THE RELATIONSHIP BETWEEN LEARNING INDEPENDENCE, PARENTS ATTENTION AND UTILIZATION OF LEARNING RESOURCES WITH MATHEMATICS LEARNING OUTCOME

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ABSTRACT

Several factors can cause low student learning outcomes. Independence learning, parents' attention, and utilization of learning resources are possibly related to learning outcomes. This research aims to determine the presence or absence of a positive and significant the relationship between independent learning, parent's attention, and utilization of learning resource to Mathematics Learning Outcomes in Students Class VIII of State Junior High School (SMP Negeri) 3 Sumbang Purwokerto Central Java in Even Semester in Academic Year of 2018/2019. The population in this research was the students of VIII of SMP Negeri 3 Sumbang Purwokerto Central Java in the academic year of 2018/2019, consisted of class VIII A, VIII B, VIII C, VIII D, VIII E, totaling 192 students. Class VIII A is a sample class that was taken with the random sampling technique. The writer uses the questionnaire method to collect independent learning data, parents' attention, and the utilization of a learning resource and test method to get the resulting math results. The research instrument: validity test, different power test, and reliability test. Test requirement analysis includes a test of normality, a test of linearity, and independence. The writer uses product-moment correlation analysis and multiple linear regression analysis to analyze the data. The results showed a positive and significant relationship between independence learning, parents' attention, and the utilization of learning resources with mathematics learning outcomes in students class VIII of SMP Negeri 3 Sumbang Purwokerto Central Java Even Semester Academic Year of 2018/2019. It is showed by $F_{count} > F_{table}$ is $4{,}86037 > 2{,}883$ with $R = 0{,}57190$ and $R^2 = 0{,}32707$ with $\hat{Y} = -19{,}70511 + 0{,}29812\,X_1 + 0{,}27061X_2 + 0{,}45654X_3$, with $RC\,X_1 = 24{,}78840\%$, $RC\,X_2 = 36{,}35170\%$ and $RC\,X_3 = 38{,}85990\%$, and $EC\,X_1 = 8{,}10752\%$, $EC\,X_2 = 11{,}88952\%$ and $EC\,X_3 = 12{,}70987\%$.

Keywords: Independence Of Learning, Parent's Attention, and Utilization Of Learning Resource, Mathematics Learning Outcomes.

INTRODUCTION

Education has a vital role in development, especially in improving the quality of human resources. Efforts to enhance education quality are an integrated part of efforts to improve quality, both aspects of ability and responsibility as citizens. One of the most important and related sciences in human life is mathematics. Mathematics is a universal science that underlies the development of modern technology and can be said to be the basis of all knowledge, has a vital role in various scientific disciplines, and advances human thinking. Therefore, mathematics needs to be taught at every education level in Indonesia, starting from Elementary Schools (SD) to High School (SMA) levels.

According to Slameto (2010: 54-72), two factors can influence learning success. The first factor is an internal factor, which is a factor that originates in students, including physical characteristics such as health, disability, and psychological factors, including intelligence (ability to think), attention, interest in learning, talent, student learning, self-confidence, motivation, etc. The second factor is the external factor, which is a factor that originates from outside the students, including family factors such as the way parents educate, the atmosphere of the house, and the attention of parents. School factors such as teaching methods, school discipline, peers, etc. One internal factor that affects student learning outcomes is student learning independence. Learning independence is very important for every student to have to improve learning outcomes. Learning independence is a condition where a student who has

self-confidence and optimism tries to learn independently with the ability possessed in the seriousness of learning and can foster a spirit that arises from within without any coercion from anyone. While one of the external factors that influence learning is the attention of parents. According to Rusyan, Tabrani (1989: 196) states that parents' attention is the most essential factor in fostering successful learning. Lack of attention can also cause children to be lazy, indifferent, and lack of interest in learning. Therefore, for students' smoothness and success, parents must realize their obligation always to pay attention to their children, especially learning. Besides that, one of the other factors that influence learning is the use of learning resources. According to Sanjaya, Wina (2013: 195), Learning resources are all things that are around learning activities that can be functionally used to optimize learning outcomes.

