

ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh dukungan orang tua terhadap minat belajar sejarah peserta didik kelas XII IPS MAN 1 Kota Tasikmalaya. Dukungan orang tua memainkan peran penting dalam perkembangan akademik siswa, baik secara emosional maupun intelektual, serta dapat menumbuhkan minat terhadap pelajaran sejarah. Penelitian ini menggunakan pendekatan kuantitatif dengan metode *ex post facto*. Populasi dalam penelitian ini berjumlah 364 orang dan sampel terdiri dari 62 orang ditentukan dengan rumus Slovin, dengan teknik pengambilan sampel menggunakan *proportionate stratified random sampling*. Instrumen penelitian berupa kuesioner tertutup yang disebarluaskan secara daring, mengukur persepsi siswa terhadap dukungan orang tua dan minat belajar mereka. Uji validitas instrumen mencakup validitas isi dan validitas konstruk, yang hasilnya menunjukkan instrumen valid dan reliabel. Uji normalitas dan linearitas menunjukkan bahwa data berdistribusi normal dan memiliki hubungan linear. Hasil analisis regresi linier sederhana menunjukkan bahwa dukungan orang tua memiliki pengaruh yang signifikan terhadap minat belajar sejarah dengan nilai R^2 sebesar 0,886 dan nilai signifikansi 0,000. Ditemukan pula hubungan yang signifikan antara dukungan orang tua dengan minat belajar sejarah peserta didik. Dapat disimpulkan bahwa semakin tinggi dukungan yang diberikan orang tua, semakin tinggi pula minat belajar siswa terhadap mata pelajaran sejarah. Temuan ini memberikan kontribusi penting bagi dunia pendidikan, terutama dalam meningkatkan kesadaran orang tua untuk lebih aktif terlibat dalam proses belajar anak.

Kata Kunci : Dukungan Orang Tua, Minat Belajar, Sejarah

ABSTRACT

This study aims to determine the effect of parental support on the interest in learning history of class XII IPS students at MAN 1 Tasikmalaya City. Parental support plays an important role in students' academic development, both emotionally and intellectually, and can foster interest in history lessons. This study uses a quantitative approach with an ex post facto method. The population in this study amounted to 364 people and a sample consisting of 62 people was determined by the Slovin formula, with a sampling technique using proportionate stratified random sampling. The research instrument was a closed questionnaire distributed online, measuring students' perceptions of parental support and their learning interest. The instrument validity test included content validity and construct validity, the results of which showed the instrument was valid and reliable. Normality and linearity tests showed that the data were normally distributed and had a linear relationship. The results of a simple linear regression analysis showed that parental support had a significant influence on interest in learning history with an R value of 0.886 and a significance value of 0.000. A significant relationship was also found between parental support and students' interest in learning history. It can be concluded that the greater the support provided by parents, the greater the students' interest in learning history. This finding makes an important contribution to the world of education, particularly in raising parental awareness to be more actively involved in their children's learning process.

Keywords: Parental Support, Interest in Learning, History