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The Role of Parents in Building the Learning Motivation of Elementary School Students in Online Learning

Peran Orang Tua dalam Membangun Motivasi Belajar Siswa MI pada Pembelajaran Online

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Abstract

Covid 19 cases began to appear in Indonesia in early 2020, the government imposed a Distance Learning (PJJ) policy for elementary to college students during the pandemic. This policy leads to several changes related to the students' learning methods including its learning motivation. Parents or guardians play an important role in the continuity of learning during a pandemic. This study aims to explore the role of parents in fostering student learning motivation during the covid-19 pandemic. The method used is the Mixed Method with concurrent embedded strategy. The data collection techniques used are questionnaires, observations, interviews, and documents. The data were analyzed using descriptive analysis and by creating thematic codes for the responses of the participants. The result shows that the role of parents in growing motivation to learn at MI is very influential on students' learning motivation because the higher the student's learning motivation, the higher the role of parents in it. The obstacles experienced by parents in motivating students are influenced by the condition of students, the busyness of parents, environmental factors, lack of parental knowledge of the material being taught, and the internet network.

Keywords: Role of Parents, Learning motivation, Covid-19 pandemic

Abstrak

Kasus Covid-19 mulai muncul di Indonesia pada awal tahun 2020, pemerintah memberlakukan kebijakan Pembelajaran Jarak jauh (PJJ) untuk siswa MI hingga perguruan tinggi selama masa pandemi. Kebijakan ini menyebabkan beberapa perubahan terkait metode belajar siswa termasuk motivasi belajarnya. Orang tua atau wali berperan penting dalam kelangsungan belajar di masa pandemi. Penelitian ini bertujuan untuk mengetahui peran orang tua dalam menumbuhkan motivasi belajar siswa selama masa pandemi covid-19. Metode yang digunakan adalah metode Mixed Methods dengan strategi Concurrent Embedded. Teknik pengumpulan data yang digunakan adalah angket, observasi, wawancara, dan dokumen. Data dianalisis

menggunakan analisis deskriptif dan membuat kode tematik untuk tanggapan peserta. Hasil penelitian menunjukkan bahwa peran orang tua dalam menumbuhkan motivasi belajar di MI sangat berpengaruh terhadap motivasi belajar siswa karena semakin tinggi motivasi belajar siswa maka semakin tinggi pula peran orang tua di dalamnya. Hambatan yang dialami orang tua dalam memotivasi siswa dipengaruhi oleh kondisi siswa, kesibukan orang tua, faktor lingkungan, kurangnya pengetahuan orang tua terhadap materi yang diajarkan, dan jaringan internet.

Kata kunci: Peran orang tua, Motivasi belajar, Pandemi covid-19

INTRODUCTION

Etymologically, education can be interpreted as a human activity to gain knowledge and understanding of something to increase and develop potential and talents to achieve a better life (Chaer et al., 2019). Education is the process of guiding and educating students to achieve a goal so that they can form positive life guidelines in students. This formation is a process towards a better self that takes place continuously which in the end manifests itself to students who are mentally and intellectually qualified. Education starts from the family, which are both parents, then continues by the community and formal education (Koswara, 2013).

Parents are obliged to foster, teach and instill good values in children. Parents have the responsibility to improve the family's social status, regulate and manage children's behavior so that children can comply with social moral norms (Guo & Kilderry, 2018). Children are gifts from God to human being, namely parents. Therefore, parents need to take care of and convey this trust to their children. Parents provide guidance, direction, and education to serve God, family, nation, and country. A good education system must show the process in the family as a form of the role of parents in carrying out the mandate from Allah SWT to children's education (Salahudin, 2011).

The education provided by parents to children must include aspects of humanity, both physically, intellectually, socially, and mentally (Abu & Nur, 2015). Education should not emphasize only some aspects by ignoring other aspects. Because in children grow various potentials and tendencies that are entitled to be developed gradually so that children are much better. Parental involvement in children's education is a solution to improve children's educational development from achievement to motivation in learning (Hillier, 2021).