Based on information obtained from mathematics teachers at SMP Negeri 3 Sumbang Purwokerto Jawa Tengah. The teacher says that learning independence and learning resources are still low, especially in mathematics. Students feel afraid to ask the teacher when they have difficulty working on math problems during classroom observations, and students cannot think critically, creatively, and innovatively. Other information obtained from interviews with students and mathematics teachers of class VIII at SMP Negeri 3 Sumbang Purwokerto Central Java on November 29, 2018, students said there was still a lack of attention from students' parents in learning activities. Parents of students pay less attention to learning outcomes and pay less attention to children's learning time.

This study's problems are: 1) Is there a positive and significant relationship between mathematics independence of learning and mathematics learning outcomes in students class VIII of SMP Negeri 3 Sumbang Purwokerto Central Java in the academic year 2018/2019? 2) Is there a positive and significant relationship between parents' attention and mathematics learning outcomes in students class VIII of SMP Negeri 3 Sumbang Purwokerto Central Java in the academic year of 2018/2019? 3) Is there a positive and significant relationship between using learning resources with mathematics learning outcomes in students class VIII of SMP Negeri 3 Sumbang Purwokerto Central Java in the academic year of 2018/2019? 4) Is there a positive and significant relationship between independence of learning and parents' attention with mathematics learning outcomes in students class VIII of SMP Negeri 3 Sumbang Purwokerto Central Java in the academic year of 2018/2019? 5) Is there a positive and significant relationship between independence of learning and utilization of learning resources with mathematics learning outcomes in students class VIII of SMP Negeri 3 Sumbang Purwokerto Central Java in the academic year of 2018/2019? 6) Is there a positive and significant relationship between parents' attention and utilization of learning resources with the mathematics learning outcomes in students class VIII of SMP Negeri 3 Sumbang Purwokerto Central Java in the academic year 2018/2019? 7) Is there a positive and significant relationship between independence of learning, parents' attention, and utilization of learning resources with mathematics learning outcomes in students class VIII of SMP Negeri 3 Sumbang Purwokerto Central Java in the academic year of 2018/2019?

The purpose of this study is to find out: 1) The presence or absence of a positive and significant relationship between independence of learning with mathematics learning outcomes in students class VIII of SMP Negeri 3 Sumbang Purwokerto Central Java in academic year of 2018/2019, 2) The presence or absence of a positive and significant relationship between parents' attention with mathematics learning outcomes in students class VIII of SMP Negeri 3 Sumbang Purwokerto Central Java in academic year of 2018/2019, 3) The presence or absence of a positive and significant relationship between between utilization of learning resources with mathematics learning outcomes in students class VIII of SMP Negeri 3 Sumbang Purwokerto Central Java in academic year of 2018/2019, 4) The presence or absence of a positive and significant relationship between independence of learning and parents attention with mathematics learning outcomes in students class VIII of SMP Negeri 3 Sumbang Purwokerto Central Java in academic year of 2018/2019, 5) The presence or absence of a positive and significant relationship between independence of learning and utilization of learning resources with mathematics learning outcomes in students class VIII of SMP Negeri 3 Sumbang Purwokerto Central Java in academic year of 2018/2019, 6) The presence or absence of a positive and

significant relationship between parents attention and utilization of learning resources with mathematics learning outcomes in students class VIII of SMP Negeri 3 Sumbang Purwokerto Central Java in academic year of 2018/2019, 7) The presence or absence of a positive and significant relationship between independence of lesrning, parents attention and utilization of learning resources with mathematics learning outcomes in students class VIII of SMP Negeri 3 Sumbang Purwokerto Central Java in academic year of 2018/2019.

