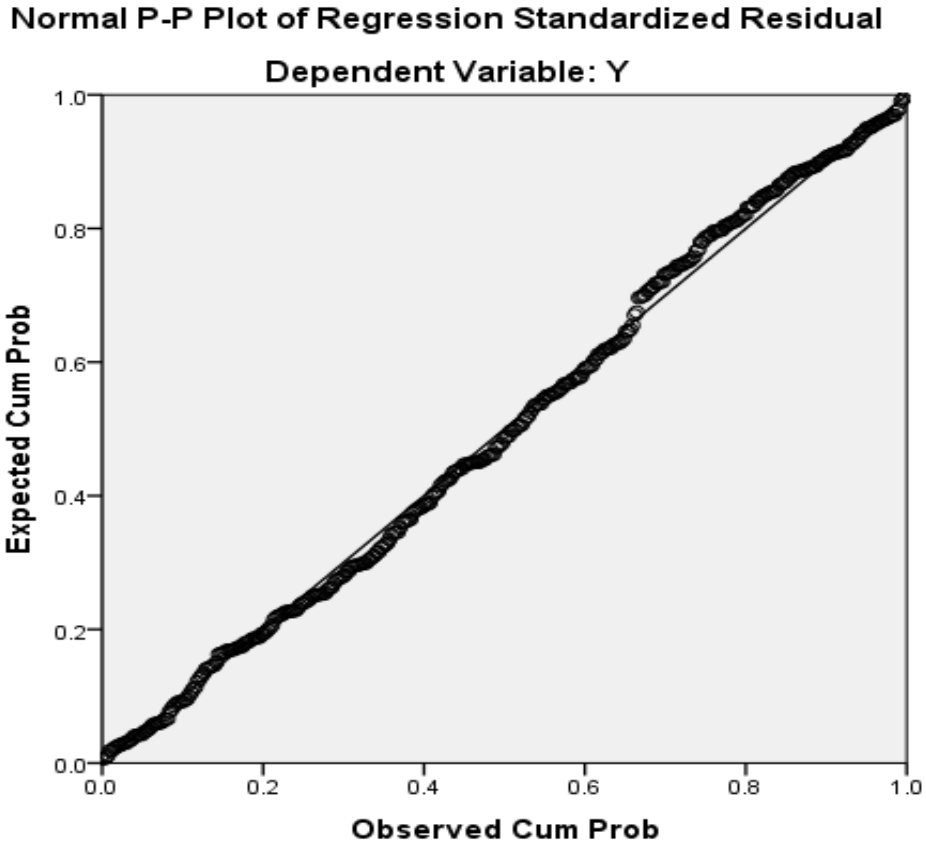

Figure 6. *Normal P-P Plot Plot*

Figure 6 depicts the P-P Plot graph; the distribution of the plots follows a straight line without any plots that are spread out or away from the sloping line. Thus, the data is declared to be normally distributed by looking at the normality graph and the Normal P-P Plot.

Data linearity test results

Linearity test is used to determine the linear relationship between two variables significantly or not. A good correlation should have a linear relationship between the independent variable and the dependent variable. The basis for decision making in the linearity test is to compare the significance value (Sig.) with 0.05. If the value of Deviation from Linearity Sig. > 0.05 then there is a significant linear relationship between the independent variable and the dependent variable. Vice versa. Table 7 presents the results of the ANOVA test.

Table 7

*Linearitas Y*X1*

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Y * X1	Between Groups	(Combined)	949.311	20	24.982	.966	.531
		Linearity	16.553	1	16.553	.640	.424
		Deviation from Linearity	932.758	19	25.210	.975	.516
	Within Groups		8743.628	169	25.869		
	Total		9692.939	178			

Before reading the results of the linearity test in the Table 7, the hypothesis and testing criteria were first determined. The hypotheses of this linearity test were:

H_0=There is no linear relationship between the parental attention variable (X1) and the PB variable (Y)
H_a=There is a linear relationship between the parental attention variable (X1) and the students learning achievement variable (Y)

Furthermore, the criteria for testing the linearity hypothesis between the parental attention variable (X1) and the students learning achievement variable (Y) were as follows.

H_0=Accepted if the value of Sig, *Deviation from Linearity* < 0.05
H_0=Rejected if the value of Sig, *Deviation from Linearity* > 0.05

Based on the results of the linearity test for the parental attention variable (X1) and the students learning achievement variable (Y) as shown in Table 7, it is known that the value of Sig, Deviation from Linearity is 0.516. The value of Sig, Deviation from Linearity 0.516 > 0.05 leads us to conclude that H0 is rejected, and Ha is accepted. It means that there is a linear relationship between the parental attention variable (X1) and the students learning achievement variable (Y).

