

The Role Of Parents In Motivating Student Learning Activities In Remote Areas

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Abstract.*Introduction: Parents are so busy earning a living that they sometimes forget about their children's learning activities at home. Objective: This study aims to determine the role of parents in increasing students' learning motivation in primary schools in remote areas. Methods: This study used a qualitative approach. Qualitative research is conducted directly over time and directly within the scope of the environment, data analysis uses an inductive approach especially during initial research. Researchers use descriptive research to describe things related to real conditions in the field. The tools used in this research are questionnaires, interview guidelines, and documentation. After the data was collected, it was analyzed using descriptive analysis. Results: This study shows that parents play a role in generating student learning motivation. This was conveyed by children who stated "they are very happy if accompanied by parents when studying at home". Conclusion: Providing motivation is important for parents so that children can learn well at home and at school, because parents are children's motivators in generating children's learning motivation before children are guided by teachers at school.*

Keywords: *The role of parents, motivation and learning.*

Abstrak.*Pendahuluan: Orang tua yang terlalu sibuk mencari nafkah terkadang sampai melupakan aktivitas belajar anaknya di rumah. Tujuan: Penelitian ini bertujuan untuk mengetahui peran orang tua dalam meningkatkan motivasi belajar siswa di sekolah dasar di daerah terpencil. Metode: Penelitian ini menggunakan pendekatan kualitatif. Penelitian kualitatif dilakukan secara langsung dalam jangka waktu tertentu dan langsung dalam lingkup lingkungan, analisis data menggunakan pendekatan induktif terutama pada saat penelitian awal. Peneliti menggunakan penelitian deskriptif untuk menggambarkan hal-hal yang berkaitan dengan kondisi nyata di lapangan. Alat yang digunakan dalam penelitian ini adalah angket, pedoman wawancara, dan dokumentasi. Setelah data terkumpul, dianalisis dengan menggunakan analisis deskriptif. Hasil: Penelitian ini menunjukkan bahwa orang tua berperan dalam membangkitkan motivasi belajar siswa. Hal ini disampaikan oleh anak-anak yang menyatakan "mereka sangat senang jika didampingi orang tua ketika belajar di rumah". Kesimpulan: Memberikan motivasi penting bagi orang tua agar anak dapat belajar dengan baik di rumah maupun di sekolah, karena orang tua merupakan motivator anak dalam membangkitkan motivasi belajar anak sebelum anak dibimbing oleh guru di sekolah.*

Kata Kunci: Peran Orang Tua, Motivasi dan Pembelajaran.

INTRODUCTION

Problems in education today are faced with the rapid development of technology, which will affect student learning patterns. The tendency to decrease children's learning motivation at this time is caused by several factors including the environment and family. One of the reasons why children's learning motivation is lacking is because teachers are less creative in terms of giving awards to children which results in decreased learning motivation (Agustina et al., 2021). Environmental factors are caused by the existence of gadget technology that is increasingly mushrooming among students, this results in students being busy with smartphones. Family factors also cause children's learning motivation to decline, usually

parents are too busy taking care of work or parents may not understand the importance of learning assistance for their children. Lack of attention and support from parents and the condition of children who do not have motivation to learn have an impact on the decline in motivation to learn. The lack of attention and support from parents and the condition of children who do not have learning motivation have an impact on decreasing children's learning motivation (Sari, L. et al., 2023).

The role of parents has a very big influence on student success in learning. The high level of parental education, the size of the income, sufficient or lack of parental attention and guidance, whether or not the parents get along well, whether or not the parents' relationship with the child is familiar, whether or not the situation in the house is calm, all of which affect the achievement of student learning outcomes. According to Lestari (2012: 25) states that the role of parents is the method used by parents regarding the tasks that must be carried out in caring for children. Based on this understanding, it can be concluded that the method used by parents in relation to their role towards children must really be carried out in accordance with the tasks that should be carried out by parents, because the method carried out by parents will become a guide for children.

