

The Influence of Learning Methods and Parental Support on Students' Interest in Learning at Mts. Badrussalam Surabaya

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Abstract

The learning process can run successfully if students are supported by their own interest in learning. One of the determining factors for success in learning activities is determined by interest. This means that students who are interested in learning will always pay attention to the material explained by the teacher and try to remember the lesson without being forced by anyone. In the past few decades, it is inevitable that students' interest in learning fluctuates easily. As explained above, interest in learning comes from within the students themselves, however there are external and internal factors that also influence the development of interest in learning, including learning methods and support from parents. The role of learning methods and parental support in students' interest in learning is the basic reason why this research is necessary and important to carry out. The aim of this research is to determine and analyze the significant influence of learning methods on students' interest in learning at MTs. Badrussalam Surabaya and to find out and analyze the significant influence of parental support on students' interest in learning at MTs. Badrussalam Surabaya. This research uses quantitative research with a correlational approach and data analysis techniques using multiple linear regression. Based on analysis and hypothesis testing, the results of this research show that there is a significant influence of learning methods on students' interest in learning at MTs. Badrussalam Surabaya and there is a significant influence of parental support on students' interest in learning at MTs. Badrussalam Surabaya.

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1. INTRODUCTION

Education is basically a process of transforming knowledge in order to maximize human potential, increase and perfect knowledge. Education is also an interactive activity to encourage learning activities. Learning is defined as complex student actions or behavior. Students decide whether the learning process will take place or not at school (Mandas & Emilia, 2022). School as a formal institution is a place where the goals of learning activities are realized.

The success of a learning process in the school environment is largely determined by the level of student interest in learning. Interest in learning itself is the main driver that motivates a person to achieve goals, whether in the context of education, career or hobbies. Sudarsono (2003) states that interest is a key factor, while Slameto (2010) emphasizes that interest reflects a person's connectedness to himself and his surrounding environment. In other words, interest appears through the expression of interest in one thing compared to another, which is then manifested in daily activities. Students who have high interest

usually focus more on the material being taught and try hard to remember it, because they feel happy learning without having to be forced.

Although interest in learning basically comes from within the student, Purwanto (2004) explains that internal factors such as attention, attitude, talent, ability, and motivation, as well as external factors such as parental support, the school environment (including teaching methods, curriculum, encouragement from teachers, supporting facilities, and social environment) also influence the development of this interest.

In the last few decades, students' interest in learning has experienced quite significant fluctuations. To maintain and increase the desire to learn, strong motivation is needed, which can be achieved through the application of varied and interesting teaching methods, as well as active support from parents (Embo, 2017). Every teaching and learning activity require the right approach, considering the differences in learning styles and abilities between students. Teachers are also required to adapt the methods applied to suit the characteristics of each class, as stated by Roestiya (2001). This diverse approach will create a conducive classroom atmosphere, so that student participation in the learning process increases, in line with the findings of Musthafa & Meliani (2021).

Support from parents is an important aspect that can strengthen students' interest in learning. Hidayati & Surur (2017) stated that the presence of this support can foster students' enthusiasm for learning. Sukmadinata (2014) also emphasized that the family is the first environment that provides education and guidance to children. If this support is less than optimal, children may experience difficulties in learning. Dalyono (2009) added that assistance, whether in the form of verbal or nonverbal encouragement, greatly influences children's academic success and encourages their interest in learning.

With the development of the world of education, improving teaching methods and the role of parents has become a strategic agenda to produce a competitive generation in the modern industrial era. Educational institutions have a big responsibility in optimizing the teaching and learning process so that students' interest in learning is maintained.

At MTs. Badrussalam Surabaya, there are variations in the application of learning methods. Although there are teachers who still rely on one-way lectures, some teachers have adopted more interactive and varied methods. This causes differences in interest in learning between classes: class IX students appear less responsive and some even fall asleep, while class VII and VIII students have attendance rates above 95% and actively participate. Apart from that, the diverse backgrounds of parents ranging from private employees, laborers, traders to entrepreneurs have an impact on children's support patterns at home, so that the quality of support for education is not always optimal. However, there are also parents who provide consistent support so that it has a positive impact on their children's interest in learning.

