

The Effect Of Parental Participation On Students Motivation To Learn Mathematics Telkom Elementary School Makassar

¹Djohara Nonci, Universitas Negeri Makassar

E-mail: Djohara@gmail.com

²Rosdiah Salam, Universitas Negeri Makassar

E-mail: rosdiah@gmail.com

³Zulaikha Hidayat, Universitas Negeri Makassar

E-mail: Zulaikha@gmail.com

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ABSTRACT

This study examines the following problems: (1) How is the description of the participation of parents in Telkom Elementary School Makassar? (2) What is the description of the students' motivation to learn mathematics at Telkom Elementary School Makassar? (3) Is there an effect between parental participation on students' motivation to learn mathematics at Telkom Elementary School Makassar? The objectives of this study are: (1) To determine the description of parental participation in Telkom Elementary School Makassar, (2) To determine the description of students' motivation to learn mathematics at Telkom Elementary School Makassar, (3) To determine whether or not parental participation affects mathematics learning motivation. students at Telkom Elementary School Makassar. The research approach is quantitative research with the type of ex-post facto research. The population in this study were all students of Telkom Elementary School Makassar using the sampling method, namely simple random sampling at each grade level (all students in class 1 Telkom C, 2 Telkom C, 3 Telkom A, 4 Telkom A, 5 Telkom A, and 6 Telkom. B). The sample size is 172 students. The data were collected using a research instrument in the form of a closed questionnaire regarding the participation of parents and students' motivation to learn mathematics which consisted of 35 statements each. Research instruments are validated by experts in their fields. The data analysis technique used was regression analysis with the help of the IBM SPSS Statistic Version 26 application.

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INTRODUCTION

Education plays a role in developing the potential that exists in each individual. Education can be taken from various educational paths. Law Number 20 of 2003 concerning the National Education System Chapter VI Article 13 states that education pathways consist of formal, non-formal and informal education which can complement and enrich each other. The educational path is a vehicle through which students develop their potential.

Formal education is education that is held in schools. This education pathway has a clear level of education. Non-formal education is a path of education outside the formal education pathway which can be implemented in a structured and tiered manner. This education path is in the community environment. Informal education is an educational pathway that runs in families in the form of being independent, aware, and responsible. The three educational paths must complement each other so that the goals of national education can be achieved, because education is the responsibility of all parties.

Informal education plays a role in developing the potential that exists in each child. Law No. 20 of 2003 Chapter IV Article 7 states that "Parents of children of compulsory education age are obliged to provide basic education to their children". The attention of parents to education in question is all forms of effort, encouragement, involvement of parents in providing learning guidance for children. Parents also need to provide learning facilities, especially textbooks and encouragement to encourage their children to learn.

Basrowi (Dwiningrum, 2011) suggests that the form of parental participation can be in the form of physical participation and non-physical participation. Physical participation is the provision of adequate learning facilities at home. Learning facilities play a role in facilitating and expediting the process of learning

activities at home. Learning facilities can be in the form of provision of learning support books, appropriate study desks and chairs, and various other physical forms. With adequate learning facilities, students are expected to feel comfortable learning and these students will be more motivated in learning. Students who have adequate learning facilities, of course, when they have difficulty doing the assignments given by the teacher, they will be motivated to complete the assignments. Meanwhile, students who do not even have learning facilities at home will experience obstacles in doing their assignments.

Non-physical participation given by parents can be in the form of parental attention. Slameto (2015) suggests that attention is an activity that a person does in relation to the selection of stimuli that come from his environment. Meanwhile, parental attention is the encouragement given to their children in the form of conscious guidance, energy, thoughts, and feelings. The attention given by parents will encourage children to study harder. In order for the attention given to be received optimally, good communication is needed between parents and children. Parents who have good communication with their children will find it easier to foster the development of children's education. Providing time for children is also needed in fostering children's education. These things will raise the child's attitude or self-confidence and in the end will lead to learning independence in them.

Slameto (2015: 63) states that "The atmosphere of a rowdy or crowded and chaotic house will not give peace to children who are learning". Such an atmosphere will have a negative influence on children's learning. To create a conducive atmosphere, it is necessary to create a calm and serene home atmosphere. So a conducive learning atmosphere at home will make children more motivated by their desire to learn.

