



The Influence of Learning Assistance and Parents' Educational Background on Children's Learning Motivation

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ABSTRAK

Peran orang tua sangat mempengaruhi motivasi dan prestasi belajar anak untuk dapat menciptakan motivasi belajar anak. Salah satu cara yang dapat dilakukan orang tua adalah dengan mendampingi anaknya dan menyiapkan sarana penunjang kegiatan belajar di rumah. Penelitian ini bertujuan untuk menganalisis pengaruh keberadaan bantuan belajar dan latar belakang pendidikan orang tua terhadap motivasi belajar anak. Dalam penelitian ini, metode yang digunakan adalah deskriptif kuantitatif dengan desain survey. Subjek penelitian adalah siswa kelas IV – VI dengan jumlah responden 30 siswa. Instrumen yang digunakan dalam penelitian ini adalah kuesioner. Langkah-langkah yang dilakukan dalam penelitian ini terdiri dari beberapa tahapan seperti pembuatan kuesioner, penyebaran kuesioner, dan pengolahan data dengan uji prasyarat dan pengujian hipotesis menggunakan aplikasi SPSS. Analisis data yang digunakan dalam penelitian ini adalah uji prasyarat dengan uji validitas, reliabilitas, normalitas, dan linieritas. Dari analisis data penelitian ini diperoleh hasil uji validitas semua soal yang valid dan reliabel, yaitu uji normalitas dengan nilai sig. 0,200, merupakan uji linieritas dengan nilai sig. 0,166 antara X1 dan Y dan 0,720 antara X2 dan Y, dan pengujian hipotesis menggunakan uji-t dengan nilai sig. 0,000, uji f dengan nilai sig. 0,000 yang berarti hipotesis diterima dan penentuan defisiensi adalah 58,2%. Kemudian ada pengaruh pendampingan dan latar belakang pendidikan orang tua terhadap motivasi belajar.

ABSTRACT

The role of parents greatly affects the motivation and learning achievement of children to be able to create children's learning motivation. One way that parents can do is to accompany their children and prepare supporting facilities for learning activities at home. This study aims to analyse the impact of the existence of learning assistance and the educational background of parents on children's learning motivation. In this research, the method used is descriptive quantitative with survey design. The research subjects were students in grades IV – VI, with a total of 30 students as respondents. The instrument that used in this study is questionnaire. The steps taken in this study consisted of several stages such as making questionnaires, distributing questionnaires, and processing data with prerequisite tests and hypothesis testing using the SPSS application. The data analysis used for this research is a prerequisite test with validity, reliability, normality, and linearity tests. From the data analysis of this study, the result of the validity test of all valid and reliable questions were obtained, the normality test with a value sig. 0.200, a linearity test with a value of sig. 0.166 between X1 and Y and 0.720 between X2 and Y, and hypothesis testing using the t-test with a value of sig. 0.000, f-test with a value of sig. 0.000, which means the hypothesis is accepted and the determination of deficiency is 58.2%. Then there is the influence of mentoring and parents' educational background on learning motivation.

1. INTRODUCTION

Education is an activity that is practiced from an early age, beginning with children and continuing throughout adolescents and adults. Education is also a learning activity that aims to acquire information, knowledge, skills, and social values that have been passed down from generation to generation through teaching or training activities. Fundamentally, education is a system for enhancing the quality of human life in every aspect (Fitri, 2021; Majidah S., 2019). Education is a developmental process that occurs through learning activities; these learning activities result in the growth of a person's knowledge. In the meantime, Education is the process of developing skills in the form of attitudes and behaviours that exist in society (Rochman et al., 2017; Zulfitria, 2018). Moreover education is not only for gaining inspiration, skills, abilities, and one's needs to accomplish a life that continues to develop, but also for the future and a life that is undergoing a process of development. In addition, according to previous study education is a lasting change in an individual's habits, behaviour, beliefs, and attitudes that is the

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result of the environment (Zubaedi et al., 2021). In general, education is the transmission of knowledge from one generation to the next, under the direct or indirect supervision of an educator.

