

Motivation and Parental Supervision Improve Indonesian Language Learning Outcomes

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ABSTRAK

Proses belajar yang dilakukan siswa masih rendah. Hal ini disebabkan karena siswa kurang termotivasi dalam belajar. Tujuan penelitian ini yaitu menganalisis motivasi dan pengawasan orangtua pada hasil belajar Bahasa Indonesia. Jenis penelitian ini yaitu penelitian kuantitatif. Subjek pada penelitian ini adalah siswa kelas IV yang berjumlah 30 orang. Metode yang digunakan dalam mengumpulkan data yaitu wawancara, kuesioner, observasi, dan dokumentasi. Instrumen yang digunakan dalam mengumpulkan data yaitu kuesioner. Teknik yang digunakan untuk menganalisis data yaitu deskriptif kualitatif- kuantitatif. Hasil uji t menunjukkan bahwa terdapat pengaruh positif secara parsial variabel pengawasan orang tua terhadap variabel hasil belajar. Berdasarkan hasil uji besar pengaruh secara bersama-sama motivasi belajar dan pengawasan orang tua terhadap hasil belajar. Hasil uji regresi Ganda menunjukkan terdapat pengaruh yang signifikan variabel motivasi belajar dan variabel pengawasan orang tua terhadap variabel hasil belajar Bahasa Indonesia. Disimpulkan bahwa motivasi belajar dan pengawasan orang tua dapat meningkatkan hasil belajar Bahasa Indonesia pada siswa kelas IV sekolah dasar. Implikasi penelitian ini yaitu meningkatkan motivasi dan pengawasan orang tua pada anak berdampak pada hasil belajar anak yang meningkat terutama pada pelajaran Bahasa Indonesia.

ABSTRACT

The learning process carried out by students is still low. This is because students are less motivated in learning. The purpose of this study is to analyze parental motivation and supervision on Indonesian language learning outcomes. This type of research is quantitative research. The subjects in this study were 30 grade IV students. The methods used in collecting data are interviews, questionnaires, observation, and documentation. The instrument used in collecting data is a questionnaire. The technique used to analyze the data is descriptive qualitative-quantitative. The results of the t test show that there is a partial positive influence of parental supervision variables on learning outcome variables. Based on the results of the large test of influence together on learning motivation and parental supervision on learning outcomes. The results of the multiple regression test showed that there was a significant influence on learning motivation and parental control variables on the Indonesian language learning outcomes. It was concluded that learning motivation and parental supervision can improve learning outcomes in Indonesian for fourth grade elementary school students. The implication of this research is that increasing motivation and parental supervision of children has an impact on increasing children's learning outcomes, especially in Indonesian language lessons.

1. INTRODUCTION

In the era of globalization, competition in the education sector is increasing. One way to achieve this is by improving the quality of education, which is emphasized through the quality of human resources (Cahyani et al., 2021; Hadi et al., 2022). To achieve the listed educational goals, each generation's education must remain a priority and become the basis for continuing to improve and develop its potential (Budiaman et al., 2021; Supriyatno et al., 2020). Learning is a programmed activity in instructional design to make students learn actively which emphasizes the provision of learning resources (Supriyadi & Wijayati, 2020; Wahyuningsih et al., 2021). Education can be formulated from a normative or technical point of view. From a normative point of view, education must maintain principles such as norms of life, individual and societal perspectives, as well as morality and decency. The technical

formulation of education has a purpose and takes place in such a way, while the actualization of education is an event that has norms. In this case, education is technically defined as a learning process (Diyantari et al., 2020; Saputri et al., 2016). Achievement of an education is determined by the learning process carried out by the individual who follows it. Learning can change behavior due to changes in students' knowledge, intelligence, skills, or attitudes. In learning activities, students are the benchmark in learning. Learning activities, students are one of the benchmarks for learning (Nuryasana & Desiningrum, 2020; Sukaesih et al., 2017). Students are one component that occupies a central position in the teaching and learning process. This shows that students must be the main focus in the learning process (Mitra & Purnawarman, 2019; Rohmah et al., 2021). As a result, matters related to the teaching and learning process, such as learning components, will be greatly influenced by students' abilities and characteristics.

