

Analysis of Factors Affecting Student Learning Habits in the Age of Disruption

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ABSTRACT

Study habits are student learning behaviours that are formed from the process of learning and observing the surrounding environment both at home and at school. This study aims to analyse the factors that influence students' study habits in the Disruption Era. The population in the study of students majoring in social studies SMAN 14 Pekanbaru City. The sampling technique was random sampling. The sample size was 182 students. Data was collected by questionnaire. Data analysis technique Structural Equation Modeling (SEM) Partial Least Square (PLS). The results showed that the factors that influence students' study habits are factors of parental attention, interest in learning, and learning motivation. Therefore, children as students must get sufficient and directed attention from their parents. The existence of attention can lead to many positive emotional responses including the emergence of interest and motivation to learn in children as well as being able to form better study habits patterns in children in the Disruption Era. Rooted from that, it will also have an impact on the achievement of good learning outcomes in children at school.

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INTRODUCTION

Education is an important sector in developing human life and also in improving the progress of a country. (Alimron, Syarnubi, & Maryamah, 2023) The existence of education can bring a human being to become a whole human being, so that he can humanise other humans (Septi, 2018). With education, it can lead humans to become wise humans such as in finding solutions to every problem that occurs in their lives. Therefore, education is the most powerful weapon in changing the world (Hanafi, 2019).

Education is said to be successful if it fulfils the objectives of national education, then education is also said to be successful if the teaching and learning process is carried out effectively and efficiently so that learning outcomes can be achieved optimally (Indrawati & Caska, 2019; Ria, 2019). To get optimal learning outcomes, it is necessary to pay attention to factors that support the learning process of a student, such as one of them learning habits (Fauzi, Andriani, & Syarnubi, 2023). Someone who wants to succeed in learning should have good attitudes and learning habits (Hamalik, 2015). Because study habits have an influence on the acquisition of student learning success which is shown through the achievement of student learning achievement (Andri, et al, 2019). Good study habits will be able to help students master their lessons to achieve study progress, and ultimately success in school (Ballanie, Dewi, & Syarnubi Syarnubi, 2023). This means that if a

child has good learning habits, his learning results will also be good, but if his learning habits are bad, his learning results will be bad too. So study habits need to be considered (Erik, 2021).

According to Jannah, et al (2021) study habits are human learning strategies that are used to being done every day so that they make changes in the learning activities carried out. Then according to Djali (2016) study habits are ways that students repeatedly do in learning (Syarnubi, Fauzi, et al., 2023). So something that is always done by someone repeatedly is called a habit. Good learning habits will become a good learning culture too. If learning has become a culture, then students will do it happily and without coercion (Syarnubi, 2019a). But in reality there are still many irregular learning habits in students. Learners only learn when approaching daily tests or exams sometimes even without any preparation at all, this causes student learning outcomes to not reach an optimal point, especially now that we are in an era, which some people, for example by Kasali (2017), and Abdullah (2019), call the era of disruption. Therefore, the pattern of learning habits in children has a fairly serious challenge, if this is not considered, it will have an impact on children's academic achievement (Sukirman, Baiti, Syarnubi, & Fauzi, 2023).

The industrial revolution or technological development is a science whose development is very fast, which is called technological disruption (Bambang, 2020). Along with advances in information and communication technology, currently the learning approach has changed towards knowledge century learning (Supardi, et al, 2021). Everyone can learn anytime, anywhere, and with anyone. Such is the characteristic of knowledge century learning which is already known as computer-based (Kuntarto, 2017). Internet technology also has an impact on the behaviour and lives of today's generation (Sari, Sukardi, & Syarnubi, 2020). Nowadays, children are very familiar with the internet through various devices, such as tablets, computers, smartphones, laptops, mobile phones, and other similar devices.

Based on the survey results of the Indonesian Internet Service Providers Association (APJII), there are 210.03 million internet users in the country in the 2021-2022 period. This number increased by 6.78% compared to the previous period of 196.7 million people. This also makes the internet penetration rate in Indonesia 77.02%. Looking at the age, the internet penetration rate is highest in the 13-18 year old age group who are students, namely 99.16%. The second position is held by the 19-34 age group with a penetration rate of 98.64%. However, what is so unfortunate is that the internet is still so little used for learning needs (Chalim, 2018).

The existence of the Era of Disruption requires us to have high-level thinking, analytical, out of routine, and non-manual that only follows existing habits. According to the Head of the Research and Development Agency of the Ministry of Education and Culture (Kemendikbud) Totok Suprayitno (2020), there are three challenges that must be faced by education actors today, namely (1) curriculum, which in Indonesia the curriculum changes frequently, which is none other than to prepare children who have anticipatory, critical, analytical, creative thinking in solving problems, innovating and having a character that is able to adapt to every development that occurs. (2) learning, usually the teacher only conveys the learning written in the book, but with the presence of the internet which is no different from the book even more numerous and rich, where children are now able to search for themselves without the help of teachers. (3) assessment, the government also continues to make updates on this matter, because it is needed to see the success of the learning process (Sukirman, Masnun Baiti, & Syarnubi, 2023).