Table 8

*Linearitas Y*X2*

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Y * X2	Between Groups	(Combined)	1189.645	20	37.176	1.504	.058
		Linearity	.511	1	.511	.021	.886
		Deviation from Linearity	1189.134	19	38.359	1.552	.064
	Within Groups		8503.294	169	24.719		
	Total		9692.939	178			

Table 8 presents the results of the linearity test; however, prior to taking this test, the hypothesis and testing criteria were determined. The hypotheses of this linearity test were.

H_0=There is no linear relationship between the self-concept variable (X2) and the students learning achievement variable (Y)
H_a=There is a linear relationship between the self-concept variable (X2) and the students learning achievement variable (Y)

Furthermore, the criteria for testing the linearity hypothesis between the self-concept variable (X2) and the students learning achievement variable (Y) were as follows.

H_0=Accepted if the value of Sig, *Deviation from Linearity* < 0.05
H_a=Rejected if the value of Sig, *Deviation from Linearity* > 0.05

Based on the results of the linearity test for the self-concept variable (X2) and the students learning achievement variable (Y) as shown in Table 8, it is known that the value of Sig, Deviation from Linearity is 0.064. Because the value of Sig, Deviation from Linearity is 0.064 > 0.05, it can be concluded that H0 is rejected and Ha is accepted, meaning that there is a linear relationship between the self-concept variable (X2) and the students learning achievement variable (Y).

Table 9

*Linearitas Y*X3*

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Y * X3	Between Groups	(Combined)	608.366	20	43.455	1.732	.048
		Linearity	87.777	1	87.777	3.498	.062
		Deviation from Linearity	520.589	19	40.045	1.596	.084
	Within Groups		9084.573	169	25.096		
	Total		9692.939	178			

Before reading the results of the linearity test presented in Table 9, the hypotheses and testing criteria were determined. The hypotheses of this linearity test were:

H_0=There is no linear relationship between the independence learning variable (X3) and the students learning achievement variable (Y)
H_a=There is a linear relationship between the independence learning variable (X3) and the students learning achievement variable (Y)

Furthermore, the criteria for testing the linearity hypothesis between the independence learning variable (X3) and the students learning achievement variable (Y) were as follows.

H_0=Accepted if the value of Sig, *Deviation from Linearity* < 0.05
H_0=Rejected if the value of Sig, *Deviation from Linearity* > 0.05

Based on the results of the linearity test for the independence learning variable (X3) and the students learning achievement variable (Y) as shown in Table 9, it is known that the value of Sig, Deviation from Linearity is 0.084. Because the value of Sig, Deviation from Linearity is 0.084 > 0.05, it can be concluded that H0 is rejected and Ha is accepted, meaning that there is a linear relationship between the independence learning variable (X3) and the students learning achievement variable (Y).

Multicollinearity test results

This classic multicollinearity assumption test is used to measure the level of association (closeness) of the relationship/influence between independent variables through the magnitude of the correlation coefficient (r). Multicollinearity occurs if the

correlation coefficient between independent variables is greater than 0.60 (other opinions: 0.50 and 0.90). It is said that there is no multicollinearity if the correlation coefficient between independent variables is less than or equal to 0.60 ($r < 0.60$). Another way to determine multicollinearity, is by paying attention to; 1) the tolerance value if the level of error is statistically justified: if the tolerance value is greater than 0.10, it means that there is no multicollinearity (the opposite applies). 2) The value of the variance inflation factor (VIF) is the standard deviation of the square of the inflation factor. If the VIF value is less than 10.00, it means that there is no multicollinearity in the regression model.

Table 10

Multicollinearity Test Coefficient Value

Coefficients[a]			
Model		Collinearity Statistics	
		Tolerance	VIF
1	X1	.998	1.002
	X2	.998	1.002
	X3	1.000	1.000

a. Dependent Variable: Y

Based on Table 10, the tolerance value is greater than 0.10, which means that there is no multicollinearity. Furthermore, the value of the variance inflation factor (VIF) is less than 10.00, which means that there is no multicollinearity in the regression model.