Currently learning activities are carried out offline. Offline learning is expected to provide experiences in more meaningful learning activities (Pratama & Mulyati, 2020; Warsito et al., 2022). Therefore, it is hoped that students can return to face-to-face learning activities as usual. Apart from that, parents are expected to help their children prepare to take part in face-to-face learning. Online learning activities during the pandemic that hit some time ago caused different variations of problems (Albab, 2020; Fikri et al., 2021; Hutauruk & Sidabutar, 2020). Among the problems faced are students' lack of motivation to learn, students' lack of interest in lessons, and poor learning achievement. Students feel the learning process becomes less meaningful (Primasari & Zulela, 2019; Rachmat & Krisnadi, 2020). In situations like this, many students are unhappy and don't seem enthusiastic about learning. Based on initial observations made, the learning process carried out by students was still low, but uniqueness was found in the learning process when answering a quiz on one of the Indonesian language subject materials in class IV at SDN 1 Pulukan, students who were able to answer were given additional points and prizes as a form of appreciation for learning. This makes students motivated to learn by seeing fast responses and the learning process becomes more active. From the results of these initial observations, it was found that there were motivation factors (both from within the student and from outside the student) towards learning Indonesian and the role of parents as the people closest to the student, so that these two factors influenced the student's learning process and outcomes.

In this case, strong motivation is needed that must be given to students, so that they are able to minimize student problems and strive for maximum learning achievement to achieve the expected goals (Fatmawati et al., 2021; Hasfira & Marelda, 2021). Changes in a person that are characterized by feelings or sensations that arise and are preceded by a response to a goal are known as motivation (Hasfira & Marelda, 2021; Yektyastuti & Ikhsan, 2016). There are three important components, first, motivation is a source of energy change in each person. Second, motivation is characterized by the emergence of feelings or sensations in someone. Third, motivation will be stimulated because of a goal. Learning and motivation influence each other. Motivation is non-intellectual in nature which influences students' psychology by increasing passion, satisfaction and enthusiasm to achieve learning goals in the form of achievements or results (Joon Woei et al., 2021; Shofa & Surjono, 2018). With the right motivation, learning outcomes will be better. One of the factors that also influences children's learning success is related to parents, namely parental supervision in their children's education.

Parents have a big responsibility for their children's physical and mental growth; However, the most important responsibility of parents is to educate (Komala, 2017; Silitonga, 2019). Parents have a very important role in accompanying children's growth and development, and their parenting style can be seen from this task. Children are a gift and trust given by God to parents, children must be looked after and cared for as best as possible and in the best way. If children are taught to behave well, they will grow up to be good people. On the other hand, if children are accustomed to growing up with a bad attitude, they will act indifferent towards themselves and others (Dewi et al., 2020; Wijayanti & Fauziah, 2020). Parent-child relationships have an important role in the formation or instillation of values (Alamiyah et al., 2021; Rosalina et al., 2010).

Parents are the first teachers for their children, while the relationship between teachers and students is the same as that of parents and their children. Apart from playing an important role, parents are also expected to provide learning motivation to their children at home and also provide adequate and directed guidance so that they become role models to develop their children's potential optimally. Previous research findings revealed that students were not motivated to learn due to a lack of external support or boring learning activities (Moll-Khosrawi et al., 2021; Yusuf, 2020). Other research also reveals that motivation contains a desire that activates, moves, channels and directs the attitudes and behavior of learning individuals, so the role of the teacher is very important (Leni et al., 2021; Sari et al., 2018). Intrinsic motivation is driven by the goals of the activities carried out and comes from within a person, without external stimulation. However, extrinsic motivation has greater results in changing a person. This is caused by influence or stimulation from outside. If there is external motivation, a person will be driven

to do something, even if they are not very enthusiastic about what they are doing. There are no studies regarding motivation and parental supervision to improve Indonesian language learning outcomes. The aim of this research is to analyze parental motivation and supervision on Indonesian language learning outcomes.