Therefore, research regarding the influence of teaching methods and parental support on students' interest in learning at MTs. Badrussalam Surabaya is considered important. It is hoped that the results of this research will not only provide in-depth insight into the factors that influence interest in learning, but also become the basis for developing more effective and interesting learning strategies. With optimal parental support, it is hoped that better character and morality will be formed in students, so that they are able to face the challenges of the industrial revolution era.

2. RESEARCH METHOD

In this study, researchers applied a quantitative approach with a correlational design to investigate the relationship between several variables, especially learning methods and

parental support in relation to students' interest in learning at MTs. Badrussalam Surabaya. According to Arikunto (2011), the correlational approach in quantitative research allows measuring statistical relationships between variables without the influence of other unmeasured variables. In this research, the independent variables consist of learning methods (X1) and parental support (X2), while the dependent variable is students' interest in learning (Y). Thus, this study aims to measure and analyze the systematic and objective relationship between these variables (Kurniawan & Puspitaningtyas, 2016).

The research population includes all MTs students. Badrussalam Surabaya in the 2023/2024 academic year, with a total of 99 students from various classes (VII, VIII, and IX). According to Kurniawan & Puspitaningtyas (2016), population is all elements that have similar characteristics and are the focus of research. Because the number of students was less than 100, the researcher applied a total sampling technique, namely taking the entire population as a sample, in accordance with the explanation of Sugiyono (2010). The inclusion criteria determined included students who had completed at least one semester, so that all 99 students met the requirements as a sample.

To avoid ambiguity in measurement, operational definitions of variables are explained in detail. Learning methods are defined as patterns or strategies applied by teachers in the teaching process, which includes objectives, roles of teachers, students, facilities and other supporting facilities (Trianto, 2010; Sudjana, 2005). Parental support is defined as a form of encouragement given to create a conducive environment for children's academic progress (Pajarianto et al., 2020). Meanwhile, student interest in learning is defined as a student's natural tendency to engage in learning activities voluntarily, which is measured through indicators of interest, attention, motivation and understanding (Dalyono, 2009; Slameto, 2010).

Data collection was carried out through several methods, namely questionnaires, interviews and observations. Primary data was taken directly from respondents to measure the variables of learning methods, parental support and student interest in learning. The questionnaire was designed to collect written responses regarding these aspects, while structured interviews were conducted with teachers and parents to obtain more in-depth information. Apart from that, secondary data was obtained from official MTs documents. Badrussalam Surabaya, such as reports on student learning outcomes, to complement existing information (Arikunto, 2011). The use of a questionnaire with an 8-point Likert scale, as suggested by Privitera (2014), provides granularity in measuring the intensity of respondents' attitudes. Documentary methods are also used to obtain data regarding the number of students and learning outcomes recorded in school reports, while structured interviews help reveal the influence of learning methods and parental support on students' interest in learning (Bungin, 2008).

In data analysis, researchers used multiple linear regression with the help of SPSS software to analyze the relationship between variables quantitatively. Before the main analysis, an instrument test was carried out to ensure the validity and reliability of the questionnaire, so that the instrument could accurately measure the variables in question (Supardi, 2018; Suryabrata, 2003). Classic assumption tests, such as normality, autocorrelation, multicollinearity and heteroscedasticity, were also carried out to ensure that the data was suitable for analysis using multiple linear regression (Ghozali, 2018). Next, hypothesis testing was carried out using the t test for each regression coefficient and the F test to test the entire model, in order to determine the significance of the influence of learning methods and parental support on students' interest in learning.

Thus, it is hoped that this research can provide a comprehensive picture of the influence of teaching methods and parental support on students' interest in learning at MTs.

Badrussalam Surabaya, which can later be used as a basis for developing more effective learning strategies and supporting increased student academic achievement.

3. DISCUSSION

MTs Overview. Badrussalam Surabaya

MTs. Badrussalam Surabaya is an Islamic-based educational institution founded under the auspices of the At-Taqwa Pradah Kali Kendal Mosque Foundation, Surabaya. Initially, this foundation provided non-formal education in the form of madrasah diniyah since 1991. In line with the increasing need for formal religion-based education, madrasah tsanawiyah (MTs) was officially opened in 1994, followed by the establishment of madrasah ibtidaiyah (MI) in 1997.

