The Influence of Learning Facilities and Parenting Patterns on Learning Achievement Through Learning Motivation

(Study on State Vocational High School Students as West Korwil Pasuruan District of Indonesia)

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ABSTRACT

This study aims to describe learning facilities, parenting styles of parents, learning motivation, and learning achievement, analyze the effect of learning facilities and parenting patterns on learning motivation, analyze the influence of learning facilities and parenting styles on student achievement, analyze the effect of learning motivation on student achievement and analyze the effect of learning facilities and parenting styles on learning achievement through learning motivation. The sample in this study was 90 students. The data was analyzed using SEM-PLS software. The results analysis shows that learning facilities and parenting styles affect the motivation to learn. This shows that students who have adequate learning facilities and are supported by good parenting can increase students learning motivation. Learning facilities and parenting styles influence learning achievement. The study also shows that the more complete learning facilities are owned and supported by parenting that is applied properly can improve student achievement. Learning motivation has an effect on learning achievement, which means that the higher the student's motivation, the higher the student's learning achievement. Learning facilities and parenting styles affect learning achievement through learning motivation.

Keywords: Learning Achievement, Learning Facilities, Learning Motivation, Parenting.

1. INTRODUCTION

Education is the first and most important factor that determines the quality of a nation. Education is not something that is static but something that is dynamic so that it always demands a continuous improvement. Education is very important to create a smart, peaceful, open, and democratic life. Therefore, educational renewal is always carried out to improve the quality of national education.

Education is also an activity to optimize the development of potential, skills and personal characteristics of students. Educational activities are directed at achieving certain goals called educational goals. Minimum educational goals are directed at achieving four goals, namely: Personality development in students, community capacity development, development of ability to continue studies, development of skills and readiness to work (Sudaryono, 2016: 2).

In Law no. 20 of 2003 article 3, which formulates that national education functions to develop capabilities and shape the character and civilization of a dignified nation in the context of the intellectual life of the nation, aims to develop the potential of students, so that they become human beings who believe and fear God Almighty, have noble character, healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen (Wina Sanjaya, 2011:18).

In Law no. 20 of 2003 concerning the National Education System, it is explained that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills they need. society, nation and state.

Based on the above understanding, education includes three aspects, a conscious and planned effort to create a learning atmosphere and learning process. Education must be prepared carefully starting from the quality of teachers, classes, media, methods, evaluations, to the infrastructure that supports the success of education. This careful preparation will determine the success of achieving educational goals at all levels.

Education that is not well planned will affect the quality of the learning process which leads to not achieving educational goals (Jejen Musfah, 2015:9). In reality, education has been able to bring people to a better life. Education is an absolute human need that must be met throughout life. Without education, it is absolutely impossible for a group of people to live and develop in

line with their aspirations (aspirations) to progress, prosper and be happy according to their concept of life view. The educational process is a mobility activity of all components of education by educators that leads to the achievement of educational goals. One of them is developing student potential which is reflected in student learning achievement.Learning achievement can be used as an indicator of student learning success. Learning achievement in the form of values obtained by students from the learning process at school. The success of the teaching and learning process is the main thing that is desired in the implementation of education in schools. The purpose of the learning process is to achieve optimal results through optimizing the learning process, it is expected that students can achieve optimal and satisfying learning outcomes.The quality of the educational process lies in the quality of its management and the availability of facilities in schools.

Once the importance of facilities in educational institutions in supporting the success of student learning in achieving educational goals. It could be claimed that educational facilities are one of the most important and main resources in supporting the learning process in schools.

Learning facilities are one of the supporting factors in achieving the success of the teaching and learning process. Of course, this can be achieved if adequate availability is accompanied by optimal management and utilization. Along with the enactment of the Education Unit Level Curriculum or better known as the KTSP where the implementation of decentralized decision making, gives full autonomy rights to each level of the education unit. To optimize the provision, utilization, maintenance and control of educational facilities and infrastructure, schools are required to have the independence to regulate and manage school needs according to needs based on the aspirations and participation of school residents while still referring to applicable national education laws and regulations.