2. METHOD

This type of research is quantitative research. The research was carried out at SDN 1 Pulukan, which is located in Pekutatan District, Jembrana Regency, Bali. The subjects in this research were 30 class IV students at SDN 1 Pulukan. The methods used to collect data are interviews, questionnaires, observation and documentation. The observation method is used to observe student learning motivation. The interview method is used to dig up more information through predetermined questions. Questionnaire method: Questionnaires were given regarding motivation and supervision to all class IV students at SDN 1 Pulukan to obtain accurate and relevant data and the validity of the research data could be accounted for. The documentation method is used to record the results of interviews, recordings or photographs in the research field so that research data related to the impact and supervision of parents at SDN 1 Pulukan is more accurate. The instrument used to collect data was a questionnaire. The questionnaire grid is presented in [Table 1](#) and [Table 2](#).

Table 1. Research Instrument Observation guidelines regarding motivation to learn Indonesian

No	Statement	Description
1	Students have motivation in learning Indonesian.	
2	Teacher teaching system in class.	
3	Students listen/pay attention to the teacher's explanation.	
4	Learning media used by teachers.	
5	Students are interested in doing the assignments given by the teacher.	
6	The teacher explains the material gradually and in detail	
7	The teacher explains the material gradually and in detail	

Table 2. Research Instrument Interview guide for students

No	Statement	Answer
1	Why are students interested in learning Indonesian?	
2	Who motivates students to learn?	
3	Is it better to study online or offline?	
4	What difficulties do you face during the online system learning process?	
5	How to deal with these difficulties?	
6	Do parents always provide supervision regarding education?	
7	What are the forms of supervision?	
8	How were you at home before and during the pandemic?	
9	What is your parenting style at home?	
10	What consequences do students get when they don't do the assigned work?	

The technique used to analyze data is descriptive qualitative-quantitative. Qualitative-quantitative descriptive analysis is a data analysis technique that is obtained through an interpretation of statistical data obtained in the form of numbers and then explained in words. Data taken in this technical research used observation methods, interview methods, documentation methods, and questionnaire methods. In this research, SPSS 26 was used to help calculate the linearity test. Normality test using Kolmogorov-Smirnov. The steps for testing multicollinearity using SPSS 26 are Analyze-Regression-Linear. Test the hypothesis using the t-test.

3. RESULT AND DISCUSSION

Result

The research carried out took place at SDN 1 Pulukan. Observations and interviews were carried out with 26 representatives of student parents which enabled each family to have different supervision patterns. First, parents with an income of IDR 500,000.00 – IDR 1,000,000.00. The pattern of supervision implemented by Mr. PW is authoritative parenting, namely a form of parental supervision that is firm and warm. The supervision pattern applied by Mrs. CP is autotirative parenting, which is a form of firm and warm parental supervision. The supervision pattern implemented by Mr. NK is indulgent parenting, in which the form of supervision gives complete freedom to his children. The supervision pattern implemented by Mr. A is autohoritarian parenting by prioritizing discipline and firmness in supervising his children. The pattern of supervision implemented by Mr O is neglectful parenting. The pattern of supervision that Mr. KM applies is indulgent parenting, which is a form of parental supervision that gives complete freedom to the child. The pattern of supervision implemented by Mr. NY is innocent parenting. Second, parents with income \geq IDR 1,000,000.00. The supervision pattern implemented by Mr. GP is autohoritarian parenting by prioritizing discipline and firmness in supervising his children. The supervision pattern implemented by Mr. KY is neglectful parenting because he works more in the office. The pattern of supervision that Mr. P applies is autotirative parenting, which is a form of parental supervision that is firm and warm. The pattern of supervision implemented by Mr. R is neglectful parenting. The pattern of supervision implemented by Mr. DW is autotirative parenting, which is a form of parental supervision that is firm and warm. The supervision pattern implemented by Mr. AC is autohoritarian parenting by prioritizing discipline and firmness in supervising his children. The pattern of supervision applied by Mr. IH is autotirative parenting. Mrs. RN's supervision pattern is indulgent parenting whose form of supervision gives complete freedom to the child. The supervision pattern implemented by Mr. H is autohoritarian parenting by prioritizing discipline and firmness in supervising his children. Mr B's supervision pattern is indulgent parenting in which the form of supervision gives complete freedom to the child. Mr. PB's supervision pattern is indulgent parenting in which the form of supervision gives complete freedom to the child.

