

## THE EFFECT OF PARENTAL PARTICIPATION ON BEHAVIOR LEARNING MOTIVATION OF GRADE IV ELEMENTARY SCHOOL STUDENTS

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**Abstract.** This research is motivated by the emergence of student attitudes that look less motivated when learning at home during the pandemic. This is because students do not get pleasant attention from parents. This study is used to answer the main problem, namely whether there is an effect of parental participation on students' learning motivation. and how big is the influence of parental participation on students' learning motivation? The type of research used is a quantitative approach with a survey method, where the questionnaire as a research tool with data analysis is carried out by conducting interviews, questionnaires, observations, and a combination of the three.

The results showed that the consistent value of the student's learning motivation variable was 19,445. The regression coefficient of parental participation was 1.018, meaning that for every 1% addition to the value of parental participation, the value of student learning motivation increased by 1.018. Based on the t value, it is known that the t-count value is  $5.860 > t\text{-table } 2.306$  so it can be concluded that parental participation influences the learning motivation of fourth-grade elementary school students. Furthermore, the coefficient of determination (R Square) is 0.811, which means that the influence of the parental participation variable on the learning motivation of fourth-grade elementary school students is 81.1%. Therefore, parents must be able to create a conducive learning atmosphere at home. If a conducive learning atmosphere at home is created, children will be more motivated to want to learn.

*Keywords: Parental Participation, behavior Learning Motivation, Fourth Grade Students, Psychology Qualitative Approach*

### INTRODUCTION

Education plays a role in developing the potential that exists in each individual. Education can be reached from various educational paths. According to Law Number 20 of 2003 concerning the National Education System 2 Chapter VI Article 13 states that the education pathway consists of formal, non-formal, and informal education that can complement and enrich each other. The educational path is a vehicle through which students can develop their potential. Formal education is education held in schools, such as elementary schools [1].

Non-formal education is an educational path outside of formal education that can be carried out in a structured and tiered manner. This educational path is in the community. Informal education is an educational path that continues in the family in the form of being independent, aware, and responsible [2]. The three educational paths must complement each other so that the

goals of national education can be achieved because education is the responsibility of all parties. According to Hasbullah, the family is the oldest educational institution, informal, which is first

and foremost experienced by children, and educational institutions that are natural, parents are responsible for maintaining, caring for, protecting, and educating children so that they grow and develop properly. The role of parents is very important in the development of children [3]. Parents who give everything for their children's learning activities at home will be inversely proportional to parents who only give their children to school. Parents who realize the importance of education for their children will participate in the efforts of their children's education at home. To balance the development of children at school, of course, parents also optimize learning activities at home [4].

This research aims to answer the main problem, namely whether there is an effect of parental participation on students' learning motivation. and how big is the influence of parental participation on students' learning motivation? So there are several reasons why researchers make the influence of parental participation on student learning motivation need to be investigated. The main reason is that the ability of the fifth graders of SD GMIM Ranolambot has not shown satisfactory and maximum results in learning during the learning process at home during the pandemic when compared to when studying at school. Students seem less motivated to learn when. This is because few parents are directly involved in the process of learning activities at home such as providing learning facilities, learning support tools, and providing guidance and attention. Parents tend to give their children completely to school for all learning activities because parents are busy in their daily life with work and little time to accompany their children to study so that children will feel that they are not being cared for and tend to be lazy in learning. This condition will cause a learning atmosphere that is not conducive at home [5].

Parents should be able to compensate by paying attention to the development of children's learning during the pandemic by optimizing learning activities at home. This means that parents must participate fully in the education of their children. Same, said that participation is an activity carried out by a person to the selection of stimuli that come from the environment. While the attention of parents is the encouragement given to their children in the form of guidance, energy, thoughts, and feelings that are done consciously [6]. Attention given by parents will encourage children to be more active in learning. For the attention given to being received optimally, good communication between parents and children is needed. Parents who have good communication with their children will find it easier to foster their children's educational development. Provision of time for children is also needed in fostering children's education. Parents who have more time to accompany their children in learning will have a positive impact on the process of children's learning activities at home. However, parents whose daily lives are busy with work and little time to accompany their children to study, children will feel that they are not being cared for and tend to be lazy in learning. This condition will cause a learning atmosphere that is not conducive at home. If students get pleasant stimulation from their environment, there will be various high-level touches on students that make them more active and creative mentally and physically [7]. The comfort that is obtained when laughing will allow the emotional or memory brain to store information.