The challenge that is of great concern is the learning process because it is directly related to students. According to Indrawati (2021), the use of the internet as a learning resource is very helpful in the learning process, because with the internet, students can find things related to subjects other than books. This means that the existence of technology which is growing rapidly encourages the world of education to make an innovation. This innovation makes it easier for students to learn, such as the ease of finding online learning resources, the transition from conventional tutoring (face-to-face) to online tutoring with the existence of learning applications (ruangguru, quipper, and others (Caska, Indrawati & Gimin, 2023). More practical learning in the disruption era makes students have to adapt by finding and exploring their learning resources, so that students will better understand the material by finding their learning habits (Syarnubi, 2019). With this, students will understand

better and be able to answer all the problems they are experiencing (Syarnubi, 2022). But on the other hand, the more practical it is to find something you want, making students lazy to think and not want to do something with their own creativity (Yanti, Hawi, & Syarnubi, 2021). This can affect students' critical thinking skills or higher order thinking skills to be lacking. For this reason, students' learning habits in this era of disruption need to be considered in order to make the best use of technology.

Based on the phenomenon that occurs at SMA Negeri 14 Pekanbaru, it is still found that students' study habits are not good. The findings can be seen, firstly 110 (60.43%) out of 182 students found students who are not creative in answering questions from assignments / repetitions because they copy all the answers written in books or on the internet. In addition, the implementation of learning using the group discussion method did not go as expected because many students were passive during the discussion so that the lack of questions and answers during the discussion took place, only one to two students were active in giving their opinions/arguments, the rest of the students played mobile phones and told stories, the discussion seemed to just go on. This makes the loss of students' critical thinking habits make students lazy in using their own language in arguing, the loss of the spirit of cooperation, cohesiveness, and mutual respect (Syarnubi Syarnubi, 2016).

Then secondly, 97 (53.29%) of 182 students, most of them feel lazy and many complain when entering class hours, besides that students often rely on friends to cheat on tests or exams so that they don't need to think anymore, just copy. From the results of the answers they did, there were many answers that were the same as one student with another. As a result, many students are less focused and do not pay attention to learning. This means that the concentration of learning in students is also disrupted, students are not focused when carrying out learning and working on the questions given.

Furthermore, the third, 132 (72.52%) of 182 students often feel sleepy in class, because they are addicted to online games and other social media. Thus, when studying, they are often sleepy and study only as long as they study without any preparation (Syarnubi, 2020). This means that students do not have learning targets to achieve, students also do not have a study schedule such as reading, or taking notes during their break time when at home or at school, it can be concluded that students do not repeat lessons when at home.

Based on these problems, it shows that students' study habits are in the bad category. The question arises of the phenomenon that occurs, what influences students' study habits. According to Muhibbin (2017) the factors that influence students' learning habits come from internal factors, namely a) physiological (physical) factors, b) psychological factors consisting of: (1) intelligence, (2) attention, (3) interest, (4) motivation, (5) talent. External factors are (1) family environment, (2) neighbourhood/community environment, (3) school environment. A similar explanation according to Sutikno (2016) factors that influence student learning habits come from internal factors, namely a) physical factors consisting of (1) health, (2) disability, b) psychological factors consisting of: (1) intelligence, (2) motive, (3) interest, (4) emotion, (5) talent, (6) maturity, and (7) readiness. External factors are (1) family, (2) school, (3) community.

Based on several findings that there are many factors that influence learning habits that come from internal and external factors of students, but in this study only discuss three main variables that are most dominant with conditions at the time of the pre-survey, namely parental attention, interest in learning and learning motivation. Parental attention is very important for children's success in the learning process. Parental attention as a supporting factor for students in learning both at school and at home (Fitriyani, Dwi, Mansur, & Syarnubi, 2020). The way parents educate their children has a big influence on their children's learning process (Slameto, 2018). This is because it is in the family that the child's personality is formed. The child's personality will greatly affect his learning outcomes, and therefore parental attention will also affect his child's learning outcomes (Agustin, 2018).

Parental attention is a form of parental concern for an activity carried out by their children (Maulida, 2022). Giving high attention from parents makes children feel not alone and have more support so that it is easier to learn (Septy, 2018). A father and mother of their children certainly have

a full obligation to the survival of their children. Because children have the right to be taken care of and fostered by their parents until they grow up (Febriyanti, Ismail, & Syarnubi, 2022). Children need attention and understanding in order to grow into mature children (Ministry of Education and Culture, 2014).

In learning, parents should pay attention and guide children in the use of internet media, so that children do not feel dependent on the internet and will have a negative impact on children's behaviour and attitudes. Parents should direct children to use the internet positively, such as for education and expanding knowledge (Syarnubi Syarnubi, 2023). Parents direct children to open various useful sites, for example to do various assignments from school through the use of the internet, understand various applications that educate children, guide children to use them properly, then supervise the use of various information media so that they do not experience deviations. Furthermore, parents must provide time limits for internet use, but controlling internet use does not need to be done strictly (Syarnubi, Alimron, & Fauzi, 2022). Supervising needs to be applied in a persuasive way but still respecting privacy in children (Khairani, 2019).