There are several factors that influence learning motivation. Williams (Nenta Siregar and Edy Surya, 2017: 47) states "There are five things that affect student learning motivation, namely: students themselves, teachers or educators, content of subject matter, learning methods or processes, and environment". These factors can be grouped into factors that come from within the child's body (internal) and factors that come from outside (external). Internal factors include the psychological, physical and physical maturity of the child. External factors include everything that comes from outside the child such as the learning environment and parental participation. These factors interact with each other in influencing a child's learning motivation.

One of the reasons for learning motivation is parental participation. Parents who give optimal participation in learning activities are expected that the child will feel comfortable learning and the child will be more motivated in learning. Meanwhile, children who do not get the support of their parents in learning will experience obstacles in doing assignments because he does not have the motivation to complete the assignment given by the teacher.

Based on observations made at Telkom Elementary School Makassar from September to November, it was found that the form of parental participation in teaching and learning activities at home is different for each student. There are 25 students out of 52 students who have parental participation in the form of adequate learning facilities such as procurement of learning support books, special study rooms, and study guidance. However, there are still 27 students whose form of parental participation is not optimal in both physical and non-physical forms. This is relevant to research conducted at elementary schools in Pangkal Pinang City in 2016. The result of this study is that there is a significant influence between parental participation which has an effect of 20.4% on student learning motivation. Students who have participation from their parents have higher learning motivation than students who do not have optimal parental participation. This is relevant to research conducted at elementary schools in Biringbulu Village, Biringbulu District, Gowa Regency in 2017. The result of this study is that there is a significant influence between parental participation which has an effect of 39.7% on student learning motivation.

Based on the results of interviews with students, 27 students stated that their parents paid less attention to learning activities at home. Meanwhile, the teacher stated that there were still parents who were not directly involved in the process of learning activities at home such as providing learning facilities, learning support tools, and providing guidance. Parents tend to give up their children completely at school. This is relevant to research conducted in. Class V Public Elementary School in the Main Wiyata Cluster, Lumbar District, Banyumas Regency, 2011/2012 Academic Year. The study suggests that the learning success of students is influenced by the learning facilities factor. However, these learning facilities have not been fully utilized by students. This is evidenced by a significance level of 16.7% between learning facilities on student learning motivation.

Based on the above background, the researcher is interested in conducting a research entitled The Effect of Parental Participation on the Mathematics Learning Motivation of Telkom Elementary School Makassar Students.

METHOD

The approach used in this research is a quantitative approach. This type of research is ex-post facto. The research design used a simple paradigm design. The sampling technique used was simple random sampling. This research was conducted at Telkom Elementary School Makassar.

Data collection techniques are questionnaires (questionnaire) and documentation. This research was conducted for approximately 2 weeks starting on August 8 - August 21 2020 at Telkom Elementary School Makassar. The subjects of this study were class I Telkom C, 2 Telkom C, 3 Telkom A, 4 Telkom A, 5 Telkom A, and 6 Telkom B, with a total sample of 172 students at Telkom Elementary School Makassar. The questionnaire is distributed by sending a google form link link to the research subject.

Then the data analysis techniques are descriptive statistical analysis and inferential statistical analysis. Descriptive statistical analysis is used to analyze data by describing or describing the collected data as is without intending to make generalized conclusions or generalizations. Inferential statistical analysis was used to test the research hypothesis using simple regression analysis. Before testing the hypothesis, first the normality test is carried out. The normality test used is the Kolmogrov-Smirnov to determine whether the data that follows the population is normally distributed. The criterion used is the learning outcome data which is said to follow a normally distributed population if the p-value is > 0.05 .

Linearity test is carried out in order to determine whether the independent variable and the dependent variable have a linear relationship or not. To test the linearity of the data, it was done using the test of linearity with the help of the SPSS 26 program. A variable is said to have a linear relationship if it has a sig linearity value below 0.05 and a Sig.Deviation of linearity value above 0.05.

Hypothesis testing in this study uses regression analysis. In this study, a simple regression analysis is used to determine the effect of X on Y. The basis for decision making is if the significance value is smaller than the 0.05 probability, then there is an effect of parental participation (X) on learning motivation (Y). This test is performed using computer assistance, namely the SPSS program.