According to Basrowi in Siti Irene, the form of parental participation can be in the form of physical participation and non-physical participation. Physical participation in the form of providing adequate learning facilities at home. Learning facilities play a role in facilitating and expediting the process of learning activities at home. Learning facilities can be in the form of providing learning support books, proper study tables and chairs, and various other physical forms. With adequate learning facilities, it is hoped that students will feel comfortable studying and these students will be more motivated in learning. Non-physical participation given by parents can be in the form of parental attention [4].

Parents must be able to create a conducive learning atmosphere at home. To create a conducive atmosphere, it is necessary to create a calm and peaceful home atmosphere. If a conducive learning atmosphere at home is created, children will be more motivated to want to learn. Omar Hamalik, suggests that motivation is a change in energy in a person (personal) which is characterized by the emergence of feelings and reactions to achieve goals. This motivation will encourage someone to carry out activities so that their goals or desires are achieved. Children who already have the motivation to learn will certainly be more active in learning while children who do not have the motivation to learn are the ones who experience learning disorders [1].

One of the motivations for learning is influenced by parental participation. Parents who provide optimal participation in learning activities, it is hoped that the child will feel comfortable learning and the child will be more motivated in learning. Meanwhile, children who do not get the support and attention of their parents in learning will experience obstacles in doing the task because they do not have the motivation to complete the tasks given by the teacher.

From this description, it can be concluded that parental participation is very influential on children's learning motivation. Researchers assume that parental participation influences students' learning motivation.

### **RESEARCH METHODS3**

The type of research used is a quantitative approach with a survey method that aims to provide a quick and precise description of the effect of parental participation on student learning motivation. Data was collected using interviews (interviews), questionnaires (questionnaires), observations (observations), and a combination of the three. The instrument used is a questionnaire containing closed statements. so that the respondents' alternative answers have been provided by the researcher. The questionnaire that will be used in data collection consists of two questionnaires, namely the parental participation questionnaire and the learning motivation questionnaire for fifth-grade elementary school students. The statistical analysis was carried out on a computer through the SPSS program. The criteria for testing the hypothesis are the alternative hypothesis ( $H_a$ ) if there is a positive effect and the null hypothesis ( $H_0$ ) if there is no positive effect [8].

The research location is at SD GMIM Ranolambot which is located in Jaga 2, Ranolambot Village, West Kawangkoan District, Minahasa Regency, with 30 students as respondents. The hypothesis in this study was tested using simple regression analysis. Decision-making in the simple regression test refers to two things, namely: if the significance value is  $<0.05$ , it means that the

parental participation variable affects the learning motivation variable. On the other hand, if the significance value is  $> 0.05$ , it means that parental participation does not affect the learning motivation variable.

**RESEARCH RESULT**

The calculation of the hypothesis test with the help of SPSS 20 can be described in the tables below::

**Table 1. Model Summary**

Model	R	R Square	Adjusted R Square	Std. An error in the Estimate
1	.942 <sup>a</sup>	.887	.883	1.81870

a. Predictors: (Constant), Parental Participation

Table 1. above explains the magnitude of the relationship value (R) of 0.942. From the output, the coefficient of determination (R Square) is 0.883, which means that the influence of the parental participation variable on the learning motivation of fifth-grade elementary school students is 88.3%.

**Tabel 2. Anova**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	726.852	1	726.852	219.747	.000 <sup>b</sup>
	Residual	92.615	28	3.308		
	Total	819.467	29			

a. Dependent Variable: Student Learning Motivation

b. Predictors: (Constant), Parental Participation

From table 2. above it is known that the Fount value is 219.747 with a significance level of 0.000, meaning that the significance level is  $0.000 < 0.05$ , then the regression model can be used to predict the learning motivation variable in other words there is an influence of the parental participation variable on the learning motivation variable. 5th-grade elementary school students.

