

THE ROLE OF PARENTS IN FOSTERING STUDENT LEARNING MOTIVATION

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Abstract

This study aims to explain the role of people in fostering the learning motivation of grade V students of MI NU 11 Karangayu Cepiring. This research is qualitative with a case study approach. Research data in the form of the role of parents in fostering student motivation with parent and student data sources. Data collection techniques are carried out by observation, interviews, and documentation. At the same time, data analysis is carried out by collecting data, reducing data, presenting data, and drawing conclusions. The results showed that the role of parents in fostering children's learning motivation (students) included giving praise, giving attention, giving advice, giving gifts, giving punishments, and providing learning facilities. Thus, the character of children (students) to study becomes more active because they have a parent figure who can encourage and motivate them to be better.

Keywords

Learning motivation, parents, MI NU 11 Karangayu Cepiring



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INTRODUCTION

Parents have a very important role in family education, especially in children's education. The family is the smallest unit of the educational environment. In the family, the first character of the child will be formed. Parents have the main responsibility in educating their children, not only in the field of academic science but also in religious science. The family is the first place a child gets an education and is the most basic education for a child to form intelligence, character, and preparation for entering society (Marzuki & Setyawan, 2022). The family plays an important role in guiding and educating children, especially in Islamic education (Nurhadi & R, 2014). The family is responsible for instilling religious values, educating children to obey their parents, and raising awareness of Allah's supervision of human life (Nurliana et al., 2022).

One of the wars of parents in family education is to motivate children's learning. Parents can provide motivation and encouragement to children by praising their efforts, setting achievable goals, and celebrating their achievements (Nurjannah et al., 2022). Parents can provide guidance and support to their children in learning by helping them with homework, providing them with learning materials, and answering their questions about the subject matter (Handayani et al., 2022). Parents can create a conducive learning environment at home by providing a quiet and comfortable space for children to learn, minimizing distractions, and setting a regular study schedule (Ningsih et al., 2022). Parents can collaborate with their children's teachers to monitor their progress, identify areas where they need help, and provide additional support (Rofiqah & S, 2017). On the digital literacy side of families, parents can use technology to help their children learn by giving them access to educational apps, online resources, and e-learning platforms (Dalima et al., 2021).

The role of parents in class V MI NU 11 Karangayu Cepiring has a huge influence. The case that occurred was that one of the parents of the student was a single parent. A child raised without a mother. Every now and then, she lived in the care of her grandparents, who were very far away from receiving education. As a result, the child is lazy to learn and does not get the attention of parents. Always playing and not enthusiastic about learning. Parents' lack of attention to a child's education can have a significant negative impact on a child's learning development and achievement. Some of the impacts of parents' lack of attention to children's education include Low learning achievement, where the level of education of parents has a significant influence on children's learning achievement. The average achievement of class V students of MI NU 11 Karangayu Cepiring is considered very lacking. This is evident from the report on the results of examinations held by madrasah at the end of each semester. In addition, the absence of parental

attention to children (students) can also hinder cognitive, social, and emotional development. Children are more dependent on *gadgets* and other social media to vent all their desires. The absence of parental attention to children (students) of class V MI NU 11 Karangpayu Cepiring also hinders the formation of good character, such as being independent, responsible, and having a good moral attitude. This is some of the data that the author managed to collect at the research site.

Several studies related to the role of parents in fostering student learning motivation research (Poniton et al., 2022) show that there is a significant influence between student confidence and student learning motivation and achievement. Research (Motivation et al., 2022) explains that the application of snakes and ladders media on the theme of various jobs can increase student learning motivation. At the same time, research (Students et al., 2022) explains that the application of the NHT model with parental assistance has been able to improve student motivation and learning outcomes. Further research (Umah, 2022) explains that student learning motivation affects student learning discipline in realizing student learning outcomes. The last one is research (Sundawi, 2018), which shows that the provision of verbal reinforcement from parents can affect student learning motivation.

Some of the research above has explained that there is a strong relationship between motivation and student achievement. On the other hand, the role of parents in providing motivation is very important to improve student achievement. The form of parental concern for children can be implemented through an attitude of affection, encouragement, and high motivation towards children so that children can be confident in the family, school, and community environment. In implementing care for children, it is important for parents to pay attention to internal factors of children, such as their interests, talents, and personalities. In addition, the impact of parental concern for children is not entirely influenced by parental attention alone but also by other factors, such as teachers and classroom atmosphere (Sari et al., 2019). Therefore, cooperation between parents, schools, and communities is also important in helping children feel confident and motivated to learn and develop. Thus, this study is considered important to explain the steps and roles of parents in providing motivation to children. So, the purpose of this study is to explain the role of people in fostering learning motivation of class V students of MI NU 11 Karangayu Cepiring.