Not only learning facilities in schools can affect the quality of children's learning, but learning facilities at home also have an effect. Learning facilities are an important factor in determining motivation and learning outcomes. Having complete learning facilities at home will be very important and helpful for children in the learning process. These facilities can be in the form of stationery, a place to study or other learning facilities. The results of research by Cynthia et al (2016), and Reski (2018) prove that learning facilities affect learning achievement.

The atmosphere of the home environment is calm and there is a form of parental involvement in children's education which can be seen from the way parents educate their children. Tridhonanto (2014: 5) argues that all interactions between parents and children, where parents provide encouragement by changing behavior, knowledge, and values that are considered the most appropriate for parents so that children can become independent, grow and develop. develop in a healthy and optimal manner, have self-confidence, have the nature of curiosity, be friendly, and oriented to success is called parenting.

Meanwhile, Djamarah (2014: 51) argues "Parenting patterns are a description of the attitudes and behavior of parents and children in interacting, communicating during parenting activities". Based on the opinion about parenting, the researcher concludes that parenting is a way and behavior of parents to educate and guide children in interacting and communicating during parenting activities, including the fulfillment of physical and non-physical needs. The purpose of parenting is to create control. Although every parent is different in the way they raise their children, the main goal is to influence, teach and control all the activities of the child. Parenting patterns given by parents to children greatly affect the development of children, the formation of children's character, and children's learning outcomes at school. If the way parents educate their children at home is not good, then at school or in a community environment whose conditions are different from the environment in the family, the child will become rebellious, naughty, impolite and lazy.Parenting patterns given by parents to children not only affect children's behavior, but also affect learning achievement.The results of Hizam and Hamdi's (2020) and Septiani et al. (2021) research found that parenting has an effect on learning motivation. However, it is different from the results of research by Yuliastuti et al. (2019) which found that parenting does not affect learning motivation.Parents play an important role in learning so that students are motivated to study hard which has an impact on increasing student achievement.The results of Permatasari's (2015) research prove that parenting affects learning achievement. However, in contrast to the results of Hizam and Hamdi's (2020) research, they found that parenting did not affect learning outcomes.

Based on initial observations made on March 28, 2022, Financial Accounting students at State Vocational High Schools in the West Korwil of Pasuruan District, researchers found that student learning outcomes in Productive Subjects in State Vocational High School students throughout the West Korwil of Pasuruan District, Pasuruan, reached 80.7% of the KKM.

Table 1. Percentage of Productive Subject Report Values

Vocational High School	KKM	Amount Student	Amount Completed Student	Total students Not Complete	Completeness Percentage	Percentage of Incompleteness
Prigen Vocational High School	70	36	28	8	78%	22%
Gempol Vocational High School	70	28	19	9	68%	32%
Sukorejo Vocational High School	70	26	20	6	77%	23%

Source: SMKN Prigen, SMKN Gempol and SMKN Sukorejo.

The student achievement shows that not all students are complete in the subject. One of the reasons is that there are different learning facilities for children at home. Fulfillment of good and supported learning facilities by abilitystudents in using it optimally is expected to increase student learning motivation. Students who have complete learning facilities show different behavior with students who have less complete learning facilities. The existence of learning facilities is indeed very helpful in improving student learning outcomes, but does not automatically improve the quality of education in this case student learning outcomes in schools, learning facilities must also be utilized as much as possible so that educational goals can be achieved.

During the observation, the researcher also found that the motivation of students at SMKN Prigen, Pasuruan District to study was quite low. This can be seen when the teacher explains the subject matter, students tend to be noisy, chat with friends, as a result the class becomes noisy and the teacher's explanation is not paid attention to. However, it was not purely the student's fault. The success of the teacher in the implementation of learning is certainly influenced by the method used, the way the teacher communicates with his students, class management, and so on.