METHODS

This research is classified as quantitative research. The research place was carried out at SMP Negeri 3 Sumbang Purwokerto Central Java with research subjects in class VIII in even semester in Academic Year of 2018/2019. This study's population was Class VIII students of SMP Negeri 3 Sumbang Purwokerto Central Java in the Academic Year of 2018/2019, with 192 students divided into five classes. Simultaneously, the sample in this study was a randomly determined class sample, namely by lottery class. The class taken as a sample class is VIII A, with a total of 38 students. The variables used in this study include the independent variables and the dependent variable. The independent variable (independent) consists of independence of learning (X_1), parents' attention (X_2), and utilization of learning resources (X_3), while the dependent variable (dependent) is the result of mathematics learning outcomes (Y). In this study, the data collection techniques used were questionnaires and tests. The questionnaire technique obtains data on the independence of learning, parents 'attention, and learning resource utilization. The test technique is to obtain data about students' mathematics learning outcomes in cognitive aspects.

The questionnaire test uses the reviewers' content validity test and the instrument reliability test with the alpha formula. In contrast, the test instrument questions use the content validity test by the reviewers and the product-moment coproduct-moment unique, the difference power test, and the reliability test with the KR-20 formula. The analysis prerequisite test is the normality test with the Chi-squared formula, the F-test formula's linearity test, and the Chi-square, red formula independence test. Research hypothesis testing uses a simple correlation test, multiple regression analysis tests, and multiple tests of ear regression tests with three independent variables. The research hypothesis test uses a simple correlation test to determine the presence or absence of positive and significant relationships between 1) independence of learning with student mathematics learning outcomes, 2) parents' attention with student mathematics learning outcomes, 3) utilization of learning resources with mathematics learning outcomes. Furthermore, the research hypothesis test uses multiple regression analysis tests conducted to determine the presence or absence of a positive and significant relationship between 1) independence of learning and parents attention with mathematics learning outcomes, 2) independence learning and utilization of learning resources with mathematics learning outcomes, 3) parents' attention and utilization of learning resources with mathematics learning outcomes. Whereas the multiple linear regression test with three independent variables was carried out to determine the presence or absence of a positive and significant relationship between independence of learning, parents' attention, and utilization of learning resources with mathematics learning outcomes.

RESULT DAN DISCUSSION

The summary of normality test results can be seen in Table 1.

Table 1. Summary of Normality Test Results

Variable	χ^2_{count}	χ^2_{table}	df	Status
Independence Learning (X_1)	2,88661	7,81473	3	Normal
Parents' Attention (X_2)	6,91143	9,48773	4	Normal
Utilization Of Learning Resource (X_3)	0,39079	7,81473	3	Normal
Mathematics Learning Outcomes (Y)	4,77143	9,48773	4	Normal

From the normality test at a significant level of 5%, it is seen $\chi^2_{count} \leq \chi^2_{table}$. This means that the distribution of data obtained on each variable is normally distributed.

The summary of independent test results can be seen in Table 2.

Table 2. Summary of Independent Test Results

Variable	χ^2_{count}	χ^2_{table}	df	Status
X_1 and X_2	29,06935	37,6525	25	Independent
X_1 and X_3	27,42069	37,6525	25	Independent
X_2 and X_3	25,60821	37,6525	25	Independent

From the independence test at a significant level of 5% (α = 0.05) and degrees of freedom (dk) = (k-1) (b-1) seen $\chi^2_{count} \leq \chi^2_{table}$, this means that the distribution of data obtained at each variable is mutually independent.

The summary of linearity test results can be seen in Table 3.

Table 3. Summary of Linearity Test Results

Variable	F_{count}	F_{table}	df		Status
			v_1	v_2	
X_1 to Y	0,96503	2,24289	19	17	Linear
X_2 to Y	2,15639	3,08972	28	8	Linear
X_3 to Y	1,57491	2,31632	21	15	Linear

From the linearity test at a significant level of 5% (α = 0.05) and the degree of freedom of the numerator $(v_1) = k - 2$ and the denominator $(v_2) = n - k$ can be seen $F_{count} \leq F_{table}(1-\alpha)(k-2,n-k)$, this means that there is a linear relationship between the independent variable (X) and the dependent variable (Y).

The summary of the first hypothesis can be seen in Table 4.

