

ANALYSIS OF THE ROLE OF PARENTS IN INCREASING CHILDREN'S LEARNING MOTIVATION AND READING LITERACY

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Abstract

Lestari Kurniasih 2023. In the current digital era, child development is a very important concern. Therefore the role of parents is very central too. On this basis, this study aims to (1) find out the role of parents in providing learning motivation for fifth and sixth grade students at SDN 1 Bangkleyan, Jati District, Blora Regency, for the 2022/2023 academic year; (2) Knowing the role of parents in increasing the literacy of fifth and sixth grade students at SDN 1 Bangkleyan, Jati District, Blora Regency, for the 2022/2023 academic year; and (3) Knowing how parents increase learning motivation and literacy skills of grades V and VI of SDN 1 Bangkleyan. Based on the research objectives, the conclusions obtained were based on the results of research at Bangkleyan 1 Elementary School, several conclusions were drawn as follows: (a) There is an influence of the role of parents on learning motivation; (b) There is an influence of the role of parents on children's reading literacy; and (c) Obstacles faced by parents in implementing their role in increasing children's reading motivation and literacy, including: (1) Children's play activities; (2) Children's response to parents' attitudes is lacking; (3) Parents cannot act as friends of the child; (4) The busyness of parents at work affects the children's study hours; (5) Economic conditions have an impact on child discipline; (6) Parents do not provide guidance to children because of a lack of understanding of teaching materials, and (7) Parents believe too much in children.

Keywords: *role of parents, learning motivation, reading literacy*

1. Introduction

Facts in the field, through observation activities and interviews with parents, students and seniors. The reality that occurred at SDN 1 Bangkleyan was that the learning motivation and literacy skills of class V and VI students had decreased. Children are less enthusiastic about learning. It has been proven that study assignments given by parents are rarely carried out. Moreover, during the Covid-19 pandemic, learning was carried out offline and online, many assignments were not completed. Children's literacy skills are also low, as evidenced by complaints about reading reading materials so that students are unable to understand and solve problems. Children's numerical literacy skills are also weak. The provision of additional study hours by parents for free is also not utilized by students. Of the 23 students only 60% came. Several parents of grades V and VI complained about the difficulty of directing their children in learning. Parents are busy earning a living so their children lack guidance at home. Children play and play games more than studying.

Education is the basic foundation for the sustainability of a country. Education is one of the elements in producing the nation's next generation. To make a country a developed and successful country

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Education has the function of forming the character and disposition as well as the personality of the nation and developing according to the potential of students to become dignified, democratic and responsible human beings.

Education as described in Law Number 20 of 2003 is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their full potential to have religious spiritual strength, self-control, personality, intelligence, noble morals and the necessary skills. himself, society, nation and state. The implementation of education in

Indonesia in accordance with Law Number 20 of 2003 article 1 paragraph 11 is organized into 3 educational pathways, namely formal, informal and non-formal

Hermawan (2019: 3.5) states that formal education is provided by official institutions in carrying out education and learning processes. School is a vehicle for formal education. In Indonesia, formal education consists of primary education, junior secondary education, senior secondary education and higher education. Formal education is provided either publicly or privately.

It's different with informal education. The family as a form of informal education has an important role in the success of educational goals. The family provides the first and main touch of education for human children. Success in education cannot be separated from the role of parents. The main role of parents is to ensure their children are successful

in pursuing education both in the world and in the hereafter. Children's education can be achieved through formal, informal or non-formal institutions. Parents still play a role in determining their children's educational future.

Syarbini (2014: 3) believes that informal education in the family plays an important role in forming children's character. A child's character is formed through the first education, namely the family. The family is the environment for children's growth and development from early childhood to adulthood.

Children take formal education because of the limited knowledge of their parents, so children are expected to get knowledge from their parents/other competent people. Bearing in mind that the development of science is always evolving following the times, while parents have limitations. Another factor is that parents are busy working to meet family needs, which also encourages parents to ask for help from other parties in their children's education

A comfortable, conducive and supportive learning environment is one of the factors that increases children's motivation to study actively. Not only at school and society but the learning environment at home is one of them. So, parents actually have a significant role and contribution to their children's learning motivation as students.

Motivation is a desire and drive which is a conscious effort from a person that arises to carry out an action in accordance with a certain goal. From this understanding it can be said that in the world of education motivation to learn is a spirit that every student needs to have. If a child (student) has good learning motivation then he will be encouraged to be diligent and active in studying.

