The Influence of Parental Concern on Cognitive Learning Outcomes of Science Subjects Class IV at MI Mamba'unnidhom Bulungan 2022

Fifi Nofiaturrahmah, Masrukin, Novi Fitriyana
Institut Agama Islam Negeri (IAIN) Kudus
fifinofiaturrahmah@iainkudus.ac.id

Abstrak

Penelitian ini bertujuan untuk menguji pengaruh kepedulian orang tua terhadap hasil belajar kognitif mata pelajaran IPA di kelas IV MI Mamba'unnidhom Bulungan. Jenis penelitian ini termasuk dalam jenis penelitian lapangan *(field research)* Metode yang digunakan adalah metode kuantitatif. Dalam penelitian ini penulis melakukan studi lapangan di MI Mamba'unnidhom Bulungan, yakni pada ruang lingkup kelas IV. Populasi dalam penelitian ini terdiri dari peserta didik kelas IV A, B, C dan D sejumlah 90, kemudian diambil sampel 90 dengan menggunakan teknik sampel jenuh. Dalam analisis ini penulis menggunakan analisis statistik yaitu regresi linier sederhana. Hasil penelitian menunjukkan bahwa terdapat pengaruh yang cukup signifikan antara kepedulian orang tua terhadap hasil belajar kognitif di MI Mamba'unnidhom Bulungan, dengan persamaan regresi yaitu $\hat{Y}$ = 37,733 + 0,213 X1.

Kata Kunci: Kepedulian Orang Tua, Hasil Belajar, Kognitif.

Abstract

This study aims (1) to examine the effect of parental care on cognitive learning outcomes of science subjects in class IV MI Mamba'unnidhom Bulungan This type of research is included in the type of field research. The method used is a quantitative method. In this study, the author conducted a field study at MI Mamba'unnidhom Bulungan, namely in the scope of class IV. The population in this study consisted of 90 graders A, B, C and D, then 90 samples were taken using the saturated sample technique. In this analysis, the writer uses statistical analysis, namely simple linear regression. The results showed that There was a significant effect between parental care and cognitive learning outcomes at MI Mamba'unnidhom Bulungan, with the regression equation $\hat{Y}$ = 37.733 + 0.213 X1

INTRODUCTION

Education is an effort made to develop individual abilities and personalities through certain processes or activities (teaching, guidance, training) as well as individual interactions with their environment to achieve complete human beings (*insan kamil*). The effort in question is an action or deed that is carried out consciously and planned, while ability means basic ability or potential. The assumption is that every human being has the potential to be educated and able to educate, personality aspects concerning attitudes, talents, interests, and motivations (Zainal Arifin 2013: 39). So education is an effort that must be taken by students through three channels, namely: formal education, informal education, and informal education. The learning process carried out in schools is an application of formal education. A student can be said to have achieved the development of an optimal understanding of competence if he has received good education and learning outcomes.

In education the role of the family is very important, parents have a big influence on the education of children. Families have the main responsibility for the care and protection of children from infancy to adolescence to become independent. The introduction of children to the culture of values and norms of community life begins in the family. For children's personalities to be perfect and intelligent, they must grow and develop in a family environment, in a climate of happiness, love and understanding.

Parents are the main and first educators for their children, because it is from them that children receive education. Thus the first form of education is found in family life. Parents are not only as educators but also as mentors and in charge of their children.

Parental concern is reflected in the assistance provided by parents to children when children have learning difficulties which have an impact on children's future achievements. Parents' attention can also be realized by providing learning facilities needed by students to support the teaching and learning process which will also have an impact on student achievement. Sometimes students do not have enthusiasm, this is where the role of parents is to pay attention to their children in the form of motivation and enthusiasm. If necessary, parents take the initiative to communicate with the teacher concerned to find out the learning progress of their child.