Parents are an important component in children's success, because parents can support children's education through words and actions (Masabo et al., 2017). Parents take a very important role in the development and education of their children as a whole because it is the parents themselves who have to take care of their children's physical and intellectual development until they can be independent and ready to face challenges. Parents must be aware that their work to develop the child's overall potential is a formidable task, but parents must need pedagogical information about the right to education of children and so on (Ceka & Murati, 2016). The pattern of parent-child relationships is one of the important components of child development and is often associated with children, including social abilities and cognitive abilities

(Eatesamipour et al., 2020). A good parent and children relationship will have a good impact on children's social and cognitive abilities while a poor parental relationship will also have an impact on children's social and cognitive abilities (Janssens et al., 2021).

It is only for this reason that researchers and psychologists emphasize argumentatively that the role of parents in the development of their children as a whole, focuses on the development of their personality within the family and more broadly. In this case, parents act as direct leaders as well as supporters of the implementation of their children's education (Ceka & Murati, 2016). Because this is one of the core factors in the development and creation of the human personality as a whole.

The role of parents is very fundamental in supporting children's success, especially in terms of increasing children's learning motivation (Annurraga, 2018). When parents are directly involved in the education process of their children, the results can usually be qualified as positive and uplifting. In this case, parents can find out the potential of the child and will lead them to success in learning, therefore parents must be involved in supporting their children in doing homework, in this way parents provide support to children as one of the key strategies towards the success of children's education in schools and raises motivation in learning (Ceka & Murati, 2016). Especially in the current pandemic conditions, children need the role of parents as motivators and educators because in the Covid-19 pandemic conditions children are more active at home than at school so they need motivation in learning.

Motivation is the engine or driving force for learning and can influence what we learn, how we learn, and when we choose to learn. Besides that motivation is also a theoretical construction to explain the initiation, direction, intensity, persistence, and quality of behavior, especially goal-directed behavior, motivation involves goals that provide the impetus for purposeful action in the desired direction both physically and mentally (Hartnett et al., 2011).

Motivation has a psychological meaning regarding a person's mental state related to initiation, guidance, persistence, and behavior (Mustami & Safitri, 2018). Motivation in education can affect how students learn and how they behave towards the subject matter. This motivation can direct behavior towards certain goals that lead to increased effort and energy, increased initiation, persistence in activities, and lead to increased performance (Tohidi & Jabbari, 2012).

In educational settings, motivation can be described as the extent to which students devote their attention and energy to various learning activities. In general, high levels of motivation are associated with the active involvement of learners with learning, enjoyment of learning, acceptance of challenges, an immersive approach to learning, persistence, and creativity (Hartnett, 2016). Thus, learning motivation is in the form of non-intellectual psychic which plays a role in growing passion and enthusiasm for learning. So that the high and low learning motivation is determined by the students themselves or influenced by factors from outside the students who will determine the level of student's learning motivation.

Learning motivation allows students to prepare for learning and will increase attention and absorption of new knowledge (Hung Lin et al., 2017). Learning motivation is the driving force in individuals who carry out learning activities that

ensure the continuity of learning and lead to clear goals so that the expected goals can be achieved (Dimiyati & Mudjiono, 2013). The greater a person's learning motivation, the better his learning activities will be, otherwise, if the motivation is low, his learning activities will be bad.

Learning motivation in remote learning conditions has some potential benefits, including the ability to overcome the time and place constraints of traditional educational settings. Freedom from limitations can also be seen as a defining feature of distance learning, for example, freedom of content, space, media, access (Hartnett, 2016). However, this could be the beginning of the emergence of learning motivation problems during the COVID-19 pandemic which was carried out remotely using online media.

Based on the results of a preliminary study of the condition of students at MI Al Muslim Kadungora in the learning process during the covid-19 pandemic, when the learning process took place according to information from teachers at MI Al Muslim that there was an inequality of student learning motivation. It is proven by the existence of students who have high learning motivation shown by always being active in the learning process and doing assignments on time. On the other hand, there are still students whose learning motivation is low, as indicated by students just listening without asking the teacher during the learning process, even some students who are not present and sometimes late in collecting assignments.

