



**THE RELATIONSHIP OF PARENT SUPPORT WITH CHILDREN'S LEARNING MOTIVATION SCHOOL AGE IN STUDY FROM HOME (SFH) METHOD DURING COVID-19 PANDEMIC**

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**ABSTRACT**

This study is to identify the relationship between parental support and learning motivation for school-age children in the study from home (SFH) method during the COVID-19 pandemic in Trisobo Village, Boja District, Kendal City. This study aims to look at parental support with school-age children's learning motivation, as well as the relationship between the two variables. This type of research is a type of quantitative research. The population of this research is elementary school students in Trisobo Village who carry out learning from home aged 6-12 years. Sampling technique with stratified random sampling was taken as much as 60% of the population, namely 47 people, data collection techniques using questionnaires, data collection tools using questionnaires, and data analysis using frequency distribution. The results showed that; (1) parental support is categorized as low; (2) children's learning motivation is still low; (3) there is a significant relationship between parental support and learning motivation. (1) Parental support in Trisobo Village has low parental support of 4 respondents (8.5%), moderate parental support of 29 respondents (61.7%) and high parental support of 14 respondents (29.8%); (2) learning motivation of school-age children in Trisobo Village has low learning motivation as many as 5 respondents (10.6%), moderate learning motivation as many as 27 respondents (57.4%) and high learning motivation as many as 15 respondents (31.9%); (3) the coefficient value or r value = 0.533 indicates moderate closeness in a positive direction, which means the higher parental support, the higher the learning motivation of school-age children in the Study From Home (SFH) method during the covid-19 pandemic.

**Keywords:** learning motivation; parental support; school-age children; study from home

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**INTRODUCTION**

Education is an activity that is only carried out by humans, the scope of the field of education includes all human experiences and thoughts about education. Between educational theory and educational practice are two things that cannot be separated. The two complement each other, and complement each other. The implementation of education in the family is a process or means of learning (Syafri and Zen, 2017). Learning can be said to be effective if all components involved in learning can support each other. Previously, learning was carried out face-to-face in schools, but now it has changed to study from home (SFH) due to the COVID-19 pandemic (Rofiah, 2016).

Study From Home (SFH) with distance learning at the elementary school level uses an online/online system that requires assistance from parents. Using technology devices such as

computers, notebooks, laptops and smartphones. The applications used are Zoom, Cisco, Webex, Whatsapp, Google Classroom and Google Meet (Susanto and Deapalupi, 2020). Learning motivation is a condition that exists in an individual where there is an urge to do something in order to achieve a goal. According to Mc Donald (2016: 229) motivation is a change in energy in a person's personality which is characterized by the emergence of affective (feelings) and reactions to achieve goals. It often happens that students who lack achievement are not caused by their lack of ability, but because there is no motivation to learn so that they do not try to direct all their abilities (Emda, 2018).

Parents are people who have a mandate from God to educate children with full responsibility and with love. Parents (family) are primarily responsible for the development and progress of children. Parents have the responsibility to educate, nurture and guide their children to reach certain stages that lead children to be ready in social life (Ruli, 2020). Parental support is seen as something that is obtained by individuals who are supportive. The family is always ready to provide assistance and assistance at various stages and cycles of an individual's life as a family member. With the support of family members, it becomes a very big motivation in changing behavior to increase motivation in learning (Yuni and Bartin, 2020). From the phenomenon obtained by researchers through interviews with parents that children are left behind by their parents to work, sometimes children are entrusted by their grandmothers and their families. When parents work, parents cannot accompany their children in doing learning at home. Parents worry if their children miss lessons. Children have difficulty understanding lessons independently because there is no teacher assistance and children lack support.

## **METHOD**

This research is a correlational quantitative research, which aims to see whether there is a relationship between parental support and learning motivation. The researched aspects of parental support consist of; (1) emotional support, involving a sense of concern and sympathy; (2) award support, involving awarding and good judgment; (3) instrumental support, in the form of giving directly to individuals; (4) information support, in the form of suggestions and advice or feedback. Meanwhile, from the aspect of learning motivation studied (1) there is a desire to succeed, a strong desire to move forward; (2) the existence of encouragement and learning needs, making learning a necessity; (3) the existence of hopes and aspirations for the future, a hope that will be realized in the future; (4) there is an appreciation in learning, an award becomes a trigger for enthusiasm in learning; (5) there are interesting activities in learning, there is student interest in learning; (6) the existence of a conducive learning environment, the comfort of the environment is the most important thing in the learning process.

In this study, the sampling technique used stratified random sampling technique, which was taken as much as 60% of the population as many as 47 students, using a technique for collecting questionnaire data, as for collecting data using a questionnaire, for data analysis used the frequency distribution formula. It is known that the p value is 0.000 so that there is a relationship between parental support and the learning motivation of school-age children in the study from home (SFH) method during the covid-19 pandemic. The coefficient value or r value = 0.533 the level of closeness is in a positive direction, which means the higher the parental support, the higher the motivation to learn in school-age children in the study from home (SFH) method during the covid-19 pandemic.