Sardiman (1998:78) concludes that learning motivation is all the power that drives a person/child who creates learning activities to ensure the continuity of learning and provides direction and purpose to learning activities, and ultimately the child's learning goals will be achieved. However, to build good learning motivation, supporting factors are needed. The role of parents in the family is one of them.

Parental concern is also related to and has a role in efforts to achieve children's achievements in formal education, namely education carried out in school institutions. Time for formal education is limited to around 6 hours a day at school, thereby attracting parental concern to participate in continuing tutoring. Outside of school, this will influence the child's success in achieving learning achievement. It does not rule out the possibility that problems experienced by students at school, such as low learning motivation, have an impact on student learning achievement. The success or failure of a student's learning process is a result or continuation of a disharmonious family environment and the role of parents that is not carried out properly.

Education cannot be separated from children's literacy abilities. Literacy is the ability a person has to understand information and then process the information for life skills. According to Palupi, et al (2020: 1) literacy is the ability that individuals have to process and understand information through reading and writing.

As time progresses literacy is not only limited to reading and writing but extends to counting, speaking, and problem solving and application in life. There are also various types of literacy, including; media literacy, computer literacy, scientific literacy, numerical literacy, school literacy and so on.

Baiti (2020: 5) states that literacy success is influenced by collaboration between parents, parents and students. Parents provide interesting and varied digital reading materials. There are many and varied free digital reading sources. Reading materials are provided to students and parents. This requires the role of parents in supervising children reading via smartphone.

In <https://anbk.kemdikbud.go.id/#tangan> it is explained that the National Assessment is a quality assessment program for every school, madrasah, and equity program at the primary and secondary levels. The quality of the educational unit is assessed based on students' basic learning outcomes (literacy, numeracy and character) as well as the quality of the teaching and learning process and the climate of the educational unit that supports learning. This information is obtained from three main instruments, namely Minimum Competency Assessment (AKM), Character Survey, and Learning Environment Survey. Therefore, the researcher raised the topic "The Role of Parents in Increasing Children's Learning Motivation and Reading Literacy".

2. Research Methods

1. Type of Research

Based on the title that the researcher adopted, the type of research used is quantitative correlational research. Correlational quantitative research according to Arikunto (2010:247-248), correlational research (Correlational Studies) is research that is intended to determine whether there is a relationship between two or several variables. The characteristic of correlational research is that it does not require too many research subjects.

2. Research Design

The research design used is positive correlation research. Positive correlation occurs if two or more variables run parallel or in the same direction. This means that if X increases, variable Y will also increase. The researcher's basis for conducting this research was obtaining initial data after observing that children's literacy skills were still lacking. Therefore, in the end the researchers wanted to find a solution involving parents. Variable X is the role of parents, variable Y1 is motivation to learn, and variable Y2 is reading literacy. From this information, the correlation research design is described in the following table.

Table 1. Correlation Research Design

Y	Motivation to learn Y1	Reading Literacy Y2
X		
The role of parents	X, Y1	X, Y2

3. Result and Analysis

The research has been completed. The research location is at SDN 1 Bangkleyan, targeting class V and class VI. Regarding the research results, the researcher presents the N-Gain test as a form of statistical description and the multiple regression test as a form of hypothesis testing. Before discussing in more detail below, the researcher presents a table of general research results regarding student motivation and literacy outcomes due to the influence of the role of parents.

To determine the contribution of parents' role to learning motivation, be guided by the R Square or R² value contained in the SPSS model Summary output table below.

Tabel 17. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.871 ^a	.758	.746	1.777

a. Predictors: (Constant), Peran Orang Tua

Based on the output above, it is known that the R Square value is 0.758. This value means that the influence of the role of parents (X) on reading literacy (Y2) is 75.8%, while 24.2% of reading literacy is influenced by other variables that were not studied.

Based on the simple regression test above, it can be concluded that:

The regression coefficient value is positive (+), so it can be said that the role of parents (X) has a positive effect on learning motivation (Y1). So the regression equation is $41.345X + 0.528$. Therefore, on this basis, the role of parents can increase learning motivation. Meanwhile, in terms of significance value, a significance value of 0.000 is obtained, therefore the Sig. $0.000 < 0.05$, which means that there is an influence of the role of parents on learning motivation. Meanwhile,

based on the R Square value of 0.735. This value means that the influence of parents' role on learning motivation is 73.5%, while 26.5% of learning motivation is influenced by other variables that were not studied.