Education can also be obtained from the closest surroundings, that is family, as the family is an important factor in educating children. Family provides the initial socialization context for children, beginning in infancy and continuing throughout adulthood. The importance of the family environment to a child's education lies in the fact that it allows her/him to regain her/his inner spirit prior to engaging in the learning process at school (Istiana et al., 2018; Magomedkhan & Sadovoy, 2021). If the parents are close to their children, they will naturally be aware of any potential challenges the child may encounter. In this manner, parents will find it simple to comprehend the difficulties encountered by children when accompanying them to study at home (Ainun et al., 2021; Karima & Kurniawati, 2020). In the learning process, all parties, including teachers, students, and parents, are required to participate actively and creatively. Many parents continue to believe that the school bears greater responsibility for their children's education. Essentially, parents have full responsibility for their children's education in the family setting, which they can fulfil by aiding their children's learning at home (Alfiansyah, 2019; Ramdan & Fauziah, 2019). Learning assistance is a technique in which parents provide assistance to their children during the learning process, with the purpose of overcoming learning difficulties, providing facilities and infrastructure, supervising, and comprehending children's learning difficulties (Ferreira et al., 2018; Sandra & Kurniawati, 2020). Parental involvement also plays a role in building children's social, emotional, and academic growth, as well as affecting children's motivation to learn. Parental mentoring activities at home can boost children's learning excitement and motivation; with increased drive, the child will be able to work even harder to achieve a goal (Ambaryanti, 2013; Budiarti & Sugito, 2018). In this circumstance, for instance, if the child has homework, the role of the parents is not only to give facilities and pocket money, but also to assist and instruct the child in completing homework. The support that parents can provide to their children during learning assistance can be in the form of an explanation pertaining to the subject matter being studied by the children (Cheung et al., 2020; Solekhah, 2020). In addition, learning assistance can deepen the bond between parents and children, thus fostering enthusiasm and motivation for children's academic achievement.

The environment with the greatest impact on children's growth and development is their family and parents' educational background. According to previous study children first receive influence in the family environment, making the family the most informal and natural educational institution (Rindawan et al., 2020; Supandi, 2019). In this family, children receive developmental advice from their parents. Parents have a significant impact on the level of success of their children. The degree of education of parents has a significant impact on children's motivation and learning outcomes. It is in line with what was conveyed by previous study who believes that the closest environment to children is their family and that the educational background of mothers and fathers has a significant impact on the growth and development of children (Cholifah et al., 2016). Parents' education level is a significant determinant since it produces favourable outcomes for the individual, the family, and the community. The educational background of parents correlates positively with their parenting style, whereas the parenting style itself correlates with the child's growth and development (Akhter et al., 2020; Anjani et al., 2019; Kuppens & Ceulemans, 2019). This suggests that the higher the level of education of parents, the more effective their implementation of parenting styles, resulting in enhanced child development, and vice versa. Therefore, it hinders the growth of children compared to those whose parents have a greater level of education. Children's desire and enthusiasm for learning are also affected by their parents' educational attainment.

In general, motivation can be defined as an impulse that prompts someone to act. In another sense, motivation can be assumed as the difference between being able and willing to do something (Nguyen & Habók, 2021; Supriadi, 2017). Motivation is essentially an internal and external force that can motivate a person to attain their specified goals. According to previous study state that motivation is a psychological process that can be utilized to characterize a person's conduct (Jauhary, 2019). Meanwhile, according to other study, motivation is the driving force that causes behaviour change in a certain direction, in other words, behaviour that has been designed by someone (Octavia, 2020). Obtaining this objective necessitates the interaction of multiple elements. In this situation, the example is the environment around the child, one of which is the parents. Parents can motivate children by learning alongside them or by rewarding their accomplishments with rewards. Thus, the children's motivation will develop and their potential will increase, allowing them to attain more success. In general, students with exceptional potential are highly motivated, especially in terms of intelligence, and do not struggle with studying because they have exceptional potential (Amir, 2018; Oh et al., 2019).