Interest in learning is a drive within oneself that comes from a sense of interest, attention to pleasure so that it makes him do an activity that results in changes in behaviour as a result of this experience which is cognitive, affective, and psychomotor (Desmita, 2017). Then according to Iqbal (2018) interest is an activity carried out by students permanently in carrying out the learning process. Interest plays a very important role in the lives of students and has a big impact on attitudes and behaviour (Syarnubi, Alimron, & Sukirman, 2023). Students who are interested in learning activities will try harder than students who are less interested (Wulandari, Misdar, & Syarnubi, 2021). According to Slameto (2018) interest is a fixed tendency to pay attention and remember some activities. Activities that students are interested in, are noticed continuously accompanied by pleasure and satisfaction.

Learning motivation is the power from within students that drives, energises, and encourages learning activities (Indrawati, 2016). The encouragement from within the student is shown by responses, responses, and the emergence of curiosity and love for learning activities (Sutarmizi & Syarnubi, 2022). Learning motivation according to Sardiman (2018) is the overall driving force within students that gives rise to learning activities, ensures the continuity of learning activities, gives direction to learning activities so that learning goals are achieved. Motivation is closely related to energy which is characterised by the emergence of feelings and preceded by a response or response to goals (Malta, Malta, Syarnubi Syarnubi, 2022). Mental encouragement that directs students' learning behaviour to achieve their learning goals. (Mudjiono, 2015).

Many studies discuss study habits, such as according to Ria (2016) study habits are influenced by parental attention, in line with Sutrisnawati (2018) study habits are also influenced by parental attention. However, in Noerlela's research (2020) parental attention is not influenced by learning habits. According to Wijaya & Saputri (2019) learning achievement is influenced by study habits. From some of these studies, there are differences in research results and it also appears that there are no research studies on factors that influence study habits and then with the development of the times that continue to advance (from generation to generation) of course learning habits in the disruption era have differences, so that it becomes a renewal that will be discussed in this study (Syarnubi, Martina, & Khodijah, 2019). Therefore, it is necessary to conduct research on the topic raised in order to get varied research results.

Based on the description that has been explained, this research is focused on the title "Analysis of Factors Affecting Student Study Habits in the Disruption Era".

RESEARCH METHODS

The method used in this research is quantitative method. The research was conducted at SMA Negeri 14 Pekanbaru. The research population was all students majoring in social studies. The sampling technique used was random sampling technique. The sample in this study were 182 students. Sources of data obtained from respondents through the distribution of questionnaires or questionnaires (Misyuraidah, Misyuraidah, & Syarnubi, 2017). Data analysis techniques in this study

are variance-based Structural Equation Modeling (SEM) analysis, namely Partial Least Square (PLS) with the help of the SmartPLS 4.0 program. The independent variables in this study are Parental Attention (X), Learning Interest (Y1), Learning Motivation (Y2) and the dependent variable is Study Habits (Z).

Parental attention variables are measured by indicators of providing study guidance and advice, supervision of learning, providing motivation, rewards and punishments, fulfilling learning needs, creating a comfortable and peaceful learning atmosphere. Learning interest variables are measured by indicators of feelings of pleasure towards learning, feelings of interest in learning, willingness to learn, attentive in learning, positive attitude to realise the desire to learn. Learning motivation variables are measured by indicators of desire and desire to succeed, encouragement and needs in learning, future hopes or ideals, interesting activities in learning, a conducive learning environment (Hawi & Syarnubi, 2018). The research hypothesis consists of:

H1 = There is an influence of parental attention on student study habits.

H2 = There is an influence of parental attention on interest in learning.

H3 = There is an influence of parental attention on learning motivation.

H4 = There is an influence of parental attention on study habits through interest in learning.

H5 = There is an effect of parental attention on learning habits through learning motivation.

RESEARCH RESULTS AND DISCUSSION

Descriptive Analysis

The data used in this study consist of dependent variables, namely study habits and independent variables, namely parental attention, while for intervening variables, namely interest in learning and motivation to learn. To explain each variable, this section presents a description of the variables in the form of maximum value, minimum value, mean, standard deviation, frequency distribution table and description of each variable presented in Table 1:

Table 1 Description of Research Variables
Statistics

		Parental Attention	Interest in Learning	Learning Motivation	Study Habits
N	Valid	182	182	182	182
	Missing	0	0	0	0
Mean		53.0989	62.2308	74.2692	85.8022
Median		53.0000	61.0000	76.0000	85.0000
Mode		47.00	63.00	76.00	83.00
Std. Deviation		7.4619	9.1899	16.6613	11.0635
Variance		55.681	84.455	277.601	122.403
Range		43	63.00	76.00	63.00
Minimum		32	36	24	61
Maximum		75	99	100	124
Sum		9664.00	11326.00	13517.00	15616.00

Source: SPSS Processed Data, 2023

Based on Table 1, the mean value of the learning habit variable is 85.8022, the mean value of the parental attention variable is 53.0989, the mean value of the learning interest variable is 62.2308 and the learning motivation variable is 62.2308. The sum of these mean values is greater than the standard deviation of study habits 11.0635, the standard deviation of parental attention 7.4619, the standard deviation of interest in learning 9.1899, and the standard deviation of learning motivation 16.6613. This means that the mean value is greater than the standard deviation, thus indicating a fairly good result. This is because the standard deviation is a very high storage mirror, so the distribution of data shows normal results and does not cause bias.