RESULTS AND DISCUSSION

A. Research Results

The first step taken by the researcher was to validate the questionnaire instrument. The validity used is expert validity. In addition, a field test was conducted to strengthen the validity of the instruments used. This research was conducted for approximately 2 weeks starting on August 8 - August 21 2020 at Telkom Elementary School Makassar. The questionnaire is distributed by sending a google form link link to the research subject.

Data on parental participation in this study were obtained with a Likert scale which was answered by students at Telkom Elementary School Makassar. Based on the results of the analysis carried out, it can be seen that the mean or average score is 115.74, the median or middle value is 116, the mode value or the most frequently occurring value is 114, the standard deviation is 5.789, the minimum value is 105 and the score The maximum score is 128. The score for each indicator of parental participation can be seen in the following table:

No.	Indicator	Sub Indicator	Total Score	Percentage (%)
1.	Physical Participation	1. Provision of learning facilities.	5513	28.869%
		2. Provision of study aids at home.	5333	27,927%
2.	Non-Physical Participation	3. Providing guidance and direction to children.	3895	20,396%
		4. Giving motivation to learn.	4355	22,805%
Number of items			19096	100%

From Table 1, it can be seen that the indicators of parental participation who have the highest score are indicators of providing learning facilities for 5513 or 28.826%, for indicators of providing learning aids at home 5333 or 27.927%, for indicators of providing learning motivation, obtaining a score of 4355 or 22.805% and The lowest score is an indicator of providing guidance and direction to children with a score of 3895 or 20.396%. The trend scores for the parental participation variable can be seen in the table below.

Table 2 Trends in Parental Participation Scores

No	Interval	Frequency	Percentage	Category
1.	$117.609 \leq X$	59	34.302%	Tinggi
2.	$108.031 \leq X < 117.609$	62	36.046%	Sedang
3.	$X < 108.031$	51	29.651%	Rendah
Total		172	100%	

Based on Table 2 it is known that as many as 59 students (34.302%) had parental participation in the high category, 62 students (36.046%) had parental participation in the medium category, 51 students (29.651%) were in the low category.

The motivation to learn mathematics data in this study was obtained with a Likert scale which was answered by students of Telkom Elementary School Makassar. Based on the results of the analysis carried out, it can be seen that the largest mean or average score is 113.40, the median or middle value is 113, the mode value or the most frequent occurrence is 115, the standard deviation is 7.488, the minimum score is 91 and the maximum score is 132. The score for each indicator of learning motivation can be seen in the following table

Table 3 Score of Mathematics Learning Motivation Indicators

No	Indicator	Total Score	Percentage %
1.	The desire to learn	4168	21
2.	Diligent in doing assignments	3890	20
3.	Prefer to work alone	4254	22
4.	Enjoy looking for and solving Problems	3829	20
5.	Resilient in the face of adversity	3363	17
Total		19504	100

From Table 3 it can be seen that indicators of motivation to learn mathematics that have the highest score are indicators of being happy to work alone with a score of 4254 or 22%, indicators of desire to learn get a score of 4168 or 21%, indicators of being diligent in doing tasks get a score of 3890 or 20%, the happy indicator of finding and solving questions gets a score of 3829 or 20%, and the lowest score is the indicator of being resilient in facing difficulties with a score of 3363 or 17%. The trend scores for the learning motivation variable can be seen in the table below.

No	Interval	Frequency	Percentage	Category
1.	$121.85 \leq X$	34	19.767%	High
2.	$106.88 \leq X < 121.85$	123	71.511%	Moderate
3.	$X < 106.88$	15	8.720%	Low
Total		172	100%	

From table 4 it can be seen that as many as 34 students (19,767%) have a high category of motivation to learn mathematics, 123 students (71,511%) have a medium category of motivation to learn mathematics, and as many as 15 students (8,720%) have a low category of learning motivation.

a. Results of Normality Test

The normality test is carried out to find out whether the data is normally distributed or not. To determine whether the data is normal or not is done by looking at the significance value of the Kolmogorov Smirnov test. The normality test was carried out with the help of SPSS 26 with the following results.

Table 5. Normality Test Results

Variable	Significance	Standard	Explanation
	Count	Sig	
Parents Participation	0,92	0,05	Normal
Learning Motivation	0,80	0,05	Normal

Based on the table above, the Kolmogorov Smirnov value for the parent participation variable with a significance of 0.92 and the learning motivation variable is 0.80. Both of these variables have a significance of more than 0.05, it can be said that the data from each variable is normally distributed and regression analysis can be carried out.

b. Results of Linearity Test

Linearity test is conducted to determine whether there is a linear relationship between variables X and Y. Below are the results of the linearity test carried out with the help of the SPSS 26 program.