In situations like this, of course, the role of parents can be a solution so that problems that occur can be minimized. So that the role of parents during the COVID-19 pandemic is very central in fostering student learning motivation. This prompted researchers to review this research, to find out students' learning motivation, the role of parents, and the obstacles experienced by parents in growing students' learning motivation during the covid-19 pandemic.

METHODS

This research was conducted using the mixed method which is a method that combines qualitative and quantitative methods to be used together in research activity. Mixed Method Research is a type of research that combines qualitative and quantitative research approaches for broad purposes and depth of understanding and collaboration (Johnson & Onwuegbuzie, 2007). Mixed Methods Research is a combination of quantitative and qualitative research where quantitative includes the collection, analysis, and interpretation of data in numerical and qualitative forms consisting of collection data, analysis, and interpretation of narrative data forms (Hayes et al., 2013). Mixed Method Research is an approach that combines quantitative and qualitative methods into one study to provide a broader and more complete understanding (Almeida, 2018). This study uses a mixed-method with a concurrent embedded strategy, which is a strategy that combines qualitative and quantitative simultaneously at the same time but is independent to answer similar problem formulations. This was done because the researchers wanted to get more valid and comprehensive data in collecting data on the role of parents in growing MI students' learning motivation during the COVID-19 period, where data on student learning motivation and the role of parents in fostering learning motivation were

taken through the questionnaire as well as interviews and observations to obtain comprehensive and in-depth data.

This research was conducted in high class, namely grades V and VI in one of the madrasas in Garut Regency with 39 students and 39 parents as participants, the stages carried out in this study: (1) Distributing questionnaires on learning motivation and the role of parents to students and parents; (2) Conducting interviews with students and parents regarding the role of parents; (3) Conducting class observations to determine student learning motivation during the covid-19 pandemic; (4) Processing and describing the results of questionnaires, interviews, and observations; (5) Analyzing the data by classifying the role of parents and learning motivation which is classified as high, medium and low; (6) Conclude.

RESULTS AND DISCUSSION

Based on the data obtained regarding student learning motivation during the pandemic through the result of research questionnaires, the results are as follows:

1. *Student learning motivation during the covid-19 pandemic at MI Al Muslim Kadungora*



Figure 1. Survey Result of Student's Learning Motivation

Based on the result of the questionnaire, students' learning motivation during the covid-19 pandemic at MI Al Muslim showed a diversity of levels of motivation from students who had low learning motivation with 5 students or 13%, as many as 19 students or 49% having moderate learning motivation and as many 15 students or 38% have high learning motivation. The diversity of learning motivations during this pandemic is strongly influenced by several factors so that several problems arise with the diversity of student learning motivation because learning is carried out at the teacher's home as an educator is limited by space and time so that he cannot do what should be done to overcome this problem of diversity in learning motivation.

The result of the questionnaire can show that the dominant student's learning motivation occupies the moderate criteria, but so that the research data will be more in-depth, then it will be presented through the result of interviews. The result

of interview show that students who have high learning motivation have a strong determination and desire to learn because students who have high learning motivation assume that studying it will be easy to achieve success in achieving the desired goals and do not forget that there is a factor in the role of parents. In encouraging students to learn well. Meanwhile, students who have moderate motivation always do their job well but sometimes want to do assignments if they are assisted by parents or relatives and the last is students who have low learning motivation due to the busyness of parents at work and internal factors. Of the students so that it has an impact on student learning motivation to below.

Students' learning motivation during the pandemic at MI Al Muslim, apart from being observed from questionnaire data and interviews, researchers also observed student learning motivation when students were carrying out the learning process during the pandemic. The results of observations show that when learning takes place from the beginning of learning there are students who fill in the absent on time and there are students who fill in the absent late and during the learning process only a few students observe the process from beginning to end by always asking the teacher when there is an assignment. given is not understood and some students just listen without asking questions to the teacher even some students don't listen at all and are not present in the learning process only take attendance.