The purposes of this study are as follows, describe learning facilities, parenting patterns of parents, learning motivation and learning achievement, analyze the influence of learning facilities and parenting patterns on learning motivation, analyze the effect of learning facilities and parenting patterns on student achievement, analyze the influence of learning motivation on student achievement, and analyze the influence of learning facilities and parenting patterns of parents on learning achievement through learning motivation.

2. LITERATURE REVIEW

2.1. Learning Achievement

Learning achievement according to Zaiful (2019:9) is learning expressed in the form of symbols, numbers, letters, and sentences that can reflect the results achieved by each student during a certain period and the results of the accompanying learning activities and the changes achieved by students. Furthermore, Djamarah (2012:23) states that learning achievement is the result obtained in the form of impressions that result in changes in the individual as a result of learning activities. Helmawati (2018: 36) states that learning achievement is the result of learning. Achievement is obtained from evaluation or assessment. Each child will have different learning outcomes or achievements from one another. Shah (2013:141), defines learning achievement as the level of success of students in achieving the goals set in a program.

Achievements obtained from learning outcomes after being assessed and evaluated can be low, medium or high. In line with the expert, Susanti (2019: 32) states that learning achievement is the ability to solve difficult things, master, outperform, match, and surpass other students while overcoming obstacles and achieving high standards.

2.2. Learning Facilities

Learning facilities are indispensable in the teaching and learning process, both at school and at home. Each component of the learning facility has its own function.Slameto (2013: 67), suggests learning facilities are learning tools used by teachers when teaching and those used by students when receiving the subjects being taught. Furthermore, Sopiatin (2010:73) defines learning facilities as facilities and infrastructure that must be available to start educational activities in schools. Facilities are all direct equipment, materials and supplies. Used in school education processes such as buildings, learning/classrooms, learning media, tables and chairs. According to Muhroji et al (2004:49), learning facilities are all that is needed in the teaching and learning process both mobile and immobile in order to achieve educational goals that can run smoothly, regularly, effectively, and efficiently.

Learning facilities at home really help students to do the assignments given at school that must be done at home, as well as find information related to the subject matter. With adequate home learning facilities, it is hoped that student outcomes will increase, because adequate facilities will foster students' enthusiasm for learning at home and make the learning process more enjoyable. Wuryani (2012:329) states that complete learning facilities, teachers are provided and buildings are built with the hope that students will be excited. But without the motivation to learn, it's all in vain.

2.3. Parenting

Santrock (2014) defines parenting as a style of parenting by parents to children to educate and teach their children, and in the school environment the teacher becomes the second parent for students. Gunarso (2012) suggests that parenting is a series of proactive efforts to guide children, where parents act, interact and educate their children as activities that involve many specific behaviors individually or together.

Djamarah (2014: 51) defines parenting as a behavior applied to children that is relatively consistent from time to time. Tridhonanto (2014: 5) states that parenting is a parent-child interaction which is considered the most appropriate behavior, knowledge, and values for parents so that children can be independent, grow and develop. parents who encourage their children by changing their ideals to be confident, curious, friendly and successful in a healthy and optimal way.

Thus, parenting is a comprehensive interaction between parents and their children, which changes the behavior, knowledge and values that are considered the most appropriate by parents so that their children can grow independently, grow and develop in a healthy and optimal way.

2.4. Motivation to Learn

Motivation can be defined as anything that drives behavior that demands or encourages someone to fulfill a need. At this point, motivation becomes the driving force of behavior as well as a determinant of behavior. Motivation can also be said as a theoretical construct regarding the occurrence of behavior including regulation (regulation), direction (directive), and goals (global incentives) of behavior.

Sardiman (2018: 75) defines learning motivation as the overall driving force in a student that triggers learning activities. This ensures the continuity of learning activities, provides direction for learning activities, and achieves the goals desired by the learning subject. Uno (2017: 23), suggests that learning motivation is an internal and external encouragement for students who are learning to make changes in behavior, generally using several indicators or supporting factors. NextRusman (2017:94) adds that to be able to generate and develop their learning motivation continuously, students can do this by determining/knowing the learning objectives to be achieved, responding positively to praise/encouraging from others, setting targets/targets for completing learning assignments. and other similar behaviors. From the examples of student behavior to increase learning motivation, it can be indicated that these behaviors are psychological.

