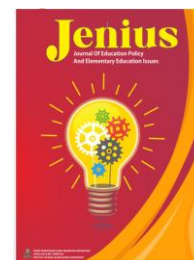




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### Parental Attention and Learning Motivation of Elementary School Students: Correlation Studies

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#### ABSTRACT

Lack of parental attention affects student learning motivation. This study aims to determine: 1) the level of attention of students' parents, 2) the level of student learning motivation, and 3) the relationship between parents' attention and students' learning motivation. The research was conducted in MI throughout the Gatak District, Sukoharjo, from January to May 2021. The data collection technique used a questionnaire of 39 grade V students. The sampling technique used cluster sampling. The results of the study showed: 1) Parents' attention was in the medium category of 18 students or 46.16%, 2) Students' learning motivation is in the medium category of 24 students or 61.54%, 3) Based on the calculation of the hypothesis test at a significance level of 5%, the results obtained are  $r_{count} (0.626) > r_{table} (0.316)$ . So it can be concluded that there is a relationship between parental attention and student learning motivation. With a coefficient of determination of 0.392, the amount of contribution made by parental attention to learning motivation is 39.2% influenced by parental attention, while 60.8% is influenced by other factors not examined. The relationship between these two variables is at a strong relationship level, between 0.61-0.80.

### INTRODUCTION

Parents have a significant role in children's education because parents are the first education for children, affecting the student's learning process (Ruli, 2020). Maimunawati & Alif (2020) stated that the role of parents is to meet children's needs both from an organic-psychological point of view, namely food; or psychological needs, which include intellectual development through education, affection, attention, a sense of security and others.

Parents' attention can help maximize student learning motivation, affecting their learning achievement (Santiarini, 2020). Learning motivation needs to be given to students

because it can encourage them to study more actively (Umar, 2015). The characteristics of learning motivation include: 1) having the will to do, 2) having time to study, 3) willingness to leave other obligations or assignments, and 4) perseverance in doing assignments. Growing student learning motivation is one of the techniques for developing the ability and willingness to learn (Suprihatin, 2015).

Santiarini's pre-research (2020) shows that student learning motivation is still in the low category, such as many students who ignore homework assignments (PR) given by teachers, and student learning outcomes of 52.5% are still below the KKM. Parents' low attention influences the student's low motivation to learn. This condition was reinforced based on observations and interviews with students at MI Sukoharjo, who stated that their parents were busy at work, so they felt there was a lack of someone to supervise, guide and help them in doing school assignments. Therefore he lacks the motivation to learn (Respondent 1). Meanwhile, Respondent 2 stated that he felt there was no specific time to study because his parents were not supervising him. He felt free to play and do schoolwork and study activities at home when he got assignments from his teacher, so he lacked motivation to study independently. Students will enjoy studying because their parents accompany them. If they get a difficult assignment, the parents are ready to provide assistance and guidance in doing their assignments so that they have a high enthusiasm for learning (Respondent 3). From the observations and interviews, it can be seen that students' learning motivation is still low because the learning environment is not conducive, and there is a lack of appreciation for student learning achievements.

The low motivation of student learning was exacerbated by the Covid-19 pandemic (Cahyaningtyas, 2020). Changes to the education system that should have been carried out face-to-face are now starting to apply distance or online learning. This will undoubtedly have an impact on teachers, students and parents. Because parents now teach the learning that teachers generally teach, parents have a significant role in their child's education (Maptuhah & Juhji, 2021). Based on these problems, it is necessary to research the relationship between parental attention to student learning motivation. Research on parental attention to students' learning motivation during a pandemic has already been conducted (Maptuhah & Juhji, 2021; Kurnianto & Rahmawati, 2020; Ervalna, Rapani & Izzatika, 2021). What distinguishes this research from previous research is that this research was conducted in elementary schools in The entire District of Gatak, Sukoharjo. This study aimed to determine the relationship between parental attention and student learning motivation.

