



The Correlation Between Learning Facility, Learning Time and Parental Guidance at Home to The Students' English Learning Achievement

Riryn Fatmawaty*

English Education Program, Universitas Islam Lamongan, East Java, Indonesia

Moh. Hafidz

English Education Program, STKIP PGRI Bangkalan, East Java, Indonesia

Zakiya Isnani

English Education Program, Sekolah Tinggi Teknologi Gempol, East Java, Indonesia

Theofanny Maria

English Education Program, Universitas Islam Lamongan, East Java, Indonesia

*Correspondence author: riryfatmawati@unisla.ac.id

DOI: <http://dx.doi.org/10.18592/tarbiyah.v11i2.7342>

Key Words:

learning facility
learning time
parental guidance
learning achievement

Received : 22 September 2022

Revision : 28 December 2022

Accepted : 5 January 2022

Published : 14 January 2022

Abstract:

The research purpose is to know the correlation between learning facility, learning time and parents' guidance at home to the students' English learning achievement. The research uses a correlation method with the subject of the study is 118 participants of the students of English Education Program. All of the key words are parents' participation to support the students' success in learning. However, the students need motivation not only from the school teacher but also from the parents at home. Due to students spend most of the time at home with the parents. The data are collected by using documentation and questionnaire. The researcher uses SPSS 25 to calculate and answer each variable's hypothesis. Then the researcher uses F statistic and multi correlation to answer the hypothesis of all variables. Based on the research result, $F_{change} 0.001 < 0.05$, there is significance correlation of learning facility learning time and parental guidance towards students' learning achievement. In conclusion, every unit increase in learning indicators such as; learning facility, learning time and also parental support are accompanied by a unit change in student achievement in English.

To cite this article: Fatmawaty, R., Hafidz, M., Isnani, Z., and Maria, T. (2022). The Correlation Between Learning Facility, Learning Time and Parental Guidance at Home to The Students' English Learning Achievement. *Tarbiyah: Jurnal Ilmiah Kependidikan*. 11(2), 104-117.

This is an open access article under the CC-BY License
(<https://creativecommons.org/licenses/by/4.0/>)



Introduction

Learning is a students' obligation both at school and at home. Learning is an activity that is a fundamental element in implementation for each kind and education ladder (Syah, Psikologi Pendidikan, 2013). It means that learning happens continuously and becomes the basic foundation for students. Therefore, the success or failure of the education purpose attainment depends on the students' learning process at the school and at the home or family. Learning is someone's effort process to get totally changes in new behavior as the result of the own experience by interaction with the environment (Slameto, 2010). To build the change, someone has to do an activity, which gives feedback and new experience, that activity is called learning the student gets knowledge as new experience and changes their thought by learning.

Successful Learning is influenced by two factors; internal factors and external factors. Internal factors, such as physiological factors (body) and psychological factors (perspicacity, motivation, interest, attitude, and talent,) and external factors; like social factors and non-social factors (instruments) (Suryabrata,2011).

Learning is a progressive activity and it is very a fundamental element in the implementation of each kind and education ladder (Syah, 2013, p. 87). It means that the success or failure of the education purpose attainment depends on students' learning process both at school and at the home environment or family. Learning generally has meaning as relatively permanent changes in behavior, skills, knowledge, or attitudes resulting from identifiable

psychological or social experiences (Seifert,2009).

When someone learns something, it means that everything they get after learning becomes mover energy that can change the behavior and the habit. Learning is an effort process which is done by someone to get change the new whole behavior, as the result of their own experience in interaction with the environment Slameto (2010, p. 2). So, the students have to do learning as an effort process. In the other hand, learning is a student's complex measure and attitude (Mudjiono&Dimiyati, 2009). Therefore, students have to do something that wreaking an influence and an experience.