2.5. Productive Subjects

Productive subjects are vocational learning which is a special ability given to students according to the skill program they choose. Productive learning is given in the laboratory/installation of each department. To streamline the productive learning process, it is carried out in a dual system. Dual system learning is a learning process carried out between the school and the business or industrial world. By using dual system learning, it is hoped that it can meet the needs that exist in the business/industrial world and apply it to the teaching and learning process in schools.

The implementation of Dual System Education (PSG) is carried out using systems 1, 2 and 3. That is, 1 hour of theory learning, 2 hours of practical lessons and 3 hours of industrial practice. Thus, practical activities will be more dominant than theoretical learning. The aim is of course expected to improve the ability of students' skills and competencies in certain skills so that they can be used to compete in the business and industrial world. To view the productive curriculum, please click on the appropriate major.

2.6. Hypothesis

The hypotheses in this study are:

1. It is suspected that the learning facilities and parenting styles of parents affect learning motivation.

2. It is suspected that the facilities and parenting patterns of parents affect learning achievement.

3. It is suspected that learning motivation has an effect on learning achievement.

4. It is suspected that learning facilities and parenting styles affect learning achievement through learning motivation.

3. RESEARCH METHODS

3.1. Research Design

This study uses a quantitative approach where the approach can be interpreted as a method that examines the population and samples in the sampling technique in the form of statistical analysis. According to Arikunto (2019: 27) gives the opinion that quantitative research is a research method that emphasizes the demands of using numbers, starting from data collection, interpretation of the data, and the appearance of the results.While the type of research used by researchers is correlational. Quantitative research is a method for testing certain theories by examining the relationship between variables. These variables are measured (usually with research instruments) so that data consisting of numbers can be analyzed based on statistical processes. Correlational research is research that will look at the relationship between variables or several variables with other variables. In this study, researchers tried to examine the relationship between variables, namely the variable learning facilities (X1) and parenting styles on learning motivation (Y1) and learning outcomes (Y2).

3.2. Variable Operational Definition

a. Learning achievement

Learning achievement is the result of the learning process in the form of knowledge and skills that can be measured by tests. Learning achievement indicators consist of: the cognitive domain, the affective domain and the psychomotor domain.

b. Learning Facilities

Learning facilities are facilities and infrastructure provided by schools in the learning process. The indicators used are: study room or place, study furniture, learning aids and learning resources.

c. Parenting

Parenting is the way parents treat children, guide, educate, discipline and protect children in shaping children's behavior in accordance with good norms and values and in accordance with community life. Indicators of parenting patterns consist of: authoritarian parenting, authoritative parenting, neglecting parenting and pampering parenting.

d. Motivation to learn

Learning motivation is an internal and external encouragement for students who are learning to make changes in behavior, generally with several indicators or supporting elements. The indicators of learning motivation are as follows: desire and desire to succeed, encouragement and need in learning, hopes or aspirations for the future,rewards in learning, interesting activities in learningandconducive learning environment.

3.3. Population and Sampling Techniques

The population in this study were all students of Financial Accounting at State Vocational High Schools throughout the West Korwil, Pasuruan District, amounting to 90 students. The sample is part of the number and characteristics possessed by the population. When the population is large and researchers are not likely to study everything in the population. Because the population is relatively small, thus the entire population becomes the object of research, this method is called the census method.