Table 4. Summary Of First Hypothesis Test Result

t_{count}	t_{table}	df	Information
3,21920	1,6883	36	H_0 rejected, H_1 be accepted

From the first hypothesis test at a significant level of 5% and dk = 36, it can be seen that $t_{count} = 3{,}21920$ and $t_{table} = 1{,}6883$ so $t_{count} > t_{table}$ which means there is a positive and significant relationship between independence of learning with mathematics learning outcomes in students class VIII of SMP Negeri 3 Sumbang Purwokerto Central Java in the academic year of 2018/2019.

The summary of the second hypothesis can be seen in Table 5.

Table 5. Summary Of Second Hypothesis Test Result

t_{count}	t_{table}	df	Information
3,43327	1,6883	36	H_0 rejected, H_1 be accepted

From the second hypothesis test at a significant level of 5% and df = 36, it can be seen that $t_{count} = 3{,}43327$ and $t_{table} = 1{,}6883$ so $t_{count} > t_{table}$ which means there is a positive and significant relationship between parents' attention with mathematics learning outcomes in students class VIII of SMP Negeri 3 Sumbang Purwokerto Central Java in the academic year of 2018/2019.

The summary of the third hypothesis can be seen in Table 6.

Table 6. Summary Of third Hypothesis Test Result

t_{count}	t_{table}	df	Information
3,61741	1,6883	36	H_0 rejected, H_1 be accepted

From the third hypothesis test at a significant level of 5% and df = 36, it can be seen that $t_{count} = 3{,}61741$ and $t_{table} = 1{,}6883$ so $t_{count} > t_{table}$ which means there is a positive and significant

relationship between utilization of learning resources with mathematics learning outcomes in students class VIII of SMP Negeri 3 Sumbang Purwokerto Central Java in the academic year of 2018/2019

The summary of the fourth hypothesis can be seen in Table 7.

Table 7. Summary Of Fourth Hypothesis Test Result

t_{count}	t_{table}	df	Information
7,50271	3,267	$v_1 = 2$ $v_2 = 35$	H_0 rejected, H_1 be accepted

From the fourth hypothesis test at a significant level of 5%, $v_1$numerator = 2 and $v_2$denominator = 35 so that it can be obtained $F_{count} = 7{,}50271$ and $F_{table} = 3{,}267$ so $F_{count} \geq F_{table}$ which means there is a positive and significant relationship between independence of learning and parents' attention with mathematics learning outcomes in students class VIII of SMP Negeri 3 Sumbang Purwokerto Central Java in the academic year of 2018/2019.

The summary of the fifth hypothesis can be seen in Table 8.

Table 8. Summary Of Fifth Hypothesis Test Result

t_{count}	t_{table}	df	Information
7,34898	3,267	$v_1 = 2$ $v_2 = 35$	H_0 rejected, H_1 be accepted

From the fifth hypothesis test at a significant level of 5%, $v_1$numerator = 2 and $v_2$denominator = 35 so that it can be obtained $F_{count} = 7{,}34898$ and $F_{table} = 3{,}267$ so $F_{count} \geq F_{table}$ There is a positive and significant relationship between independence of learning and utilization of learning resources with mathematics learning outcomes in students class VIII of SMP Negeri 3 Sumbang Purwokerto Central Java in the academic year of 2018/2019.

The summary of the sixth hypothesis can be seen in Table 9.

Table 9. Summary Of Sixth Hypothesis Test Result

t_{count}	t_{table}	df	Information
7,92845	3,267	$v_1 = 2$ $v_2 = 35$	H_0 rejected, H_1 be accepted

From the sixth hypothesis test at a significant level of 5%, $v_1$numerator = 2 and v_2 denominator = 35 so that it can be obtained $F_{count} = 7{,}92845$ and $F_{table} = 3{,}267$ so $F_{count} \geq F_{table}$ There is a positive and significant relationship between parents' attention and utilization of learning resources with mathematics learning outcomes in students class VIII of SMP Negeri 3 Sumbang Purwokerto Central Java in the academic year of 2018/2019.

The summary of the seventh hypothesis can be seen in Table 9.