METHOD

This research is qualitative with a case study approach at MI NU 11 Karangayu Cepiring Jl. Sri Rejeki Rt: 05 Rw: 03 in Karangayu Village, Cepiring District, Kendal District, Central Java 51352. Research data in the form of Data in this study is in the form of the role of parents in fostering children's learning motivation. This study took a sample of class V parents who were considered to play an active role in fostering student learning motivation. The number of class V students is 39 students. It consists of 15 male students and 23 female students. Researchers will take five parent subjects. Data collection techniques are carried out by observation, interviews, and documentation. The observation phase was carried out for two weeks both in the madrassa and at each student's home. Then, interviews were conducted with respondents' parents, children (students), and teachers. Meanwhile, the documentation used as research data is in the form of various documents regarding the process of parental assistance to children and learning documents available at MI NU 11 Karangayu Cepiring. The data analysis is carried out through data reduction, data presentation, conclusions, and verification (Moeloeng, 2011). Researchers collected data on the role of parents in increasing student learning motivation, which is presented in the form of a table. The research data is further analyzed critically with relevant theories. Furthermore, researchers also juxtapose several related studies.

FINDINGS AND DISCUSSION

Findings

The results of extracting research data through observation techniques and interviews with documentation to parents and children (students) of class V MI NU 11 Karangayu Cepiring resulted in several activities and the role of parents in providing learning motivation to their children. Motivation is given so that children have good achievements as expected by their students. A more detailed explanation is in Table 1.

Table 1. The Role of Parents in Fostering Children's Learning Motivation

No.	Role Forms	Purpose	Result
1.	Give Compliments	Fostering learning motivation	Effective
2.	Giving Gifts	Stimulate children to be responsible	Effective
3.	Provide Learning Facilities	To simplify the learning process	Effective
4.	Giving Advice	So that children carry out tasks in the right direction	Effective

5.	Giving Punishment	So that the child does not repeat the same mistakes	Effective
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The explanation of Table 1 is as follows; in this case, the researcher explained the role of parents in fostering learning motivation of grade V students of MI NU 11 Karangayu Cepiring. To facilitate data search, researchers conducted interviews with five parents from a total of 38 students who had different parents. The interview was conducted with five parents, namely Mr. Helmi Sugianto and Mrs. Supiati, parents of Ayeezha Ghania Putri, Mr. Yusuf Akhmadi single parents of Fadiyahatul Latifah, Mrs. Kumaeroh and Mr. Wahyudi parents of Johan Ramadani, Mrs. Alfiatun Khasanah and Mr. Akhidno parents of Akhiena Khazahwa Khilna, Mrs. Kurniawati and Mr. Muh Isropin parents of Bariza Labiba. Based on the results of the interview, it was found that several things that parents do in carrying out their role in fostering student learning motivation, along with the results.

Give compliments. Based on the data that researchers can use, parents carry out their role in fostering learning motivation through giving praise. Giving praise to parents when children study hard, parents say "good," "right," "right." Of the five respondents, almost all said that they gave praise when children excel in lessons and extracurriculars at school, when children study with parents at home when school work is done well without being told by parents when to say well to parents and obeying rules made by parents.

Figure 1. Parents Accompany Learning in Children



Giving gifts. Based on data mining with five respondents, almost all said that they give gifts when children excel in lessons and extracurriculars at school, school work is done well without being told by parents, saying well to parents, and obeying rules made by parents, for example, from several interviews of researchers with sources parents of Ayeezha Ghania Putri, parents of Bariza

Labiba and Akheina Khazawah Hilna. Researchers asked Ibu Supiati, Ibu Kuniawati, and Ibu Alfiatun Khasanah "whether parents give gifts to their children to motivate their children to learn." Thus, it is very important to stimulate children to always be enthusiastic about learning.

Figure 2. Children get Gifts from Their Parents



Provide learning facilities. Based on data mining with five respondents, almost all said that they provide learning facilities in the form of textbooks, cellphones for learning needs during online lessons or ball lessons and lessons after finishing school daily, sending MDA schools, comfortable beds, study desks, money to buy ballpoint pens and pocket money as body needs for enthusiasm for learning. For example, from several interviews with the parents of Ayeezha Ghania Putri, Bariza Labiba, Akheina Khazawah Hilna, Jordan Ramadani, and Fadiyatul Latifah, researchers asked Ibu Supiati, Ibu Kuniawati, Ibu Alfiatun Khasanah, Bapak Wahyudi and Ibu housekeeper and grandmother Fadiya, "do parents provide learning facilities to their children to provide learning motivation to their children?", Thus, it is very important to improve services and utilization of learning facilities and infrastructure.

Figure 3. Providing Books and a Comfortable Home for Children



Giving advice. A parent must also be able to be a friend to tell stories to children when children experience problems. Parents must be able to take time for children to be able to devote all the desires that children want in the future. Parents as guides must certainly be able to direct

children to become children who meet the expectations of parents through the advice given. Based on data mining with five respondents, almost all said that they gave advice by slowly telling the child if the child did not obey the instructions given to the parents, then the parent advised the child again.

