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IMPLICATIONS OF THE INFLUENCE OF PARENTAL ATTENTION AND LEARNING FACILITIES ON ONLINE LEARNING IN PRIMARY SCHOOLS

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Abstract: The recent surge in forest and land fires across Kalimantan has had far-reaching impacts, notably on the educational landscape, including the process of teaching and learning in schools. This quantitative study aims to explore the direct and indirect influences of parental attention and learning facilities on the academic achievements of elementary school students. The investigation incorporates the mediating role of motivation and utilizes a survey methodology with questionnaires as the primary data collection tool. The research, conducted in the Timpah sub-district of Kapuas Regency, Central Kalimantan, involves a sample of 200 elementary school students. Employing the Smart PLS 4 structural equation model, the study examines seven hypotheses, revealing the significant effects of parental attention and learning facilities on the efficacy of online learning processes. The findings aspire to impart valuable insights to educators and parents, underscoring the pivotal roles of parental engagement and the provision of adequate facilities in ensuring successful learning outcomes.

Keywords: Learning Motivation, Parental Attention, Online Learning, Learning Facilities

INTRODUCTION

Indonesia has experienced several instances of forest and land fires (karhutla) in the last decade, particularly in the province of Central Kalimantan. The haze generated by these fires almost every year has impacted all aspects of life (Sari et al., 2022). Kapuas Regency is one of the areas severely affected by the haze. In September 2023, there were 7,717 cases of acute respiratory infections (ISPA) reported in 20 community health centers in Kapuas Regency due to the haze disaster (Silitonga, 2023). The smoky conditions have compromised air quality, prompting the local government to mandate the return of preschool, elementary, middle, and high school students to mitigate and avoid undesirable effects.

Online learning is an educational approach that takes place over the internet, where instructors and learners communicate through online platforms rather than in person (Mayasari, 2021). The benefits of online learning include the flexibility for students to study at their own pace, anytime, and anywhere. Through various applications such as Zoom Groups, WhatsApp, Google Meet, video conferences, phone calls, and live chats, students can communicate with their teachers. Users are guided by effective online instructions through materials and interaction with other users to maximize the benefits (Sadikin & Hamidah, 2020).

Various factors, including parental involvement, influence the effectiveness of online learning (Afni & Jumahir, 2020). Many parents find it challenging to balance work and caregiving at home. Additionally, parents may need to allocate a certain budget for internet data. When facing their children's academic progress, parents may easily become frustrated and angry. Moreover, parents need to educate themselves in science and technology (Lestari et al., 2022). Parental involvement is crucial in the implementation of online learning (Fatmawati et al., 2021). The type of education a child receives is, to some extent, dependent on the family. When these children receive support at home, the dual focus of parents is vital for their learning ability (Olokooba, 2022).

In addition to parental involvement, learning motivation also influences how children learn during this haze crisis. The intrinsic desire to learn motivates students to engage in learning activities, such as taking responsibility, persevering in completing tasks, and making efforts to finish them. The learning process will be successful if students are willing to learn (Na'im & Fakhru Ahsani, 2021). Intrinsic and extrinsic motivations are two types of motivation used in the learning process. Students' internal motivation, such as the desire to learn and the willingness to meet learning demands, is known as intrinsic motivation. Extrinsic motivation comes from sources other than students, such as parental requests, a relaxed learning environment, study buddies, and interesting class activities (Ulfah, 2019).

The widespread adoption of online learning in this digital era indicates that computers and Android smartphones connected to the internet are the primary tools to support the learning process. Technological advancements provide opportunities for education to become more flexible and easily accessible. Teachers play a key role in managing online learning and guiding students through various materials and assignments.

The importance of the role of parents or families in supporting online learning cannot be ignored, especially at the elementary school or madrasah ibtidiyah level (Sari et al., 2022), emphasizing the need for parental guidance to ensure the success of students in participating in online learning. This includes facilitating access, providing motivational support, and communicating with teachers regarding the child's progress.