Table 9. Summary Of Seventh Hypothesis Test Result

t_{count}	t_{table}	df	Information
4,86037	2,883	$v_1 = 3$ $v_2 = 34$	H_0 rejected, H_1 be accepted

From the seventh hypothesis test at a significant level of 5%, v_1 = numerator = 3 and v_2 = denominator = 34 so that it can be obtained $F_{count} = 4{,}86037$ and $F_{table} = 2{,}883$ so $F_{count} \geq F_{table}$ which means there is a positive and significant relationship between independence of learning, parents' attention, and utilization of learning resources with mathematics learning outcomes in students class VIII of SMP Negeri 3 Sumbang Purwokerto Central Java in the academic year of 2018/2019.

In the first hypothesis test, a simple correlation coefficient (r) of 0.47278 was obtained at a significant 5% level. So the determinant coefficient obtained (r^2) 0.22352 can be explained that 22.352% of mathematics learning outcomes are influenced by learning independence, while other factors influence the rest. There are variations in mathematics learning outcomes (Y) explained by

learning independence (X_1) through linear lines $\hat{Y} = 3{,}38704 + 0{,}82192\,X_1$, with a regression direction coefficient of 0.82192. This means that every increase of one unit X_1results in a 0.82192 increase in Y. The first hypothesis test result is that there is a positive and significant relationship between learning independence with mathematics learning outcomes. In other words, the better the independence of student learning, the better the learning outcomes of students.

In the second hypothesis test, the correlation coefficient (r) obtained is 0.49665 at a significant 5% level. The obtained determinant coefficient (r^2) of 0.24667, which can explain 24.667% of mathematics learning outcomes, is influenced by parents' attention while other factors influence the rest. There is a variation in mathematics learning outcomes (Y) explained by parents' attention (X_2) through a linear line $\hat{Y} = 17{,}67599 + 0{,}56141X_2$ with a regression coefficient of 0.56141. This means that every increase of one unit (X_2) Results in a 0.56141 increase in Y. The second hypothesis test result is a positive and significant relationship between parents' attention and mathematics learning outcomes. In other words, the better the attention of parents, the better the learning outcomes.

In the third hypothesis test, the correlation coefficient (r) obtained is 0.51632. So obtained (r^2) of 0.26659 can explain 26.659% of mathematics learning outcomes influenced by learning resources while other factors influence the rest. The variation in mathematics learning outcomes (Y) is explained using learning resources (X_3) through the linear line $\hat{Y} = -18{,}81667 + 0{,}95758\,X_3$with the regression direction coefficient of 0.95758. This means that every increase of one (X_3) results in a 0.95758 increase in Y. The third hypothesis test results show a positive and significant relationship between learning resources with mathematics learning outcomes. In other words, the better utilization of learning resources, the better the learning outcomes of students.

In the multiple correlation analysis, the multiple correlation coefficient (R) value was obtained at 0.54779. This study also obtained a coefficient of determination (R^2) of 0.30008, meaning 30.008% of learning outcomes are influenced by independence of learning and parents' attention while other factors influence the rest. There are variations in mathematics learning outcomes (Y) that can be explained by independent learning (X_1) and parents' attention (X_2)through linear lines $\hat{Y} = -3{,}35776 + 0{,}48876X_1 + 0{,}38046X_2$. This means an increase of one unit (X_1) resulted in 0,48876 increase in Y. An increase in one unit (X_2) resulted in 0,38046 an increase in Y. As for the relative contribution of (X_1) by 44,29475% and (X_2) by 55,70525% and effective contribution (X_1) amounted to 13.29178% and (X_2)amounted to 16.71580%practicalrth hypothesis test result is that there is a positive and significant relationship between independent learning and parents' attention with mathematics learning out independent words the higher the independence of learning towards mathematics, the student learning outcomes will also be better. Likewise, the higher the parent's attention, the better the learning outcomes.

