

The Influence of Prosocial Behavior and Parental Support on Students' Interest in Studying at Parbuluan 1 Public High School in Dairi Regency

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ABSTRACT

This study aims to determine the significant effect of Prosocial Behavior and Parental Support on Students' Interest in Learning at SMA Negeri 1 Parbuluan, Dairi Regency. The research method is a quantitative descriptive correlational type by placing the research variables in two groups, namely the independent variable and the dependent variable. The research population is SMA Negeri 1 Parbuluan, Dairi Regency. The sampling technique used was purposive sampling with a selected sample size of 100 children, the data collection method used prosocial behavior questionnaires, parental support questionnaires, and student learning interest questionnaires. The analysis used is Multiple Regression Analysis. Analysis of research data shows that (1) there is a significant effect of prosocial behavior on students' interest in learning which is indicated by the coefficient $R = 0.561$ and $p = 0.000$, namely $p < 0.00$; (2) there is a significant effect of parental support on student interest in learning, which is indicated by the coefficient $R = 0.138$ and $p = 0.000$, namely $p < 0.05$ and (3) a significant effect of prosocial behavior and parental support on student interest in learning. indicated by the coefficient $F = 25.996$ and R (regression coefficient) = 0.591 while $R^2 = 0.349$ with $p < 0.05$ and Std. Error of the Estimate 9.46953, The accuracy rate is $100\% - 9.46953 = 90.53047\%$. The third hypothesis in this study is to determine the effect of prosocial behavior and parental support on students' interest in learning.

Keyword: *Prosocial Behavior; Parental Support; Student Interests*

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1. INTRODUCTION

To support the achievement of a quality and competitive young generation, it needs to be balanced with education that must be adapted to the demands and needs of the community, can answer various problems both locally and globally, and produce quality human resources. It is hoped that through one's personality one can foster and improve one's dignity, character, and human values, in accordance with the National Education System Law no. 20 of 2003 concerning the functions and objectives of national education.

In education, the success of a student lies in the interest and desire for effective and efficient student learning attitudes. Students who do not have the interest and desire to learn are unlikely to achieve success. Students who have a lazy attitude, are not diligent in studying, skip school, will tend to have low interest in learning. It is not uncommon for students with low interest in learning to see how their involvement in understanding and mastering each subject matter will be very low. As long as this is bound and exists in

students, namely laziness, not studying diligently, delaying homework, it will not be possible to get from students who have high interest in learning.

One of the factors that influence this is the low understanding and interest in student learning. Interest has a very important role in learning. If the subjects are not in accordance with the interests of students, students will not learn with enthusiasm. The low understanding and interest of students in learning the subject is also influenced by the way the teacher teaches. The learning process that is often used by teachers is monotonous. According to Slameto (2010), interest has a great influence on learning achievement, because if the subject matter studied is not in accordance with the interests of students, students will not learn as well as possible because there is no attraction for them. Students' understanding and interest in learning are problems that must be resolved immediately. If it is not completed, students will not study as well as possible because their interest is low so that the learning outcomes obtained are not optimal.

Interest is an important part in the development of student learning. Those who are interested in certain material will definitely have the ability to learn it more quickly and easily. Interest has a very important role in students' lives and has a great impact on attitudes and behavior. Students who are interested in learning activities will try harder than students who are less interested in learning. In learning requires a concentration of attention so that what is learned can be understood. So that students can do something that previously could not be done. There was a change in behavior. This change in behavior includes all students' personalities, both cognitive, psychomotor and affective. In increasing interest, the learning process can be carried out in the form of student activities working and experiencing what is in the environment in groups. Interest has a very big influence on learning outcomes, because if the subject matter studied is not in accordance with interests, students will not learn well because it is not interesting. Support for developing interests allows students to create a personal connection with their learning and improve their performance. In addition, students can develop a conceptual understanding that directs them to take further learning objectives.

Based on observations made by researchers at Parbuluan 1 Public High School, Dairi Regency in March 2022, the problem found was that there were some students who lacked interest in learning, it could be seen the activeness, desire and willingness of students in the teaching and learning process. Lack of passion, willingness, desire, involvement of students to learn. They often do not do the homework given by the teacher. This is shown by the behavior of students who are often late for school, do not like the subject being studied. The problems of these students can interfere with values in the teaching and learning process so they must get treatment. The handling can be carried out by various parties from the social environment, both families and schools.

Socially, interest in learning is no less important, it can be seen from prosocial behavior in people's lives which can have a positive impact on self-development, society and all aspects of life in it. This positive impact can be seen in the growth of a sense of peace and harmony, love among others, respect for others, a high attitude of nationalism, healthy idealism, which leads to the development of a healthy and civil society. However, in the current era of globalization, the Indonesian people are faced with the low social aspects of the order of life. The crisis in the social aspect has reached a form that is quite worrying.