Development of MTs. Badrussalam Surabaya has experienced significant growth in the last five years, as can be seen from the growth in the number of students, teaching staff, as well as improvements in educational facilities and infrastructure. This madrasa accreditation has been recognized by the Ministry of Religion since 1996 with RECOGNIZED status, and in 2005 obtained a "B" accreditation based on an official government decision. Currently, MTs. Badrussalam Surabaya is located on Jalan HR. Muhammad Surabaya 239, with a land area of 1,200 m² and a building area of 672 m². As an Islamic educational institution, MTs. Badrussalam Surabaya has a vision to create a generation that is faithful, devout, has noble character, and has high scientific insight and global competitiveness. To achieve this vision, this madrasah applies a learning model that integrates Islamic values (IMTAQ) with science and technology (IPTEK).

The discipline motto of this madrasah is summarized in the acronym "BRILYAAAN", which is an abbreviation of: B (Make up your mind), R (Achieve achievement), I (Let go of your intentions), L (Exalt your mind), Y (Convince yourself), A (Teach knowledge), A (Practice Islam), A (Amar ma'ruf), and N (Nahi ungkar). With this vision and mission, this madrasah is committed to producing graduates who not only excel in academics, but also have strong Islamic character. To achieve its goals, MTs. Badrussalam Surabaya implements various strategic programs, including: getting used to the five daily obligatory prayers and sunnah prayers in daily life, Al-Qur'an reading and memorization programs for all students, improving the quality of learning in subjects tested at the national level, strengthening extracurricular activities as a means of developing students' talents, developing technology-based learning systems and more innovative methods, as well as transparently managing education budgets and financing to improve school facilities. As a result of the implementation of the program, this madrasa has succeeded in achieving a 100% pass rate in the National Examination for the last three years. Apart from that, madrasa graduates are also able to compete with other schools in various academic and non-academic fields.

In the 2023/2024 academic year, the number of students at MTs. Badrussalam Surabaya reached 99 people, with a composition of 48 male students and 51 female students. This madrasa is supported by 15 teaching staff who have Bachelor (S-1) qualifications, as well as three administrative staff who play a role in the smooth operation of the school. The existence of competent teachers and a learning system that continues to develop makes MTs. Badrussalam Surabaya is one of the madrasas that continues to strive to improve the quality of education in Surabaya. With support from various parties, it is hoped that this madrasa can continue to develop and make a positive contribution to the world of Islamic education in Indonesia.

Research Data Analysis

This research uses a quantitative approach with a correlational design. Primary data was obtained through questionnaires filled in by all 99 students at MTs. Badrussalam Surabaya. The questionnaire was prepared on an 8-point Likert scale to evaluate students' perceptions regarding learning methods, support provided by parents, and their level of interest in learning. Apart from that, secondary data in the form of learning outcome report documents and school archives were also used to enrich the analysis.

The aim of this research is to examine how much influence learning methods and parental support have on students' interest in learning at MTs. Badrussalam Surabaya. Respondents consisted of 48 male students (48.5%) and 51 female students (51.5%), with an even distribution at each grade level. To ensure the quality of the data obtained, validity and reliability testing was carried out. The validity results show that all variable indicators have a correlation of more than 0.3, so they can be said to be valid. Meanwhile, reliability testing using Cronbach's Alpha produced values above 0.7 for all variables, indicating that the research instrument was reliable.

In addition, a normality test was carried out using the Normal P-Plot graph and the Kolmogorov-Smirnov test, which confirmed that the data was normally distributed and suitable for further analysis. The autocorrelation test using Durbin-Watson statistics shows a value of 1.874, which is in the range -2 to +2, so there is no autocorrelation problem in the regression model.