The multiple correlation analysis obtained the value of the multiple correlation coefficient (R) of 0.54382. This study also obtained a coefficient of determination (R^2) of 0.29575, meaning 29.575% of mathematics learning outcomes are influenced by the independence of learning and the utilization of learning resources. In contrast, the rest is influenced by other factors. There are variations in mathematics learning outcomes (Y), which can be explained by the independence of learning (X_1) and utilization of learning resources (X_3) through linear lines $\hat{Y} = -23{,}52532 + 0{,}39999X_1 + 0{,}67159\,X_3$. This means an increase of one unit (X_1) resulted in 0,39999 an increase in Y, and an increase in one unit (X_3) resulted in 0,67159 an increase in Y. While for the relative contribution, X_1 was 36,78093% and X_3 was 63.21907%, and the effective contribution of $X_1$was 10.87780 % and $X_3$are 18.69676%. The fifth hypothesis test results show a positive and significant relationship between independence of learning and utilization of learning resources with mathematics learning outcomes. The higher the independence of learning and the better utilization of learning resources, students' better mathematics learning outcomes will also be.

The multiple correlation analysis obtained the value of the multiple correlation coefficient (R) of 0.55839. This study also obtained a coefficient of determination (R^2) of 0.31179, meaning 31.179%

of learning outcomes are influenced by parents' attention and utilization of learning resources. In contrast, the rest is influenced by other factors. There are variations in mathematics learning outcomes (Y), which can be explained by parents' attention (X_2) and utilization of learning resources (X_3) through linear lines $\hat{Y} = -15{,}75890 + 0{,}31570X_2 + 0{,}62173X_3$. This means an increase of one unit (X_2) resulted in 0,31570 an increase in Y, and an increase in one unit (X_3) resulted in 0,62173 an increase in Y. While for the relative contribution of X_2 by 44.48643% and X_3 by 55.51357% and effective contribution X_2 of 13.87062% and X_3 of 17.30882%. The sixth hypothesis test results show a positive and significant relationship between parents' attention and utilization of learning resources with mathematics learning outcomes. With the higher parent's attention, the higher the learning outcomes. Likewise, with the utilization of learning resources, the better utilization of learning resources, student's mathematics learning results will also be better.

From the multiple correlation analysis, the multiple correlation coefficient (R) value is 0.57190. This study also obtained a coefficient of determination (R^2) of 0.32707, meaning 32.707% influenced by independence of learning, parents' attention, and utilization of learning resources while the rest by other factors. Variations in mathematics learning outcomes (Y) can be explained by learning independence (X_1), parents' attention (X_2), and utilization of learning resources (X_3) through linear lines $\hat{Y} = -19{,}70511 + 0{,}29812\,X_1 + 0{,}27061X_2 + 0{,}45654X_3$. This means an increase in one unit (X_1) results in a 0.29812 increase in Y, an increase in one unit (X_2), results in a 0.27061 increase in Y, and an increase in one unit (X_3) results in a 0.45654 increase in Y. The seventh hypothesis test results show a positive and significant relationship between independence learning, parents' attention, and the utilization of learning resources with mathematics learning outcomes. In other words, the higher the independence of learning, the better the learning outcomes. Likewise, with the parent's attention, the higher the parent's attention of students, the results of learning mathematics. Mathematics learning outcomes can also be influenced by learning resources, the better utilization of learning resources, and students' better mathematics learning outcomes.

In this study, X_1 also obtained a relative contribution of 24.78840% to criterion Y, X_2 of 36.335170% to criterion Y, and X_3 of 38.85990% of criterion Y. While the effective contribution of X_1 amounted to 8.10752%, X_2 amounted to 11.88952% and X_3 at 12.70987%. This shows that the utilization of learning resources provides a relative contribution, and effective contribution is more significant than the independence of learning and the parent's attention.

CONCLUSION

Based on the analysis of the experimental data and its discussion, this activity concludes the following:

1. There is a positive and significant relationship between learning independence with mathematics learning outcomes in students class VIII of SMP Negeri 3 Sumbang Purwokerto Central Java in the Academic Year of 2018/2019. This is indicated by the test that is $t_{count} > t_{table}$ or 3,21920 > 1,6883. The simple correlation coefficient (r) between the independence of learning and mathematics learning outcomes is 0,472278. And the simple regression equation Y for X_1 is $\hat{Y} = 3{,}38704 + 0{,}82192X_1$.
2. There is a positive and significant relationship between parents' attention with mathematics learning outcomes in students class VIII of SMP Negeri 3 Sumbang Purwokerto Central Java in the Academic Year of 2018/2019. This is indicated by the test that is $t_{count} > t_{table}$ or 3,43327 > 1,6883. The simple correlation coefficient (r) between the independence of learning and mathematics learning outcomes is 0,49665. And the simple regression equation Y for X_2 is $\hat{Y} = 17{,}67599 + 0{,}56141X_2$.
3. There is a positive and significant relationship between the utilization of learning resources with mathematics learning outcomes in students class VIII of SMP Negeri 3 Sumbang Purwokerto Central Java in the Academic Year of 2018/2019. This is indicated by the test that is $t_{count} > t_{table}$ or 3,61741> 1,6883. The simple correlation coefficient (r) between the independence of

learning and mathematics learning outcomes is 0,51632. And the simple regression equation Y for X_3 is $\hat{Y} = -18{,}81667 + 0{,}95758X_3$.

4. There is a positive and significant relationship between independence of learning and parents' attention with mathematics learning outcomes in students class VIII of SMP Negeri 3 Sumbang Purwokerto Central Java in Academic Year of 2018/2019. This is indicated by the F test that is $F_{count} > F_{table}$ or $7{,}50271 > 3{,}267$. The multiple correlation coefficient (R) between independence of learning and parents' attention with mathematics learning outcomes is 0,54779 and the coefficient of determination (R^2) is 0,30008 with a linear line equation $\hat{Y} = -3{,}35776 + 0{,}48876X_1 + 0{,}38046X_2$. The relative contribution of X_1 is 44,29475% and X_2 is 55,70525% and the effective contribution of X_1 is 13,29178% and X_2 is 16,71580%.
5. There is a positive and significant relationship between independence of learning and utilization of learning resources with mathematics learning outcomes in students class VIII of SMP Negeri 3 Sumbang Purwokerto Central Java in Academic Year of 2018/2019. This is indicated by the F test that is $F_{count} > F_{table}$ or $7{,}34898 > 3{,}267$. The multiple correlation coefficient (R) between independence of learning and utilization of learning resources with mathematics learning outcomes is 0,54382, and the coefficient of determination (R^2) is 0,29575 with a linear line equation $\hat{Y} = -23{,}52532 + 0{,}39999X_1 + 0{,}67159X_3$. The relative contribution of X_1 is 36,78093% dan X_3 is 63,21907% and the effective contribution of X_1 is 10,87780% dan X_3 is 18,69676%.
6. There is a positive and significant relationship between parents' attention and utilization of learning resources with mathematics learning outcomes in students class VIII of SMP Negeri 3 Sumbang Purwokerto Central Java in the Academic Year of 2018/2019. This is indicated by the F test that is $F_{count} > F_{table}$ or $7{,}92845 > 3{,}267$. The multiple correlation coefficient (R) between parents' attention and utilization of learning resources with mathematics learning outcomes is 0,55839 and the coefficient of determination (R^2) is 0,31179 with a linear line equation $\hat{Y} = -15{,}75890 + 0{,}31570X_2 + 0{,}62173X_3$. The relative contribution of X_2 is 44,48643% and X_3 is 55,51357% and the effective contribution of X_2 is 13,87062% dan X_3 is 17,30882%.
7. There is a positive and significant relationship between independence of learning, parents' attention, and utilization of learning resources with mathematics learning outcomes in students class VIII of SMP Negeri 3 Sumbang Purwokerto Central Java in Academic Year of 2018/2019. This is indicated by the F test that is $F_{count} > F_{table}$ or $4{,}86037 > 2{,}883$. The multiple correlation coefficient (R) between independence of learning, parents' attention and utilization of learning resources with mathematics learning outcomes is 0,57190 and the coefficient of determination (R^2) is 0,32707 with a linear line equation $\hat{Y} = -19{,}70511 + 0{,}29812X^1 + 0{,}27061X_2 + 0{,}45654X_3$. The relative contribution X_1 is 24,78840%, X_2 is 36,35170% and X_3 is 38,85990% and the effective contribution of X_1 is 8,10752%, X_2 is 11,88952% and X_3 is 12,70987%.

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