Based on the results of questionnaires, interviews, and observations, it can be said that the learning motivation of MI Al Muslim Kadungora students during the covid-19 pandemic is very diverse, some students are active in learning and have a strong determination to commit to learning. and some students have moderate learning motivation and low learning motivation.

2. The role of parents in fostering student learning motivation during the covid-19 pandemic at MI Al Muslim Kadungora

Based on the results of questionnaires and interviews with parents and specifically for this parental role questionnaire, so that it can be seen from two sides, the questionnaire was given to parents and students so that data regarding the role of parents is not only based on parents but there is also data on the role of parents based on student point of view as well. The following are the results of the parental role questionnaire based on the student's point of view

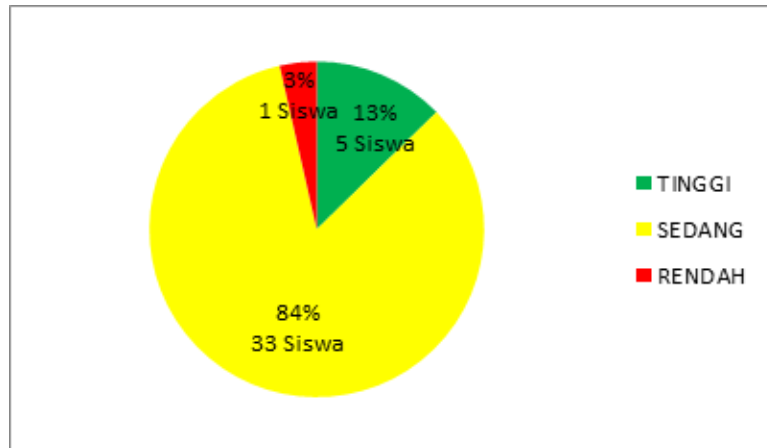


Figure 2. Survey Result of the Role Parents According to the Students

Based on the results of the questionnaire on the role of parents according to students, it shows that parents play a significant role in growing motivation to learn during this pandemic, as evidenced by the results of the questionnaire as many as 33 students or 84%. students or 3% the role of parents is low. For the data on the role of parents to be more in-depth, the following are the results of the questionnaire on the role of parents based on the parents' point of view:

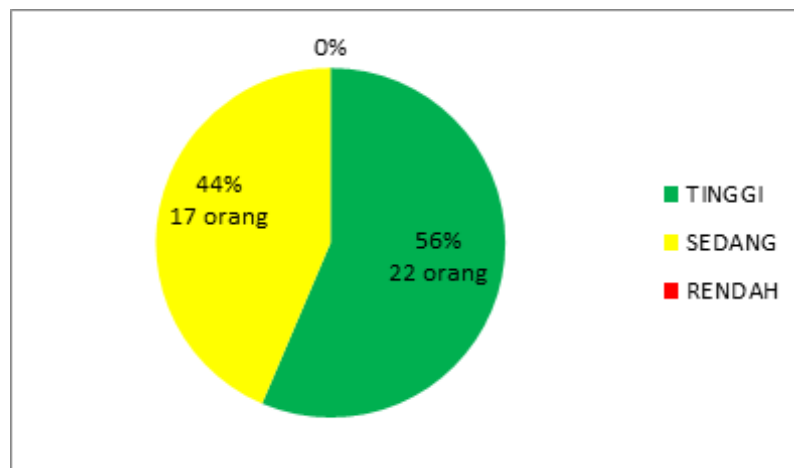


Figure 3. Survey Results on the Role of Parents According to the parents

Based on the results of the questionnaire on the role of parents according to the parents' view, it shows that as many as 17 parents of students or 44% are in the medium category and as many as 22 people or 56% are in the high category. The results of the parental role questionnaire according to the parents did not show the existence of the role of parents who were in the low category.

Based on the results of the questionnaire according to parents and students regarding the role of parents in growing students' learning motivation during the pandemic, it shows that parents have an important role in growing students' learning motivation. However, to find out more about the role of parents in fostering student learning motivation during the COVID-19 pandemic, interviews were conducted on the role of parents.