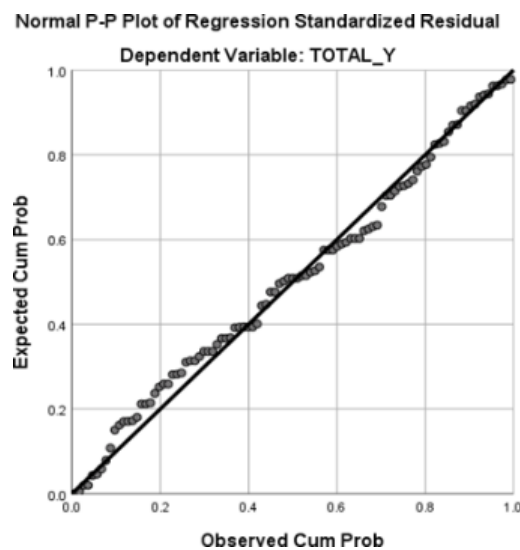


Figure 1

Normality Test

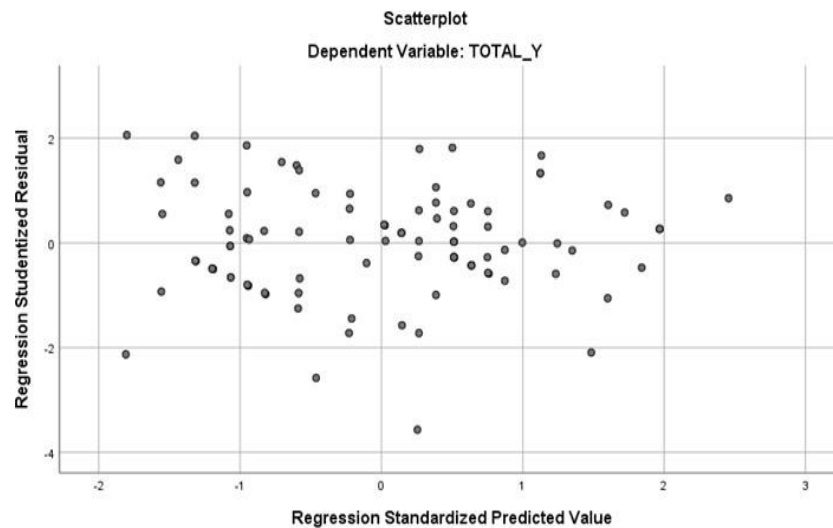
Sources: Output SPSS26

Multicollinearity testing was carried out to evaluate the relationship between independent variables. The results show that the VIF value for both variables, namely learning methods and parental support, is 2.553, which is clearly still below the critical threshold of 10. This indicates that there is no multicollinearity problem in this study. On the other hand, heteroscedasticity analysis using scatterplots reveals that the distribution of

data points is random, which means that the regression model meets the assumption of homoscedasticity.

Figure 2
Heteroscedasticity Test
Sources: Output SPSS26

Hypothesis testing was carried out through the t test and F test. The results of the t test



showed that the learning method variable obtained a t-count of 4.516 with a significance value of 0.000, while the parental support variable obtained a t-count of 3.614 with a significance value of 0.000. Because the significance value of both variables is less than 0.05, it can be concluded that both learning methods and parental support have a significant influence on students' interest in learning. In addition, the F test revealed that simultaneously, the two independent variables had a significant influence on students' interest in learning, as indicated by an F value of 75.216 and a significance of 0.000.

Multiple linear regression analysis produces the equation:

$$Y = 2.899 + 0.510 (X1) + 0.525 (X2)$$

The regression equation obtained reveals that learning methods and parental involvement play an important role in increasing students' interest in learning. The coefficient of determination (R^2) of 0.610 indicates that these two variables can explain around 61% of the variation in learning interest, while the remaining 39% is influenced by other factors not included in the scope of this research.

From the results of the analysis, it can be concluded that effective teaching methods and active parental participation have a significant impact on students' interest in learning at MTs. Badrussalam Surabaya. The regression model used meets all classical assumptions, so that the results obtained can be trusted to describe the relationship between variables. These findings provide empirical evidence that improving the quality of learning methods and more intensive parental involvement can contribute positively to building students' learning motivation and increasing their academic achievement.

The Influence of Learning Methods on Students' Interest in Learning at MTs. Badrussalam Surabaya

The research results show that innovation in learning methods has a significant positive effect in increasing students' interest in learning. Research by Sensanen et al. (2023), for example, emphasized that the learning strategies implemented at SMA Negeri 1 Beo had a

significant impact on students' interest in learning. Similar findings were also reported by Arhas et al. (2023) at SMKN 1 Watansoppeng and by Dewi and Lestari (2021), who both highlight the crucial role of learning methods in fostering interest in learning.