Learning motivation is the overall driving force both from within and from outside the student. The learning process places motivation as one of the important aspects in generating student learning motivation (Emda, A. 2018). Learning motivation is the heart of learning activities, a driver (Ningrat, S. P et al., 2018). This definition can be concluded that motivation is a driving force from within the child himself. Low student learning motivation is one form of obstacle in achieving national education goals. Low student learning motivation will have an impact on the learning process and student achievement, besides that it can also affect student behavior, for example students get scores below the Minimum Completion Criteria (KKM), students do not grade, lack enthusiasm in learning, and violate school rules and regulations.

The condition of the home also has an impact on learning. The size of the home, whether or not there are learning media equipment such as blackboards, drawings, maps, whether or not there is a room or a table, and vice versa, all these also determine the success of the students' learning, as well as the condition of the school in which they study, the compatibility of the curriculum with the students' abilities, the condition of the facilities/school equipment, and so on. All of these contribute to the success of students' learning. Based on the findings and observations in the field that the author has made, the role of parents is very important in student motivation. So with the understanding and awareness of parents about their role and students'

awareness of learning motivation can help solve problems faced by students as well as teachers related to learning problems at home and at school. The purpose of this study is to obtain an overview of information about the role of parents in increasing student motivation.

So important is the role of parents in motivating children to carry out learning activities, as the key to children's success in solving various problems related to their duties as students. According to Hamalik (2007: 33) a role is a certain pattern of behavior that is characteristic of all officers of a particular job or position. Based on this understanding, it is concluded that the role as a pattern of behavior is a characteristic possessed by someone as a job or position in society. According to the Big Indonesian Dictionary (2008) parents are biological father and mother. Parents consist of family components consisting of father and mother, and are the result of a legal marriage relationship that forms a family.

On the basis of this understanding, it can be interpreted that what is meant by parents is the father and mother who are the result of a legal marriage and who form a family. In the family environment, the role of the parents is very important for the children, especially when the children enter the school age and the age of education. The family plays a very important role in the development of the child's personality. The family is seen as a place (institution) that can meet the physical needs as well as the need for the development of his personality and the development of morality as a human being.

According to Jhonson in (Slameto 2003: 7) a role is a set of interpersonal behaviours, characteristics, activities related to the person in certain positions and situations. Each family member has their own personal role, personal role in the family is based on the expectations and behaviour patterns of the family, groups and society. Some of the roles found in the family are: a). Fathers as husbands of wives and fathers of children as well as heads of families, serve as breadwinners, educators, protectors and providers of security, as members of their social groups and as members of the community of their environment. b). Mothers as wives of husbands and mothers for their children and as heads of families, mothers have a role to take care of the household, as caretakers and educators of their children, as protectors and as one of the groups of their social roles and as members of the community from their environment, besides that juag mother can act as an additional breadwinner in her family. c). Children perform psychosocial roles according to their level of development, both physical, mental, social and spiritual.

Based on Law No. 2 of 1989 Chapter IV Article 10 Paragraph 4: "Family education is part of the path of out-of-school education held in the family and provides religious beliefs, cultural values, moral values and skills". The purpose of the law, the function of the family in

education is to combine the planting, guidance or habituation of religious values, culture and certain skills that are beneficial to children. This can be seen in the growth of a child, starting from a baby, learning to walk, to being able to walk. The family educates and trains children to prepare them for maturity and the future. Based on the above explanation, it can be understood that the responsibility of parents in educating children is not limited to the child being able to sustain his life, but more than that, being able to interpret his life so that he can become a better human being and useful to society.

The success of a student in his learning process cannot be separated from the existence of motivation as a motivator and driver for students to be able to carry out activities and learning processes. Motivation can come from within the student (intrinsic) or from outside (extrinsic). Of the two, motivation has a great influence on student success, although intrinsic motivation is more important, but external or extrinsic motivation remains a factor influencing student learning activities.

