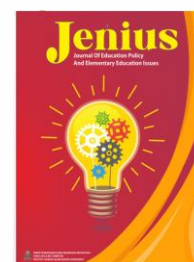




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# The Relationship between Parent's Attention and Learning Motivation of Elementary School Students during the Pandemic Period

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### ABSTRACT

Parents' attention is important to increase students' motivation in learning, especially in difficult conditions, such as during the Covid-19 pandemic. The aims of this study were (1) to find out the level of student motivation during a pandemic in class five, (2) to find out the relationship between parental attention and student learning motivation during a pandemic at 5<sup>th</sup>-grade Muhammadiyah Gonilan Sukoharjo Islamic Elementary School in 2020/2021. This study uses a quantitative correlational method. This study's population consisted of all Muhammadiyah Gonilan Islamic Elementary School students in 5<sup>th</sup> grade. The research sample consisted of 50 students of all 5<sup>th</sup> grades, which was determined through a total sampling technique. Data collection techniques using questionnaires and interviews. The data obtained is then tested through a prerequisite test, namely the normality and linearity tests. Test the hypothesis using the Spearman Rank correlation formula. The results showed that: (1) student learning motivation during the pandemic was in the moderate category, (2) parental attention was in the moderate category, (3) the results of the hypothesis test showed that there was a relationship between parental attention and student learning motivation during the 5<sup>th</sup>-grade Muhammadiyah Gonilan Sukoharjo Islamic Elementary School in 2020/2021 academic year.

## INTRODUCTION

The growth of competent human beings must follow the rapid development of the times. Competence in various matters can be obtained through formal learning processes in schools. Competence as an output of the learning process can emerge and develop optimally if students as actors have strong learning motivation. Motivation is a condition in an individual that encourages certain activities to achieve specific goals (Winarni et al., 2016). Motivation to learn

is defined as the driving force of a student that comes from within himself or from outside to carry out learning activities, thus fostering enthusiasm for learning (Monika & Adman, 2017). Learning motivation is an absolute requirement and plays an essential role for students in the spirit of learning. Furthermore, Aryani &alsa (2018) said that learning motivation is not only a driving force to achieve good learning outcomes but also contains efforts to achieve learning goals.

In achieving good learning outcomes in schools, students must be well motivated. As stated by Sadirman (2019), the role of motivation is to foster encouragement that causes children to feel happy and excited to learn. According to Uno (2014), learning motivation is an internal and external encouragement to students learning to change behaviour related to success in learning. According to Febriany & Yusri (2013), growing readiness in learning can be done by giving attention and parental guidance at home. That way, it can be said that the attention and guidance provided by parents are needed to foster motivation in students so that with self-motivation, it is hoped that students can obtain optimal learning outcomes.

In recent times, learning activities in schools have been faced with significant changes due to the pandemic. As a result, all modes of learning activities must also change. Damanik (2019) explains that the learning environment influences learning motivation. Due to the pandemic, the learning environment has changed, initially at school with teachers and classmates, now only accompanied by parents or family (Tania, 2021).

Parents are an essential factor in supporting children's motivation to learn. Parents' supervision and direction will influence children's motivation to participate in teaching and learning activities well at home and school. According to Slameto (2010), factors that influence learning motivation are social factors such as the house's condition, teachers and their teaching methods, support from parents' attention and learning facilities. Based on research by Palittin et al. (2019), students who are motivated to learn will be diligent and not give up on something done in learning. On the contrary, if students lack the motivation to learn will have an impact on learning outcomes that are less than optimal. So it can be concluded that students with high motivation will have high energy, which will affect high results and vice versa.

The family is the place for the initial process of socialization for children, a place to fulfil the needs of facilities and infrastructure and affection in the form of parental attention. This statement is in line with Febriany & Yusri (2013) affection in the form of parental attention in children's education will foster the potential for the future. Affection in the family can include the development of physical potential, reason potential and conscience potential (Nisa, 2015).

Parental attention is one of the factors that influence children's learning motivation (Endriani, 2016; Zurriyati & Mudjiran, 2021; Marbun, 2021). This is because parents have an essential task in education: maintaining enthusiasm and encouraging children's learning, creating a conducive learning environment, and a place for children to discuss. Based on the results of the pre-research on March 10<sup>th</sup>, 2021, one of the fifth-grade teachers said that the parents of students were busy working, most of the student's parents did not understand information technology, and many parents could not accompany their children in the study. Such conditions lead to reduced motivation of children in doing school work.

Kurniati et al. (2020) mention that there are five roles for parents during a pandemic, namely: (1) parents have a role in accompanying children in doing schoolwork, (2) parents carry out joint activities while at home, (3) parents have a role in creating a comfortable environment for children, (4) parents as a motivator (encouragement) to children, (5) parents as the influence of children's attention in education. Parents' role in education during the pandemic can contribute to student learning motivation, which will affect maximum learning achievement.