Teachers and schools also have a responsibility to ensure maximum participation, access, and involvement of students and parents in the online learning process. They must play an active role in persuading and supporting students, creating a conducive learning environment, and providing technical support if necessary. These steps are necessary for students to fully engage in online learning and optimize their learning potential.

Student learning motivation also becomes a focus of attention, as Nasser (2021) shows that the incompleteness of online learning requirements can affect students' learning motivation. Therefore, teachers and schools need to ensure that all elements of online learning are well-prepared, including relevant learning materials, challenging yet achievable assignments, and adequate technological support. Overall, online learning demands close collaboration between teachers, students, and parents. With good support and coordination, online learning can be an effective tool for improving educational access and student learning motivation in this digital era. Based on these reasons, this research aims to explain how parental attention and learning facilities influence the implementation of online learning.

METHODS

This research employs a quantitative research method, specifically a survey research design. The variable of online learning is treated as a measurable variable, assessed through a research questionnaire within this quantitative study. To gain a comprehensive understanding of how parental attention and income capacity can impact online learning and comprehend the mediating role of motivation, this research adopts a quantitative research method.

Data, in the form of questionnaire results regarding the influence of parental attention and learning facilities through motivation on online learning in elementary schools, are collected from

200 elementary school students in the Timpah sub-district of Kapuas Regency, Central Kalimantan. A total of 225 students from various elementary schools in Kapuas Regency, Indonesia, participated in this survey. From July 2023 to September 2023, research questionnaires will be collected online as part of a survey utilizing random sampling. The data collection technique is implemented by the researcher through the distribution of written questionnaires to 200 elementary school students in the Timpah sub-district of Kapuas Regency, Central Kalimantan.

The collected data from the questionnaires are then processed. To facilitate data processing, the researcher utilizes software for faster and more accurate results. The data is presented in tabular form to enhance readability and understanding. The data processing is conducted using computer software, specifically the SPSS (Statistical Package for the Social Sciences) program, Ver.21.0. The results of the data analysis are presented in the form of a printout of multiple regression tables. This is done with the expectation of minimizing significant errors. The data obtained in this study are analyzed using the Partial Least Square (PLS) method.

RESULTS AND DISCUSSIONS

According to several studies, parental attention influences how motivated children are to learn (Maptuhah & Juhji, 2021). Parental attention is directed toward a specific goal. In this context, a child's learning activities are facilitated by their parents (Fatmala et al., 2021), such as completing various school tasks using the internet, understanding various educational applications, assisting the child in using them effectively, and monitoring the use of various information media to ensure there is no deviation. While the use of the internet should be restricted, parents need not be overly strict. To maintain the child's privacy, supervision should be conducted persuasively (Adlina et al., 2022).

Table 1. Research Instrument

Variable	Dimension	Items	Totals
Online learning	Learning flexibility	3	15
	Interaction	3	
	Active learning encouragement	3	
	Learning process facilities	3	
	Social networks	3	
Learning motivation	Commitment and responsibility	2	8
	Love a challenge	1	
	Likes to look for opportunities	1	
	Like feedback	2	
	Have a purpose/attention	2	

	Provision of guidance	2	
	Giving advice	2	
Parental attention	Motivation and rewards	2	9
	Understanding the needs of children	1	
	Supervision of children	2	
	Availability of online learning facilities	1	
	The effectiveness of using online learning facilities for learning independence	1	
Learning tools	The effectiveness of means for achievement	1	5
	The effectiveness of learning facilities to support the spirit of learning	1	
	The quality of adequacy of learning facilities in schools	1	

30 students from one public elementary school participated in a small-scale trial before actual data collection to ensure wording, format, and layout were appropriate. The reliability and validity of the instrument were assessed using the SPSS21 program. For all four variables, Cronbach's alpha is greater than 0.60.

Table 2. Result of the Reliability Test

Cronbach's Alpha	Cronbach's Alpha Based on StandardizedItem	Number of Items
Parental attention	0,856	8
Learning tools	0,857	9
motivation	0,837	5
Online learning	0,924	15

Source: Results of SPSS 22 analysis

Smart PLS 4 has been used to test relationships between variables in actual research. Starting with measurement analysis, proceed with structural analysis.