In contrast to what the researchers encountered at MI Mamba'unnidhom Bulungan, one of the teachers, the fourth grade teacher stated that the problem faced by fourth grade students was the lack of parental care so that it could result in students' cognitive learning

outcomes declining from most students from the lower class. families whose parents go abroad, farmers, and work outside. With the busyness of parents at work, the lack of parental care and motivation to study at home decreases, thus affecting the cognitive learning outcomes obtained by students.

The reason for choosing the research location at MI Mamba'unnidhom Bulungan is because it has many students and has produced achievements in advancing the school. So it was MI Mamba'unnidhom Bulungan who encouraged researchers to examine the extent to which their students' ability to absorb alternative energy materials and their use was carried out through the care of parents who are now in the covid-19 pandemic.

The data obtained comes from teachers who teach directly, and parents of students who attend MI Mamba'unnidhom Bulungan to identify a problem. The resulting data will be used to determine the extent of the influence of parental care and learning motivation on cognitive learning outcomes for the fourth grade science subjects at MI Mamba'unnidhom Bulungan.

RESEARCH METHODS

This research includes *field research*. In this study, researchers conducted direct research at MI Mamba'unnidhom Bulungan focused on fourth grade to obtain real data about the effect of parental care on cognitive learning outcomes in science subjects.research *Survey* is carried out to make a generalization from a limited observation or sample into conclusions that are generally accepted for the population. This study was able to reach a large number of respondents using a questionnaire (Marukin, 37). With a survey conducted, researchers will find out how much influence parental care and learning motivation have on cognitive learning outcomes in science subjects in fourth grade students.

This research approach uses a quantitative approach. With this quantitative approach, researchers will find out how much influence parental care and learning motivation have on cognitive learning outcomes for science subjects in fourth grade students. Population and Research Sample:

1. Population

    Population is a generalization area consisting of objects or subjects that have certain qualities and characteristics determined by researchers to be studied and then drawn conclusions (Sugiono, 2015: 117). Population is all data that is of concern to us in a scope and time that we specify. So, the population relates to the data, not the people. If every human being provides data, the number or size of the population will be equal to the

number of humans (Margono, 2014: 118). From this opinion, it can be seen that the population is the whole object of research. The population used in this study were students in grades IV A, IV B, IV C and IV D, at MI Mamba'unnidhom Bulungan for the academic year 2021/2022 with a total of 90 students.

The distribution of respondents in this study are fourth grade students as shown in the following table:

Table 1.1 Distribution of Fourth Grade Student Data at MI Mamba'unnidhom Bulungan

No.	Class	Total (Lk)	Total (Pr)	Number of Students
1	Class IV A	9	16	25
2	Class IV B	12	13	25
3	Class IV C	9	11	20
4	Class IV D	8	12	20
Total Number of Students Class IV				90

2. Samples Sampling

technique is a sampling technique (Sugiono, 2013: 62). The sample is part of the number and characteristics possessed by the population (Sugiono, 2015: 118). To determine the sample in the study, the researcher used a saturated sampling technique.

Saturated sampling technique is sampling of population members by taking all members of the population to be used as samples (Sugiono, 2015: 124). In this study, researchers took 90 students at MI Mamba'unnidhom Bulungan to serve as samples.

RESULTS AND DISCUSSION

3. Data Analysis

a. Validity Test Validity

is a measure that shows the level of truth of an instrument (Mahmud, 2011: 167). While the validity test is a test to prove that the measuring instrument used to obtain data or measure data is valid.

Valid means that the instrument can be used to prove that the measuring instrument used to obtain (measure) the data is valid (Masrukhin: 100). Valid means that the instrument can be used to measure what is being studied. It can be concluded

that the validity test is a measuring tool in determining whether or not a research instrument is valid.

The item analysis used by the researcher is to use the items approved by the three raters and the authors consider them to be representative of the research variables, maintain the items agreed by the three raters by correcting the items suggested by the raters, and abort the items that are agreed upon by the raters. not approved by all three raters.

Based on the assessment for the variable (X1), namely "Parental Concern" by three raters, the results obtained are 16 questions belonging to the "very high" category. But the researcher still gives justification for some questions according to the suggestion from the rater. The researcher justified the word in question number 11, namely the word "again" was deleted. Thus, for the variable (X1) there are 8 *favorable* and 8 *unfavorable* which are said to be valid and the data is taken from 90 respondents.