1. Study Habits

Based on the results of the respondents' answers to each indicator of study habits, the overall average score results can be seen in the recapitulation of the distribution of respondents' answers in the frequency distribution of table 2:

Table 2: Frequency distribution of study habits

Category	Interval Score	Frequency	Percentage (%)
Good	103-140	60	34,9
Medium	66-102	89	48,1
Not good	28-65	33	17,0
Amount		182	100

Based on Table 2, it is known that learning habits are in the moderate category, namely 89 or 48.1%. This explains that students have targets to be achieved, students read and take notes using their own language in notebooks as reading material when they study independently at home. The frequency description of study habits based on indicators can be seen in Table 3:

Table 3. Frequency Description of Study Habits Based on Indicators

Statistics							
	Have a target to achieve	Creation of study schedule and its implementation	Reading and taking notes	Repeating the lesson material	Concentration	Working on assignments	Facing the exam
181	181	181	181	181	181	181	181
0	0	0	0	0	0	0	0
Mean	13.9282	12.1713	12.7956	12.0773	10.9834	11.4475	12.4144
Median	14.0000	12.0000	13.0000	12.0000	11.0000	11.0000	12.0000
Mode	12.00 ^a	12.00	14.00	11.00	10.00 ^a	11.00	11.00 ^a
Std. Deviation	2.15518	3.74736	2.67232	2.29119	3.21364	2.77764	2.54506
Variance	4.645	14.043	7.141	5.250	10.328	7.715	6.477
Range	12.00	16.00	13.00	11.00	15.00	12.00	13.00
Minimum	8.00	4.00	6.00	7.00	5.00	5.00	6.00
Maximum	20.00	20.00	19.00	18.00	20.00	17.00	19.00
Sum	2521.00	2203.00	2316.00	2186.00	1988.00	2072.00	2247.00

a. Multiple modes exist. The smallest value is shown

In Table 3, it can be seen that in general the indicator of the student study habits variable which is on the highest average is the indicator of having a target to be achieved, namely 13.9282. This means that students have the determination and drive from within themselves to make continuous efforts in carrying out the assigned tasks. This is evidenced by the assignments, tests, and exams given that students can complete well and on time, meaning that students can also make good use of time.

2. Parental Attention

Based on the results of respondents' answers to each indicator of parental attention, the overall average score results can be seen in the recapitulation of the distribution of respondents' answers in the frequency distribution in Table 4:

Table 4. Frequency Distribution of Parental Concern

Category	Interval	Frequency	Percentage (%)
High	59 – 80	56	30,1
Medium	38 – 58	84	45,8
Low	16 – 37	42	24,1
Amount		182	100

Source: Data Olahan SPSS, 2023

Based on Table 4, it is known that parental attention is in the moderate category, namely 84 or 45.8%. This explains that even the slightest attention given by parents when at home has a big impact on student growth and development in the learning process. As for what is meant by moderate in this frequency distribution, students get guidance and advice when studying, comfortable and peaceful learning atmosphere conditions, students are under the supervision of parents when studying, and students get stimulus in the form of motivation, appreciation to punishment. Thus it can be understood that the application or provision of attention by parents to (children) students of SMA Negeri 14 Pekanbaru is still classified as good. Description of student frequency based on indicators can be seen in Table 5:

Table 5. Description of Frequency of Parental Attention Based on Indicators

Statistics					
		Provide study guidance and advice	Supervision of learning	Providing motivation, rewards and punishments	Creating a comfortable and peaceful learning atmosphere
N	Valid	182	182	182	182
	Missing	0	0	0	0
Mean		15.6978	12.7692	11.9011	12.7308
Median		16.0000	12.0000	11.0000	13.0000
Mode		17.00	10.00	9.00 ^a	14.00
Std. Deviation		2.65136	3.48819	3.32097	2.12042
Variance		7.030	12.167	11.029	4.496
Range		14.00	14.00	14.00	10.00
Minimum		6.00	6.00	6.00	8.00
Maximum		20.00	20.00	20.00	18.00
Sum		2857.00	2324.00	2166.00	2317.00

a. Multiple modes exist. The smallest value is shown

In Table 5, it can be seen that in general the indicators of parental attention variables are at the highest average, namely the indicator of providing learning guidance and advice with the highest average score of 15.6978. This means that the role of parents in providing learning guidance and advice is very important for students in improving children's academic abilities so that they are able to make students have the determination and encouragement from within themselves to carry out the assigned tasks, one of which is when children ask about lessons, parents answer them correctly, besides that in between children's study hours parents give short advice to children.