Table 11

Multicollinearity Test Korean Coefficient Value

Coefficient Correlations[a]				
Model		X3	X2	X1
1	Correlations	X3	1.000	.005	.015
		X2	.005	1.000	-.048
		X1	.015	-.048	1.000
	Covariance	X3	.003	1.336E-5	3.055E-5
		X2	1.336E-5	.002	-7.975E-5
		X1	3.055E-5	-7.975E-5	.001

a. Dependent Variable: Y

Table 12

Collinearity Diagnostics Value Multicollinearity Test

Collinearity Diagnostics[a]							
Model	Dimension	Eigenvalue	Condition Index	Variance Proportions			
				(Constant)	X1	X2	X3
1	1	3.996	1.000	.00	.00	.00	.00
	2	.002	42.275	.00	.81	.11	.10
	3	.002	48.086	.00	.00	.57	.42
	4	.000	91.517	1.00	.19	.31	.48

a. Dependent Variable: Y

Table 10, Table 11 and Table 12 are used as the basis for making decisions for the

multicollinearity test. Looking at the magnitude of the correlation coefficient between independent variables, the correlation coefficient between independent variables is -0.048 (X1-X2), 0.015 (X1-X3), and 0.005 (X2-X3), all three are far below 0.60. It can be concluded that there is no multicollinearity between the independent variables.

By using the amount of tolerance (a) and variance inflation factor (VIF), the tolerance of independent variables X1 = 0.998 above 10%, X2 = 0.998 above 10%, X3 = 1.00 above 10%. If you use alpha/tolerance = 10% or 0.10 then VIF = 10. From the VIF output, calculate the three variables X1 = 1.002 < VIF = 10, X2 = 1.002 < VIF = 10, X3 = 1 < VIF = 10, you can get it. It is therefore concluded that between the independent variables there is no multicollinearity or there is no multicollinearity symptom in the regression model.

Heteroscedasticity test

Research using multiple regression, the data needs to be tested about the same or not the variance of the residuals from one observation to another. If the residuals have the same variance, it is called homoscedasticity, and if the variance is not the same, it is called heteroscedasticity. A good regression equation if there is no heteroscedasticity. The analysis of the heteroscedasticity assumption test results from SPSS output through a scatterplot graph between Z prediction (ZPRED) for the independent variable (X = Y axis predicted) and the residual value (SRESID) is the dependent variable (Y = Y axis prediction - real Y). Homoscedasticity occurs if the points resulting from data processing between ZPRED and SRESID spread below or above the origin point (number 0) on the Y axis and do not have a certain pattern.

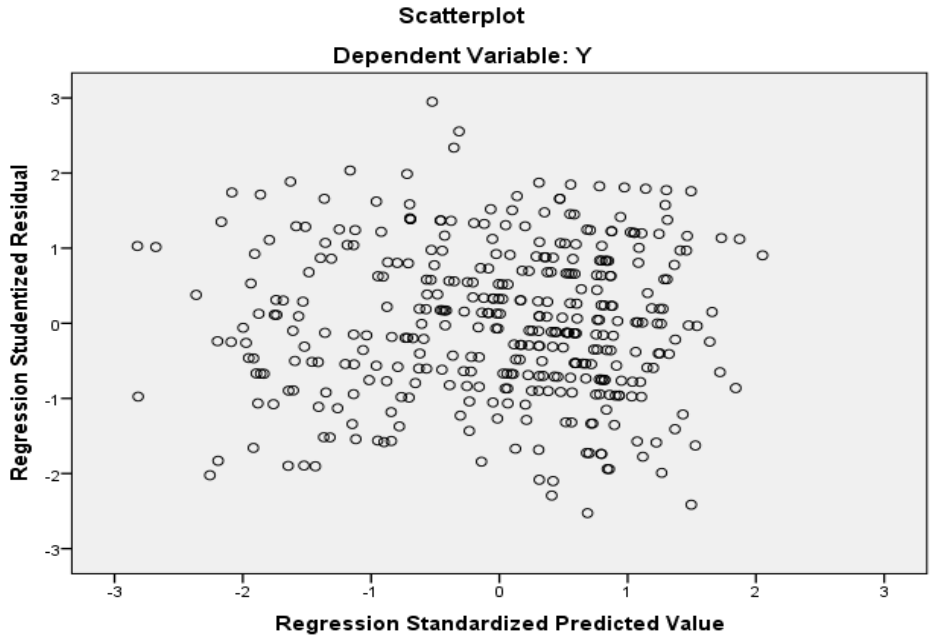

Figure 7. *Scatterplot Graph*

Based on the results of the scatterplot image output shown in Figure 7, the points spread below and above the Y axis, do not have a regular pattern. It can therefore be concluded that the independent variables above do not occur heteroscedasticity or are homoscedastic.