Give punishment. Punishment is given with the aim that the child does not repeat the same attitude or mistake. In this case, if the learning results are poor with punishment, it is hoped that children will be more motivated to study harder for fear of getting the same punishment. Based on data mining with five respondents, almost all said that they did not give punishment in a harsh way but by advising the child slowly towards the child; if the child violated, the parent will let the child introspect alone or by advising twice and then letting the child introspect himself.

Discussion

There are two factors of willingness to learn: the first is due to intrinsic factors or intrinsic motivation, and the second is due to extrinsic factors or extrinsic motivation. Intrinsic learning motivation is motivation from within students. Without orders from others, students are motivated to learn. The second is extrinsic learning motivation. Extrinsic learning motivation means the drive to carry out learning activities due to commands or stimuli from outside the student (Octavia, 2020).

One source of extrinsic motivation is parents (Maslow & Press, 2019). Parents must provide motivation and stimulation from outside, which will then be able to naturally grow motivation from within the child. Children's learning motivation will be related to how fathers, mothers, and other family members show attention and how much the role of parents and the willingness to learn their children have (Abubakar et al., 2022).

According to (2020), There are several forms and ways to foster motivation for children's learning activities. As for the results of observations and interviews with respondents of homeroom parents of class V MI NU 11 Karangayu Cepiring, several roles of parents were found to foster learning motivation. Among them are giving praise, giving gifts, providing learning facilities, giving advice, and giving punishments. Sincere and specific praise can boost a child's confidence and motivate them to keep learning. Give praise when children achieve achievements or overcome challenges in learning. Rewards can be an effective incentive to increase a child's learning motivation. However, make sure the prizes given are in accordance with the child's efforts and achievements, not just based on the final result. Then, create a comfortable and organized learning environment at home. Provide necessary equipment and study materials, such as books, stationery, and access to the Internet. With adequate facilities, children will be more motivated to learn. Give

positive and useful advice to children regarding the importance of education and the benefits of learning. Further, give punishment. Punishment is best used as a last resort and only in situations where it is absolutely necessary. Disproportionate or unfair punishment can damage a child's learning motivation. It is better to focus on positive reinforcement and give appropriate consequences when the child does not fulfill their learning responsibilities.

The role of parents is very necessary to grow children's interest in learning (Nuraeni, 2016). Parents can be role models by showing interest and excitement for learning ("Theoretical Framework on the Role of Knowledge Management for Students on Academic Performance," 2021). Children tend to imitate parental behavior, so if they see parents who enjoy learning, they may also tend to develop similar interests. For example, read together, be it children's stories, non-fiction books, or books that suit their interests. Discuss stories and ask questions to pique their interest in reading and learning. Parents can also provide access to Learning Resources (Abubakar et al., 2022). Make sure your child has enough access to books, magazines, and other learning resources. Parents can also take their children to the library, visit museums, or attend educational events to broaden their horizons (Kurnia et al., 2019).

In other respects, the role of parents can give children the opportunity to express themselves through art, music, or other creative activities (Manjavidze et al., 2021). This can help them develop an interest in learning and discovering their talents. Helping MI children NU 11 Karangayu Cepiring see the relevance between what they learn in school and everyday life. For example, teaching children how math is used in cooking or how science is applied in daily activities. Parents can give sincere praise and appreciation for the child's efforts and achievements in learning. This can motivate them to continue learning and develop deeper interests. By providing the right support, parents can help children develop a strong and ongoing interest in learning. Remember to remain patient and provide space for children to explore their own interests and talents.

The results of research on the role of parents in increasing the learning motivation of MI grade V students NU 11 Karangayu Cepiring is in line with research (Sundawi, 2018), which mentions the provision of verbal reinforcement from parents can affect student learning motivation. The formation of children's character can start from the role of parents (Haryanto & Dewi, 2020). The child's character must initially be formed by parents because the child is going through phases of development, including cognitive development, to learn (Jury, 2018). Once he experiences mature cognitive development, then two other aspects, including affective and psychomotor, also develop (Langgulung, 1986). These are the so-called stages of child development, including encouragement

and motivation to continue learning.

CONCLUSION

Based on the research that has been presented above, it can be concluded that the role of parents in fostering student learning motivation includes giving praise, giving attention, giving advice, giving gifts, giving punishments, and providing learning facilities. Giving praise can be in the form of accompanying children while studying, providing facilities in the form of book study tables, books, and tutoring outside school, giving advice while telling stories to children, and giving gifts in the form of walks.

Then, in carrying out their role, parents experience problems that hinder or even encourage children to be easily motivated. Such as the driving factor because the child understands the condition of the parents so that he is diligent in learning without being asked, or vice versa. The inhibiting factor is because the child is easily irritated, so the parent follows the child's mood to learn, or the child is too lazy to learn if not told to learn. The role of parents above makes children more motivated to learn to achieve achievements, although there are still factors that encourage and inhibit fostering student learning motivation.

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