## RESULTS

### Parental support in the study from home(SFH) method during the covid-19 pandemic

From the results of the study, it can be said that parental support is categorized as moderate because parents provide good support, parents want to listen to children's complaints, when children get good grades, parents praise their children.

Table 1.

Parental support in the study from home (SFH) method during the covid-19 pandemic		
Parental Support	f	%
Low	4	8,5
Currently	29	61,7
Tall	14	29,8

Based on the table, it can be concluded that parental support is moderate with a percentage of 61.7%.

### Children's learning motivation in the study from home (SFH) method during the covid-19 pandemic

From the results of the study, it can be said that learning motivation is categorized as moderate because children want to get good learning achievements, children want to be praised that children study hard, the environment and home conditions are comfortable for learning.

Table 2.

Learning motivation in the study from home (SFH) method during the covid-19 pandemic.		
Motivatio n to learn	f	%
Low	5	10,6
Currently	27	57,4
Tall	15	31,9

Based on the table, it can be concluded that learning motivation is moderate with a percentage of 57.4%. The relationship between parental support and learning motivation for school-age children in the study from home (SFH) method during the covid-19 pandemic. The purpose of this study was to see the relationship between parental support and learning motivation of school-age children in the study from home (SFH) method during the covid-19 pandemic, in collecting data the researchers distributed 47 questionnaires to respondents/students.

## DISCUSSION

### Parental support in the study from home(SFH) method during the covid-19 pandemic.

From the research results that have been described, parental support in the study from home (SFH) method during the COVID-19 pandemic is categorized as moderate. It can be explained that there is moderate parental support. The support or role of parents for children in learning is very necessary because for a child, if all the needs needed for children are met, the possibility of children's learning needs can run well. To support all the needs of children, parents must play an important role in helping and providing the fulfillment of the needs of children.

Parents are seen as something that is obtained by individuals who are supportive. The family is always ready to provide assistance and assistance at various stages and cycles of an

individual's life as a family member. With support, it becomes a very big motivation in changing behavior, increasing motivation in learning.

### **Children's learning motivation in the study from home (SFH) method during the covid-19 pandemic**

Based on the results of the study, it showed that children's learning motivation in the study from home (SFH) method during the covid-19 pandemic was categorized as moderate. This is evidenced by the number of respondents 57.4%. children want to get good learning achievements, children want to be praised that children study hard, environment and home conditions are comfortable for learning. Motivation is a feeling that greatly influences a person's desire so that that person has the urge to act or the influence of forces that cause behavior and processes in a person to carry out movements or behavior towards goals. Motivation to learn can arise due to intrinsic factors, in the form of desire and desire to succeed and encouragement of learning needs, hopes for ideals. While the extrinsic factors are appreciation, a conducive learning environment, and interesting learning activities. But it must be remembered that these two factors are caused by certain stimuli, so that someone wants to do more active learning activities (Uno, 2018).

### **The relationship between parental support and learning motivation for school-age children in the study from home (SFH) method during the covid-19 pandemic**

Based on the analysis of the data above which has been tested with the hypothesis that there is a significant relationship between parental support and learning motivation of school-age children in the study from home (SFH) method during the covid-19 pandemic, it was found that  $r = 0.533$  indicating moderate closeness in a positive direction, which means the higher the parental support, the higher the learning motivation of school-age children.

Parents have the responsibility to educate, nurture and guide their children to reach certain stages that lead them to be ready in social life. The duties and roles of parents are the first unit and the first institution in society where the relationships contained in it are mostly direct relationships. Parents have an important role in their duties and responsibilities towards all family members, which are more in character building and character building, skills training and household provisions, and the like. Parents should be role models or examples that their children always imitate (Ruli, 2020). Parental support is encouragement or support given. Because parents are the main and first educators known to children (Yudha, 2020). Forms of parental support; (1) emotional support; (2) award support; (3) instrumental support; (4) information support (Verawati, 2017).

Motivation and learning are two things that influence each other's learning, namely changes in behavior that are relatively permanent and potentially occur as a result of practice or reinforcement based on goals to achieve certain goals. Motivation to learn can arise due to intrinsic factors, in the form of desire and desire to succeed and encouragement of learning needs, hopes for ideals. While the extrinsic factors are appreciation, a conducive learning environment, and interesting learning activities. But it must be remembered that these two factors are caused by certain stimuli, so that someone wants to do more active learning activities (Uno, 2018).

### **CONCLUSION**

Based on the results of data analysis and research results, it was concluded that there was a relationship between parental support and learning motivation of school-age children in the study from home (SFH) method during the covid-19 pandemic. So it is more described as

follows: (1) parental support in the study from home (SFH) method during the covid-19 pandemic is categorized as moderate; (2) children's learning motivation in the study from home(SFH) method during the covid-19 pandemic is categorized as moderate; (3) there is a significant relationship between parental support and learning motivation for school-age children in the study from home (SFH) method during the covid-19 pandemic. It is hoped that this research can add knowledge and references about the relationship between parental support for learning motivation.

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