As an example of motivation that comes from outside the student is a parent, where the parent is the first person known and close to the child, the presence of students between at school and at home certainly more time at home, therefore the role of parents as people who are close to students have a very important role, especially in motivating children's learning. Among the role models of parents in motivating children's learning are the following: First, by conditioning children's learning time and methods. Second, by monitoring the development of children's academic skills. Parents are asked to check the results of children's tests and assignments. Third, monitoring the development of personality, which includes attitudes.

METHOD

Based on the explanation of the problems above, this research uses a qualitative approach. This is done to understand the subject in depth, then this qualitative research examines certain objective conditions, and the researcher acts as a research instrument. The nature of qualitative research according to Moleong (2010: 6) is qualitative research is research that intends to understand phenomena about what is experienced by research subjects, for example behavior, perceptions, motivations, actions and others holistically and by means of descriptions in the form of words and language, in a special natural context and by utilizing various natural methods. Qualitative research aims to understand certain phenomena experienced by the subject by describing them in words. In this study, researchers used a descriptive type of research that aims to describe things related to real conditions in the field. The tools used in this research are questionnaires, interview guidelines, and documentation.

After the data was collected, the researcher analyzed it using descriptive analysis. The location of this research is SDN Clering and SDN Jugo, Donorojo sub-district. The sample in this study used purposive random sampling technique, which has a purpose or is done deliberately, how to use this sample among the population so that the sample can represent the characteristics of the population that have been previously known. Mardalis (2009: 58).

RESULTS AND DISCUSSION

1. The Role of Parents in Increasing Children's Learning Interest.

a. The role of parents

As parents responsible in the family or household, usually called mother and father. Based on interviews and from several informants accompanied by observation for several days, several statements from the parents of each child were obtained. Namely the role of parents in increasing children's interest in learning includes several aspects, including: 1). Instilling a love of learning in children, parents instill a sense of love, pleasure towards learning activities in children. this is parents always encourage children every time they accompany children in learning. Because learning is guidance in In terms of finding the right way to learn in overcoming learning difficulties in children (Yasin, A., & Setyowati, E. 2023). In addition, parents also accompany children while studying. However, previously parents claimed to pay less attention in terms of instilling a love of learning in children. However, as the child gets older, parents begin to instill a love of learning in children by always accompanying children while studying. Children do not easily do learning at home need adaptation and face many difficulties but these difficulties can be handled thanks to help from parents (Syarif, A et al., 2022). With this, parents have shown their role in instilling a love of learning in children. this is in accordance with the theory which states that there are three roles of parents in the success of children. in this case it has been shown that the role of parents in increasing children's learning motivation, parents rarely accompany children when studying. 2). Dividing children's learning time, in this study parents have carried out the division of time between playing, resting, worshipping, but for learning activities parents still rarely divide learning time. In accordance with the parents' acknowledgment, they considered dividing the child's time to learn rather difficult, but when parents go to the city, the garden and the sea the children often come together so that they neglect school. The role of the second parent is also in accordance with the theory in the book Quantum Parenting by Divine, (2013) which is about dividing the child's time not only in learning but in everything that is done by the child. 3). Provide motivation to children in doing schoolwork and learning. This motivation does not have to be

by giving gifts to children, but also by encouraging verbal learning with positive words. As happened in Clering and Jugo villages, parents never give gifts for children's achievements, however, parents always give verbal encouragement to children by always giving an understanding of the importance of learning. Unlike the previous condition that parents pay less attention to their children and care less well. That is because the parents are busy in making a living for the family. But for now, parents start to pay more attention to the child when going to study or when going to school. This role is one of the generator of children's interest in learning which was previously still lacking.