Autocorrelation test

A good regression equation is that it has no autocorrelation problem. If there is an autocorrelation, the equation is not good or not suitable for prediction. The measure in determining whether there is an autocorrelation problem is the Durbin-Watson test (DW), with the following conditions: Positive autocorrelation occurs if DW is below -2 (DW < -2). There is no autocorrelation if DW is between -2 and +2 or -2 < DW +2.

Table 13

Autocorrelation Test Results

Model Summary [b]					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.705[a]	.562	.003	5.070	1.949

a. Predictors: (Constant), X3, X2, X1
b. Dependent Variable: Y

Based on Table 13, it is known that the Durbin-Watson value is 1,949 which is greater than -2 and less than 2 or -2 < DW +2) so it can be concluded that there is no autocorrelation problem.

Description of Hypothesis Test Results

Hypothesis testing in this study uses multiple regression test which aims to determine the effect of the parental attention (X1), self-concept (X2), and independence learning (X3) variables on the students learning achievement (Y) variable. However, before formulating the answer to the hypothesis, the coefficient of determination test was carried out, formulating equations, partial regression test, then testing the hypothesis. Table 14 presents the test results.

Table 14

Coefficient of Determination Test Results

Model Summary [b]				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.705[a]	.562	.003	5.070

a. Predictors: (Constant), X3, X2, X1
b. Dependent Variable: Y

Table 14 provides information on the value of the coefficient of determination, namely the contribution of the influence of the independent variable simultaneously on the dependent variable. To find out, consider the magnitude of the R value in the table above, which is R = 0.705 (for the range of one or perfect). This value indicates that the variables parental attention, self-concept, and independent learning simultaneously have a strong enough effect on the performance variable. The magnitude of the contribution of the three variables simultaneously is 56.2%, the rest is influenced by other variables.

Table 15

Regression Equation Test Results

Coefficients [a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	106.775	10.276		10.391	.000
	X1	.230	.036	.043	2.008	.031
	X2	.278	.046	.009	2.670	.008
	X3	.504	.056	.096	4.860	.048

a. Dependent Variable: Y

The table above provides information on the regression equation and the presence or absence of the influence of the independent variable partially on the dependent variable. The regression equation formula in this analysis is as follows. Y = a + b1x1 + b2x2 + b2x3 or Y = 106,775 + 0.230 + 0.504. There are two bases for decision making with the t test, namely by comparing the significance value of 0.05 with the calculated significance, or by comparing the t table value with the calculated t value. If the calculated significance value is less than the value of 0.05, the independent variable partially has an influence on the dependent variable (the opposite applies). Similarly, testing with the t test, if the value of t count is greater than t table then the independent variable partially has an influence on the dependent variable (applies the opposite). Determination of df = n-k, where n = number of respondents and k = number of variables). The t-table value for df = 377-4 = 373 = 1.97.

Referring to the significance value and t value in the Table 15, it can be explained that partially all independent variables affect the dependent variable. The significance value of the parental attention variable is 0.031 < 0.05, and the t-count value is 2008 > 1.97. The significance value of the self-concept variable is 0.008 < 0.05, and the t value is 2.70 > 1.97. The significance value of the independent learning variable is 0.048 < 0.05, and the t value is 4.860 > 1.97.

Table 16

Multiple Regression Test Results

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	106.263	3	35.421	11.378	.049[b]
	Residual	9586.676	373	25.702		
	Total	9692.939	376			

a. Dependent Variable: Y

b. Predictors: (Constant), X3, X2, X1

Table 16 provides information whether the influence of independent variables is seen simultaneously on dependent variable. Simultaneous effect testing can be done by comparing the significance value and the calculated f value. If the calculated significance value is less than 0.05 then the hypothesis is accepted, meaning that the independent variable simultaneously affects the dependent variable. This test is the opposite. Furthermore, if the calculated F value is greater than F table, the independent variable

simultaneously affects the dependent variable. This test is the opposite. How to determine F table that is F table = k ; n-k where k is the number of independent variables and n is the number of respondents. Thus F table = 3 ; (377-3) = 3 ; 374 and found the value of F table is 2.63.

Based on Table 16 it is known that the calculated significance value of 0.049 is smaller than 0.05 (0.049 < 0.05), while the f count value of 11.378 is greater than the f table value of 2.63 (11.378 > 2.63). Thus, it can be concluded that the independent variables (parental attention, self-concept, and independence learning) simultaneously affect the dependent variable (performance).