The regression coefficient value is positive (+), so it can be said that the role of parents has a positive influence on reading literacy. So the regression equation is $62.276X + 0.394$. Therefore, on this basis it can be said that the role of parents can increase reading literacy. Meanwhile, with the significance value, a significance value of 0.000 is obtained, therefore the Sig. $0.000 < 0.05$, then this means that there is an influence of the role of parents on reading literacy. Next, based on the R Square value, an R Squer value of 0.758 is obtained. This value means that the influence of parents' role on learning motivation is 75.8%, while 24.2% of reading literacy is influenced by other variables that were not studied. There are several ways that parents can do to stimulate interest or motivate children to learn. This stimulation is extrinsic encouragement (encouragement that comes from outside). The motivation provided can be in the form of:

Give motivation

Parents' motivation and attention to their children can influence their learning motivation. For example:

- ✧ Correction of activities while at school
- ✧ Ask about learning difficulties
- ✧ Asking about assignments / homework

Give rewards

Rewards or prizes are given to students as a reward for the child's success. Prizes can increase children's enthusiasm and motivation to study actively.

Give compliments

This means giving praise by parents to children in order to provide reinforcement from within the child. Based on the opinion above, it can be concluded that the role of parents is very important in children's education. Parents are obliged to create and carry out family education based on ideals and love. Parents are a place for children to express their problems, prevent children from

getting wrong information from life outside the family. The example of parents can shape a child's personality, character and manners.

Meanwhile, motivation can be interpreted, Winkel (1996: 151) in Uno (2016: 3) Motivation comes from the word motive. Motive is the driving force that a person has to do something for a certain purpose. So motivation is a change in a person's behavior with the aim of meeting needs based on encouragement from within that person.

In line with Slavin, (2009:105) Psychologists define motivation as an internal process that activates, guides and maintains behavior over time. In simple language, motivation is something that causes you to walk, keeps you going, and determines where you try to go (Slavin, 2009: 105)

Uno (2016:1) expressed the opinion that motivation is the initial impulse that underlies a person's behavior. A person's motivation varies according to the drive/desire each individual has.

Hamalik (2020: 105) states that there are 2 approaches to reviewing and understanding motivation, namely: (1) motivation as a process, (2) determining the characteristics of the process based on a person's behavioral clues

Mc.Donald (1959) in Hamalik (2020: 106) formulated that "Motivation is on energy change with in the person characterized by affective arousal and anticipatory goal reaction", which means that motivation is Motivation is on energy changes in the person characterized by with affective arousal and anticipatory goal reactions.

According to Lestari (2020: 6) motivation is a person's conscious effort to make movements, direct and encourage behavior to act in order to achieve certain goals.

Several definitions from experts regarding motivation generally contain almost the same meaning. Motivation is a change in energy within a student that encourages students to want to do the things they want to achieve, something that makes them continue to want to do it and complete academic tasks (Woolfolk (2007: 372); McLean (2009: 7); David Yundai and Robert J. Stern-berg (2004: 11); MC. Donald in Oemar Hamalik (2007: 78); Hamzah B. Uno (2011: 8); Ford in Alderman (2004: 18)).

So based on the various opinions above, it can be concluded that children's learning motivation can arise as a personal awareness due to encouragement from within the individual and encouragement from outside so that children are able to work/do something to achieve certain goals.

4. Closing

Based on the results of the research and discussion, the following can be concluded.

There is an influence of the role of parents on learning motivation.

There is an influence of the role of parents on children's reading literacy.

Obstacles faced by parents in implementing their role in increasing children's reading motivation and literacy include: (1) Children's play activities; (2) The child's response to the parent's attitude is poor; (3) Parents cannot act as friends of children; (4) Parents' busyness at work influences children's study hours; (5) Economic conditions have an influence on children's discipline; (6) Parents do not provide enough guidance to their children due to a lack of understanding of the teaching material, and (7) Parents trust their children too much.

It is recommended for school principals to continue to monitor teachers so that they always involve parents in student learning progress

Teachers at schools are expected to be able to design and implement learning activities that can create a conducive atmosphere, which can provide student interest and learning outcomes by fully involving parents. It is hoped that teachers at schools will always convey children's learning progress to parents, so that they can create agreements to increase student motivation and student learning outcomes.

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