Many elements are needed to attain the purpose of the study, and all the elements are related to each other. There are six psychological factors in learning (Sudirman, 2011), they are *first*, motivation, is the desirability or encouragement. Two kinds of motivation in this part are knowing what is learned and comprehending why the thing must be learned; *second*, concentration, is focusing on the attention energy of the learning situation. This motivation element is beneficial to grow the attention focus; *third*, reaction, is on is the involvement of a physical element or mental element that is needed as the form of reaction; *fourth*, organization, is the learning process needs mental skills to organize the stimulus (fact and idea). To help students in order that they get organizing the fact and ideas in their minds, then it is needed clear purpose formulation in learning; *fifth*, comprehension, is getting something based on the mind. Fundamental

techniques that proportionately divide up learning. Without it, skill and attitude are meaningless; *and sixth*, repeating, forget is a contemptible thing in learning, but forgetting is human's common characteristic. So, repeating is needed to refresh the mind. Repeating is a fact that increase the students remembering ability.

Learning is a process or an activity that needs many factors, both internal and external factors (Suryabrata, 2011, p. 233). Internal factor consists of *first*, physical. Body condition generally can be said as the background of learning activity. Healthy and sick body have different influences on the learning process event for the result of learning. According to Slameto (2010:55) said that healthy means the body is in good condition from disease"; *second*, psychology. The encouragement factors by someone to learn are creativity, to know, to get safety, to get sympathy, to repair the failure and the result after study.

On the other hand, (Slameto, 2010, p. 55) says that eight psychological factors influence learning, Frandsen in (Suryabrata, 2011, p. 236) are: a) Intelligence, is a proficiency that consists of three qualifications to cope and adjust to the new situation quickly and effectively. b) attention, is the soul activity increase to the object (Gazali in Slameto). c) interest, is a permanent inclination to pay attention and remembering of more activities. d) aptitude, is the ability to learn. f) motive, is an effective-conative factor which operates in determining the direction of an individual's behavior towards an end or goal, consciously apprehended or unconsciously (Slameto, 2010). g)

Ripeness, is a phase of human growth where the organs are ready to do the new proficiency. h) readiness, is a readiness to give a response or react. i) tiredness, there are two kinds of tiredness, they are physical tiredness and psychological tiredness. The physical tiredness shows from the weak of body and psychological tiredness shows from drabness (Slameto, 2010, p. 59). When the physical is on tiredness, the students also feel tired in learning. When the body condition is not good or sick, it makes the students unwilling to learn. This condition may happen when the psychology is on tiredness. The students are not focused on learning and it disturbs in learning.

External factor consist of *first*, social environment. Human, as the social factor both direct and indirect influence the learning process. For example, when a student studies in the room, then there is someone who walks in and walks out of the room, this condition will disturb the students' concentration on learning: *second*, nonsocial environment. Many social factors that uncountable such as weather, time (morning, afternoon, night), place, the equipment for study (books, desk), and others (Suryabrata, 2011, p. 233). That factors must be arranged the learning process is smooth going on.

Three external factors influence learning Slameto explains (2010, p. 60) that 1) the family factor, is how parents educate, the relation of family members, house condition, household management condition, parents' interpretation, and background of culture. 2) the school factor, is the teaching method, the curriculum, the teacher and students' relation, the

students' relation, schools' discipline, teaching equipment, learning time, upper learning standard, building, teaching method and homework. 3) social factor, is the students' activities in social environment. Learning also happens in social environment, student can practice the knowledge at their home environment. From the activity students get feedback as the experience.

Learning approach is a student's learning effort include strategy and method, which is used by student in learning (Syah, 2012, p. 60). Every student has different way in learning, so there are many kinds of strategies and methods in learning. From the explanation, we know that everyone has different styles and ways of learning. The students use their own methods that makes them comfortable and easy to get comprehension.

Learning facility is one of the factors that influence students' learning achievement. Therefore, the equipment in learning facility makes student enthusiastic in learning. If the students have learning equipment at home, they become enthusiastic in learning and find it easy to do learning. That is because the equipment is very useful as good as at the school. But not all of the equipment like at the school must having by the students, the equipment just like table, chair, computer, books, lesson books and pen. Learning facility is the completeness of facility that have to have by the school (Djamarah, 2012), but in this research the completeness of learning facility is focused at home.

Learning facility divides into two, they are, tool and infrastructure (Sanjaya, 2011). The tool is all something which advocates the learning process fluency, such as learning media,

learning equipment, school equipment. at the same time infrastructure is something which indirectly also advocates the learning success. This infrastructure is the street to the school, schools' lighting, toilet, and many others.