The results of interviews with parents provide some information that the role of parents is seen when students get good grades, parents give appreciation in the form of congratulations to students and some parents give gifts and when students get bad grades, some parents give students punishment in the form of not being allowed to play and advising so that students are more diligent in learning. apart from the parents' responses regarding students who got good and bad grades, the researcher also asked about the student's learning process during the pandemic. Parents of students during learning during this pandemic period, some can assist students when studying, some cannot accompany them and in terms of learning facilities, parents have facilitated students in learning so that in the activities of the learning process students can be comfortable and can foster student motivation in learning. study.

An explanation of the role of parents according to the results of questionnaires and interviews during this pandemic, parents play a very important role in growing students' learning motivation starting from giving appreciation and punishment to students when students get good and bad grades. Furthermore, accompanying students when the learning process is in progress, some parents do not have time to accompany them because they have to work so that it also affects students' motivation to be moderate or low, and finally the provision of learning facilities to create a comfortable learning atmosphere and make students motivated. in study. some of the aspects described earlier, it can be concluded that the higher the role of parents, the higher the student's learning motivation and vice versa if the role of parents is low, the student's motivation to learn is also low, so the role of people during this pandemic is very instrumental in growing students' learning motivation.

3. *Barriers to parents in growing students' learning motivation during the covid-19 pandemic at MI Al Muslim Kadungora*

Based on the result of interview with parents of students that obstacles experienced by parents are the first the environment around the house that is not supportive for students to learn so that students' learning motivation is disrupted. Some of the reinforcing reasons given by parents when students get an invitation to play during productive hours of study are in the morning when learning take place. Second, the factors in students that become obstacles for parents to foster student learning motivation are when students do not have the motivation to learn because they prefer to play plus the pandemic situation of online learning conditions which result in the students being bored so they choose to play rather than study.

The third obstacle, parental ignorance of student learning materials, this is an obstacle for parents in growing students' learning motivation during the pandemic because students' parents do not know and do not master the material being carried out by students, parents cannot optimally accompany students when study. The fourth obstacle, the busyness of parents at work, this is an obstacle for parents in fostering student learning motivation because with busy parents at work students cannot be accompanied when studying so some students even wait for their parents to come home from work after that they just do school assignments and the last one is the internet network or quota which hinders parents from growing motivation to learn because, in the absence of an internet network and quotas, parents cannot optimally

assist students in learning and students cannot study because of the absence of internet network and quotas.

CONCLUSION

Learning motivation of MI Al Muslim Kadungora students during the covid-19 pandemic, the diversity of learning motivations owned by students ranging from students who have high learning motivation with a percentage of 38%, moderate learning motivation 49%, and low learning motivation 13%. This becomes an evaluation for institutions, parents, and students so that in the future students' learning motivation can be further increased.

The role of parents in growing students' learning motivation at MI Al Muslim Kadungora during this pandemic period, starting with parents giving encouragement and enthusiasm to students in the form of giving attention and accompanying students when studying or giving greeting and gifts when students get achievement in learning. so that it can be said that the higher the role of parents, the higher the student's learning motivation, as well as the lower the role of parents, the lower the student's learning motivation.

The obstacle for parents of MI Al Muslim Kadungora students in growing student learning motivation during the covid-19 pandemic are first, student internal factors were when students don't want to learn because they are lazy to learn, it's difficult to find the motivation to learn. Second, the busyness factors of parents in a pandemic condition like this, of course, many parents have busy work to meet family needs and the need to facilitate students in learning. third, environmental factors in a pandemic like this, the condition of schools being diverted to homes so that there are student friends who invite them to play even though students are participating in the learning process, this makes it difficult for parents to foster learning motivation in students. Fourth, the factor of parents who do not understand the learning material being taught by students so that parents find it difficult to encourage students to grow their learning motivation. Fifth, the internet network and quota factors when the network and quota are unstable, students will be less effective in learning and parents find it difficult to increase students' motivation learning.

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