b. Motivation to learn

Based on the results of interviews conducted with several parents, a statement was obtained regarding children's learning motivation consisting of the following aspects: 1) Feeling happy children, in this condition children feel happy in learning. Relation children feel happy when accompanied by their parents when studying. The children said they felt happy when someone accompanied them while studying. Likewise, when working on assignments, if they have difficulty in doing the task, they can ask their parents. This is consistent with the theory expressed by Safari that one indicator of learning interest is a child's happy feelings. In harmony with what is happening on the ground, that children feel happy when accompanied by their parents. 2) Involvement of children, in this case the level of attendance of children in the classroom. According to data obtained from one of the educators, children in Clering and Jugo villages are enthusiastic in learning at school. Apart from the level of the child's attendance, the involvement of children when involved in the learning process in the classroom. This is proven that, in the learning process children are more enthusiastic to do the tasks given by the teacher. If they don't understand, they discuss with each other. 3) Attention of children, in this condition the child at the time of paying attention to the lessons that have been given from school to be done at home. In addition, children pay more attention to learning in school. In line with what is expressed by parents, that children pay close attention to what is taught by the teacher. Upon returning home, they also understood the assignment and did it right. Likewise in learning in class, in accordance with what is expressed by one of the educators, children in learning pay close attention to what material is delivered. 4) Children's interest, in this case a child's sense of interest to always learn. When in school according to the recognition of one of the teachers, the children are enthusiastic to learn in the classroom and when receiving the material delivered. When at home, they study only when they get homework or when there are tests. To learn the lesson again, these children rarely do that. Their interest in learning is based on their own desires.

2. Supporting factors and inhibiting factors

In each process carried out by each person, of course, can not be separated from a factor. Both the supporting factors and the inhibiting factors, along with the implementation of these things include the parents who really carry out their roles as parents, fathers and mothers for their children. This condition is experienced by several parents in Clering and Jugo villages. There, parents play the role as they should. However, it also certainly has several factors that support and the things that hinder the implementation of these roles include:

a. Supporting factors

- 1) The existence of cooperation between families, in one house in educating children, of course, parents are the most important and know the personality of a child. However, there is no exception for the involvement of others, such as grandmothers or uncles who live together in one house.
- 2) The assertiveness of parents, in addition to supporting factors of inter-family cooperation in educating children, the assertiveness of parents towards the child is also one of the factors that can support the implementation of the role of parents. By providing assertiveness to children, it is expected that parents of children become more disciplined and children will also be more enthusiastic in going to school or studying at home. The assertiveness given by the parent is carried out in certain situations when the child begins to disobey the parents' advice, and if the child starts to become lazy when it comes to learning. The firmness given by parents can be in the form of screaming to children, as well as actions by pinching children.

b. Obstacle factor

- 1) Living environment conditions In addition to factors that support the implementation of the role of parents, there are also factors that hinder the implementation of the role of parents. Living environment conditions are one of the inhibiting factors. With the condition of a quiet neighborhood at night, and the presence of small children who still like to play, it causes children to become lazy learning. This is what is felt by parents. When night falls, the children are already in their respective homes. However, do not learn what they do. The children there prefer to play smartphones, watch television compared to study. If no tests or homework are obtained, they don't want to study. In addition, if they have played, they also forget their learning. In conditions like this, parents are no longer able to force children to continue to study every day. Parents free their children more.

- 2) Children's condition when studying. As parents, of course they will pay attention to children to learn, but the things that happen in Clering and Jugo villages are the children themselves who decide whether they want to learn or not. Parents can only direct and invite only. However, the child's condition itself can also be one of the inhibiting factors for parents who will provide firmness to the child to always learn every day. As is the case with the children in Clering and Jugo villages, they prefer to play with their friends than if they have to open a book every day. In addition, if they feel lazy, they are difficult to be invited or told to learn for various reasons.

CONCLUSION

Based on the results of the research conducted, it can be concluded that, the role of parents in increasing student learning motivation is as follows: 1). Parents play an active role in encouraging their children to continue learning and being able to divide study time well. 2). Parents provide motivation to children when doing homework, because providing motivation is important so that children can learn well. 3). Parents need to create a supportive atmosphere at home so that children can study calmly and comfortably. 4). And last but not least, parents must provide an understanding of ideals to children so that children are more enthusiastic about learning and achieving their goals.

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