According to Bangun (2008), there are many kinds of learning facilities at home: learning room, learning lamp, lesson books, write books, pen, pencil, eraser, ruler and the others. Learning facility can be said to be complete if students have the facility that is needed in learning: a comfortable room, desk, chair, rack, etc., whereas the comfortable learning room have to fill the qualification free from disturbing, good circulation and weather temperature and good lighting.

From those explanations the students must a have learning facility at home because the facility can be expected to increase the learning achievement. Learning facility at home became a factor for increasing the learning achievement, because learning facility is a supporter factor in learning success and the tool of success, effective and efficient learning.

Learning time is the effective time to study at home and students' capacity to learn, which influences learning achievement. Besides, it is a factor for increasing learning achievement; because learning at school may happen at 7 o'clock and students at home spend the rest time. Learning time at home takes longer than at school, so learning time at home must be used effectively. Most of learning time is done at home, so the family aspect also influences the learning advancement, even can be said as a dominant success factor at university Hamalik in (Bangun, 2008).

There are three kinds of prioritizing time (Neville, 2007), they are, 1) Have a long-term view. At the start of any semester student can start by recording in a diary or time sheet the dates of important events, e.g. exam and assignment submission dates. Blank calendars can be downloaded free from the Internet or via Microsoft Office software. 2) Prioritization of task, is an important stage of the process of time management. However, the big issue for students is allocating and effectively using their free time for independent study. They know when they have to attend lectures and tutorials; that is not the problem. The problem is managing free time so that independent coursework and revision is done without frantic rushing at the last minute. 3). Daily scheduling of tasks. The selection time for learning is different for everyone; there is more concentration for learning at night, evening, afternoon and even in the morning (Bangun, 2008).

The difficult lesson must be learned long time in order to comprehend the lesson. Arrange the schedule so the learning run effectively. The daily scheduling for each activity also influences learning achievement (Slameto, 2010, p. 82). Students have to arrange the schedule well so that the activity is carried out effectively. For example, there are 24 o'clock every day, and it uses for sleeping: ± 8 o'clock, eating, bathing, exercise: ± 3 o'clock, personal activity: ± 2 o'clock, the others for studying: ± 11 o'clock, students usually spend 11 o'clock for studying, 7 o'clock for studying at the school and 5 o'clock for studying at home. According to Haynes (2000:5) said that time management is a personal process and

must fit your style and circumstances. It takes strong commitment to change old habits; however, this choice is available and yours for the taking.

Guidance comes from guide words, it means to direct, to pilot, to manage and to steer (Yusuf, 2011). Guidance is a continuous process, not pronto activity or accidental and helping, assisting or availing." From those definitions, guidance is a continuous process for helping and piloting someone. The thing is relation with the parents' guidance for the students, parents manage and steer the students when studying at home, help and give support or motivation to study. The students do continuously, because learning does not happen once, they must learn every day to comprehend the material.

When students study at the school, they have a teacher as their guide to manage the study and direct the material. Besides that, there are also many friends inside who become a partner to solve the problem (like a task from the teacher). However, it may not happen at home, so their partner now is the parents. Guidance is the process of giving help for the individual in order to know them and solves their own problem until they life happily. (Hamalik, 2010). That is way parents' motivation also needed by the student to support in learning and increase the achievement. According to Slameto (2010:105), attention is someone's activity in the relation with the stimulation selection that comes from the environment.

High IQ does not assure the students' success in learning and education. The way of learning at home has a significant influence to the