3. Learning Interest Variable

Based on the results of respondents' answers to each indicator of interest in learning, the overall average score was obtained which can be seen in the recapitulation of the distribution of respondents' answers in the frequency distribution table 6:

Table 6. Frequency Distribution of Interest in Learning

Category	Interval	Frequency	Percentage (%)
Tall	75 – 100	56	30,1
Currently	48 – 74	80	43,1

Low	20 – 47	46	26,8
Amount		182	100

Based on Table 6, it is known that all indicators of student interest in learning show that the majority of students have an interest in learning in the moderate category, namely 80 students with a percentage of 43.1%. As for what is meant by the moderate category in this frequency distribution, it can be seen that students have the willingness, feeling happy, interested, attentive and have a positive attitude to realise the desire to learn. Thus it can be understood that the interest in learning of students of SMA Negeri 14 Pekanbaru is high. However, there are still some students who have a moderate or even low level of interest in learning. This also needs to be considered so that parents together with educators find solutions and innovations in how to create a better and more enjoyable learning atmosphere in the era of disruption for students (children) so that interest in learning is created to the maximum both at school and at home. A description of the frequency of student interest in learning based on indicators can be seen in Table 7:

Table 7. Description of Frequency of Interest in Learning Based on Indicators

Statistics		Feelings of joy towards learning	Feeling interested in learning	Willingness to learn	Full attention in learning	Be positive to realize your desire to learn
N	Valid	182	182	182	182	182
	Missing	0	0	0	0	0
Mean		13.2033	13.1319	13.5220	12.6429	12.9725
Median		13.0000	13.0000	13.0000	13.0000	13.0000
Mode		14.00	14.00	13.00	14.00	14.00
Std. Deviation		2.40106	4.25619	3.78818	3.71780	2.44595
Variance		5.765	18.115	14.350	13.822	5.983
Range		13.00	32.00	40.00	40.00	14.00
Minimum		7.00	4.00	6.00	4.00	6.00
Maximum		20.00	36.00	46.00	44.00	20.00
Sum		2403.00	2390.00	2461.00	2301.00	2361.00

In Table 7, it can be seen that in general the variable indicator of interest in learning is in the high category, which is an indicator of willingness to learn with the highest average score, namely 13.5220. This means that students are able to stimulate themselves well and positively, which of course will be able to form an interest in learning and have a positive impact on positive study habits too. Meanwhile, the indicator that is in the low category with an average score of 12.6429 is full attention in learning, meaning that students' attention in learning is still lacking, because students are neglectful and still consider it trivial to repeat lessons at home which is still rare and they do it occasionally. , feel that they will remember the lesson without having to repeat the study at home.

4. Learning Motivation Variables

Based on the results of the respondents' answers to each indicator of learning motivation, the overall average score results can be seen in the recapitulation of the distribution of respondents' answers in the frequency distribution of table 8:

Table 8. Frequency Distribution of Learning Motivation

Category	Interval	Frequensi	Percentage (%)
High	75 – 100	62	36,1
Medium	48 – 74	90	49,9
Low	20 – 47	30	14,0
Amount		182	100

Based on Table 8, it is known that the overall indicators of student learning motivation show that students have learning motivation in the medium category, namely 90 students with a percentage of 49.9%. What is meant by the medium category in this frequency distribution is that

students have the desire and desire to succeed in learning, the urge to learn, as well as the students' hopes and aspirations for the future. Thus it can be understood that students' learning motivation at SMA Negeri 14 Pekanbaru is classified as moderate, meaning it is neither too bad nor too good. A description of the frequency of student learning motivation based on indicators can be seen in Table 9:

Table 9 Description of Frequency of Learning Motivation Based on Indicators

	Desire and desire to succeed	Encouragement and needs in learning	Future hopes and aspirations	Interesting activities in learning	Conducive learning environment
N	Valid 182	182	182	182	182
	Missing 0	0	0	0	0
Mean	15.0659	14.6374	15.0879	14.5110	14.9670
Median	16.0000	15.0000	16.0000	15.0000	15.5000
Mode	16.00	13.00	20.00	12.00 ^a	19.00
Std. Deviation	3.62862	3.45777	3.99488	3.61663	3.48462
Variance	13.167	11.956	15.959	13.080	12.143
Range	16.00	14.00	16.00	16.00	14.00
Minimum	4.00	6.00	4.00	4.00	6.00
Maximum	20.00	20.00	20.00	20.00	20.00
Sum	2742.00	2664.00	2746.00	2641.00	2724.00