Then based on the assessment for the variable (X2) namely "Learning Motivation" by the three raters, the results obtained are that 18 questions are classified as "very high" category. But the researchers still provide justification for some statements according to the suggestion of the rater. The researcher justified question number 1, namely the word "if you get an assignment from the teacher" replaced with the word "task given by the teacher". Then number 11 by removing the words "I, that and which". Problem number 16 confirms the word "table" to be the word "place". Thus, for the variable (X2) there are 9 *favorable* and 9 *unfavorable* which are said to be valid and the data is taken from 90 respondents.

Based on the assessment for the Y variable, namely "Cognitive Learning Outcomes" by the three raters, the results obtained are from 16 questions belonging to the "very high" category. But the researcher still gives justification for some questions according to the suggestion from the rater. The researcher justified the question number 9 by removing the word "for" instead of the word "as", and justifying the word "use" into the word "for". Thus, for the Y variable there are 16 questions that are said to be valid and the data is taken from 90 respondents.

b. Reliability Test Reliability

Test is a tool to measure a questionnaire which is an indicator of a variable or construct (Masrukin: 101). A questionnaire is said to be reliable or reliable, if a person's answer to reality is consistent or stable from time to time.

Measurement of reliability can be done in two ways, namely:

1) *Repeated Measure* or repeated measurements. Here someone will be asked the same question at different times, and see if he remains consistent with the answer.

2) *One Shot* or measurement only once. Measurements are carried out only once and then the results are compared with other questions or measure the correlation between the answers to the questions.

As for the method used by the researcher to perform the reliability test, the SPSS 17.0 program can be used by using the *Cronbach Alpha*. While the criteria that the instrument is said to be reliable, if the value obtained in the testing process with the *Cronbach Alpha* (> 0.60). And conversely, if *Cronbach Alpha is* found to have a smaller coefficient (<0.60) then it is said to be unreliable (Masrukin 102). So, to do the reliability test, you can use the *Cronbach Alpha*, in order to know whether the questionnaire is reliable or not.

c. **Validity and Reliability Test Results Test**

the validity and reliability of the instrument in this study, researchers used SPSS 17.0 analysis. For the level of validity, a significance test was carried out by comparing the value of rcount with the value of rtable for the *degree of freedom* (df) = nk, where n = number of samples and k = number of constructs. In this case n = 90, df = 90-2 = 88 with a significance level of 0.05, the rtable is 0.207. If rcount is greater than rtable and the value of r is positive, then the statement item is valid. The instrument is said to be reliable if it is known that each variable has a *Cronbach Alpha* > 0.60.

The following are the results of testing the validity and reliability of the research instrument using the SPSS 17.0 statistical aid program that has been processed by researchers:

Table 1.2 Test Results of Instrument Validity and Reliability.

Variable X1 (Parental Concern)

Variable	Item	Validity			Reliability	
		rcount	rtable	Ket.	Alpha	Ket.
Parental Concern (X1)	Q1	0.239283	0.207	Valid	0.658	Reliable
	Q2	0.507998	0.207	Valid	0.658	Reliable
	Q3	0.270718	0.207	Valid	0.658	Reliable

Q4	0.248402	0.207	Valid	0.658	Reliable
Q5	0.568825	0.207	Valid	0.658	Reliable
Q6	0.388278	0.207	Valid	0.658	Reliable
Q7	0.315195	0.207	Valid	0.658	Reliable
Q8	0.412225	0.207	Valid	0.658	Reliable
Q9	0.22938	0.207	Valid	0.658	Reliable
Q10	0.33979	0.207	Valid	0.658	Reliable
Q11	0.410227	0.207	Valid	0.658	Reliable
0.238935	0.207	_	Valid	0.658	Reliable
Q13	0.498354	0.207	Valid	0.658	Reliable
Q14	0.243513	0.207	Valid	0.658	Reliable
Q15	0.328428	0.207	Valid	0.658	Reliable
Q16	0.254653	0.207	Valid	0.658	Reliable

d. Prerequisite
1) Test Normality

Test The normality test aims to determine whether the distribution of a data follows or approaches the normal distribution (Masrukin 110). To test whether the data distribution is normal or not by looking at *the One-Sample Kolmogorov-Smirnov Test*. The test criteria are as follows:

a) If the significance number is > 0.05, then the data is normally distributed.

b) If the significance value is < 0.05, then the data is not normally distributed.