learning strategy. Fuller (2009) says that the researcher found that the parents' success in preparing time for their child to develop the effective learning strategy, they are, *first*, hard punishment. When students do not learn effectively and the parents don't give attention too, it causes them to be lazy for study. In the end when the value in the rapport is bad, parents usually get angry for them and give them punishment. They do not think that their bustle and less control for the child. That is not a good example for parents, when are they busy and suppressed with all the problems, they carelessly for students learning. The parents consider that their child is okay and hope the best. Finally, there is a letter from the school. *Second*, the parents' attention became the influence factor in learning achievement. The following statements can be the way to build a good learning habit at home: give priority to positive attitude for school work, give appreciate for your child, be interest with the student's material, make the task as something easy to do and have realistic purpose, build the confidence and obligation and give the students an obligation at home. *Third*, parents as homework consulate. A consulate gives advice, helps to arrange the strategy plan, prepares the structure and gives suggestions. *Fourth*, help the child discipline at the school. Sometimes students have difficulty in learning both at the school or at home, such as forgetting the homework, have difficulty in concentrating and being lazy go to school. In this problem, parents can help them arrange the schedule at the calendar, yellow paper to remember the homework or task, and responsibility paper. *Fifth*, the

equipment for learning. Parents can prepare the students' equipment at home too, like desk, chair, rack, pencil, pen, eraser, ruler and the others. Those are the simple equipment that parents can prepare at home. *Sixth*, place and time for learning. It is better if parents prepare a room for study, but if there isn't place, parents can prepare a good side at home for student's learning activity. Besides that, time management also needed to control their activity at home, when the students must learn, sleep, play and the others.. *Seventh*, good starting up. It is not easy to prepare the students first day go to school, due it's a new habit where they have to wake up early, have new activity and have challenge too. In this case parent participation is needed to support them, preparing the food, and equipment, and giving motivation to encourage students to learn.

Learning achievement is the result of the students change ability in multiple area that is explained to numeral symbol, letter or sentence which attain after do the test as an indication how far the student has gotten the material which is given by the teacher that ideally covered three aspects, they are cognitive, affective and psychological. Achievement is the result of an activity that has done, has made both an individual and group (Djamarah, 2012, p. 19).

Learning achievement is the result has attained by the students like knowledge mastery or skill which is developed by the material has given by the teacher or lecture at certain time (Bangun, 2008, p. 84). Good learning achievement does not attain just at the moment. However, many factors, such as internal factors that influence the

student, come from themselves and external factors come from the outside.

Research Method

This research was carried out using a quantitative method and a correlational study design. According to Walliman (2011), Correlation study design is used to investigate a link between two concepts in (Arizah, 2019).

The correlation between two concepts can be none (no correlation); positive (where an increase in one causes an increase in the other; or negative (where an increase in one causes a reduction in the other); or negative (where an increase in one causes a decrease in the other or vice versa).

The participants of the research are the students of English Education Program in Lamongan, there are total 118 students (Third Semester, Fifth Semester and Seventh semester).

To obtain data from sources that have been determined, it is necessary to the existence of data collection techniques, so that all data can be collected in accordance with their respective criteria. The method is used are *first*, documentation. The document that is used as primary data is to know the students' achievement on English subject. To know the students' English achievement, the writer took the report book score of the students of English Education Program, precisely the score that they got in the second semester of the academic year of 2019/2020 in English learning achievement; *and last*, questionnaire. The researcher uses a questionnaire as the primary data, it gives to the parents to answer of all the variable questions. From the data, the researcher correlates with the students' achievement. The researcher chooses

Likert scale to arrange the questionnaire. The one way in which degrees of response, intensity of response, and the move away from dichotomous questions has been managed can be seen in the notion of rating scales (Cohen, 2000). In this research, the researcher provides 30 questions (10 questions for learning facility variable, 10 questions for learning time variable and 10 questions for parental guidance questions).

In a Likert scale, the respondent is asked to respond to each of the statements in terms of several degrees, usually five degrees (but at times 3 or 7 may also be used) of agreement or disagreement (Kothari, 2014). For example, when asked to express opinion whether one considers his job quite pleasant, the respondent may respond in any one of the following ways: (i) strongly agree, (ii) agree, (iii) undecided, (iv) disagree, (v) strongly disagree." There are five optional answers for each question, and for each optional item is given score: item A get 5 score, item C get 3 score, item E get 1 score, item B get 4 score, item D get 2 score.

Validity and Reliability Test

The terms validity and reliability are used to assess the quality of research. They describe the accuracy with which a method, approach, or test measures something. Reliability is about the consistency of a measure, and validity is about the accuracy of a measure (Middleton., 2019).