Hypothesis 1: The effect of parental attention on online learning

Maslow, as cited by Arifudin (2022), asserts that motivation is the shift of an individual's energy that occurs when feelings arise, leading to a reaction before responding to a specific goal. On the other hand, Tampubolon, as cited by Supriani (2020), defines motivation as an internal force that drives an individual to take specific actions in line with predetermined goals.

The mental resilience or motivation of students catalyzes the learning process. In the first scenario, students' motivation improves when they receive accurate knowledge, which is one of the many factors contributing to this driving force. In the second scenario, learning motivation may decrease and then increase again. In this second scenario, parents play a crucial role in enhancing

their children's learning motivation (Wahyudi & Yulianti, 2021).

Hypothesis 2: The influence of parental attention on motivation

Uno (2015) posits that "motivation is a fundamental drive that propels an individual to act; this drive exists within oneself, propelling someone to do something by the impulses within." Based on this perspective, it is evident that students need to be motivated to complete the learning process. Achieving successful learning outcomes becomes a motivator here (Syamsuddin, 2021). Students can be motivated by internal factors, such as the desire to fully engage in online learning, as well as external elements like the environment and educational facilities (Sandika, 2021).

H3: The effect of motivation on online learning

Tools such as writing materials and textbooks are examples of learning facilities that can assist students in their academic activities. Children become lethargic in their studies and are unable to enhance their learning due to the lack of comprehensive literature. Therefore, to boost a child's learning success, parental support is crucial. According to researchers, tools are anything that can be utilized to achieve learning goals, such as mobile phones, laptops, or other devices. Students will be motivated to participate in online learning, and learning facilities will become more extensive (Rahayu & Haq, 2021).

H4: The effect of learning tools on motivation

Parents must provide the necessary learning resources for their children to participate in online learning, including a computer or laptop, a dedicated smartphone for learning with sufficient data, learning apps on the smartphone such as WhatsApp and Google Meet, reliable internet connectivity, as well as books and necessary writing tools (Widianta, 2021).

H5: The influence of learning tools on online learning

Family can influence the enthusiasm for learning in elementary school students, which is one of the factors affecting learning motivation in this age group. One crucial component in determining how well elementary school students learn is their motivation to study (Nida & Kuntari Septi, 2021). The best learning methods can be employed by students, and these methods can be influenced by their passion for learning. The home environment plays a significant role in nurturing students' desire to learn, an idea initially instilled in students there. Full attention from parents during online learning significantly impacts how motivated children are in their studies.

H6: Pengaruh perhatian orang tua terhadap pembelajaran daring melalui motivasi

Learning motivation serves as the driving force for students to stay enthusiastic about their

studies. In the learning process, students require inner strength to carry out educational activities. This strength serves as the energy for students to engage in the learning process. Concerning student motivation, provided learning facilities such as smartphones, gadgets, laptops, and others can motivate students to enhance their learning outcomes (Mahardika et al., 2022). Efforts should be made to instill learning motivation within students, and if obstacles arise, measures should be taken to minimize them. This ensures that the desired learning outcomes are achieved optimally (Fadlilah, 2020).