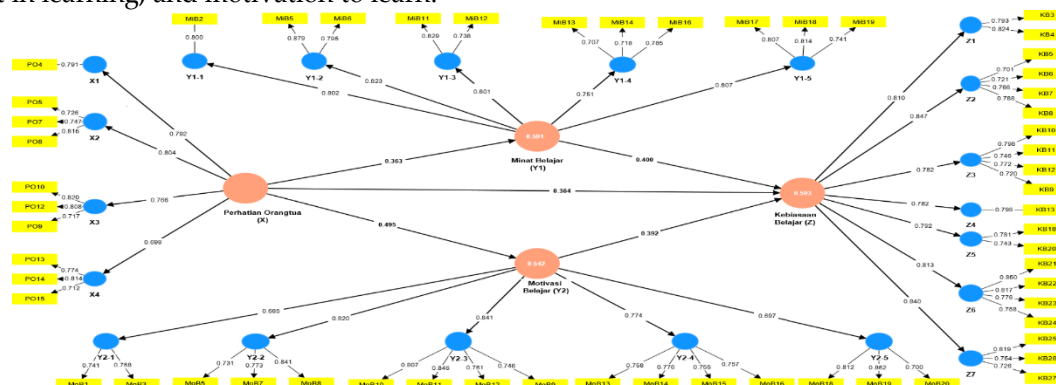
a. Multiple modes exist. The smallest value is shown

Sumber : Data Olahan SPSS versi 25 (2023)

Based on Table 9, it can be seen that in general the indicator of learning motivation variables in the high category is future hopes and aspirations with the highest average score of 15.0879. This means that the growth of learning motivation arises because there are future hopes and aspirations that students want to achieve for a good future, this can have a good impact on fostering learning habits, students have different hopes and aspirations, one of which wants to become a teacher, police officer, Indonesian national army, doctor and some even want to become the future President. Students hope that these goals will be achieved in order to make both parents happy and proud and have a better life in the future. While the indicator of interesting activities in learning is in the low category with an average score of 14.5110.

Testing with Outer Model

The following is a picture of the results of the full structural equation model test to assess the outer model to see the relationship between the variables of study habits, parental attention, interest in learning, and motivation to learn.



Gambar 1. Outer Model

Sumber: Data olahan SmartPLS 4.0, 2023

Evaluation of Outer Model measurements can be done from three stages, namely convergent validity, discriminant validity and composite reliability.

1. Convergent Validity

Based on the results of the Outer loading after which can be seen in Figure 1, it shows that the outer model value between the indicator and the variable has met convergent validity because all items in the indicator have a loading factor value above 0.70, so the indicator can be said to be valid. The convergent validity value can be seen in Table 10.

Table 10. Average Variance Extracted (AVE)

Variable	AVE
Parental Attention	0,628
Learning Interests	0,563
Learning Motivation	0,599
Student Study Habits	0,655

Sumber: Data olahan SmartPLS 4.0, 2023

2. Discriminant Validity

The model has sufficient discriminant validity value if the AVE root for each construct is greater than the correlation between the construct and other constructs which can be seen in Table 11.

Tabel 11. Value Discriminant Validity

Variable	Study Habits	Learning Motivation	Interest in Learning	Parental Attention
Study Habits	0,809			
Motivation to learn	0,293	0,773		
Interest to learn	0,552	0,609	0,750	
Parents attention	-0,685	-0,302	-0,709	0,792

Sumber: Data olahan SmartPLS 4, 2023.

Based on Table 11, it shows that all AVE root values for each construct are greater than the correlation between constructs and other constructs. So it is concluded that all constructs in the estimated model have met the discriminant validity test criteria.

3. Composite Reliability

The next check is indicator reliability by looking at the composite reliability or Cronbach's alpha output. The criterion for reliability is the composite reliability value of more than 0.70. The composite reliability results can be seen in Table 12.

Table 12. Composite Reliability

Variable	Composite Reliability
Parental Attention	0,821
Learning Interests	0,883
Learning Motivation	0,940
Student Study Habits	0,854

Sources: Data Olahan SmartPLS 4, 2023

Based on Table 12, it can be seen that the composite reliability value of all research variables is above 0.70. These results indicate that each variable has met the composite reliability so that it can be concluded that all variables have a good level of reliability.

The realibias test with composite reliability above can be strengthened by using the Cronbach alpha value. A variable can be declared reliable or meets Cronbach alpha if it has a Cronbach alpha value > 0.60. Cronbach alpha results can be seen in Table 13.

Table 13. Cronbach's Alpha

Variabel	Cronbach's Alpha
Parental Attention	0,727
Learning Interests	0,786

Learning Motivation	0,835
Student Study Habits	0,816

Sources: Data Olahan SmartPLS 4, 2023.

Based on Table 13, it can be seen that the Cronbach alpha value for each research variable is > 0.60 . Thus, these results can show that each research variable has met the Cronbach alpha value requirements, so it can be concluded that all variables have a good level of reliability.

Evaluation Structural (Inner) Model

Based on data processing that has been carried out using the SmartPLS 4 program, the R-Square value is obtained which can be seen in Table 14.

Table 14. Results of R-Square Value (R2)

Variable	Nilai R-Square
Learning Interests	0,410
Learning Motivation	0,393
Study Habits	0,358

Souece: Data Olahan SmartPLS 4, 2023

Berdasarkan Tabel 14 diketahui bahwa nilai R-Square untuk variabel minat belajar adalah 0,410. Obtaining this value explains that the percentage of interest in learning can be explained by the learning motivation variable of 41%. The value of learning motivation is 39.3%. Then the R-Square value obtained for the study habits variable is 35.8%. This value explains that learning achievement can be explained by parental attention, interest in learning and motivation to learn by 35.8%, including moderate influence because it is at 0.33-0.66 (Sekaran, 2020).