Table 1.3 Normality Test Results

| No.	Research Variables	Significance	Criteria
1.	Parental Concern (X1)	0.076	Normal
2.	Learning Motivation (X2)	0.344	Normal
3.	Cognitive Learning Outcomes (Y)	0.214	Normal

From the table above it can be seen that the significance value for the Parental Concern variable (X1) of 0.076, the variable of Learning Motivation (X2) of 0.344, and the variable of Cognitive Learning Outcomes (Y) of 0.214. Because the significance of the Parental Concern (X1), Learning Motivation (X2) and Cognitive Learning Outcomes (Y) variables is greater than 0.05, it can be concluded that the data population is normally distributed. The SPSS 17.0 test results can be seen in appendix 7a.

2) Linearity

Test Data linearity test is a condition in which the relationship between the dependent variable and the independent variable is linear (straight line) within a certain range of independent variables. The linearity test can be tested using a *Scatter Plot* (scatter diagram) as used for data outler detection, by adding a regression line. Therefore, *the scatter plot* only displays the relationship between two variables, if there are more than two data, then the data test is carried out in pairs for every two data. The criteria are as follows:

a) If the graph points to the top right, then the data is included in the linear category.

b) If the graph does not point to the top right, then the data is included in the non-linear category (Masrukin 115).

Table 1.4 Linearity Test Results
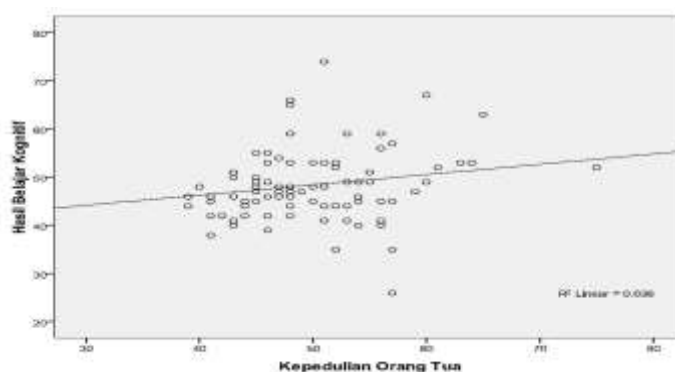
The results of the linearity test of parental care (X1), learning motivation (X2) and cognitive learning outcomes (Y) based on *the Scatter Plot* using SPSS 17.0, it can be seen that the regression line on the graph forms a plane that points to the top right. This proves that there is linearity in the two variables, so the regression model is feasible to use. The SPSS 17.0 test results can be seen in appendix 7b.

3) Classical Assumption Test (*Heteroscedasticity*)

Heteroscedasticity is used to test whether in the regression model there is an inequality of variance from the residual model from one observation to another. A good regression model is homoscedastic or there is no heteroscedasticity. This often occurs in *cross-sectional* data, namely data that is generated at one time with many respondents. Heteroscedasticity tests the occurrence of differences in residual variance from one observation period to another observation period. A good regression model is a regression model that has the *residual variance* from one observation period to another

observation period so that it can be said that the model is homoscedastic with the Spearman test. Heteroscedasticity with Spearman's test can be known from the value of the Unstandardized Residual variable, if the value is greater than 0.05 then it can be said that this regression model is free from heteroscedasticity (Danang and Ari, 2013: 153).