Based on the background of the problem, the purpose of this research is to find out: (1) student learning motivation during a pandemic in 5<sup>th</sup>-grade Muhammadiyah Gonilan Sukoharjo Islamic Elementary School in 2020/2021, (2) parents' attention to learning motivation during a pandemic in 5<sup>th</sup> grade Muhammadiyah Gonilan Sukoharjo Islamic Elementary School Year 2020/2021. (3) The relationship between parents' attention and student learning motivation during a pandemic at 5<sup>th</sup>-grade Muhammadiyah Gonilan Sukoharjo Islamic Elementary Education in 2020/2021 academic year.

## **METHOD**

### **Research Design**

This study uses a correlational type quantitative method to find a relationship between parental attention and student learning motivation during a pandemic.

### **Participant**

The population of this study consisted of all 5<sup>th</sup> grade in Muhammadiyah Gonilan Sukoharjo Islamic Elementary Education, both from classes A and B. The total number of class students was 50, with a sample of 50 respondents. The sampling technique used is Total Sampling from an infinite population. The sampling method is used as a sample where all

population members are sampled.

### Data Collection Instruments

The data collection instrument used a questionnaire sheet to obtain data regarding parental attention and student learning motivation during the pandemic for class V students. The parental attention variable was measured through 6 indicators of the form of parental attention described in Table 1.

**Table 1.** Parents Attention Indicator

Number	Indicator
1	providing guidance and advice
2	supervision in learning
3	reward and punishment
4	provision of learning facilities
5	create a serene atmosphere
6	pay attention to health

Meanwhile, the measurement of student motivation variables during the pandemic was based on eight indicators fully described in Table 2.

**Table 2.** Learning Motivation Indicator

Number	Indicator
1	persistence in doing the task
2	tenacious in the face of adversity
3	show interest
4	happy to work independently
5	quickly get bored in routine tasks
6	have hopes and dreams
7	It's not easy to let go of things you believe in
8	enjoy finding and solving problems

Based on the indicators for each variable, 30 questionnaire items were arranged for the parental attention variable and 40 items for the learning motivation variable. The questionnaire instrument was then tested for validity and reliability. Calculating the validity test using the Pearson Product Moment Correlation with the criteria if  $r_{counted} > r_{table}$ , the item is valid, and vice versa. Based on the validity test, there are 20 valid question items from the parents' attention variable and 30 valid items from the students' reading motivation variable. Reliability test calculations were carried out using *Cronbach Alpha* with criteria if value  $r_{counted} > r_{table}$  then reliable, and vice versa. Based on the reliability test, the two variables are declared reliable.

## Data Analysis Techniques

Statistical techniques with unit analysis, namely the mean, median, mode, and standard deviation. The normality testing technique uses Kolmogorov Smirnov with Sig criteria  $\geq 0.05$ , so the data will be normally distributed, and vice versa. Based on the normality test, the two variables are declared normally distributed. Associative hypothesis testing technique (relationship) using Spearman Rank with criteria  $\rho_{\text{counted}} > \rho_{\text{table}}$ , then the hypothesis is accepted. This means that there is a relationship between parental attention and the learning motivation of fifth-grade students at Muhammadiyah Gonilan Sukoharjo Islamic Elementary Education.

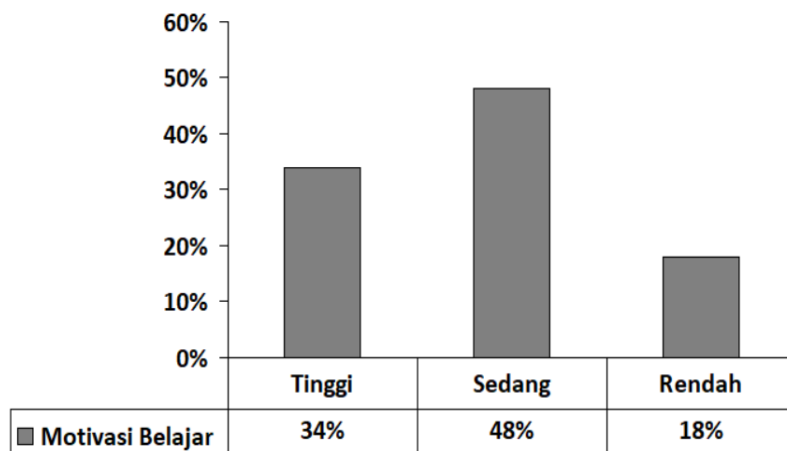
## RESULTS AND DISCUSSIONS

Research data processing was carried out with the help of the SPSS version 23 program. In terms of student learning motivation during the pandemic, the lowest score was 63, and the highest was 120. The mean value was 89, the median was 90, the mode was 80, and the standard deviation was 14, while people's attention was old obtained the lowest score of 61 and the highest score was 80. Obtained a mean of 70.6, a median of 70, a mode of 70 and a standard deviation of 5.71. Data can be seen in Table 3.