1. Hypothesis Testing Results

The following are the results of hypothesis testing that have been obtained in this research using direct and indirect testing via SmarPLS 4.0. It can be seen in Table 15 as follows:

Table 15. Path Coefficient

Variable	Original sample (O)	Sample mean (M)	Standar deviation (STDEV)	T statistic	P values
Parental Attention->Learning Interest	0,364	0,356	0,114	3,204	0.001
Parental Attention -> Learning Motivation	0,400	0,408	0,093	4,282	0.000
Parental Attention -> Study Habits	0,363	0,368	0,097	3,754	0.000
Parental Attention -> Study Interest->Study Habits	0,399	0,103	0,111	3,202	0.001
Parental Attention -> Learning Motivation-> Learning Habits	0,495	0,494	0,087	5,697	0.000

Sources: Data olahan SmartPLS 4, 2023.

a. First Hypothesis (H1)

The parental attention variable on study habits has a significance level of 0.000 which is smaller than 0.05 and the t table value $< t$ count ($1.97 < 3.754$). The parameter coefficient value is 0.363. So parental attention has an effect on study habits.

b. Second Hypothesis (H2)

The parental attention variable on interest in learning has a significance level of 0.001, which is smaller than 0.05 and a t table value $< t$ count ($1.97 < 3.204$). The parameter coefficient value is 0.364. So parental attention has an effect on interest in learning.

c. Third Hypothesis (H3)

The parental attention variable on learning motivation has a significance level of 0.000 which is smaller than 0.05 and a t table value $< t$ count ($1.97 < 4.282$). The parameter coefficient value is 0.400. So parental attention has an effect on learning motivation.

d. Fourth Hypothesis (H4)

The variable of parental attention to study habits through interest in learning has a significance level of 0.001, which is smaller than 0.05 and a t table value $< t$ count ($1.97 < 3.202$). The parameter coefficient value is 0.399. So parental attention affects student study habits through interest in learning.

e. Testing the fifth hypothesis (H5)

The variable of parental attention to study habits through learning motivation has a significance level of 0.000 which is smaller than 0.05 and a t table value $< t$ count ($1.97 < 5.697$). The parameter coefficient value is 0.495. So parental attention affects student study habits through learning motivation.

Parental Attention Affects Study Habits

Based on data analysis and hypothesis testing that has been carried out, the results of the study prove that parental attention has a significant effect on study habits. This means that if parents pay good attention to their children's education, the children's learning habits will also be good because of the encouragement from parents which becomes positive energy for children to improve their learning habits (Nurrahman, Oviyanti, & Syarnubi, 2021). The form of parental attention can be seen from the cooperation of parents with children in providing guidance, in the form of parental assistance in the child's learning process, supervision of how children learn, providing learning motivation and creating a comfortable and peaceful learning atmosphere.

This is in accordance with what happens in the field, where the attention of parents to their children at home has a good impact on the learning habits of students at school, it can be seen that the average student learns seriously and focuses on listening to the teacher's explanation, notes important points about the material taught using his own language, and looks like students have prepared complete learning equipment, so this is in accordance with the frequency distribution of parental attention variables and student learning habits in the moderate category, this category is still fairly good (Arisca, Karoma, Syarifuddin, & Syarnubi, 2020).

In line with research (Sandana, 2018 and Sutrisnawati, 2018), which shows that parental attention affects students' study habits. Research conducted by Ria (2019) states that parental attention affects children's learning habits. Suryabrata's research (2015) also shows the results that parental attention has a positive effect on children's learning habits. And similar according to Indrawati (2021) that parental attention in the form of the intensity of communication that parents pay to children at home can affect children's learning achievement at school. This means that if the attention given by parents to children in any form can affect children's learning habits as seen from the success of children's learning achievement at school.

This is because the attention given by parents indirectly provides a good stimulus in students' learning habits. Repeating learning materials and concentration can be taught by parents at home so that students do not feel difficult and confident and are able to form good learning habits. Therefore, if parental attention is good, then children's learning habits are also good, otherwise if parental attention is bad, children's learning habits will also be bad.

Parental Attention Influences Interest in Learning

Based on data analysis and hypothesis testing that has been carried out, the results of the study prove that parental attention has a positive and significant effect on interest in learning. This means that if parents pay good attention to their children, it will affect the child's interest in learning because of the encouragement from parents which becomes positive energy for children's interest in learning. The form of parental attention is such as cooperating with children in providing guidance in the form of parental assistance in the child's learning process, advice to always be diligent in repeating lessons, supervising the child's learning process, providing learning motivation so that children are moved to achieve their learning goals, appreciation if children get achievements in their

studies, and mild punishment if children do not want to learn seriously (Ali & Syarnubi, 2020). This is in line with Indrawati & Caska (2018) that the factors that influence student success in learning are interest and motivation to learn, meaning that if the child's learning success is maximised, it indicates that the pattern of learning habits embedded in the child is also good.