Discussion

Parental Attention Variable Affects Learning Achievement in Indonesian Language Subjects at SMK Negeri 2 Makassar

The results of data analysis prove that the first hypothesis in the study is accepted that parents' attention to their children in the education process at school has an influence on their learning achievement, especially in learning Indonesian, especially for class XI students at SMK Negeri 2 Makassar. The findings of this study are in line with the findings of several previous studies such as those conducted by Fan and Williams (2010); Yamamoto and Holloway (2010) that the attention of parents (including guardians for those who have lost their parents) has a very large contribution or influence on the process and success of student learning. In this case, it is their learning achievement.

However, it should be noted that the findings of this study with several other studies have implications on two sides of the incident, namely if the attention of parents is not good or weak to their children, both in terms of learning and in any case, then the impact is negative on the achievement of the student's goals. Conversely, if the parent's attention is good or strong for their child, then the impact is positive on the process and achievement of the child's goals. Especially in terms of studying. Therefore, the teacher's efforts to make students achieve in learning at school, especially in learning Indonesian must always be supported by parents by giving the best and maximum attention to all series of children's learning processes, giving appreciation, and even being part of the learning process. the child himself.

To realize the function of parents to pay attention to their children in terms of learning, parents are required to be able to live up to their functions and roles for the child and be able to evaluate these functions and roles. Teachers in providing knowledge, skills, and attitudes or characters will certainly never succeed if they are not supported by their primary environment, namely the family. In this case it is the parents.

The family is the smallest group/organization that lives together, carries out economic cooperation, and reproduction. Family is a social group that is united through family ties, marriage, or adoption, which is socially approved and generally lives or occupies a place together and interact with each other. In such a small organization, there are parents who are responsible for leading their children.

Family is the first and foremost educator for a person. Education in the family will greatly affect a person's character and personality. Therefore, education in the family is

very important and can be said as the foundation of personality formation. Parents are responsible for establishing interactions, providing love, and loving relationships. The form of affection given by parents can be seen in many ways, including spending time for children, monitoring children's growth and development, giving a comfortable feeling for children and discussing family needs with their children to avoid feelings of fear and the atmosphere at home becomes more comfortable.

Psychologically, vocational high school students are entering the stage of adolescent development, namely the transition period from childhood to adulthood. At this time, students experience a period where on the one hand they want to show independence and self-recognition from others, but on the other hand they still cannot be separated from their dependence on their parents. For this reason, during this development period, vocational students, especially class XI, really need parental attention to support their learning success.

Self-Concept Variables on Learning Achievement in Indonesian Language Subjects for Students of SMK Negeri 2 Makassar

A meaningful message reads "your success today is a reflection of the way you interpret yourself in the past" which means that people who are successful or successful in their lives now or in the future are the fruit of that person's ability to understand themselves, their potential, their weaknesses, abilities, and all things related to him so that he can see the good in the future. It means that every student must have a true self-concept, that if s/he wants to be successful in learning, in this case achieving good learning achievement, then students must be able to understand themselves, explore potential, minimize weaknesses, and always evaluate themselves to continue learning well and active so that the desired goals can be achieved.

The results of data analysis prove that the second hypothesis in this study is accepted and that self-concept that exists in each student has an influence on learning achievement, especially in learning Indonesian, especially for class XI students at SMK Negeri 2 Makassar. It is undeniable that the Indonesian language subject is one of the many subjects that students are less interested in. For this reason, it is not surprising that the student achievement data obtained by researchers still shows a less than optimal index. This means that the student achievement index in Indonesian subjects cannot be said yet, because the data shows that there are still many students whose learning achievements have not yet reached the ideal standard. Of course, this has a close relationship with students' self-concept in learning, especially in viewing Indonesian subjects. For example, there is still the assumption "why learn Indonesian when we already speak Indonesian?" but in fact, their learning achievement is low. This is a serious challenge for teachers and parents to be able to change the concept in each student in a more positive direction.

Hurlock (1980), in his book entitled "Developmental Psychology: An Approach Throughout the Life Span," suggests that self-concept affects learning achievement. This can be seen from his explanation of self-concept, namely a person's picture of himself. This picture is a combination of the person's beliefs about himself which includes physical, psychological, social, emotional, aspirations and achievements. According to Hurlock (1980), a person's view of himself as a whole is a result of observations of himself in the past and in the present. Every individual has a self-concept which is actually a

person's concept of who and what he is (Hurlock, 1980). Based on the results of this study, it is known that self-concept is very influential in the learning achievement of students. The findings of this study are in line with the findings of several previous studies such as those conducted by Amado-Alonso et al. (2018); Cochran (2009); Foroumandi et al. (2020); Hasson et al. (2018); Kantavong and Rerkjaree (2017); Khuanwang et al. (2016); Pinxten et al. (2015); Solheim et al. (2017); Wouters et al. (2011).