Third, parents with income \geq IDR 5,000,000.00. The pattern of supervision applied by Mr. NR is autohoritarian parenting by applying high levels of discipline to children and having ambitions for children's achievements. Mr. E's supervision pattern is indulgent parenting in which the form of supervision gives complete freedom to the child. The pattern of supervision applied by Mr. BG is autotirative parenting, which is a form of parental supervision that is firm and warm. The pattern of supervision implemented by Mr. DP is autotirative parenting, which is a form of parental supervision that is firm and warm. The supervision pattern implemented by Mrs. R is innocent parenting which gives freedom to her child. The results of data analysis are as follows. First, the influence of motivation on Indonesian language learning outcomes, it was found that the average learning outcome score (Y) was 83.07, the average learning motivation and parental supervision scores were 20.33 and 21.23 respectively which were obtained through distribution of a questionnaire, namely 25 statements which have been distributed to 30 students. Mean (average): the average value of all data is 20.33. Median: the middle value of all data is 20.50. Mode: the value that appears most frequently in the data is 21. The minimum is 17 and the maximum is 25. Second, the influence of parental supervision on Indonesian language learning outcomes. The middle value of all data is 22.00. The average value of all data is 21.33. The value that appears most frequently in the data is 22. The smallest value in the data is 19 and the largest is 24. Third, the influence of parental motivation and supervision on Indonesian language learning outcomes. The average value of all data is 83.07. The mean value of all data, in this case is 83.00. The value that appears most frequently in the data, in this case is 83. The smallest value in the data is 80 and the largest is 86.

The results of the linearity test using the Test of Linearith statistical technique, between variables X1 and Y and X2 and Y are 0.205 and 0.989 respectively. This shows that the relationship between variable data X1 and X2 and variable Y data as a whole is linear. The normality test results have a significance value of 0.911, so the data is normally distributed. The results of the multicollinearity test are that the tolerance value for the variable (X1) is 0.704 $>$ 0.10 and the VIF value is 1.421 $<$ 10, so that the variable (X1) does not experience symptoms of multicollinearity. The tolerance value for the variable (X2) is 0.704 $>$ 0.10 and the VIF value is 1.421 $<$ 10, according to the basis for decision making on the variable (X2), there are no symptoms of multicollinearity. The results of the hypothesis test, namely the results of the t test, show that the learning motivation variable (X1) has a sig value of 0.004 $<$ 0.05 and a positive beta. This means that there is a partial positive influence of the learning motivation variable on the Indonesian language learning outcome variable for class IV SDN 1 Pulukan. . The results of the t test show that the parental supervision variable (X2) has a sig value of 0.034 $<$ 0.05 and a positive beta. This means that there is a partial positive influence of the parental supervision variable on the Indonesian language

learning outcome variable for class IV SDN 1 Pulukan. The results of the third hypothesis test are the constant value (a) of 69.433, while the value (b/regression coefficient) of the learning motivation variable (X1) is 0.338, and the parental supervision variable (X2) is 0.318 so that the third hypothesis can be accepted. The results of the Determination Coefficient (R2) test, namely the R2 (R Square) value from the regression model, is 0.455, this means that 45.5% of the variation in learning outcome variables can be explained by variations in the learning motivation variable. The remaining 54.5% is influenced by other variables outside the research. Next, look for the magnitude of the influence of parental supervision on learning outcomes. Based on the results of the coefficient of determination test, the R2 (R Square) value of the regression model is 0.455, this means that 35.6% of the variation in learning outcome variables can be explained by variations in the parental supervision variable. The remaining 64.4% is influenced by other variables outside the research. Next, look for the joint influence of learning motivation and parental supervision on learning outcomes. The results of the Double Regression Test (F Test) obtained a Sig value of $0.000 < 0.05$, referring to the basis for decision making, so H_0 was rejected, which means that there is a significant influence of the learning motivation variable and parental supervision variable on the Indonesian language learning outcome variable in class. IV SDN 1 Pulukan.