Attention is the activeness of the soul directed to a certain object and it is the element of the mind that has the strongest influence, Sumanto (2015). If parents have given attention in accordance with what children expect, it will also have a positive impact on the child, especially his interest in learning, so that it fosters children's enthusiasm for learning, feelings of pleasure and interest in learning, an attentive willingness to learn in learning, and students are able to have a positive attitude to realise the desire to learn. The encouragement of attention to interest is a form of motive that can drive student behaviour or action towards positivity, such as learning. In other words, interest will shape students' awareness, learning methods and attitudes. (Nisa, 2015).

Parental Attention Influences Study Habits Through Interest in Learning

Based on data analysis and hypothesis testing that has been carried out, the results of the study prove that parental attention has a significant effect on learning habits through interest in learning. This means that children who get good attention from their parents can give rise to a positive response in the form of the emergence of a high interest in learning, then from this, a good study habit pattern will be formed in children. A good learning process will have an impact on good learning outcomes as well (Indrawati, H and Caska, 2019). This means that all of these things are interrelated and related in improving children's learning outcomes.

The results of this study are in line with research (Lili dan Swieto, 2020) and (Schmid & Garrels, 2021) which reveals that parental attention is important in the development of children's interest in learning so that it can create good learning habits and stunning achievements. Further research from Hidayah (2022) revealed that parental attention affects interest in learning. Sukmadinata's research (2021) also shows the results that parental attention has a positive effect on children's learning habits.

Parents play an important role in children's learning development, as well as their learning habits. If from the beginning they have accustomed children to carry out more disciplined and good learning activities, of course children will be more directed and tend to be easy to manage. Therefore, the importance of a positive stimulus that can increase interest that will change learning habits to be more positive. Therefore, if parental attention is good, interest in learning is good, then study habits will also be good, and vice versa if parental attention is bad, low interest in learning, then children's study habits will not be good. This is a big concern for every parent at home in paying attention to the development of their child's learning process.

Parental Attention Influences Study Habits Through Learning Motivation

Based on data analysis and hypothesis testing that has been carried out, the results of the study prove that parental attention has a significant effect on learning habits through learning motivation. This means that children who have good attention from their parents and have high motivation in learning will make the child have good study habits as well (Hartati, Achadi, & Mirza Naufa, 2022). This means that the attention given by parents to children in the form of providing study guidance, supervision, motivation, appreciation, and punishment as well as creating a conducive learning atmosphere, can foster and encourage children's motivation to be positive in learning which has an impact on the formation of good study habits patterns in children such as the emergence of desire and desire to succeed, have hopes and future goals to be realised, so that children can achieve good learning achievements as well.

This study is in line with research (Niu, 2016) and (Ningsih, 2022) which shows that the attention given by parents from an early age is able to increase the motivation of students in order to change their learning habits for the better. Ria's research (2019) shows that parental attention variables can affect student learning motivation (Harto Kasinyo, 2018). Rahmah's research (2019) also shows the results that parental attention has a positive effect on children's learning habits. This shows that learning motivation is able to mediate the influence between parental attention on children's learning habits. The existence of parental attention alone is not enough to foster good

learning habits in children, although these influences are very positive such as providing study guidance, supervision, motivation, rewards, and punishments as well as creating a conducive learning atmosphere that can foster enthusiasm in children's learning, but this has not been able to make children have maximum learning habits so that it is necessary to have high learning motivation in order to get a strong impetus for children to get used to good learning.

CONCLUSIONS

Parental attention has a positive and significant effect on student study habits. This means that if parents are able to provide attention in the form of motivation, encouragement, advice, supervision and fulfil physical and non-physical needs to children, as well as provide the creation of a conducive learning environment, it will have a positive influence on learning habits which have an impact on the pattern of good learning habits so that children can achieve good learning achievements as well.

Parental attention affects students' interest in learning. This means that parents pay good attention and cooperate with children in the learning process and child development in the form of providing guidance, advice, supervision and providing learning motivation, so that they can foster a spirit of learning which will have an impact on increasing children's interest and motivation to learn. And in the end it can drive children's behaviour or actions to have good learning habits at home or at school.

Parental attention has a positive and significant effect on student learning motivation. This means that if parents are able to give attention in the form of encouragement, meet physical needs and non-physical needs to children, and provide the creation of a conducive learning environment, it will have a positive influence on learning motivation which has an impact on the formation of good learning habits so that children can achieve good learning achievements as well. In other words, children who receive attention from parents and receive adequate facilities from parents will be able to increase positive learning motivation.

Parental attention has a positive and significant indirect effect on study habits through study interest. This means that the attention given can increase interest in learning, it will be able to improve students' learning habits to be better and more structured.

Parental attention has a positive and significant indirect effect on study habits through learning motivation. This means that parental attention can increase learning motivation, so students' study habits will be better.

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