## **METHOD**

This study uses a quantitative correlational method. This research was conducted from January to May 2021. This study had two variables: parental attention (X) and learning motivation (Y). This research involved fifth-grade students in MI throughout Gatak Sukoharjo District, namely 6 MI with a population of 170 students. The technique used to determine the research sample is by using the Cluster Sampling technique. The data collection technique was carried out using a questionnaire (questionnaire). The closed questionnaire had 40 statement items for parental attention and student learning motivation. Scoring of student answers using a Likert scale with a score scale of 1-4. Before the questionnaire was used in the research instrument, the questionnaire was tried out first. The questionnaire trial was conducted at MI Muhammadiyah Mayang, involving 35 students. The validity of each statement item was analyzed using the product moment correlation formula. The instrument's reliability was analyzed using the Cronbach alpha technique. The validity test results show 36 valid items on the parental attention variable and 34 valid items on the learning motivation variable. The r count on the parental attention variable was 0.946, and the learning motivation variable was 0.948, with the r table value 0.334. Because the r table is greater than the r count, the instrument is categorized as reliable. Analysis of the data unit of this study uses the mean, median, mode, and standard deviation formulas. The prerequisite test uses the normality test formula with the help of SPSS version 25 using the Kolmogorov-Smirnov test. Test the hypothesis using the Product Moment correlation formula.

## **RESULTS AND DISCUSSION**

Based on the results of research on parental attention and student learning motivation, the following data are obtained:

### **Parental Attention Level**

From the questionnaire variable learning motivation, the lowest score was 98, and the highest was 134. With the study results, the percentage table was divided into three categories, namely the low category, the medium category and the high category. The average result (mean) in the parental attention variable is 113.12, the median value is 113.58, the value that occurs frequently (mode) is 114.9, and the average deviation is 9.61.

**Table 1.** Parental Attention Percentage

No	Interval	Frequency	Percentage	Category
1	98-111	15	38,46%	Low
2	112-125	18	46,16%	Medium
3	126-139	6	15,38%	High
<b>Total</b>		39	100,00%	

The results of these calculations show that parents' attention in the low category has 15 students (38.46%), and in the medium category, there are 18 students (46.16%). In the high category, there are six students (15.38%). This proves that parents' attention is in the medium category, averaging 46.16% with the highest aspect, the aspect of giving an example. But based on research results by Gianoza et al. (2013), the attention of parents in the high category on aspects of taking care of material needs (providing study equipment, providing food, and providing clothing) and creating affection (creating hospitality and creating peace in the family). This difference proves that parents' attention given to V MI students in the Gatak Sukoharjo District is more often given to giving an example. This is because MI Muhammadiyah Klaseman, with the students' character, is more formed by looking at the parents' behaviour.

According to Novrinda (2017), parents realize that they will set an excellent example by keeping and paying attention to their behaviour in front of their children. Parents realize that children learn from what they see and hear from their families and surroundings. This is in line with the opinion by Fadillah (2012) that the family environment is the initial environment for children, and all the behaviour and development of children will imitate both parents. If parents provide good role models for their children, the attitudes and actions of children will imitate the attitudes and good deeds of their parents. And conversely, if parents provide bad role models for their children, then parents cannot expect their children to act and behave as well as they want.

### **Student's Learning Motivation**

From the questionnaire on the variable student learning motivation, the lowest score was 78, and the highest was 131. The study results for the percentage table were divided into three categories: low, medium, and high. In the learning motivation variable, the average result (mean) is 104.26, the median value is 104.62, the value that occurs frequently (mode) is 100.7, and the average deviation is 12.65.

**Table 2.** Learning Motivation Percentage

No	Interval	Frequency	Percentage	Category
1	78-96	7	17,95%	Low
2	97-115	24	61,54%	Medium
3	116-134	8	20,51%	High
<b>Total</b>		39	100,00%	

Based on the data presented above, it can be concluded that the learning motivation data is divided into three categories: low, medium, and high. In the low category, there are seven students (17.95%). In the medium category, there are 24 students (61.54%). In the high category, there are eight students (20.51%).