**Table 3. Coefficients**

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	
	B	Std. Error	Beta			
1	(Constant)	9.765	4.019		2.430	.022
	Partisipasi Orang Tua	.829	.056	.942	14.824	.000

a. Dependent Variable: Student's motivation to study

Based on table 3 above, it is known that the value of constant (a) is 9.765, while the value of parental participation (b/regression coefficient) is 0.829 so the regression can be written:

$$Y = a + bX$$

$$Y = 19.445 + 1.018X$$

The equation can be interpreted that the constant of 9.765 means that the consistent value of the learning motivation variable for fifth-grade elementary school students is 9.765. The X regression coefficient of 0.829 states that for every 1% addition to the value of parental participation, the value of learning motivation for fifth-grade elementary school students increases by 0.829. The regression coefficient is positive, so it can be said that the direction of the influence of the parental participation variable (X) on the learning motivation variable for fifth-grade elementary school students is positive.

Therefore, based on the significant value of the coefficients table, it is obtained a significance value of  $0.000 < 0.05$ , it can be concluded that parental participation (X) affects the learning motivation of elementary school students. Furthermore, based on the t value, it is known that the t-count value is  $14,824 > t\text{-table } 2,048$  so it can be concluded that parental participation (variable X) influences the learning motivation of fifth-grade elementary school students (variable Y).

## DISCUSSION

This study illustrates that parental participation includes physical participation and non-physical participation. Physical participation is in the form of providing learning facilities, providing learning aids at home, while non-physical participation is in the form of providing guidance and direction to children and providing learning motivation for children. While the motivation to learn in this study was obtained based on indicators of the desire to learn, the emergence of perseverance in doing assignments, children prefer to work alone, children like to find and solve problems and children are tenacious in dealing with problems.

The results of the study illustrate that the consistent value of the learning motivation variable for fifth-grade elementary school students is 9.765. The X regression coefficient of 0.829 states that for every 1% addition to the value of parental participation, the value of learning motivation for fifth-grade elementary school students increases by 0.829. The regression coefficient is positive, so it can be said that the direction of the influence of the parental participation variable (X) on the learning motivation variable for fifth-grade elementary school students is positive. Therefore, based on the significant value of the coefficients table obtained a significance value of  $0.000 < 0.05$ , so it can be concluded that parental participation (X) affects the learning motivation of fifth-grade elementary school students. Furthermore, based on the t value, it is known that the t-count value is  $14,824 > t\text{-table } 2,048$  with a contribution of R 0,883 or 88.3%, which means that parental participation has an 88.3% effect on student learning motivation.

Based on the results of the study, it can be said that there is a significant influence between parental participation on the learning motivation of fifth-grade students at SD GMIM Ranolambot,

with parental participation giving an effect of 88.33% on students' learning motivation and 11.67% are other factors that have an influence on student learning motivation such as the role of the teacher, the environment, and so on.

The results of this study are per the opinion of Siti Irene, who explained that parental participation in education has a positive influence on increasing students' learning motivation. Therefore, this study provides a new perspective for parents, where parents must be fully involved in the education process of their children both at home and at school so that it can affect the child's learning motivation. Parents are expected to always actively participate in accompanying their children while studying and this will provide encouragement and motivation for their children to be more active in learning. High learning motivation can be seen in the persistence to achieve success even though it is blocked by various obstacles. High learning motivation can activate student learning activities [4].

## CONCLUSION

Based on the results of the research and discussion, it can be concluded that there is a significant influence between parental participation on the learning motivation of fifth graders at SD GMIM Ranolambot. Based on the t value, it is known that the t-count value is  $14,824 > t\text{-table } 2,048$  with a contribution of R 0,883 or 88,3%, which means that the participation of parents has an effect of 88,3% on students' learning motivation.

Parents' participation is expected to be further enhanced in the process of children's education both at home and outside the home to increase children's learning motivation and can explore children's abilities in learning.

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