To be able to achieve learning objectives, a youngster must possess an internal force or motivation. In learning activities, motivation is obviously needed. Learning motivation is an important thing that needs to be possessed by children (Colliver, 2018; Wildová & Kropáčková, 2015). Those that are

highly motivated to participate in the learning process will produce ideal learning activities. This can be evident in the excitement with which youngsters engage in learning activities. Motivation is a desire that compels an individual to act in order to reach a goal. Moreover, motivation itself is a driving force that can turn into active (Damanik, 2019; Vastyanov et al., 2021). Previous study also stated that motivation is a psychological urge to carry out an action. Learning motivation is closely related to children's accomplishments, which can be defined as internal or external pressure to behave in order to achieve success (Badaruddin, 2015). With high learning motivation, students will be more enthusiastic about learning, allowing them to achieve better results. In order to foster children's learning motivation, parents and teachers must also provide a conducive learning environment in which the child's intrinsic motivation and excitement for learning can flourish. If the atmosphere and learning environment are not conducive to comfort, students tend to become bored and unmotivated to learn. As conveyed by previous study learning motivation can be developed not only through words, but also through an innovative learning process, which can motivate students to learn (Amalia & Setiyani, 2014). In addition to assisting their children, parents can also arrange learning-encouraging facilities for them.

Based on the description above, motivation is a crucial factor in learning activities; hence, researchers are interested in investigating learning assistance and the educational background of parents at SD Negeri 1 Camden. Therefore, in order to determine the extent to which learning assistance and parents' educational background influence learning motivation, researchers are interested in undertaking this study. The aim of this study is to analyse the impact of the existence of learning assistance and the educational background of parents on children's learning motivation.

2. METHOD

The present research is a quantitative study by survey design. Survey design is a type of research with the aim of obtaining information regarding variables from a group of objects or populations. The surveys are divided into two types, the first is census (entire) and the second is sample (partial) (Leiber, 2019; Sari et al., 2022). This study used a sampling technique that utilizes only a subset of the population. This study was carried out in SD Negeri 1 Camden. The research subjects were students in grades IV – VI, with a total of 30 students as respondents. The hypotheses of this study are H_a ; there is a simultaneous correlation between learning assistance and parents' educational background on learning motivation and H_o ; there is no simultaneous correlation between learning assistance and parents' educational background on learning motivation. The steps taken in this study consisted of several stages such as making questionnaires, distributing questionnaires, and processing data with prerequisite tests and hypothesis testing using the SPSS application.

In order to gather the required data for this research, a questionnaire was utilized as a source of information. The survey method was employed to gather data from a number of sources (Fauzyah et al., 2020). This questionnaire instrument contains questions regarding the variables under study using a Likert scale with a score range of four. Respondents were instructed to select one response from several options. The data analysis used for this research is a prerequisite test with validity, reliability, normality, and linearity tests. In addition, this study employs hypothesis testing with multiple regression analysis utilizing t, F, and coefficients of determination tests; all tests in this study were conducted utilizing the IBM SPSS 23 application.

3. RESULT AND DISCUSSION

Result

Based on the findings of this study, students whose parents have a higher level of education tend to demonstrate greater desire and excitement for learning. According to the data collected, students with parents whose highest level of education is a Senior High School have a high motivation of 30%; then, students whose parents' highest level of education is a Junior High School have a high motivation of 23.3%, while 10% for those whose parents' highest level of education is an Elementary School. The chart appears as show in Figure 1.

Based on Figure 1 show students whose parents' last level of education was Senior High School dominated the category of high motivation, in comparison to students whose parents' last level of education was Junior High School or Elementary Education. Thus, it can be concluded that the level of education of parents has an influence on the learning motivation of students. If parents have a history of higher education, they tend to have high expectations for their children's learning achievements in the future. As a result, parents will employ a variety of strategies to encourage their children to learn so that