The relationship between parental attention and student learning motivation uses product moment analysis with the help of SPSS version 25. The price  $r_{xy} = 0.626$  is obtained, while the  $r_{table}$  value with  $N = 39$  and a significance level of 5%, the  $r_{table}$  value = 0.316. So that  $r_{xy} (0.626) > r_{table} (0.316)$  with a coefficient of determination of 0.392 or equal to 39.2%, and it can be said that the relationship is accepted or means that there is a relationship between parental attention and learning motivation of class V MI students in Gatak Sukoharjo District in 2021/ 2022. The relationship between these two variables is at a strong relationship level, between 0.61-0.80. It can be seen in the table of guidelines for interpreting the correlation coefficient as follows:

**Table 3.** Interpretation of Value Correlation Coefficient r

Coefficient Intervals	Relationship Level
0,81-1,00	Very high correlation
0,61-0,80	High correlation
0,41-0,60	Medium correlation
0,21-0,40	Low correlation
0,00-0,20	Very low correlation

(Hasan, 2010: 124)

Based on the results of these calculations shows that there are seven students (17.95%) in the low category, in the medium category, there are 24 students (61.54%), and in the high category, there are eight students (20.51%). This proves that learning motivation is in the medium category, averaging 61.54%, with the highest aspect, the need and encouragement to learn. Strengthened by research results by Nitami et al. (2015) that the results of research on student motivation in the aspect of learning interest are in the high category with an average percentage of 78%, interest is a source of motivation that encourages someone to take action as needed or what one wants to do. So the solution is that parents must increase student attention

by providing enthusiasm, encouragement and affection.

### **The Relationship between Parental Attention and Student Learning Motivation**

The data analysis results show a significant value for the relationship between parental attention and learning motivation of fifth-grade MI students in Gatak Sukoharjo District in 2021/2022 of 0.626. Because the value of  $r_{xy}(0,626) > r_{tabel}(0,316)$  then,  $H_a$  is accepted and  $H_0$  is rejected. This means there is a relationship between parental attention and the learning motivation of fifth-grade MI students in the Gatak Sukoharjo District in 2021/2022. So it can be concluded that the higher the attention parents give to students, the higher student learning motivation.

The results reinforce this by Endriani (2016), the higher the level of parents' attention and affection affects the student's motivation to learn. One of the determining factors for achievement is motivation. Parents have a role in fostering learning motivation in the success of children's education, including as educators, boosters, facilitators, and mentors (Nugraheni, 2015).

Parental attention is one of the factors that influence student learning motivation. According to Suwarsito et al. (2018), parental attention includes giving rewards, giving punishment, providing guidance and helping with difficulties, setting an example and meeting children's learning needs. Giving parents attention to their children will increase students' learning motivation so that they have high learning motivation. According to Ramadhon, et al. (2017), student learning motivation has characteristics which include the existence of a desire and desire to succeed, the existence of a need and encouragement to learn, the existence of rewards in learning, the existence of an exciting activity in learning, and a conducive environment.

With sufficient parental attention, students will feel cared for and loved by their parents. With this feeling, students will continue to be active in learning because they indirectly get encouragement and enthusiasm from their parents. High learning motivation will improve a learning outcome (Budiariawan, 2019; Marlina et al., 2017; Risyanto, 2016; Saputra & Yanuarita, 2017; Taiyeb & Mukhlisa, 2015; Ulfah et al., 2016; Yuliany, 2018), and with increased learning motivation it will also increase student achievement (Astriyani et al., 2018; Hamdu & Agustina, 2011; Jemudin et al., 2019; Mawarsih et al., 2013).

Based on this analysis, it can be concluded that parental attention and student learning motivation have a significant relationship. In other words, the higher the attention parents give

to students, the higher the learning motivation of these students. Conversely, the lower the attention parents give to students, the lower the learning motivation of these students.

## CONCLUSION

Based on the results of the research that the author has put forward and the discussion that has been described, it can be concluded that there is a relationship between parental attention and student learning motivation. Students motivated to learn are shown as students who desire to succeed, feel interested in learning activities, realize that learning is necessary, and have the urge to learn. Parental attention, such as providing guidance and helping children with learning difficulties, can improve student learning outcomes by setting an excellent example for their children and meeting their learning needs.

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