3.4. Data Analysis Techniques

Data analysis is a very important part of the scientific method, because by analyzing the data it can be given meaning that is useful in solving research problems. In this study, data analysis was carried out with the following stages: descriptive analysis, intended to determine the frequency distribution in the form of the mean or average value of respondents' answers from the questionnaire results and to describe in depth the variables studied, namely learning facilities, parenting patterns and achievement. study. SEM PLS analysis, the analysis in this study uses the PLS (Partial Least Square) method with the SmartPLS 3.0 software program. PLS (Partial Least Square) is a variant-based structural equation analysis (SEM) that can simultaneously test the measurement model as well as test the structural model (Ghozali, 2011). The measurement model is used to test the validity and reliability, while the structural model is used to test causality.

4. RESEARCH RESULTS AND DISCUSSION

4.1. Data Analysis Results

The research analysis used to test this research is the Structural Equation Model with Partial Least Square (SEM-PLS). The PLS software used in this study uses Smart PLS version 3.0. In the PLS test results, there are two evaluations, namely the outer model and the inner model, presented in Figure 1.
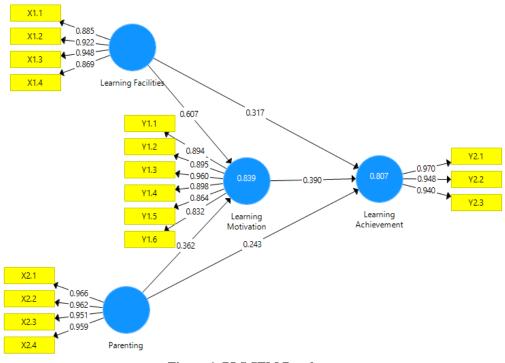
Figure 1. PLS SEM Results

Source: Data processed, 2022.

Based on the figure, all outer loading values show more than 0.50. Thus, it can be stated that all variable indicators observed in this study have met the requirements of convergent validity. The R-Square value on the learning motivation variable is 0.839 so it can be categorized as a good model. This means that learning motivation can be explained by learning facilities and parenting patterns of 83.9%, and the remaining 16.1% is explained by variations of other variables outside the model. The learning achievement variable has an R-Square value of 0.807 so it can be categorized as a good model. This means that learning achievement can be explained by learning facilities, parenting patterns and learning motivation of 80.7%, and the remaining 19.3% is explained by variations of other variables outside the model.

4.2. Hypothesis Testing Results

Hypothesis testing is used to test the causality developed in the model, namely the effect of the dependent variable on the independent variable. The criteria for testing the hypothesis can be seen by looking at the results of the t-statistical test and the probability value (p-value). The hypothesis can be accepted if the p-value is less than 0.05 (significance = 5%) or the t-statistic value is greater than the t-table (2,000). T-statistics on the PLS analysis can be obtained from the bootstrapping procedure.

Table 2. Result of Direct Effect Test

Variable	Path Coefficient	T-Stats	*P-Value*	Information
Study facilities→motivation to learn	0.607	7,109	0.000	Significant
Parenting→motivation to learn	0.362	3,863	0.000	Significant
Study facilities→learning achievement	0.317	3,157	0.002	Significant
Parenting→learning achievement	0.243	2,408	0.016	Significant
Motivation to learn→Learning Achievement	0.390	3,293	0.001	Significant
Study facilities→Motivation to learn→Learning achievement	0.237	2,853	0.005	Mediation
Parenting→Motivation to learn→Learning achievement	0.141	2,368	0.018	Mediation

Source: Data processed, 2022.

\Based on Table 2, the value of the learning facilities path coefficient on great motivation is 0.607 and the t-statistic value is 7.109, which means more than the t-table, which is 2,000, and the p-value is 0.000, which means less than the significance value of 0.05. The value of the path coefficient of parenting on learning motivation is 0.362, the t-statistic value is more than the t-table value (3.863 > 2,000) and the p-value is 0.000 less than 0.05. Thus, it can be concluded statistically that learning facilities and parenting patterns affect learning motivation, so that the first hypothesis is statistically accepted.