H7: The influence of learning tools on online learning through motivation

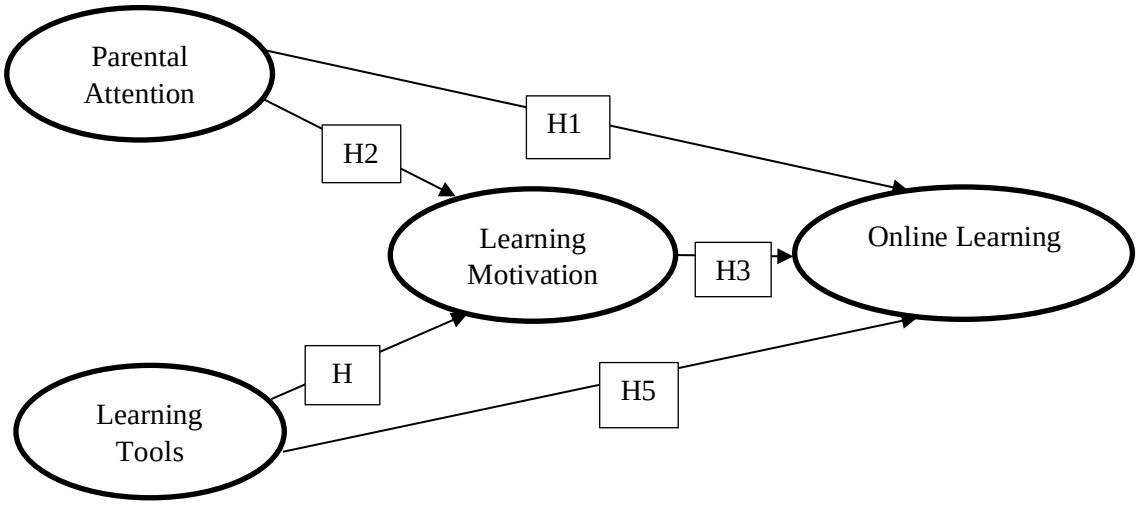


Figure 1. Conceptual Method of Online Learning

Validity and Reliability

Convergent validity measures the extent to which several scales used to assess similar concepts can capture a common underlying construct. Various indicators, such as composite reliability (CR) and average variance extracted (AVE), can be utilized to assess convergent validity (Hair et al., 2019).

Table 1 displays the composite reliability values, indicating the extent to which indicators of a construct can predict the latent construct, with recommended values exceeding 0.7 (Hair et al., 2019). The total amount of variance in the indicators provided by the latent construct is depicted by the average extracted variance, with recommended values greater than 0.5. The results of the convergent validity calculations are presented in Table 3.

Table 3. Variable Reliability Test

Variable	Jumlah Item	Cronbach's Alpha	Composite Reliability	Average Variance Extracted (AVE)
Attention people old	3	0,753	0.847	0.574
Learning tools	4	0,730	0.843	0.649
Motivation	4	0,756	0.845	0.577
Online learning	12	0,941	0.949	0.609

Discriminant validity assesses the extent to which the measurement tool fails to depict other variables, as indicated by the low correlation values between the level of interest and different constructs. This validity assumes that items on the measurement scale of a particular variable have higher correlations among themselves than the correlations between items of that variable and items from theoretically unrelated constructs (Zait et al., 2011). For AVE, the square root of the AVE for each construct should be significantly larger than the correlation of that construct with other constructs.

Table 4. Discriminant Validity Test

Perhatian orang tua		Sarana belajar	Motivasi	Pembelajaran daring
Attention people old	0,806			
Learning tools	0,701	0,758		
Motivation	0,570	0,597	0,759	
Online learning	0,536	0,592	0,586	0,781

Based on the calculation of the research data, a descriptive analysis of each variable is shown in Table 5.