Test for Validity

How well the acquired data covers the real field of inquiry (Ghauri, 2005). The validity of a valid instrument is high. On the other hand, The instrument that lacks goodness, has a

poor validity. 12 An instrument can be called valid when it can measure what is wanted. In other words, an instrument can be called valid if it can show the data of variables researched correctly. the researcher used content and construct validity to measure whether the test has good validity Test for Reliability.

Reliability refers to how consistently a method measures something (Middleton., 2019). If the same result can be consistently achieved by using the same methods under the same circumstances, the measurement is considered reliable.

Data analysis techniques used to obtain answers to research hypotheses is distinguished in two categories, they are Descriptive Analysis Techniques and regression analysis. Statistical analysis techniques is testing research data, which is done by presenting the data in the form of basic statistical calculations that include a frequency distribution table, histogram, mean value, median, mode, standard deviation.

Regression analysis technique done by some of the requirement tests, they are normality test, linearity test, regression analysis and hypothesis test.

The normality test is carried out using the SPSS Statistics 25.0 program. The Kolmogorov-Smirnov test was used. If the value Asymp. Sig. (2-tailed) > α , it can be said to be a well standardized value based on acceptance criteria. Obtaining the conclusion that the data utilized in the study is standardized and distributed in a uniform manner.

Linearity of test aims to determine whether two variables that will be charged procedures correlation statistical analysis shows, there is relation, that linear or not. Furthermore,

testing steps, using SPSS 25. Decision-making method of linearity testing, that is "if the significance of the Linearity >0.05 then the relation between two variables is not linear, and if the significance of the Linearity <0.05 then the relation between two variables stated linear".

After it is believed that the data obtained from the spread of research instruments fulfill the requirements of the analysis, further, conducting, multiple regression analysis using SPSS Statistics 25 Program. Multiple linear regression analysis performed to determine the influence of the dependent of the dependent variable towards independent variables.

To know the correlation between variables learning facility, learning time and parental guidance (X1, X2 and X3) to the variable leaning achievement (Y), the researcher determine the hypothesis:

If the value of sig. F change < 0.05, then correlated.

If the value of sig. F change > 0.05, then it is not correlated.

After that, the researcher tests the correlation of variables using SPSS 25.

Finding and Discussion

Data Analysis of Learning Facility

From providing questionnaires to a variable learning facility (X1) for the research consist of 118 participants, can be known from the calculating that ten items questionnaire gets the most response is agreed (61.34%) and undecided (45.8%) and the items of questionnaire are valid, it can so from the Table 1.

Table 1. The result of Validity Test of Learning Facility

Item	rcount	rtable 5% (118)	Sig	Criteria
X1.1	0.734	0.176	0.000	Valid
X1.2	0.624	0.176	0.000	Valid
X1.3	0.738	0.176	0.000	Valid
X1.4	0.367	0.176	0.000	Valid
X1.5	0.615	0.176	0.000	Valid
X1.6	0.610	0.176	0.000	Valid
X1.7	0.723	0.176	0.000	Valid
X1.8	0.570	0.176	0.000	Valid
X1.9	0.723	0.176	0.000	Valid
X1.10	0.570	0.176	0.000	Valid

Data Analysis of Learning Time

Table 2. The Result of Validity Test of Learning Time

Item	rcount	rtable 5% (118)	Sig	Criteria
X2.1	0.699	0.176	0.000	Valid
X2.2	0.686	0.176	0.000	Valid
X2.3	0.489	0.176	0.000	Valid
X2.4	0.624	0.176	0.000	Valid
X2.5	0.754	0.176	0.000	Valid
X2.6	0.584	0.176	0.000	Valid
X2.7	0.635	0.176	0.000	Valid
X2.8	0.695	0.176	0.000	Valid
X2.9	0.528	0.176	0.000	Valid
X2.10	0.695	0.176	0.000	Valid

Based on Table 2, the items of questionnaire are valid, and variable learning time (X2) for the research consist of 118 participants, can be known from the calculating that ten items questionnaire gets the most response is strongly agreed (61,83), agree (57,64%) and undecided (45.8%).