**Table 3.** Statistics Summary

<b>Statistics</b>	<b><i>Student's Learning Motivation in Pandemic Era</i></b>	<b><i>Parents Attention</i></b>
Amount of data	50	50
Means	89	70,6
Median	90	70
Mode	80	70
Std. deviation	14	5,71
Min Value	63	61
Maximum value	120	80

After the data is presented in the form of a frequency distribution table with three categories described in Table 3. it is known that students' learning motivation during the pandemic in class V MI Muhammadiyah Gonilan Sukoharjo is in the medium category (48% of students). Data related to the learning motivation of fifth-grade students at Muhammadiyah Gonilan Sukoharjo Islamic Elementary School is shown in Figure 1. Based on Figure 1, it is known that 48% of students show learning motivation, 34% are in the high category, and only 18% show low learning motivation.



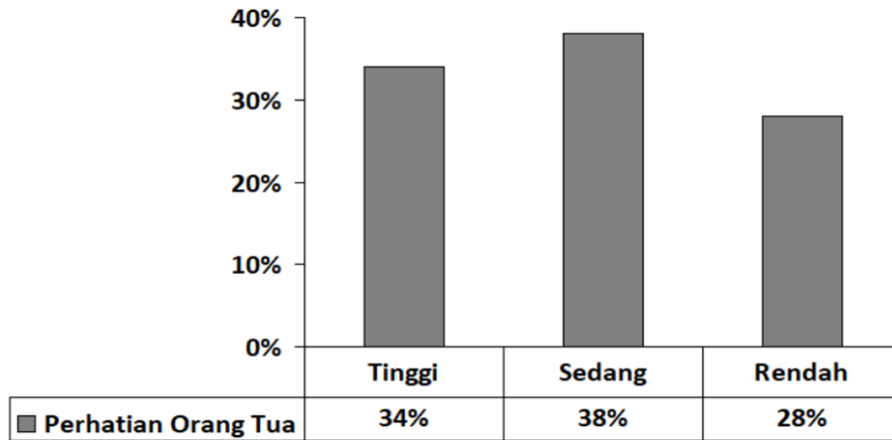
**Picture 1.** Graph of Fifth Grade Students' Learning Motivation at Muhammadiyah Gonilan Sukoharjo Islamic Elementary Education; Learning Motivation (*Motivasi Belajar*), High (*Tinggi*), Moderate (*Sedang*), Low (*Rendah*)

Based on the results of data processing, student learning motivation is at a moderate level, which is equal to 48%, meaning that almost half of the students have sufficient motivation to learn and a number of 34% of students already have high motivation in learning. Motivation to learn in this case is based on persistence in doing assignments, being tenacious in facing difficulties, showing interest, enjoying working independently, not getting bored easily in routine tasks, having hopes and aspirations, not easily letting go of things that are believed, happy to find and solve the problem. Although it is generally known that the distribution of student learning motivation is already in the medium to high category, the fact is that there are still a small number of students, namely 18% of students have low learning motivation.

Based on the fact that the distribution of student motivation categories, efforts still need to be made to improve it. One of the efforts that can be made at school is through more intense coaching for students with low category motivation. In addition, coaching is also carried out for students who are already in the category of medium and high motivation so that they can continue to be maintained. The need to increase and pay attention to student learning motivation because learning motivation is one of the most influential aspects of learning success (Kaylene & Caroline C. Williams, 2012). Furthermore Slameto (2010) said that aspects of perseverance and motivation need to be owned by students to achieve success in learning. In addition to coaching from teachers at school and building self-awareness, one other factor that influences learning motivation is giving attention from parents.

The variable data of parental attention in this study has also been described in Table 3.

The results show that the lowest score for parental attention is 61 and the highest score is 80. The percentage related to the category of student parental attention is shown more clearly in Figure 2. Figure 2 shows that parental attention is dominated in the medium category, which is 38%, followed by the high category, 34%, and finally, parental attention is in the low category, 28%.



**Picture 2.** Graph of Parental Attention Frequency Distribution

Research data on parental attention variables are mostly in the medium category with a percentage of 38%, followed by the high category by 34%, and finally 28% for the low category. Parents' attention is measured based on indicators of providing guidance and advice, supervision in learning, giving awards and punishments, learning facilities, creating a peaceful atmosphere and paying attention to health.