their future accomplishments are excellent. Before performing research at SD Negeri 1 Canden, the validity of the instrument utilized in this study was validated by several experts. The conducted validity test demonstrates that all instruments are valid and usable. Based on data analysis, show the findings of the Validity and Reliability test using Cronbach's Alpha that was conducted using IBM SPSS. 23 indicated that all items were valid, allowing the instrument to be applied to further research. For decision making on the Cronbach's Alpha reliability test, if the arithmetic value is >0.6 , while for the Pearson Product Moment validity test, if the value of $r_{\text{count}} > r_{\text{table}}$ the data being tested is deemed valid, and vice versa, if $r_{\text{count}} < r_{\text{table}}$, Base on data analysis, the r_{table} value is derived from the distribution table of the r_{table} value in list N, or the total number of correspondents that is 30 students, namely 0.361. According to the data presented above, the r_{count} value of each question item is more than 0.361. It signifies that each question item is considered valid, while the result of the reliability test is $0.921 > 0.6$, which is considered to be reliable. Therefore, the results from the questionnaires distributed with a total of 26 items and 30 respondents are deemed valid and reliable.

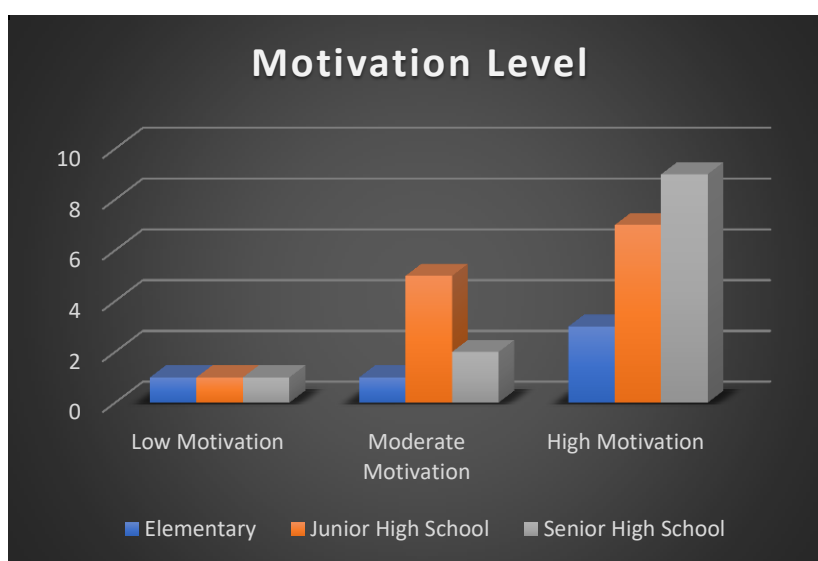


Figure 1. Diagram of Students' Motivation Level

If the significance value for testing the normality of the data with Kolmogorov Smirnov and data analysis criteria is >0.05 , it means that the values of the 3 variables being tested are normally distributed. In this normality test, the prior data were analyzed to determine the residual value utilized for assessing normality. The results of the Kolmogorov-Smirnov normality test have a significance value of $0.200 > 0.05$, indicating the residual value is normally distributed. The linearity test used in this test is the linearity test of multiple linear regression analysis. Multiple regression analysis is used to predict the condition of the dependent variable when two or more independent variables are present. The data obtained from the linearity test on the Learning Assistance variable (X1) and the Learning Motivation variable (Y) above, the significance value is $0.166 > 0.05$, thus it is stated that there is a linear correlation between learning assistance and learning motivation. On the basis of the results of the linearity test performed on the Parent's Educational Background variable (X2) and the Learning Motivation variable (Y), it is found that the significance value is $0.720 > 0.05$, thus it is stated that there is a linear correlation between parents' educational background and children's learning motivation.

The linearity test findings for each variable, it is concluded that there is a linear correlation between learning assistance and parents' educational background on children's learning motivation. A subsequent hypothesis test was undertaken utilizing multiple regression analysis, the t-test, the f-test, and the coefficient of determination. Multiple regression analysis is designed to determine if two or more independent variables have an influence on the dependent variable. Moreover, the purpose of the t-test is to determine whether the independent variable has a distinct influence on the dependent variable. The purpose of the F test is to determine whether the independent variable has an influence on the dependent variable simultaneously. Meanwhile, the purpose of the coefficient of determination is to analyse the extent of the simultaneous influence of the X variable on the Y variable. Prior to doing the t test, the F test, and the coefficient of determination, it is preferable to formulate hypotheses. In this study, three hypotheses are formulated; H1: there is an influence of learning assistance on learning motivation; H2: there is an influence of parents' educational background on learning motivation; and H3: there is an

influence of learning assistance and parents' educational background simultaneously on learning motivation, at a significance level of 95% ($\alpha = 0.05$). The result of T-test is show in [Table 1](#).