4) Multicollinearity

This basic assumption test is applied to regression analysis consisting of two or more variables where the level of association (closeness) of the relationship or influence between variables will be measured through the magnitude of the correlation coefficient (r). It is said to be multicollinearity if the correlation coefficient between independent variables (x) is greater than 0.05. It is said that there is no multicollinearity if the correlation coefficient between independent variables is less than or equal to 0.05. Appendix 7d.

e. Analysis of Hypothesis Testing
1) Preliminary

Analysis This analysis will describe the collection of data on the influence of parental care and learning motivation on cognitive learning outcomes for science subjects in class IV at MI Mamba'unnidhom Bulungan, in this study the researchers used a data instrument in the form of a questionnaire. The questionnaire was given to 90 samples, namely from the parental concern variable as many as 16 questions, from the learning motivation variable as many as 18 questions, and the cognitive learning outcome variable as many as 16 questions. The questions were in the form of statements with alternative answers of SS (strongly agree), S (agree), R (undecided), TS (disagree) and STS (strongly disagree). To make it easier to analyze the results of the questionnaire answers, it is necessary to score the value of each statement item as follows:

a) For alternative answers to SS with a score of 5 (for *favorable*) and a score of 1 (for *unfavorable*).

b) For alternative answers S with a score of 4 (for *favorable*) and a score of 2 (for *unfavorable*).

c) For alternative answers, R with a score of 3 (for *favorable*) and a score of 3 (for *unfavorable*).

d) For alternative TS answers with a score of 2 (for *favorable*) and 4 (for *unfavorable*).

e) For alternative answers to STS with a score of 1 (for *favorable*) and a score of 5 (for *unfavorable*).

collection on parental towards cognitive learning outcomes for science subjects in class IV at MI Mamba'unnidhom Bulungan is as follows : data, then made a scoring table for the results of the questionnaire from the X1 variable, namely parental care. Then calculated the mean value of the X1 variable, namely parental care with the following formula:

$$\overline{X} = \frac{X1}{n}$$

$$= \frac{4485}{90}$$

= 49.833 rounded up to 49.83

Information:

$\overline{X}$ = the average value of the variable X

X1 = the number of values X1

n = the number of respondents

To interpret the mean, it is done by creating categories with the following steps:

(1) Finding the highest value (H) and the lowest value (L)

H = the highest score in the hypothesis test X1

L = the lowest score in the hypothesis test X1

Known :

H = 75

L = 39

(2) Finding the Range (R)

R = H − L + 1

= 75 − 39 + 1 = 37

(3) Finding the Class Interval (I)

I = R / K

= 37 / 5

= 7.4 rounded up to 7

Description:

I   = class interval

R   = Range

K   = number of classes

So, from the data above, a value of 7 can be obtained, so that the interval taken is a multiple of the same value as 7, for the category of interval values can be obtained as follows:

Table 1.5 Value of People's Concern Interval Old at MI Mamba'unnidhom Bulungan

No.	Interval	Category
1.	71-78	Very Good
2.	63-70	Good
3.	55-62	Fair
4.	47-54	Not Good
5.	39-46	Very

After looking for intervals the next step is to find o (hypothesized value), namely in the following way:

(1) Looking for the ideal score

90 x 16 x 5 = 7200

Information:

90 = number of respondents

16 = number of items in the questionnaire

5 = highest score

(2) Looking for the expected score

4485 : 7200 = 0.622916666 rounded up 0.62

Description :

4485 = total score of the questionnaire variable X1

(3) Finding the average ideal score

7200 : 90 = 80

(4) Looking for the hypothesized value

o = 0.62 x 80

= 49.6 rounded up to 50

Based on these calculations, o parental care is obtained a number of 50, including in category "Not Good", because the value is in the interval range of 47 – 54.

