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THE EFFECT OF LEARNING FACILITIES, PARENTAL ROLE, AND LEARNING MOTIVATION ON THE LEARNING ACTIVENESS OF GRADE XI ACCOUNTING STUDENTS AT SMKN 1 KOTA SOLOK, 2021-2022

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Abstract

This study aims to analyze the effect of learning facilities, parental role, and learning motivation on learning activeness, as well as the joint effect of learning facilities, parental role, and learning motivation on learning activeness. This is a quantitative study. The population consisted of 81 Grade XI students at SMK Negeri 1 Kota Solok. The sampling technique used proportional random sampling, with the entire population taken as the study sample. Data were analyzed using multiple linear regression, and the hypotheses were tested using the t-test and the F-test, assisted by SPSS version 15 and EViews version 12. The results show that: learning facilities have a positive and significant effect on learning activeness; parental role has a positive and significant effect on learning activeness; learning motivation has a positive and significant effect on learning activeness; and learning facilities, parental role, and learning motivation jointly have a significant effect on learning activeness.

Keywords: *learning facilities; parental role; learning motivation; learning activeness*

INTRODUCTION

Student activeness in learning is a fundamental pillar that dictates successful educational outcomes. When students learn actively, they dominate the learning process both physically and mentally, fostering dynamic interactions between teachers, peers, and learning resources (Putri, 2019). Sudjana (2010) emphasizes that this intellectual and emotional participation allows learners to take meaningful ownership of their studies, cultivating the optimism and motivation required to achieve their goals. However, student activeness naturally varies, often reflected in academic performance, examination scores, and mastery levels such as the Minimum Completeness Criterion (KKM).

To foster optimal learning activeness, several key internal and external factors play a critical role. One prominent external factor is the availability of learning facilities. According to Hasanah (2022), adequate infrastructure—such as classrooms, lighting, and instructional media—creates conducive learning conditions. Conversely, insufficient facilities often diminish student engagement, particularly in technical subjects like Accounting.

Beyond physical environment, the family domain significantly shapes a student's academic journey. The parental role encompasses deep responsibilities regarding a child's formal and non-formal education (Abu Ahmadi, 2021). Active parental involvement, including emotional support and the provision of home-based learning resources, directly reinforces a child's academic drive. Furthermore, these external supports heavily intertwine with internal psychological factors, most notably learning motivation. Ratnawati (2014) defines motivation as an internal or external drive that initiates behavioral changes, which Rahmadani (2017) notes as essential for sustained academic engagement.

Prior empirical studies consistently highlight the direct impact of these variables on student activeness. Hartati (2021) demonstrates that comprehensive learning facilities significantly boost student participation during the teaching and learning process. Similarly, Noor (2015) asserts that constructive parental involvement and guidance prevent academic apathy and encourage positive behavioral outcomes. Finally, as Gunawan (2018) points out, strong learning motivation provides students with the vital energy needed to drive active participation and secure better learning outcomes.

METHOD

This study employs a quantitative research design utilizing a survey method to examine the relationships between independent variables and student learning activeness and outcomes (Darwin, 2021). Following Sugiyono (2017), quantitative research is grounded in a positivist paradigm, focusing on specific populations or samples through random sampling, instrument-based data collection, and statistical analysis for hypothesis testing.

Research Setting and Participants

The research was conducted at SMK Negeri 1 Kota Solok in August 2023. The target population comprised 81 Grade XI students enrolled in the Basic Accounting program. Given the manageable population size, a census sampling technique (total sampling) was applied, utilizing the entire population of 81 students as the research sample to ensure comprehensive data representation.

Research Instruments

In accordance with Sugiyono (2017), a closed-ended questionnaire utilizing a Likert scale was deployed as the primary data collection instrument to measure students' attitudes, opinions, and perceptions regarding learning facilities, parental roles, and learning motivation. The closed-ended design featured standardized response options, enabling respondents to indicate their choices efficiently.

Data Analysis Techniques

The collected data were examined using multiple linear regression analysis to determine the simultaneous and partial effects of the independent variables on the dependent variable. Hypothesis testing was conducted using both the t-test (partial significance) and the F-test (simultaneous significance). To ensure accuracy and reliability, all statistical computations were processed using SPSS version 15 and EViews version 12.

RESULTS AND DISCUSSION

Results

The results of this study are presented below. The regression model was estimated using Ordinary Least Squares (OLS) with 81 observations (Dependent Variable: Y; Sample: 1–81).