Table 1. T-Test

Statistic	t	Sig.
Learning Assistance (X1)	5.716	0.000
Parents' Educational Background (X2)	0.037	0.971

Based on [Table 1](#) show the output overview shown previously, it is obtained that H1 = the result of the sig. value of X1 over Y is $0.000 < 0.05$ and $t_{\text{count}} 5.716 > t_{\text{table}} 2.051$, therefore the H1 is accepted, indicating that X1 has an influence on Y. H2 = the result of the sig. value of X2 over Y is $0.971 > 0.05$ and $t_{\text{count}} 0.037 < t_{\text{table}} 2.051$, hence the H2 is rejected, indicating that X2 has no influence on Y. The basis for the decision of the F test is show in [Table 2](#).

Table 2. F-Test

Statistic	F	Sig.
Regression	18.780	0.000

Based on [Table 2](#), show output overview of the F test, it can be determined that H3 = sig. value of X1 and X2 simultaneously to Y is $0.000 < 0.05$ and $F_{\text{count}} 18.780 > F_{\text{table}} 3.34$, therefore it can be stated that the H3 is accepted, indicating X1 and X2 have a simultaneous influence on Y. Based on the data analysis, show output overview of the calculation of the coefficient of determination above, it is obtained that the value of R Square is 0.582, which means that the simultaneous influence between X1 and X2 variables on Y is 58.2%.

Discussion

On the basis of the data analysis of the learning assistance variable and the educational background of parents on the children's learning motivation, with a sample of 30 people, it is determined that the endeavours made by parents to motivate children in learning include always encouraging children prior to learning, appreciating children's learning outcomes, and occasionally awarding children with rewards for favourable performance. Based on the collected data, each question item is deemed valid and reliable. The data obtained in this study exhibit residuals with a normal distribution after normality testing with a significance level of $0.200 > 0.05$. The data obtained in this study can also be stated to have a linear correlation between the independent and dependent variables, as indicated by the results of the linearity test calculation with the sig value of 0.166 between learning assistance and learning motivation, while the sig value of 0.720 between parents' educational background and learning motivation. In addition, the conclusion of the hypothesis testing indicates that the third hypothesis is accepted, indicating that there is an influence between Learning Assistance and Parents' Educational Background simultaneously on Children's Learning Motivation, while the Coefficient of Determination in this study is 58.2%.

The results from the field, particularly SD Negeri 1 Canden, reveal that the average number of pupils whose parents had the highest level of education attended junior high school is 13, followed by senior high school with 12 students, and elementary school with 5 students. However, on average, parents are present when their children are studying at home, for example when they are completing homework or reviewing a subject that has been learned at school or has not yet been studied, therefore their children are motivated to learn. This finding agrees with what was reported by previous study that the education given by parents to their children is based on their love and affection for their children ([Supandi, 2019](#)). In essence, parents are the primary educators. Therefore, parental love should be unadulterated. It implies that educators and parents place the needs of children above their desires. As we know, every child has a different motivation, there are children whose motivation is intrinsic, in which the desire to learn is higher and unaffected by external factors ([Elvira et al., 2019](#); [Ramdan & Fauziah, 2019](#); [Sheppard et al., 2021](#)). In contrast to children whose motivation is extrinsic, their desire to learn is highly dependent on external factors, and this is often the case during the learning process. Learning activities will be accomplished if students are motivated to learn. Therefore, both teachers and parents must improve the learning motivation of children ([Hermino & Arifin, 2020](#); [Kaynar et al., 2020](#)). To get optimal learning outcomes, teachers must actively promote children's learning motivation. Not only teachers, but parents also need to do it, the strategy that can be done is to accompany their children while studying at home, to provide learning facilities so that children feel comfortable while studying, and to sometimes give children

rewards of appreciation so that children will be excited and motivated to learn. This is in line with previous study that state motivation and learning are intertwined (Yuliawan, 2016). Learning is a stable modification of behaviour that results from practice or reinforcement depending on the accomplishment of a goal. Intrinsic factors are in the form of ambition and willingness to succeed, and the urge to learn, as well as dreams can trigger motivation. The extrinsic factors are appreciation, a supportive learning atmosphere, and fun learning activities. In essence, learning motivation is a combination of internal and external forces exerted on a person attempting to alter his or her behavior, and is often supported by a number of factors.