Prosocial behavior plays an important role in life. This is one of the non-cognitive aspects whose role is often forgotten. Indications of good social behavior, such as courtesy, the ability to empathize, like to cooperate, help others, do not impose one's will on others, will get a good adjustment in society and can be accepted by the community and create harmonious relationships between people. On the other hand, people who are intellectually intelligent but do not know how to get along, are selfish, want to win themselves, do not respect others, will not be well received by society in their association.

Prosocial behavior is a part of everyday life, a fact that is proven through various psychological studies, Sears (2005). Based on the above understanding, we can see that prosocial behavior is a form of positive action that is carried out voluntarily without any motive without any coercion from others, but from self-initiative which is carried out solely to provide assistance or help others. without expecting anything in return.

Not only that, the school environment must also make a significant contribution in shaping students' social behavior, both as a model in implementing school regulations and how to behave in a social environment. SMA Negeri 1 Parbuluan, Dairi Regency is a school that has implemented counseling guidance services in growing prosocial behavior with the help of counselor teachers at the school. However, it does not guarantee that the guidance services provided will always be in line with student behavior patterns. Still found students who are less concerned with the surrounding environment. Some students do not hesitate to show antisocial behavior. This condition needs to get great attention for the harmony of the implementation of learning that is carried out every time.

The school also sometimes does not give full attention to students. There is an influence of prosocial behavior that reflects concern and concern for mutual help between one student and another student faced with their learning interests. Prosocial behavior must be applied in every student because by helping, helping, giving full attention to learning among fellow students without having to receive services or rewards or there is no element of coercion positively will result in high learning interest.

Actually, students do not understand and really appreciate the impact of prosocial behavior in supporting interest in learning at school. Sometimes students learn only for themselves, only for their own needs without paying attention to students who are less interested in learning. This is the result of prosocial behavior associated with anti-social behavior. Student behavior like this will create poor prosocial behavior because of the lack of appreciation and knowledge of interest in learning. There is a positive relationship between the influence of prosocial behavior with interest in learning. Where prosocial behavior can influence how students are able to carry out social interactions to help and help others so that students are encouraged to like, interested in learning from the side of social behavior.

In this study, there were several students who behaved badly, namely not being sensitive to environmental conditions and situations, often being late, dressing less neatly, often missing homework that made students skip school or be late for school. This is what makes students' interest in learning very low. Besides prosocial behavior, it is very important for parents to support their children who have not given full attention to their children in the continuity of the teaching and learning process in schools. The lack of parental support and their more active role in the continuity of their children's learning. Social support that is visible and concrete is parents or family.

Efforts to develop children's potential can be done by providing social support from the family. According to Sarason & Pierce (in Baron & Byrne, 2005: 244), social support is a sense of physical and psychological comfort provided by closest relatives, especially family. Hasbullah (2009:38) states that the family is the first and foremost educational environment for children to receive education and guidance. In the family, those who have the main role in the development and education of children are parents, namely fathers and mothers, as Munardji (Sunarsih, 2018:62) said that parents have the most important role in children's education and are the first and foremost education for children. Teachers do have full control and control of learning activities in the classroom, but learning cannot be optimal without the support of families, especially parents.

Schools make a significant contribution in shaping students' prosocial behavior, both in implementing school rules and how students are interested in learning at school and how parents support their children. When at home students can re-learn about the subject matter that has been taught at school. This requires attention and support from family, especially parents. If parents accompany students to study at home, parents can find out the extent of student learning progress. However, some parents do not understand that the place to learn is not only in school. Based on the background and phenomena above, it is concluded that this research was conducted to increase knowledge and enrich theory in the field of psychology, so the researchers conducted a study entitled "The Effect of Prosocial Behavior and Parental Support on Student Interest in Learning at Parbuluan 1 Public High School, Dairi Regency."

2. RESEARCH METHOD

This study uses a quantitative approach because the observed phenomena are converted into numbers which are analyzed using statistics. This research is correlation research, where according to Arikunto (2006) correlation research is research that is intended to determine whether or not there is a relationship or influence between two or more variables. the causal correlation where the first variable affects the second variable, this correlation can also be called influence research. This research uses causal correlation research using the Simple Linear Regression formula. The design of this research is as follows.