Table 1. Multiple Linear Regression Estimation Results

Variable	Coefficient	Std. Error	t-Statistic	Prob.
C (Constant)	2.004011	16.91715	0.118460	0.9060
X1 – Learning Facilities	0.856055	0.338526	2.528770	0.0135
X2 – Parental Role	0.328351	0.158571	2.070692	0.0417
X3 – Learning Motivation	0.502717	0.181640	2.767654	0.0071

Table 2. Model Fit Statistics

Statistic	Value
R-squared	0.272074
Adjusted R-squared	0.243713
S.E. of regression	9.272442
F-statistic	9.593311
Prob(F-statistic)	0.000019
Durbin-Watson stat	1.971371
Mean dependent var	88.87654
S.D. dependent var	10.66230
Sum squared resid	6620.319

Log likelihood	-293.2737
Akaike info criterion	7.340092
Schwarz criterion	7.458337
Hannan-Quinn criter.	7.387533

1. The Effect of Learning Facilities (X1) on Learning Activeness

The study found a positive regression coefficient β for learning facilities of 0.856055, with a t-value of 2.528770 > t-table of 1.66462 and a significance value of $0.0135 < \alpha = 0.05$, meaning H_a is accepted and H_0 is rejected. It can therefore be concluded that learning facilities have a positive and significant effect on the learning activeness of Grade XI Accounting students at SMK Negeri 1 Kota Solok.

2. The Effect of Parental Role (X2) on Learning Activeness

The study found a positive regression coefficient β for parental role of 0.328351, with a t-value of 2.070692 > t-table of 1.66462 and a significance value of $0.0417 < \alpha = 0.05$, meaning H_a is accepted and H_0 is rejected. It can therefore be concluded that parental role (X2) has a positive and significant effect on the learning activeness of Grade XI Accounting students at SMK Negeri 1 Kota Solok. The positive regression coefficient β indicates that the greater the parental role in supporting and motivating their children to learn, the higher the level of students' learning activeness in the classroom.

3. The Effect of Learning Motivation (X3) on Learning Activeness

The study found a positive regression coefficient β for learning motivation of 0.502717, with a t-value of 2.767654 > t-table of 1.66462 and a significance value of $0.0071 < \alpha = 0.05$, meaning H_a is accepted and H_0 is rejected. It can therefore be concluded that learning motivation has a positive and significant effect on the learning activeness of Grade XI Accounting students at SMK Negeri 1 Kota Solok.

4. The Joint Effect of Learning Facilities, Parental Role, and Learning Motivation

The study found that learning facilities, parental role, and learning motivation jointly produced a significance value of $0.000 < 0.05$ and an F-value of 9.593311 > F-table of 3.11, so it can be concluded that H_0 is rejected and H_a is accepted, meaning that learning facilities (X1), parental role (X2), and learning motivation (X3) jointly have a significant effect on learning activeness (Y) among Grade XI Accounting students at SMK Negeri 1 Kota Solok.

Discussion

The empirical findings of this study offer crucial insights into the determinants of student learning activeness within vocational accounting education. The positive and significant impact of learning facilities aligns with the findings of Hartati (2021), which emphasize that adequate infrastructure forms the backbone of active student engagement. In the context of learning Accounting—a subject requiring practical tools, media, and a conducive classroom layout—the availability of proper resources prevents student reluctance and boosts participation. When schools provide comprehensive facilities, students find it easier to comprehend complex materials actively, validating Hasanah's (2022) assertion that infrastructure dictates ideal learning conditions.

Furthermore, the statistical confirmation of the parental role supports the arguments put forward by Noor (2015), highlighting that parents act as the primary external anchor in shaping a student's attitude toward education. Active parental guidance, supervision, and the provision of home-based study amenities mitigate academic apathy. As noted by Abu Ahmadi (2021), family responsibilities heavily dictate formal learning behavior, meaning positive parental involvement directly translates into higher energy and engagement levels inside the classroom.

In addition to these external factors, learning motivation demonstrates a profound psychological influence on student participation, echoing the conclusions of Gunawan (2018). The internal and external drives conceptualized by Ratnawati (2014) and Rahmadani (2017) supply students with the stamina needed to overcome academic challenges. Consequently, highly motivated students do not merely listen passively, but instead intellectually and emotionally dominate classroom activities.

Collectively, the simultaneous significance of facilities, parental support, and motivation proves that enhancing student activeness cannot rely on a single-variable approach. Educational success requires a synergistic ecosystem where institutional infrastructure, familial backing, and internal psychological drive reinforce one another to optimize overall learning outcomes.

CONCLUSION

Based on the empirical findings, learning facilities, parental roles, and learning motivation each exert a positive and significant partial effect on student learning activeness among Grade XI Accounting students at SMK Negeri 1 Kota Solok. Furthermore, these three variables simultaneously have a significant influence on classroom participation and academic outcomes. These results highlight that enhancing student activeness cannot rely on a single factor alone, but rather requires a collaborative ecosystem where institutional infrastructure, familial support, and internal psychological drive synergize to create an optimal learning environment. Future research is encouraged to explore additional variables, such as teaching methods or peer environments, to provide a broader perspective on student learning dynamics.

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