Discussion

The results of data analysis show there is a significant influence of learning motivation variables and parental supervision variables on Indonesian language learning outcome variables for class IV SDN 1 Pulukan. This is caused by several factors, namely: First, Learning motivation can make it easier for students to learn so that it has an impact on increasing learning outcomes. Motivation functions as a driver of effort and achievement (Fadlilah, 2020; Palittin et al., 2019). The existence of strong motivation when studying will produce good results, so that diligent effort and based on motivation will give birth to someone who is successful (KMS Dewi et al., 2018; Ginting, 2016). Student learning outcomes are actually determined by intellectual and learning motivation. This indicates that children who have high intellectual intelligence, but do not have high learning motivation, will have less satisfactory student learning achievements (Febianti, 2018; Nugraheni, 2019). On the other hand, if children have high intellectual intelligence and motivation, then their learning achievements will be satisfactory. Based on this, motivation has an influence on learning achievement. Previous findings also reveal that high learning motivation can improve student learning outcomes (Adnyani et al., 2020; Irawan & Suryo, 2017).

Second, parental supervision can help students study at home well and regularly. Achievement of children's learning outcomes depends on the support of parents who value and encourage children to excel (Ningsih & Nurrahmah, 2016; Pratiwi, 2017). Parental support really helps their children's achievements, both materially and non-materially. Student learning outcomes are greatly influenced by parents' perspectives which refer to supervision (Adesita et al., 2019; Wenisa & Syuraini, 2020). A person's achievement is greatly influenced by the family relationship system. Many parents of students believe that children should get the best education possible, even more than their parents. It is very important for parents to support and supervise their children's education. This also applies to learning at home, where parents must supervise the educational process and other aspects for their children (Effendi et al., 2018; Rizqi & Sumantri, 2019). Previous findings also reveal that the role of parents is very important in children's lives (Pamungkas et al., 2021; Rumbewas et al., 2018). Third, motivation and parental supervision improve student learning outcomes. Learning motivation and parental supervision greatly influence student learning outcomes (Kurniati et al., 2020; Saibah & Wantini, 2021). There are two types of motivation, namely intrinsic (sourced from within) and extrinsic (sourced from outside). Motivation that comes from external sources is called extrinsic motivation. Parents are their children's first teachers, while the teacher-student relationship is comparable to the parent-child relationship (Lilawati, 2020; Limbong et al., 2022). Parents have an important role, they are also expected to encourage their children to study at home and provide appropriate and targeted guidance. Parents must also be good examples and role models for their children to maximize their potential (Agus, 2019; Fikriyah et al., 2020; Hisby & Kosasih, 2020). This shows that student learning achievement is positively correlated with their level of motivation. Therefore, students who wish to achieve good academic performance are advised to continue to improve and increase their drive to learn, both at home and at school. The higher the supervision of students' parents, the higher the student learning outcomes. Parents are expected to always supervise their children and provide attention to their children in the form of support, especially in terms of learning (education). Parental supervision or attention is also needed to improve student learning outcomes by providing support, paying attention to relationships focused on education so that student learning outcomes increase.

4. CONCLUSION

The research results showed that first, there was a partial positive influence of the learning motivation variable on the Indonesian language learning outcome variable. Second, there is a partial positive influence of the parental supervision variable on the Indonesian language learning outcome variable. It was concluded that good parental motivation and supervision can improve student learning outcomes.

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