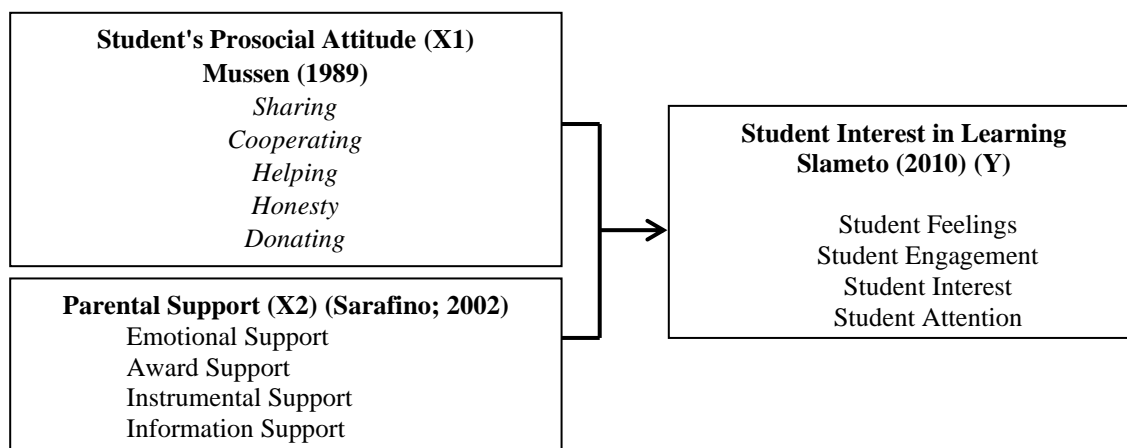


Fig 1. Conceptual Framework

This research was carried out at SMA Negeri 1 Parbuluan, Dairi Regency, JL. BC. Raja Km 20 Sigalingging, Parbuluan IV, Kec. Parbuluan, Kab. Dairi Prov. North Sumatra, Indonesia with a population of 250 students in the 2021/2022 Academic Year. With a population of 462 students and based on the characteristics of this study as much as 10% of the population from Slovin's calculation, the sample size was 83 students. Considering the research needs, the researcher determines the number of samples close to the calculation results so that the research sample is determined to be 100 students.

3. RESULTS AND DISCUSSION

The data analysis for this research is using regression analysis to find out how much predictive ability the two independent variables (prosocial behavior and parental support) have on the dependent variable (students' interest in learning). According to Hadi (2000) regression analysis is used to determine how much the dependent variable (Y). Before analyzing the data, first the assumption test is carried out which includes the normality of the distribution and the linearity test of the relationship between the independent variable and the dependent variable to see the simple effect of the data that appears.

As a condition of analysis of the results of the assumption of normality distribution of the variables (prosocial behavior and parental support) on the dependent variable (students' interest in learning). The test results based on the rules show that the distribution of the prosocial behavior variable data with the Shapiro - Wilk Z normality test is normal, while the parental support and student interest in the Shapiro - Wilk Z normality test are not normal. Furthermore, for the Kolmogorov-Smirnov Z normality test, the rule used is if $p > 0.05$, $p =$ probability, then the data is in a normal distribution, otherwise if $p < 0.05$ then the data is in an abnormal distribution.

Furthermore, the results of the linearity assumption test between students' interest in learning variables with prosocial attitudes have a linearity value of $F = 52.109$ and Deviation from Linearity 1.480 and Sig. $0.000 < 0.05$. Has a linear relationship conclusion. If the analysis is with an F distribution, then $52.109 > F\text{-Table} = 1.56$ means that the relationship is stated to be linear. The results of the linearity assumption test between the variables of student interest in learning with parental support have a linearity value of $F = 8.587$ and Deviation from Linearity 1.655 and Sig. $0.000 < 0.05$. Has a linear relationship conclusion. If the analysis is with an F distribution, then $8,587 > F\text{-Table} = 1.56$ means that the relationship is stated to be linear.

The three hypotheses in this study were answered by the analysis used was multiple regression analysis. Proven to be significantly related to all in this study. The full explanation is as follows:

1. There is a significant positive effect of prosocial behavior on students' interest in learning, which is indicated by the coefficient $R = 0.561$ and $p < 0.00$ and partially the correlation coefficient is shown at 0.315, which means 31.5% of the prosocial behavior variables affect student interest in learning.

2. There is a significant positive effect of parental support on students' interest in learning as indicated by the coefficient $R = 0.371$ and $p < 0.01$ and partially the correlation coefficient is shown at 0.318, which means that 31.8% of the parental support variable affects student interest in learning.
3. There is a significant positive effect between prosocial behavior and parental support on student interest in learning as indicated by the coefficient $F = 25.996$ and R (regression coefficient) = 0.591 while $R^2 = 0.349$ with $p < 0.05$ and Std. Error of the Estimate is 9,46953. So that the magnitude of the effect is $100\% - 9.46953 = 90.53047\%$. The third hypothesis in this study is to determine the predictive power of the positive influence of prosocial behavior and parental support on the rise and fall of student interest in learning.