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The coefficient value of the learning facility path on learning achievement is 0.317, the t-statistic value is greater than the t-table value (3,863 > 2,000) and a p-value of 0.002 less than 0.05. The value of the path coefficient of parenting on learning achievement is 0.243, the t-statistic value is greater than the t-table value (2,408 > 2,000) and a p-value of 0.016 less than 0.05. Thus, it can be concluded that learning facilities and parenting styles affect learning achievement, so the second hypothesis is statistically accepted.

The path coefficient value of learning motivation on learning achievement is 0.390, the t-statistic value is greater than the t-table value (3.293 > 2,000) and the p-value is 0.001 less than 0.05. Thus, it can be concluded that learning motivation has an effect on learning achievement, so the third hypothesis is statistically accepted.

In testing the effect of learning facilities on learning achievement through learning motivation, the path coefficient value is 0.237, the t-statistic value is greater than the t-table value (2.853 > 2,000) and the p-value is 0.005 less than 0.05. The path coefficient value of the influence of parenting on learning achievement through learning motivation, the path coefficient value is 0.141, the t-statistic value is greater than the t-table value (2.368 > 2,000) and the p-value is 0.018 less than 0.05. Thus, it can be concluded that learning facilities and parenting styles affect work performance through learning motivation, so the fourth hypothesis is statistically accepted.

4.3. Discussion
4.3.1. Learning Facilities, Parenting, Learning Motivation and Learning Achievement
Learning achievement is formed by the cognitive, affective and psychomotor domains. These three domains are an integral part of the learning process. The main thing that can improve learning achievement is the affective domain, which is reflected in theand live up to the values taught by the teacher. The affective domain is related to values and attitudes, therefore the affective domain has an important role for students.Thus, a strategy is needed to develop the affective domain. These strategies can be in the form of strategies in implementing the learning process, class assessment systems and even remedial processes for participants who have not achieved the desired learning outcomes.Students who have high learning achievement will feel happy to learn certain subjects, so they can achieve maximum learning outcomes. As opinionShah (2013:141), which states that learning achievement is the level of student success in achieving the goals set in a program.

Learning facilities set up by study rooms or places, study furniture, study aids and learning resources. The main thing that can improve learning facilities is a learning space or place that is reflected in having a comfortable study room. Complete learning facilities really support the learning process to run smoothly and facilitate the learning process. As opinionSlameto (2013: 67) which states that learning facilities are learning tools used by teachers when teaching and those used by students when receiving subjects being taught..

Parenting patterns are formed by authoritarian parenting, authoritative parenting, neglecting parenting and pampering parenting. The main thing that can create parenting patterns is authoritative parenting, which is reflected in parents directing their children according to the child's wishes and pampering parenting reflected in parents giving gifts if the child's grades are good.. This shows that every parent has a different parenting pattern from disciplined to pampering children. Parenting patterns determine the growth of children as adults. Therefore, the parenting pattern of parents for their children must have a soul that can educate, guide, train to care for, and help children to become children whose development is obedient, good and creative, children are responsible and have self-confidence. As the opinion of Santrock (2014) which states that parenting is a style of parenting by parents to children to educate and teach their children, and in the school environment teachers become second parents for students.

Learning motivation is formed by the desire and desire to succeed, the drive and need for learning, hopes or aspirations for the future, appreciation in learning, interesting activities in learning, and a conducive learning environment. The main thing that can increase learning motivation is the desire and desire to succeed as reflected in not delaying homework, the drive and need in learning is reflected in being curious about the material taught by the teacher and a conducive learning environment as reflected in the study room in a clean school.This shows that the students of State Vocational Schools in the West Korwil of Pasuruan District have high learning motivation. With the motivation to learn encourages students to be more eager to learn better. As the opinion of Sardiman (2018: 75) which states that learning motivation isthe overall driving force in a student that triggers learning activities. This ensures the continuity of learning activities, provides direction for learning activities, and achieves the goals desired by the learning subject.