Data Analysis of Parental Guidance

From the calculation that a variable parental guidance (X3) for the research consist of 118 participants, can be known that ten items questionnaire gets the most response is agreed (54,46%) and undecided (44,95%). and the items of questionnaire are valid, it can so from the Table 3.

Table 3. The Result of Validity Test of Parental Guidance

Item	rcount	rtable 5% (118)	Sig	criteria
X3.1	0.602	0.176	0.000	Valid
X3.2	0.791	0.176	0.000	Valid
X3.3	0.684	0.176	0.000	Valid
X3.4	0.744	0.176	0.000	Valid
X3.5	0.697	0.176	0.000	Valid
X3.6	0.651	0.176	0.000	Valid
X3.7	0.791	0.176	0.000	Valid
X3.8	0.684	0.176	0.000	Valid
X3.9	0.744	0.176	0.000	Valid
X3.10	0.565	0.176	0.000	Valid

After the researcher conducted validity test for three variables of questionnaire and the result can be known that all variables' questionnaires are valid. The researcher calculated the reliability test for X1, X2, and X3, the result shows that all of three variables are reliable because the variable X1 the score of Cronbach's Alpha $0.795 > 0.60$, the variable X2 $0.799 > 0.60$, and variable X3 $0.880 > 0.60$.

Regression Analysis

For the purpose of obtaining responses to the above-mentioned study hypotheses. Then The regression method is used to conduct the analysis. methods. Before beginning the statistical analysis, carried out, the requirements were first tested which consist of:

Normality Test

First, the testing requirements were analyzed. The sample of normality test with error estimates is one of the requirements that must be met in the testing analysis in the study.

To assess if a sample is normal, the Liliefors test (Kolmogorov-Sumirnov) is utilized at a significance level of 0.05. The required normality test

is used to verify whether or not the study samples are drawn from a normally distributed population. The hypothesis as following.

- H_0 : Residual with Normal distribution
- H_1 : Residual is not normally distributed

Calculations conducted by SPSS 25. Decision-making methods to testing Normality of that is "if significance, in Normality (sig) > 0.05 then the relation between two variables is from normal distribution, and if the significance, in Normality (sig) < 0.05 then the relation between two variables is not from normal distribution. Normality Test of Learning Facility (X1), Learning Time (X2), Parental Guidance (X3) towards Learning Achievement in English (Y).

The estimated error normality test below shows that the variable X towards Y is generated from not normally distributed population because (sig) $0.000 < 0.05$ this happen may cause the data is big population, showed in Figure 1.

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		118
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	5.55294881
Most Extreme Differences	Absolute	.344
	Positive	.344
	Negative	-.210
Test Statistic		.344
Asymp. Sig. (2-tailed)		.000 ^c

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.

Figure 1. Normality Test

Linearity Test

Testing linearity in this research, is used the following hypothesis.

H₀: Regression line of relation between variables X1, X2, X3 and Y

H₁: Regression line of relation variables X1, X2, X3 and Y are not linearly

Calculations conducted by SPSS 25. Decision-making methods to testing Linearity of that is "if significance, in Linearity (sig) > 0.05 then the relation between two variables is not linear, and if the significance, in Linearity (sig) < 0.05 then the relation between two variables stated linear. Linearity Test of Learning Facility (X1), Learning Time (X2), Parental Guidance (X3) towards Learning Achievement in English (Y)

After calculating linearity test for the all variables (X1, X2, X3, and Y), it shows that the value in the Sig column, Deviation from Linearity line, the significance of the Linearity as many as 1.000 because the significance is more than 0.05 then the relation between the variables X towards Y stated linear.

Correlation Analysis

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics			Sig. F Change
					F Change	df1	df2	
1	.373 ^a	.139	.117	3.99643	129	6.158	3	.001

^a Predictors: (Constant), P.Guidance, L.Facility, L.Time
^b Dependent Variable: L.Achievement

Figure 2. Hypothesis Test

The researcher determine the hypothesis:

- If the value of sig. F change < 0.05, then correlated.
- If the value of sig. F change > 0.05, then it is not correlated.

Based on Figure 2, the result of the correlation between learning facility, learning time, parental guidance and learning achievement is = F change 0.001 < 0.05. It means the hypothesis is accepted and there is significance correlation of learning facility learning time and parental guidance towards learning achievement, and R value is 0.373 it means that (the correlation is low).