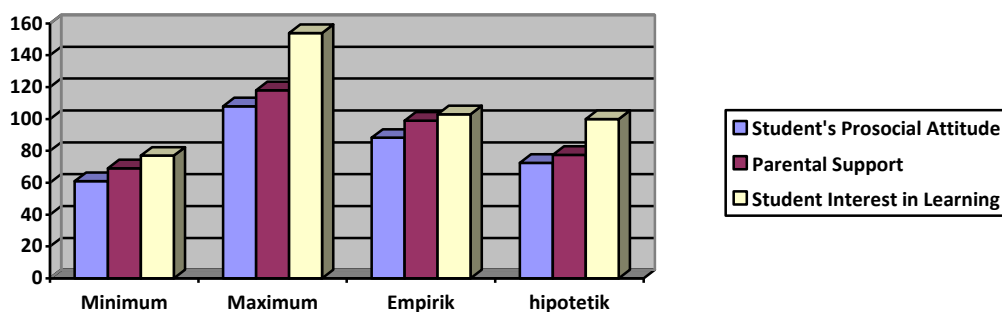


Fig 2. Research result

The tendency of students who like to form small groups needs to be addressed, because if the students in the class are divided into several groups, the concentration of students in establishing social relationships will only be limited to their groups. Thus, empathy for students will also only be limited to their group, resulting in students having difficulty improving or developing prosocial behavior in the class. However, there are some students when a friend is having a hard time, other students are ready to help. one example is when a friend who is in need of a place to complain, then the student is willing to listen to his complaints, and feel what the friend feels, this still shows that there is still student awareness. This attitude reflects the student's sense of concern for other friends so that students' interest in learning increases.

In addition, the state of interest in learning that exists in students can greatly play a role and affect learning achievement. Student achievement in a subject depends on interest because interest is a factor that determines the achievement of learning objectives. If parents continue to continuously provide encouragement and support to students, it will increase students' demand for learning in every teaching and learning material. There is a high possibility that students become lazy or do not participate in online learning organized by the school, because of the desire to play. There are also parents who occasionally do not force their children to take online lessons from beginning to end. From this, it means that students need full support from their parents to maximize their learning.

In addition to support from parents, interest in learning can be developed from students' social maturity as seen from how students display their prosocial behavior. Social development is one aspect that must be optimally encouraged to learn to know and understand the environment. In social development, children are required to have abilities that are in accordance with the social demands in which they are located. Children who have good social skills towards family, peers, and others will display helpful behavior known as prosocial behavior. Wispe defines prosocial behavior as behavior that has positive social consequences, namely increasing the physical and psychological conditions of others for the better. Prosocial behavior needs to be fostered at an early age, because at this time they can be formed to face the next stage of development.

4. CONCLUSION

The answer to the hypothesis is that there is a significant effect of prosocial behavior on student interest in learning at SMA Negeri 1 Parbuluan, Dairi Regency. The results of the multiple linear regression calculation show that the linearity value is $F = 52.109$ and F Regression, $F = 45.048$ and $p = 0.000 (<0.05)$ which means the relationship is linear, so there is a significant positive effect between prosocial behavior on

student interest in learning, so that it can be concluded that the first hypothesis is accepted that there is a significant positive effect between prosocial behavior on students' interest in learning, which is indicated by the coefficient $R = 0.561$ and $p < 0.00$ it shows that the influence of the two variables is positive.

The answer to the hypothesis that there is a significant effect of Parental Support on Students' Interest in Learning at SMA Negeri 1 Parbuluan, Dairi Regency. The results of the multiple linear regression calculation show that the relationship between parental support variables and student interest in learning has linearity values of $F = 18,587$ and F Regression $F = 15,658$ and $p = 0.000 (< 0.05)$. This shows that the influence of the two variables is linear. There is a significant positive effect between parental support on students' interest in learning, which is indicated by the coefficient $R = 0.138$ and $p < 0.00$.

The answer to the hypothesis is that there is a significant effect of Prosocial Behavior and Parental Support on Students' Interest in Learning at SMA Negeri 1 Parbuluan, Dairi Regency. The results of the multiple linear regression calculation show and conclude that there is a positive and significant relationship between prosocial behavior and parental support for students' interest in learning as indicated by the coefficient $F = 25.996$ and R (regression coefficient) $= 0.591$ while $R^2 = 0.349$ with $p < 0.05$ and Std. Error of the Estimate 9.46953 so that the level of influence between prosocial behavior and parental support on students' interest in learning has an effect of $100\% - 9.46953 = 90.53047\%$. Prosocial behavior and parental support have predictive power on the level of student interest in learning which is indicated by the r^2 coefficient of 0.349 , which means that the magnitude of the relationship is 34.9% of the power of influence. However, when viewed from the results of Std. Error of the Estimate $6,8506$, the power of influence is 90.53047% prosocial behavior and parental support in influencing student learning interest.

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