4.3.2. The Influence of Learning Facilities and Parenting Patterns on Learning Motivation
Learning facilities have an effect on learning motivation, which means that the more complete student learning facilities can motivate students to learn. The indicator of learning facilities that students appreciate the most in increasing learning motivation is learning aids as reflected in learning to use laptops. This shows that the learning facilities provided by parents at

home can motivate students to do all the tasks given by the teacher, and speed up and make it easier for students to complete homework on time. As opinionMuhroji et al (2004:49), which states that learning facilities are all that is needed in the teaching and learning process both mobile and immovable in order to achieve educational goals that can run smoothly, regularly, effectively, and efficiently. Thus the learning facilities owned by students are very supportive in the learning process.The results of this study support Khairunisa (2019) and Damanik (2019) who found that learning facilities had an effect on learning motivation.

Parenting patterns affect learning motivation, which means that the better the application of parenting patterns can increase students' learning motivation. The indicator of parenting that is most appreciated by students in increasing learning motivation is the authoritarian parenting pattern reflected in the parents who do not give an opportunity to explain the mistakes that have been made by the child. This shows that authoritarian parenting can motivate students to learn better. However, at certain times, people also apply pampering parenting by giving gifts if they get very satisfying grades, in order to create a pleasant atmosphere in the family and solve problems faced by their children in the learning process. As opinionDjamarah (2014: 51) which states that parenting is a behavior applied to children that is relatively consistent from time to time. A good parenting pattern, which is wrapped with love and tenderness, accompanied by the application of teachings that are in accordance with the level of development of the child's age and intelligence, can be the key to a child's success in the future.The results of this study support Hizam and Hamdi (2020) and Septiani et al (2021) who found that parenting affects learning motivation. This study does not support the results of research by Yuliastuti et al (2019) which found that parenting does not affect learning motivation.

4.3.3. The Effect of Learning Facilities and Parenting Patterns on Student Achievement

Learning facilities have an effect on student achievement, which means that the more adequate the facilities owned by the students can increase student learning achievement.In the learning process, students certainly need adequate facilities so that maximum results are obtained which can be seen from student learning achievements. With the support of adequate learning facilities, students not only read the material, but can also demonstrate according to the tasks given by the teacher. As the opinion of Djamarah (2015:176) that one of the factors that affect student achievement is facilities.Learning facilities in the form of complete study aids and learning to use laptops at home are very helpful for students in doing the tasks given at school that must be done at home, as well as seeking information related to the subject matter. With adequate learning facilities at home, it is hoped that student learning outcomes will increase, because adequate facilities will foster students' enthusiasm for learning at home and make the learning process more enjoyable. The results of this study support Cynthia et al (2016), and Reski (2018) who found that learning facilities had an effect on learning achievement.

Parental parenting has an effect on student achievement, which means that the better the parenting style applied, the better the student's learning achievement. Children should excel in learning, be creative in developing their talents optimally and have good character, so that the best parenting styles are needed from their parents. This is in accordance with the opinionShah (2013:141), which states that learning achievement is the level of student success in achieving the goals set in a program. Parenting patterns are interactions that occur between parents and children during parenting activities. Parenting means protecting, disciplining, guiding, and educating children.As the opinion of Gunarso (2012) which states that parenting is a series of proactive efforts to guide children, where parents act, interact and educate their children as activities that involve many certain behaviors individually or together. All parents in principle want the best for their children. Therefore, parents are not authoritarian, give praise for the efforts that have been achieved by their children, actively communicate and create a pleasant atmosphere, so that children can give their best achievements to their parents. The results of the study support Permatasari (2015) which states that parenting has an effect on learning achievement.

4.3.4. The Effect of Learning Motivation on Student Achievement

Learning motivation has an effect on student achievement, which means that the higher the level of student motivation can improve student achievement. The indicators of learning motivation that are most appreciated by students in improving learning achievement are future hopes or aspirations reflected in being able to complete all tasks given by the teacher.