Learning Independence Variables on Learning Achievement in Indonesian Language Subjects for Students of SMK Negeri 2 Makassar

Independent learning is one of the success factors for internal learning which is largely highlighted by researchers or education experts and practitioners. It has become a stipulation that learning independence is a factor or variable that absolutely influences student learning success. The better the students' learning independence, the greater is their learning achievement. On the other hand, the worse or weaker the student's learning independence is, the worse their learning achievement will be.

Based on the data found, it can be explained that independent learning in class XI students at SMK Negeri 2 Makassar is dominant in the 'good' category. The picture is not much different from student achievement which is also dominant in the 'good' category. The results of data analysis and hypotheses also prove that independent learning influences learning achievement in Indonesian language subjects for class XI students at SMK Negeri 2 Makassar. The findings of this study are in line with the findings of several previous studies such as those conducted by Broadbent and Poon (2015); Handayani (2018); Yang and Wu (2012).

Learning from the findings of this study as well as other previous studies suggest that students are required to have not only independent learning, but also students need to have awareness, willingness and from within students and not solely pressure from other parties. With the Independent learning in students, learning objectives will be successfully achieved as expected. So, a person's independence in learning will determine the direction of learning and one's learning achievement. The Independence element will make students capable to study on their own without being asked by outsiders in exam conditions or not exams. This independence emphasizes activities in learning that are full of responsibility so that they can achieve high learning achievements.

Simultaneously (simultaneously) Parental Attention, Self-Concept, and Independent Learning Variables Affect Learning Achievement in Indonesian Language Subjects at SMK Negeri 2 Makassar

If partially the variables of parental attention, self-concept, and learning independence have a good contribution and influence on student achievement, especially in Indonesian subjects, then it is fitting that simultaneously these three variables can also be sure to contribute well and influence students learning achievement. This is evidenced by the results of data analysis findings which prove that the fourth hypothesis in the study is accepted, suggesting that parental attention, self-concept, and independent learning simultaneously affect children in their education process at school, giving an influence on their learning achievement, especially in learning Indonesian, especially for class XI students at SMK Negeri 2 Makassar.

This finding indicates that the three independent variables interact and support each other. Parents' attention to their children can form a good self-concept in students in learning, as well as being able to stimulate, encourage, and help independent learning among students.

Conclusion, recommendations, and implications

Parental attention (X1) influences student achievement. Parental attention has a linear relationship with learning achievement. The linear relationship formed in the 'strong' category. This means that parental attention has a strong ability to influence student achievement. Self-concept (X2) influences student achievement. Self-concept has a linear relationship with student achievement. The linear relationship formed in the 'strong enough' category. Even so, the self-concept variable still has a positive effect on learning achievement. Independent learning also influences student learning achievement and a linear relationship with student achievement. The linear relationship formed is in the 'very strong' category, which means that independent learning has a very strong influence on learning achievement. Simultaneously, parental attention, self-concept, and independent learning have a significant effect on student achievement in class XI SMK Negeri 2 Makassar in Indonesian subjects. Among the three independent variables observed, the variable that has the greatest contribution to student achievement is independent learning, followed by the variables of parental attention and self-concept.

This research is limited to three independent variables, namely parental attention, independent learning, and self-concept. The researcher believes that there are several other important variables that contribute to students learning achievement. For this reason, the researcher recommends future researchers to be able to explore the variables not examined in this research. In addition, the researcher hopes that this research's locus can be expanded to obtain more comprehensive findings. Regarding the research findings, the researcher recommends to teachers, parents, and students themselves to be able to coordinate well for the realization of the expected learning achievements.

The world of education is an object that always keeps interesting phenomena to study. Problem after problem always comes to everyone involved in it. Therefore, in the future research potential on educational problems will continue to exist, and researchers must be able to find problems that must be solved by research actions. If these findings are well understood by all teachers, students, and parents, then the problems of learning outcomes that have been faced by students can be overcome. Parents and teachers occupy important positions in determining the success of student learning. However, the efforts of parents and teachers must be supported by the awareness of the students themselves.

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