Thus, the researcher takes the hypothesis that parental care is in the bad category, with the following details:

Table 1.6 Categories of Parental Concern at MI Mamba'unnidhom Bulungan

No	Category	Amount Students
1.	Very Good	1 Student
2.	Good	3 Students
3.	Enough	15 Students
4.	Not Good	41 Students
5	Very Not Good	30 Students

f. Analysis of Associative Hypothesis Testing The
   1) Effect of Parental Concern (X1) on Cognitive Learning Outcomes (Y) at MI Mamba'unnidhom Bulungan

The analysis of this hypothesis test reads "parental concern has a positive and significant effect on cognitive learning outcomes at MI Mamba'unnidhom Bulungan." In this study, the researcher used a simple regression formula with the following steps:

a) Formulating the hypothesis

Ho : There is no positive and significant effect between parental care (X1) on cognitive learning outcomes (Y) at MI Mamba'unnidhom Bulungan.

b) Creating a auxiliary

table Based on the auxiliary table in the attachment, it can be summarized as follows:

N = 90

X1= 4485   X1² = 227165

X2= 4959   X2² = 278709 Y

$$= \quad 4356 \quad Y^2 = 215492$$

$$X1.X2 = 247980$$

$$X1.Y = 217855$$

$$X2.Y = 241593$$

c) Find the regression equation between X1 and Y by calculating the values of a and b with the formula:

$$a = \frac{\sum X1\,(n1^2)-\,)(\sum X1Y)}{.X1^2-(\sum X1)^2}$$

$$= \frac{4356\,(227165)-(4485)(217855)}{90.227165-(4485)^2}$$

$$= \frac{989530740-977079675}{20444850-20115225}$$

$$= \frac{12451065}{329625}$$

= 37.77342435 rounded up to 37.773

Based on the above calculation, we get a price of 37,773. While the calculation using SPSS 17.0 obtained a value of 37.773 (see more in appendix 9a).

$$b = \frac{n\,(X1Y)-(\sum X1)(\sum Y)}{n.X1^2-(\sum X1)^2}$$

$$= \frac{90.217855-(4485)(4356)}{90.227165-(4485)^2}$$

$$= \frac{19606950-19536660}{20444850-20115225}$$

$$= \frac{70290}{329625}$$

= 0.21324232 rounded up to 0.213

Based on the above calculation, the price is 0.213. While the calculation using SPSS 17.0 obtained a b value of 0.213 (see more in appendix 9a).

d) After the values of a and b are found, then a simple linear regression equation using the formula:

$$\widehat{Y} = a + bX$$
= 37.733 + 0.213X

e) Calculating the value of the correlation coefficient X1 with Y

$$rx1y = \frac{n\,x1y - (\sum x1)(\sum y)}{\sqrt{\{(n\sum x1^2 - (x1)^2\}\{n\sum y^2 - (y)^2\}}}$$

$$= \frac{90\,.217855 - (4485)(4356)}{\sqrt{\{90\,.227165 - (4485)^2\}\{90.215492 - (4356)^2\}}}$$

$$= \frac{19606950 - 19536660}{\sqrt{\{20444850 - 20115225\}\{19394280 - 18974736\}}}$$

$$= \frac{70290}{\sqrt{\{329625\}\{419544\}}}$$

$$= \frac{70290}{\sqrt{138292191}}$$

$$= \frac{70290}{371876,5803}$$

= 0.189014322 rounded up to 0.189

Table 1.7 Guidelines for Providing Interpretation of Correlation Coefficients (Sugiono, 2015: 257)

No	Interval	Classification
1.	0.00-0.199	Very Low
2.	0.20-0.399	Low
3.	0.40-0.599	Medium
4.	0.60-0.799	Strong
5.	0.80-1,000	Very Strong

Based on the table 4.12 above, the correlation coefficient (r) 0.189 is included in the "very low" category. While the result of SPSS 17.0 is 0.189 (can be seen in SPSS attachment 9a), it can be concluded that the value is in the "very low" category, in the interval 0.00-0.199. Thus it can be interpreted that parental care has a positive and significant relationship with cognitive learning outcomes in the "very low" category.