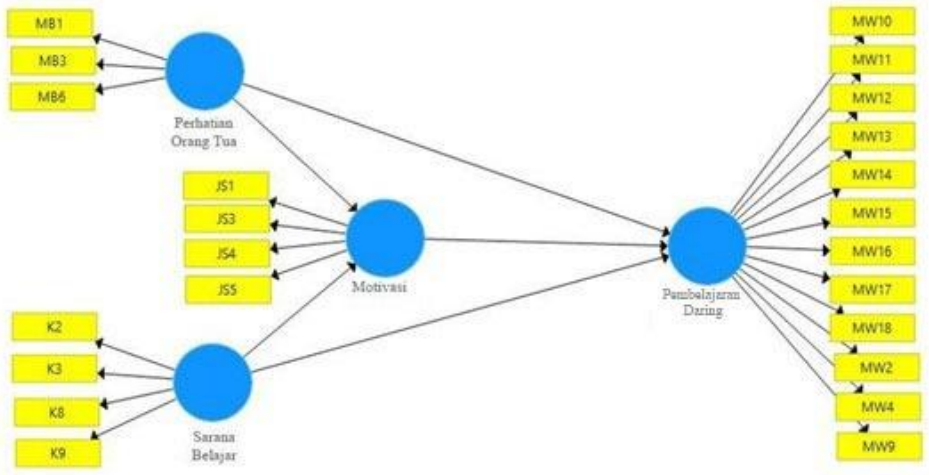
Table 5. Descriptive Analysis

	N	Minimum	Maximum	Mean	Std. Deviasi
Parental attention	224	1,00	4,00	71,91	8,907
Learning tools	224	1,00	4,00	25,48	3,048
Motivation	224	1,00	4,00	27,69	3,734
Online learning	224	1,00	4,00	15,59	2,499
Valid N (listwise)	224				

Analisis Data

The data obtained in this study were analyzed using the Partial Least Squares (PLS) method. PLS was chosen due to its various advantages, one of which is its capability to test both formative and reflective SEM models with different measurement scale indicators within a single model.

Moreover, PLS analysis does not require the data to follow a normal distribution and does not impose a minimum sample size. The data analysis process in this study utilized SmartPLS Version 3.2.4 and employed a two-step analysis approach. The significance levels of loadings, weights, and path coefficients were determined by applying the bootstrapping method. Figure 2 illustrates the measurement model for this study.



Gambar 2 Model Pengukuran

The structural model illustrates the cause-and-effect relationships among constructs within the model. Structural model analysis begins by measuring the Variance Inflation Factor (VIF), R-squared, F-square, Q-square, and path coefficient (Hair et al., 2014). The issue of collinearity is evaluated using the VIF values. VIF values should be less than 5 to ensure no multicollinearity in the model before hypothesis testing. The VIF values in Table 4 indicate no potential multicollinearity in the model, with all variables having VIF values less than 5, namely parental attention (2.114), learning facilities (2.215), and motivation (1.672). Subsequently, the analysis continues by examining effect sizes using the F-square.

The effect size of predictors is assessed using Cohen's F2, which measures the relative influence of independent variables on the dependent variable. The predictor effect sizes for the constructs in Table 4 indicate that the F2 values for achievement motivation and creativity are in the small effect size category, namely 0.017 and 0.72, respectively. As for the social networking variable, the F2 value is 0.115, which falls into the medium effect size category according to Cohen (1992).

Table 6. Determination of coefficient *(R2)*, effect size (*F2*), and predictive relevance (*Q2*)

Variabel	VIF	*F* square	*R* square	*Q* square
Parental attention	2,114	0,017		
Learning tools	2,215	0,072		
Motivation	1,672	0,115	0,443	0,259
Online learning				

Path analysis measures the extent of the direct and indirect influence of two variables (i.e. achievement motivation and creativity) on entrepreneurial interest through social networks. Path analysis can also determine whether a research hypothesis is accepted or rejected based on CR and P values (Table 7). The hypothesis is accepted if the values of CR>1.995 and P<0.05.

Table 7. Path Analysis Result

	Estimate	CR	P
Parental attention → Motivation	0,388	5,320	0,000
Learning tools → Online learning	0,298	3,635	0,000
Parental attention → Online learning	0,299	3,869	0,000
Learning tools → Motivation	0,140	3,969	0,000
Motivation → Online learning	0,328	4,474	0,000
Variable		R^2	
Motivation		0,402	
Online learning		0,443	

In addition to the path coefficients (CP and P), path analysis also yields the coefficient of determination (R2), describing the effects of exogenous variables on endogenous variables. The combined influence of parental attention and learning facilities on motivation is R2=0.402, while the combined influence of parental attention, learning facilities, and motivation on online learning in the model is R2=0.443. Furthermore, the Sobel test is conducted to determine the indirect effects of independent variables (parental attention and learning facilities) on the dependent variable (online learning) through the mediator variable (motivation). A t-value less than 1.96 indicates a significant indirect effect.