In facing the dynamics of the world of education that continues to develop, innovation in teaching strategies is a strategic key to producing a competitive generation in the era of the industrial revolution. Schools as educational institutions have an obligation to create a conducive and motivating learning environment, where choosing appropriate teaching methods is an important element. By implementing a more interactive approach that is tailored to student needs, the learning process will not only become interesting, but also more effective in supporting academic achievement.

This is in line with the opinion of Roestiya (2001) who emphasizes the importance of teacher sensitivity in choosing learning methods that suit students' characteristics and learning styles. Teachers are required to be flexible by applying different methods between classes in order to meet differences in students' abilities and understanding. Various innovative methods such as project-based learning, constructivist approaches, and the use of interactive technology are able to present lesson material in a more interesting and relevant way. Effective learning strategies not only deepen understanding of the material, but also increase interest in learning which ultimately supports academic achievement and forms a positive attitude towards the educational process (Arsyad, 2005).

Overall, this research provides a strong basis for appreciating the role of effective learning methods in increasing students' interest in learning at MTs. Badrussalam Surabaya. Data analysis reveals that the application of innovative and diverse learning strategies plays a significant role in fostering interest in learning, which has an impact on improving academic results as well as developing students' social skills, creativity and positive attitudes towards education.

The Influence of Parental Support on Students' Interest in Learning at MTs. Badrussalam Surabaya

In this research, parental involvement is a crucial factor that influences students' interest in learning. Parents who are actively involved by providing emotional support, motivation, attention, and resources can increase children's interest and academic performance. On the other hand, a lack of support in any form, whether moral, material or motivational, has the potential to reduce interest in learning and hinder academic progress. Thus, consistent and supportive parenting not only shapes children's learning attitudes but also determines their level of motivation in achieving various goals, both academic and non-academic.

According to Pajarianto et al. (2020), positive parental involvement has an impact on high achievement and interest in learning, while poor support can result in low achievement and decreased interest in learning. Parents have a central role as the school's main partners in creating a supportive environment so that children can develop holistically. As explained by Sukmadinata (2014), the family is the first environment in which children receive education and habituation, so the role of parents as early educators greatly determines the formation of children's character and attitudes.

Real examples of this support can be seen when parents are involved in learning activities, such as helping with homework, providing a conducive study space, and discussing lesson material. Such involvement not only improves academic understanding but also instills values such as discipline, responsibility, and hard work, which impact a child's overall educational success. Slavin (2006) also emphasized that collaboration between schools and parents is a key element to support student learning processes, because

by involving families in decision making, schools create a comprehensive support network to meet students' academic and emotional needs.

Overall, this research confirms that active parental involvement provides a strong basis for increasing interest in learning. Strategy and consistency in parental support are the main priorities for achieving better educational outcomes, especially at MTs. Badrussalam Surabaya, where collaboration between home and school is very important in creating a learning environment that supports students' academic and non-academic success.

4. CLOSURE

The results of this research show that learning methods and parental support have a significant influence on students' interest in learning at MTs. Badrussalam Surabaya. The application of more varied and effective learning methods has been proven to increase student involvement in the learning process. Meanwhile, parental support, whether in the form of motivation, attention, or providing learning facilities, also plays an important role in encouraging students' interest in learning. Based on the regression analysis carried out, these two factors together contributed 61% to the increase in students' interest in learning, while the remaining 39% was influenced by other factors not included in this research. These findings confirm that to increase students' interest in learning, a more innovative approach to learning is needed as well as the active involvement of parents in supporting their children's education. As a follow-up, schools are advised to develop more interactive learning strategies so that students are more motivated to learn. Apart from that, parents are expected to continue to pay attention and create a comfortable learning environment at home. To support this, schools can organize parenting programs and workshops for parents to increase their understanding of the importance of involvement in their children's education. As a recommendation, further research can expand the scope by considering other factors such as the role of the school environment, the use of technology in learning, and students' psychological factors. Thus, it is hoped that the results of this research can be a reference for schools and parents in improving the quality of education and students' interest in learning.

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