The Correlation between Learning Facility, Learning Time and Parental Guidance at Home to the Students' English Learning Achievement

The result of this research supports the finding research of (Vonnisy & Tandirerung, 2018) that learning facility and parental guidance influence students' learning motivation. The availability of facilities is able to increase students' motivation in learning achievement. The availability of space or room learning, comfortable place, will have high impact for students' learning which influence learning outcomes.

A study conducted by Dyah Lukita and and Niko Sudibjo about factors influencing students' motivation, one of it is role of parents. Role of the parents is the most influential factor in influencing students' motivation in learning (Kusumaningrini & Sudibjo, 2021). The role of parents in giving attention to children is very important, so that their children are getting excited about learning.

When parents have role in communicating with teacher, it means they aware that they have role in education. Parents can be partner in facilitating their children learning in home (Gan & Bilige, 2019). The examples what parents are able to do when they facilitate their children learning are discussing with their children about children activity, rule of school and also checking and helping their children tasks or learning material.

Student achievement is good when student actively learn and supported with guidance from teachers and the role of parents in the family environment. Students' English achievement is good when student actively learn and supported with guidance from teachers, the role of parents in the family environment and learning time.

Conclusion

Based on research data that has been described in the previous section and supported by statistical analysis can be made conclusions that there is significant effects of learning facility, learning time and parental guidance towards students' learning achievement has a low correlation but, it given contribution towards the student's learning achievement in English. Beyond learning facility, learning time

and also parental guidance confirmed there are variety of other variables that have significant effects on the student's learning achievement in English, because learning only contributed as many as several unit parts. Therefore, the existence of other factors must be developed for students to achieve success in learning achievement. The quality of student's learning support not only from facility of learning, time of learning and parental support but as many as one unit, so at the same time, will affect student's learning achievement in English as many as several unit parts.

References

- Ahmadi, A & Widodo, S. (2004). Psikologi Belajar. Jakarta: PT.Rineka Cipta.
- Aminah, I. S. S. ; Y. S. (2014). Pengaruh Lingkungan Keluarga, Lingkungan Sekolah, Disiplin Belajar dan Motivasi Belajar terhadap Prestasi Belajar Ekonomi Siswa SMA Kelas XI IPS SMA PGRI 1 Taman Pemalang. *Economic Education Analysis Journal*, 3(1), 46-51.
- Azwar, Saifudin. 2007. Reliability and Validity. Issue 3. Student Library. Yogyakarta
- Angraini, Fetri, Nas, Syakdanur , and Sumarno. 2018. The effect of Learning Facility, Attention of Parents, and Learning Motivation on Student Achievement at State Senior High School 2 Kampar District. *International Journal of Economics, Business and Applications*, 3(2), 12-23
- Arizah, M. (2019). The Correlation Between Students' English Achievement and Their .