Table 6 Linearity Test Results

Variable	Sig. Deviation of Linierity	Sig	Explanation
Parents' Participation with Mathematics Learning Motivation	0,691	0,05	Linier

Based on the table above, it can be seen that the relationship between the parent participation variable (X) and mathematics learning motivation (Y) has a Sig. Linierity below 0.05 and Sig. Deviation of Linearity above 0.05 means that the relationship between the two variables is linear and regression analysis can be performed.

c. Results of Hypothesis

Hypothesis testing in this study was conducted to determine whether there was an effect between parental participation on motivation to learn mathematics. The hypothesis in this study was tested using simple linear regression analysis. The regression results are in the following table.

Table 7 Hypothesis Test Results

Model	R	R Square	Adjusted R Square	Std. Error Of the Estimate	T	Sig.	Explanation
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$X \rightarrow Y$	0.638	0.312	0.308	7.503	0.773	0.03	$0,03 < 0,05$
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Based on the results of the calculations in the table above, the t count value is 0.773 and a significance value of 0.03. Since the significance shows 0.03 so that $0.03 < 0.05$, the decision is the hypothesis is accepted. Meanwhile R^2 's contribution was 0.312 or 31.2%, which

$$Y = a + bX$$

$$Y = 119,972 + 0,572$$

The meaning of the equation above is that the constant value is 119.172, so if the value of parental participation is 0, then the value of student learning motivation is 119.172. The regression value for parental participation is 0.572, which means that for every 1% increase in parental

B. Discussion

This study aims to determine the effect of parental participation on mathematics learning motivation. The sample in this study were 172 students of Telkom Elementary School Makassar, who were obtained using simple random sampling technique. The research instrument in the form of a questionnaire is distributed by sending a google form link to the research subject.

1. Description of Parents Participation in Mathematics Learning Motivation

The form of parental participation consists of physical participation and non-physical participation. The form of physical participation can be done by providing learning facilities, because this is an indicator in this study which has a contribution of 28.869% to learning motivation. Learning facilities are tools or objects that can support children's learning activities, with learning facilities, children will be more eager to learn and motivated in learning. Physical participation can also be in the form of providing learning aids at home which in this study contributed 27.927% to learning motivation. Learning aids can be in the form of providing learning support books, provision of rulers, colored pencils, bows, and other tools, the learning needs of children cannot be separated from the roles of these aids.

Non-physical participation can be in the form of parental attention given means that parental participation had an effect of 31.2% on learning motivation. The regression equation is as follows. participation, student learning motivation will increase by 0.572%.

Based on the above discussion, it can be concluded that there is a significant influence between parental participation on students' motivation to learn mathematics at Telkom Elementary School Makassar. to their children. Parents' attention is the encouragement given to their children in the form of conscious guidance, energy, thoughts, and feelings. The form of giving non-physical participation given by parents to their children is in the form of providing guidance and direction to children who contribute 20.396% and providing learning motivation which contributes 22.805%.

The results showed that the frequency of parental participation in the high category was 59 students (34.302%), 62 students (36.046%) had moderate parental participation, 51 students (29.651%) had parental participation in the low category. This proves that the level of parental participation is dynamic, there are high, medium and low levels. This is based on the different indicators to be achieved for each item in the distributed questionnaire.

Learning activities will work well, if students are diligent in doing assignments, are persistent and solve various problems and obstacles independently. Thus what is said to be learning motivation is behavior based on someone's encouragement that will determine the need for learning activities to achieve the desired goals which are influenced by internal and external factors. Motivation to learn is an important aspect of teaching students. Without motivation, students may not have the will to learn.

2. The Effect of Parental Participation on Mathematics Learning Motivation

Based on the results of the simple linear regression test that has been done, it is known that there is a positive influence between parental participation on students' mathematics learning motivation by 31.2%, which means that parental participation has an influence on students' motivation to learn mathematics at Telkom Elementary School Makassar.

CONCLUSION

The results showed that there was an effect of parental participation on students' motivation to learn mathematics at Telkom Elementary School Makassar.

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