Based on previous research conducted the findings of the study concluded that the level of parents' education has a positive influence on children's learning motivation at SMA Negeri 1 Bangsal besides that the level of parents' education is also very diverse, students' learning motivation in learning activities arise from within and outside themselves and there is a significant positive correlation between learning motivation and the level of education of parents (Pramaswari, 2018). This positive and statistically significant influence is demonstrated by the coefficient of determination of 0.555, which indicates that 55.5% of parents' education level variable has an influence on students' learning motivation. Furthermore other research reveals, based on the results of the study, that there is a significant influence on the contribution of parents to the motivation and obedience of elementary school students' learning during a pandemic (Lumbantobing & Purnasari, 2021). It can be seen from the role of parents who are required to boost motivation and discipline in learning, particularly during the elementary school period.

In addition, according to previous study conducted it is concluded that 1) The involvement of parents in online learning during this pandemic is deemed less applicable, but it does not imply that online learning is ineffective since, in online learning, the students' works tend to be done by parents. 2) It is still believed that online learning may increase the quality of education as effectively as school-based education. 3) Parents provide motivation during online learning as a result of the government's demand regarding COVID-19, which has also prompted many parents to assist their children while they study. 4) Parents believe that online learning may enrich their ties with their children, and children are seen to be capable of engaging in effective learning at home (Lestari & Zifa, 2021). With parents serving as advisors, motivators, and companions for their children's online learning. Moreover previous studies have undertaken a comparable study. By examining parenting styles that were correlated with growth, this study found that the position of parents on children's learning motivation at home produced favourable results (Septiani et al., 2021). In this example, the parents practice democratic parenting. This sort of parenting can nurture in children a desire to study as well as a disciplined approach to education and worship.

Generally, research on the Influence of Learning Assistance and Parents' Educational Background on Children's Learning Motivation has been conducted by some other scholars. However, on average, these studies only examine two variables, such as the Influence of Learning Assistance on Children's Learning Motivation or the Influence of Parents' Educational Background on Children's Learning Motivation. This study focuses on children's learning motivation which does not only focus on learning motivation, but the influence given by learning assistance and parents' educational background on children's learning motivation. The implication of this study is expected to serve as a reference for parents and teachers in fostering children's learning motivation. According to the findings derived from the aforementioned data, this research is essentially proceeding well. However, it is not propriety if the researchers wanted to include a few recommendations that are anticipated to be beneficial for future research. The suggestions given are; future studies should be able to further investigate the factors that can motivate children to learn. Also in the data collecting procedure, it is preferable to employ a method that might be more effective in acquiring the required data.

4. CONCLUSION

On the basis of research on the influence of learning assistance and parents' educational background on children's learning motivation, it can be concluded that learning assistance has a positive influence on children's learning motivation. This is evidenced by the fact that $t_{count} 5.716 > t_{table} 2.051$, hence it can be inferred that H1 is accepted, indicating that Learning Assistance has an influence on Children's Learning Motivation. In the meantime, based on the results of the F test, it is found that the value of $F_{count} 18.780 > F_{table} 3.34$, therefore H3 is accepted, indicating that X1 and X2 have a simultaneous influence on Y. The influence given by the variable of learning assistance and the educational background of parents on children's learning motivation is equal to 58.2%, and the remaining 41.8% demonstrates other factors can affect children's learning motivation. It can be seen from the R Square Coefficient of

Determination value of 0.582. Thus, it can be concluded that there is a positive correlation between learning assistance and parents' educational background on children's learning motivation.

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