Table 8. Sobel Test Results

	t
Parental attention → Motivation → Online learning	3,100
Learning tools → Motivation → Online learning	3,288

This study aims to examine (1) the direct influence of parental attention and learning facilities on motivation, (2) the direct influence of parental attention, learning facilities, and motivation on the online learning model, and (3) the indirect influence of parental attention and learning facilities on the online learning model through motivation. In this research, to determine the relationship between parental attention and learning facilities with the online learning model through motivation, path analysis is conducted. Table 7 presents the conclusions from the hypothesis testing.

Table 9. Hypothesis Testing Conclusions

Hipotesis	CR (>1,995)	t(>1,96)	Result
H1 : Parental attention → Motivation	3,869*		Accepted
H2 : Learning tools → Motivation	5,320*		Accepted
H3 : Parental attention → Online learning	5,440*		Accepted
H4 : Learning tools → Online learning	3,635*		Accepted
H5 : Motivation → Online learning	4,644*		Accepted
H6 : Parental attention → Motivation → Online learning		3,100	Accepted
H7 : Learning tools → Motivation → Online learning		3,288	Accepted

*Notes: *p<0,05*

Table 6 shows that parental attention has a positive and significant relationship to known motivation through *critical ratio* (CR) values of 3.869 and *p<0.05.*

Learning facilities have a positive and significant relationship with motivation, with a critical ratio (CR) value of 5.320 and p < 0.05. Various previous studies have indicated that learning facilities are often associated with the improvement of online learning. Tools such as writing instruments and textbooks are examples of learning facilities that can assist students in their academic activities. Children may feel lethargic in learning and struggle to enhance their studies due to a lack of comprehensive literature. Therefore, parental support is crucial to boost the child's learning success. According to research (Arifudin, 2020), learning motivation has a significant positive relationship with online learning. The intrinsic and extrinsic motivation of students plays a vital role in the learning process. The inner desire to learn motivates students to engage in learning activities, demonstrating responsibility, and perseverance in completing tasks and making efforts to succeed. The learning process will be successful if students are willing to learn (Sari, Husni, Yazid, & Hadi, 2021). Intrinsic and extrinsic motivations are two types utilized in the learning process. Intrinsic motivation involves internal factors such as the desire to learn and meet learning demands. Extrinsic motivation stems from sources outside the student, like parental requests, a relaxed learning environment, study buddies, and engaging classroom activities (VF Musyadad, 2022).

Learning motivation has a positive and significant relationship with online learning, with a critical ratio (CR) value of 4.644 and p < 0.05. Maonde et al. (2015) explain that motivation is support for students to carry out their learning activities optimally. Students with high learning motivation are likely to achieve good learning outcomes as they will make a strong effort to study the subject (Purba et al., 2021). Therefore, it can be concluded that motivation for learning mathematics is a driving force for students to learn mathematics optimally, aiming for good learning achievements.

The findings of this study indicate that parental attention indirectly influences online learning through learning motivation. This demonstrates how good parenting patterns will impact strong learning motivation in children, enabling the effective use of Internet resources. According to Ulfah (2022), the learning environment and parenting style are two aspects that influence learning motivation, which, in turn, affects how well students learn. Strong desire and enthusiasm for learning are crucial for motivation. Additionally, Kusuma & and Subkhan (2015) explain the importance of motivation in teaching and learning activities. A student without motivation or the knowledge to learn well will not reach their full potential. Learning facilities also have an indirect influence on online learning through motivation, indicated by the value of $t=3.29$ and $p<0.05$. According to Nurmuiza et al. (2015), good learning facilities will motivate students in online learning.

CONCLUSION

The role of parents in online learning is not only direct but also has indirect effects through the motivation of the child. Positive parenting styles can build strong learning motivation in children, facilitating the effective utilization of Internet resources. Research indicates that parental attention to online learning is related to learning motivation, with a value of $t=3.29$ and $p<0.05$, signifying a significant correlation.

Furthermore, learning facilities also contribute indirectly to online learning through motivational factors. With this correlation, it can be concluded that a conducive learning environment, including adequate facilities, also influences students' motivation to participate in online learning. Therefore, parents and schools must ensure not only the availability of technological resources but also create a supportive atmosphere that triggers learning motivation, making online learning at the Elementary School level more effective.

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