2) Finding the coefficient of determination

The coefficient of determination is the determining coefficient, because the variance that occurs in the Y variable (Cognitive Learning Outcomes) can be explained about the variance that occurs in the X1 variable (Parental Concern) by squaring the coefficients found. The following is the coefficient of determination:

$$R^2 = (r)^2 \times 100\%$$

$$= (0.189)^2 \times 100\%$$

$$= 0.036 \times 100\% = 3.6\%$$

So, parental concern for cognitive learning outcomes contributes 3.6% in MI Mamba'unnidhom Bulungan, see more in appendix 9a.

3) Significance Test of the Descriptive Hypothesis about Parental Concern (X1) at MI Mamba'unnidhom Bulungan

As the calculation of the descriptive hypothesis about parental care (X1) in MI Mamba'unnidhom Bulungan, the tcount is 0.345 (can be seen in SPSS 17.0 attachment 8b). Then the value is compared with the ttable based on the value (dk) of degrees of freedom of n-1 (90-1) = 89, then the ttable is 1.66216.

The calculation states that the value of tcount is smaller than the value of ttable (0.345 < 1.66216), then Ho cannot be rejected. Thus it can be concluded that parental care (X1) is assumed to be not good, because in reality it is in the "not good" category.

Based on the analysis that the researchers have done, the discussion is as follows:

a) Parental concern is in the bad category, which is 50 (interval range 47-54). Meanwhile, learning motivation is in the sufficient category, which is 55 (interval range 55-64) and cognitive learning outcomes are in the sufficient category at MI Mamba'unnidhom Bulungan, which is 48 (interval range 46-55).

b) Parental care has a significant effect even though it is included in the very low category on cognitive learning outcomes at MI Mamba'unnidhom Bulungan. The regression equation is $\hat{Y}$ = 37.733 + 0.213X1. That is, if parental care is carried out properly, the cognitive learning outcomes will also increase. From the results of the study, it can be seen that parental care has a positive and significant relationship to cognitive learning outcomes that is equal to 0.189 and is included in the very low category. Thus, parental care contributes 3.6% to cognitive learning outcomes at MI Mamba'unnidhom Bulungan.

CONCLUSION

Based on the results of research entitled "The Influence of Parental Concern on Cognitive Learning Outcomes of Science Subjects Class IV at MI Mamba'unnidhom Bulungan conducted by researchers, it can be concluded as follows: Parents' concern (X1) on cognitive learning outcomes (Y) at MI mamba'unnidhom Bulungan, with a correlation coefficient value of 0.189. So it can be concluded that the value is in the very low category, in the interval 0.00-0.199. So there is a fairly positive and significant relationship to cognitive learning outcomes at MI Mamba'unnidhom Bulungan.

REFERENCES

Arifin, Zainal. *Evaluasi Pembelajaran (prinsip-teknik-prosedur)*. Bandung: PT Rosdakarya, 2013.

Danang Sunyoto dan Ari Setiawan. *Buku Ajar Statistik*. Yogyakarta: Nuha Medika, 2013.

Mahmud, *Metode penelitian Pendidikan*. Bandung: Pustaka Setia, 2011.

Mahmudi, Arifudin, *"The Relationship Of Parental Attention To Student's Cognitive Learning Outcomes"*, Jurnal Pedagogi dan Pembelajaran, Vol 3 No 1, Tahun 2020, p-ISSN: 2614-3909 e-ISSN: 2614-3895, diakses pada tanggal 15 Februari 2022, https://ejournal.undiksha.ac.id/index.php/JP2/article/view/24435

Margono, *Metodologi Penelitian Pendidikan* , Jakarta: Rineka Cipta, 2014.

Masrukhin, *Metodologi Penelitian Kuantitatif.* Kudus: Media Ilmu Press, 2019.

Masrukhin. *Metodologi Penelitian Kuantitatif.* Kudus: Mibarda Publishing dan Media Ilmu Press, 2017.

Masrukhin. *Statistik Deskriptif dan inferensial Aplikasi Program SPSS dan Excel.* Kudus: Media Ilmu Press, 2014.

Sugiyono. *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R & D.* Bandung: Alfabeta, 2015.