Students who have high learning motivation will not delay completing assignments on time so that the results achieved will also be maximized. As Munadi (2013) argues, one of the factors that influence learning achievement is motivation. Good learning motivation can encourage students to excel and be active in school. This is in accordance with the opinionUno (2017:23), which states that learning motivation is an internal and external encouragement for students who are learning to make behavioral changes, generally using several indicators or supporting factors.Without learning motivation, students will not appear a behavior such as learning.The results of this study support research conducted by Cynthia et al (2016), Reski (2018), Hizam and Hamdi (2020) proving that motivation affects learning achievement.

4.3.5.   The Effect of Learning Facilities and Parenting Patterns on Learning Achievement Through Learning Motivation

Learning facilities affect student achievement through learning motivation, which means that the more complete learning facilities owned by students can improve learning achievement, if students have high learning motivation. The facilities in this study in the form of a study room or place, study furniture, learning aids and adequate learning resources can increase motivation to learn and do homework on time, so that it has an impact on increasing student achievement in terms of cognitive, affective and psychomotor domains.. This is in accordance with the opinion of Djamarah (2015:176) which states that the factors that influence learning achievement include facilities and motivation.

Parenting patterns affect student achievement through learning motivation, which means that the better the application of parenting styles can improve student achievement, if students have high learning motivation. The results of this study indicate that parenting styles applied to students are different, there are those who apply authoritarian parenting, authoritative parenting, neglecting parenting and pampering parenting. Parenting is the attitude or treatment of parents to children, each of which has its own impact on children's behavior, including intellectual, social, and emotional competence of children, so as to motivate students to achieve the best learning achievement. As opinionTridhonanto (2014: 5) states that parenting is a parent-child interaction that is considered the most appropriate behavior, knowledge, and values for parents so that children can be independent, grow and develop. Parents who encourage their children by changing their ideals to become confident, curious, friendly and successful in a healthy and optimal way.

5.   CONCLUSIONS AND RECOMMENDATIONS

5.1. Conclusion

With regard to the discussion that has been described, it can be concluded as follows:

1. Learning achievement is formed by the cognitive, affective and psychomotor domains. These three domains are an integral part of the learning process. The main thing that can improve learning achievement is the affective domain, which is reflected in theand live up to the values taught by the teacher.Learning facilities set up by study rooms or places, study furniture, study aids and learning resources. The main thing that can improve learning facilities is a learning space or place that is reflected in having a comfortable study room.Parenting patterns are formed by authoritarian parenting, authoritative parenting, neglecting parenting and pampering parenting. The main thing that can create parenting patterns is authoritative parenting, which is reflected in parents directing their children according to the child's wishes and pampering parenting reflected in parents giving gifts if the child's grades are good..Learning motivation is formed by the desire and desire to succeed, the drive and need for learning, hopes or aspirations for the future, appreciation in learning, interesting activities in learning, and a conducive learning environment. The main thing that can increase learning motivation is the desire and desire to succeed as reflected in not delaying homework, the drive and need in learning is reflected in being curious about the material taught by the teacher and a conducive learning environment as reflected in the study room in a clean school.

2. Learning facilities and parenting styles affect the motivation to learn. This shows that students who have adequate learning facilities and are supported by good parenting can increase students' learning motivation.

3. Learning facilities and parenting style influence on learning achievement. This shows that the more complete learning facilities are owned and supported by parenting that is applied properly can improve student achievement.

4. Learning motivation has an effect on learning achievement, which means that the higher the student's motivation, the higher the student's learning achievement.

5. Learning facilities and parenting styles affect learning achievement through learning motivation. This shows that the more complete learning facilities owned by students and the application of good parenting patterns can improve student achievement, if students have high learning motivation.

5.2. Recommendations

Based on the conclusion, it can be recommended as follows:

1. Theoretically

   The results of the research can be used to enrich the theory of educational management, especially in the field of management in improving learning achievement.

2. Practically

   a. The school should create a comfortable atmosphere and ensure that the reference books needed by students are available in the library and maintained periodically and that reference books are always up-to-date.

b. For further researchers,It is hoped that further researchers can expand research studies in other management fields to improve learning achievement.

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