There are many things that parents need to do in helping their children in learning activities, including providing sufficient guidance and attention. This is in accordance with Kartini (1992) that attention and guidance can be carried out by parents to children, namely: a) providing learning facilities, b) supervising the use of time, c) supervising learning activities at home, d) knowing children's difficulties, and e) helping children when they have difficulties in learning at home. This is reinforced by Slameto (2010) that providing understanding and encouragement that parents do can help when experiencing difficulties in their studies both at school and at home. After testing the descriptive statistical analysis to see the distribution, then the data on student motivation and parental attention was tested by hypothesis testing to see the relationship between the two variables.

The hypothesis test is preceded by a prerequisite test for normality and a linearity test. Judging from the normality test using the Kolmogorov Smirnov, students' learning motivation during the pandemic and parents' attention to the data were normally distributed because the

normality calculation was greater than the significance level, which was 0.05. After carrying out the normality test then proceed with the linearity test, based on the linearity test it is known that students' learning motivation during the pandemic and parental attention earned a value of 0.087. In terms of the linearity test, it can be concluded that  $0.087 > 0.05$  so that the data shows that students' learning motivation during a pandemic is linear with parents' attention.

After being declared normal and linear, a hypothesis test was then carried out. Based on the results of hypothesis testing using Spearman Rank, the results are described in Table 4.

**Table 4.** Hypothesis Test Results

		Correlations		
Spearman's rho			Parent's Attention	Student's Learning Motication in Pandemic Era
	perhatian orang tua	Correlation Coefficient	1.000	.487**
		Sig. (2-tailed)	.	.000
		N	50	50
	motivasi belajar siswa pada masa pandemic	Correlation Coefficient	.487**	1.000
		Sig. (2-tailed)	.000	.
		N	50	50

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Based on Table 2. it is known that the results of testing the hypothesis using Spearman Rank calculations show the results of  $\rho$  count (0.487)  $>$   $\rho$  table (0.364). The results obtained show that  $H_a$  is accepted and  $H_o$  is rejected, meaning that there is a relationship between parental attention and student learning motivation during the pandemic in class V MI Muhammadiyah Gonilan Sukoharjo in 2020/2021.

The relationship between parental attention and student learning motivation in this study obtained test results with a significance level of 5% so that  $\rho$  count (0.487)  $>$   $\rho$ table (0.364) this shows that  $H_a$  is accepted and  $H_o$  is rejected, it is stated that there is a relationship between parental attention and learning motivation students during the pandemic in class V MI Muhammadiyah Gonilan Sukoharjo in 2020/2021. This finding is supported by (Slameto, 2010) that strong motivation is necessary in learning. One of the determining factors in student learning is motivation, and one of the motivations to learn comes from parents. As is the opinion Purwanto (1997) that parents can provide good motivation to their children so that the child has the urge and desire to learn better.

Parents play an important role in children's education, because parents are the first people known to children so that they become the main place to build education for children. A



child really needs the attention of his parents, especially in student achievement. According to Haditama et al. (2018) attention is the main factor that needs attention in the level of children's education. Parental attention is something that is intentional based on full awareness, responsibility, and affection for achieving satisfactory results. The existence of supervision and attention given by parents will affect students in participating in learning activities at school (Amin et al., 2021).

According to Nugroho et al. (2020) the family environment is the beginning of the development of childhood personality begins to form. Parents who apply strict rules at home will create children who have a disciplined attitude towards children. Caring for people can be done by accompanying children while studying at home, giving directions to children, controlling children's learning activities, giving good feedback to children. Children who feel they are getting enough attention from their parents will create a high enthusiasm for learning in children, so that the learning outcomes obtained will also be maximized (Haditama et al., 2018).

## **CONCLUSION**

Based on the explanation of the results of the data analysis that has been described previously, the following conclusions can be drawn: (1) the attention of parents felt by class V MI Muhammadiyah Gonilan Sukoharjo is included in the medium category; (2) students' learning motivation during the pandemic in class V MI Muhammadiyah Gonilan Sukoharjo was included in the medium category; and (3) there is a relationship between parental attention and student learning motivation during the pandemic in class V MI Muhammadiyah Gonilan Sukoharjo in 2020/2021.

Based on the results of research that has been done regarding the relationship between parental attention and student learning motivation, it is known that there is a relationship between the two variables. From the results obtained the following suggestions can be formulated: (1) parents are expected to always pay attention to their children in learning, and ask about difficulties experienced by children in learning, and provide learning facilities because from the attention given children can be more motivated in learning ; (2) students are advised to always maintain motivation in learning because having good learning motivation will result in good learning outcomes; and (3) teachers and principals are expected to increase collaboration with parents in increasing student learning motivation because it has been proven

that student learning motivation is a major factor in the success of the learning process.

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