- ETERNAL (English Teaching Journal)*, 2.
- Bangun, D. (2008). Hubungan Persepsi Siswa Tentang Perhatian Orang tua, Kelengkapan Fasilitas Belajar, dan Penggunaan Waktu Belajar Di Rumah Dengan Prestasi Belajar Ekonomi. *Jurnal Ekonomi dan Pendidikan*, 5 (1).
- Cohen, L. L. (2000). *Research Method in Education. Fifth Edition*. New York: Routledge Falmer.
- Djamarah, S. (2012). *Prestasi Belajar dan Kompetensi Guru*. Surabaya: Usaha Nasional.
- Fuller, C. (2009.). *Sekolah Berawal dari Rumah: Cara cara Sederhana Membuat Pembelajaran Menyenangkan* (Sari Badudu & Vina Situmorang, Ed.). Jakarta: sukaBuku.
- Gan, Y., & Bilige, S. (2019). Parental involvement in home-based education and children's academic achievement in China. *Social Behavior and Personality*, 47(12). <https://doi.org/10.2224/SBP.8491>
- Ghuri, P. &. (2005). *Research Methods in Business Studie*. Harlow: /Prentice Hall.
- Hamalik, O. (2010). *Psikologi Belajar dan Mengajar*. Bandung: Sinar Baru Algesindo.
- Kothari. (2014). *Research Methodology Methods and Techniques*. New Delhi: New Age International (P).
- Kusumaningrini, D. L., & Sudibjo, N. (2021). The Factors that Affecting Student's Learning Motivation in the Era of Pandemic Covid-19. *Akademika : Jurnal Teknologi Pendidikan*, 10(01), 145-161. <https://doi.org/10.34005/AKADEMIKA.V10I01.1271>
- Lebuan, Andreas Pehan. 2017. Learning facilities, instructional activities and teacher assessments' effects on students' English achievement. *LingTera*: 4 (2), 2017, 197-208. Doi. 10.21831/lt.v4i2.17093
- Middleton., F. (2019). *An Introduction to Research Method*. <https://www.scribbr.com/methodology/reliability-vs-validity/> acces on December 16, 2021.
- Mudjiono & Dimiyati. (2009). *Belajar dan Pembelajaran*. Jakarta: RinekaCipta.
- Mulyani, Eva Astuti . Alpusari, Mahmud. and Putra, Elpri Darta. 2021. The Effect of Learning Facilities and Family Environment on Motivation to Learn of Prospective Elementary Teacher Education on Online Learning. *Journal of Teching and Learning in Elementary Education (JTLEE)*: Vol 4, No 1 (2021). DOI: <http://dx.doi.org/10.33578/jtlee.v4i1.7866>
- Neville, C. (2007). *Effective Learning Service Time Management*. : Bradford University School of Management.
- Riswanto, A., & Aryani, S. (2017). Learning motivation and student achievement : description analysis and relationships both. *COUNSE-EDU: The International Journal of Counseling and Education*, 2(1), 42. <https://doi.org/10.23916/002017026010>
- Sanjaya, W. (2011). *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*. Jakarta: Kencana Prenada Media.
- Sardiman. (2011). *Interaksi dan Motivasi Belajar Mengajar*. Jakarta: RajaGrafindo Persada.
- Seifert, K. R. (2009). *Educational Psychology. Second Edition*.

- Slameto. (2010). *Belajar dan Faktor-Faktor yang Mempengaruhi*. Jakarta: RinekaCipta.
- Sugiyono. (2012). *Metode Penelitian Pendidikan*. Bandung: Alfabeta.
- Sugiyono. (Statistika Untuk Penelitian). 2007. Bandung: Alfabeta.
- Sukarni, & Prihatni, Y. (2018). Kontribusi pembelajaran disiplin belajar, fasilitas belajar di rumah, dan perhatian orang tua terhadap prestasi siswa ilmu pengetahuan alam The contribution of learning discipline contributions, home study facilities, and parents attention to student a. *Wiyata Dharma: Jurnal Penelitian Dan Evaluasi Pendidikan*, 6(1), 92-101.
- Sumiati. 2012. Pengaruh Lingkungan Belajar Siswa terhadap Motivasi Belajar dan implikasinya terhadap Hasil Belajar Siswa pada Mata Pelajaran Ekonomi. Skripsi. Bandung: UPI
- Suryabrata, S. (2011). *Psikologi Pendidikan*. Jakarta: Raja GrafindoPersada.
- Syah, M. (2012). *Psikologi Belajar*. Jakarta: Raja GrafindoPersada.
- Syah, M. (2013). *Psikologi Pendidikan*. Bandung: RemajaRosdaKarya.
- Vonnisy, & Tandirerung, W. Y. (2018). Identifikasi Faktor-Faktor yang Mempengaruhi Motivasi Belajar Mahasiswa Agroteknologi pada Mata Kuliah Botani. *Celebes Biodiversitas*, 2(1), 52-63. <https://doi.org/10.51336/CB.V2I1.167>
- Yusuf, S. A. (2011). *Landasan bimbingan dan Konseling*. Bandung: RemajaRosdakarya.
- Zakaria, Harapan, Edi and Puspita, Yenny. 2020. The Influence of Learning Facilities and Motivation On Student's Achievement. *International Journal Of Progressive Sciences And Technologies*: Vol 20, No 2 (2020).