

Asosiasi Asesmen Pendidikan (AAP)


Address: Bumi Mutiara Serang, Cluster Symphony, Blok C2 No.18 Serang – Banten, 42122 – Indonesia.

☎ +62 85312898866; ✉ jurnal@aapbk.org



Journal of Counseling and Educational Research

ISSN 3063-9786 (Electronic)

Editor:  Maria Oktasari

Publication details, including author guidelines

URL: <https://journal.aapbk.org/index.php/jcerch/about/submissions#authorGuidelines>

The Contribution of Parental Support to Student Learning Motivation

Dzulfa Idztihar Purnomo^{*1}, Dewi Yanah², Merisanti²

¹Guidance and Counseling, Universitas Indrapasta PGRI, Jakarta, Indonesia

²Guidance and Counseling, Universitas Bina Bangsa, Serang, Indonesia

Article History

Received : 21 July 2024

Revised : 08 December 2024

Accepted : 18 December 2024

How to cite this article (APA 6th)

Purnomo, D. I., Yanah, D., & Merisanti, M. (2024). The Contribution of Parental Support to Student Learning Motivation. *Journal of Counseling and Educational Research*, 1(2), 63–71. DOI: 10.63203/jcerch.v1i2.117

The readers can link to article via <https://doi.org/10.63203/jcerch.v1i2.117>

Correspondence regarding this article should be addressed to:

Dzulfa Idztihar Purnomo, Universitas Indrapasta PGR, Email: dzulfaidztihar@gmail.com, Jakarta, Indonesia

SCROLL DOWN TO READ THIS ARTICLE



Asosiasi Asesmen Pendidikan (as Publisher) makes every effort to ensure the accuracy of all the information (the "Content") contained in the publications. However, we make no representations or warranties whatsoever as to the accuracy, completeness, or suitability for any purpose of the Content. Any opinions and views expressed in this publication are the opinions and views of the authors, and are not the views of or endorsed by Asosiasi Asesmen Pendidikan. The accuracy of the Content should not be relied upon and should be independently verified with primary sources of information.



This work is licensed under a <https://creativecommons.org/licenses/by/4.0>

Copyright by Author Purnomo, D. I., Yanah, D., & Merisanti, M. (2024)

The authors whose names are listed in this manuscript declared that they have NO affiliations with or involvement in any organization or entity with any financial interest (such as honoraria; educational grants; participation in speakers' bureaus; membership, employment, consultancies, stock ownership, or other equity interest; and expert testimony or patent-licensing arrangements), or non-financial interest (such as personal or professional relationships, affiliations, knowledge or beliefs) in the subject matter or materials discussed in this manuscript. This statement is signed by all the authors to indicate agreement that the all information in this article is true and correct.

Original Article

The Contribution of Parental Support to Student Learning Motivation

Dzulfa Idztiyar Purnomo^{*1}, Dewi Yanah², Merisanti²

¹Guidance and Counseling, Universitas Indrapasta PGRI, Jakarta, Indonesia

²Guidance and Counseling, Universitas Bina Bangsa, Serang, Indonesia

Abstract. The study aims how influential is the level of support provided by parents both at school and at home on the increase in learning motivation. This research is using method quantitative, with a correlational type. The respondents in this study consist of 76 student participants, investigating parental support and learning motivation. The research will use simple linear regression to test the significance between parental support and learning motivation. This research using questionnaire with Likert Scale and the results are the reliability of the parental support questionnaire was 0.922. Meanwhile, the learning motivation questionnaire has a reliability of 0.726. The result show contribution of independent variable parental support (X) to dependent variable learning motivation (Y) is 23.1%. It implies that learning motivation is 23.1% influenced by parental support with the remaining 76.9% was influenced by other factors that are not included in this research.

Keywords: Parental Support; Learning Motivation; High School Student.

Corresponding author: Dzulfa Idztiyar Purnomo, dzulfaidztiyar@gmail.com, Jakarta, and Indonesia



This work is licensed under a CC-BY

Introduction

Many parents think that it is enough for their children to come to school. In reality, children also need motivation to learn at school, and many parents are unable to show their support at home or at school. Many students attend school merely to fulfill their obligation as children who are required by their parents to go to school (Miswanto et al., 2023; Syahputra, 2024). However, at school, they do not learn anything because they feel that their obligation has been fulfilled by simply attending school.

The development of high-quality human resource is crucial for Indonesia's society progress in this era of globalization and digital revolution. In this era, society demands individuals to have high requirement as productive and have high value. Human resource development can produce when the country itself has better education system. The development of human resources in education should focus on five key domains: professionalism, competitiveness, functional competence, participatory excellence, and cooperation. Continuous education and training, both formal and informal, are necessary for creating high-quality human resources in the education sector (Ningrum, 2016). Indonesian society is more familiar with the term school compared to formal education, which takes place within schools as a setting for teaching and learning. The need for education is increasing because the desired human resources are also increasing, so education in Indonesia is constantly adjusting to the advancing times (Fajri et al., 2023; Syahputra et al., 2024). Good quality education will make the nation progress and develop further (Wahyudi et al., 2022).

The success of a student in school is influenced by parents although at school, it is the teacher's duty as a facilitator to assist students in classroom learning, teachers also require collaboration from the home environment, where the facilitators are the parents. Both parents, whether mother or father, have a role in guiding, supervising, facilitating, motivating, and being involved in matters related to their child's education. Some forms of parental involvement that can be provided to support students in the learning process include caregivers/educators, mentors, motivators, and facilitators (Khasanah et al., 2021).

According to James O Whittar, motivation as the state that activates conditions or provides impetus for creatures to behave in order to achieve goals caused by that motivation (Siregar, 2020). Every human being has an instinct to achieve something, commonly referred to as a goal. However, in fulfilling that goal, humans require motivation and effort to find ways to attain it. In education, a student needs knowledge in order to develop a desire to learn and motivate themselves to study and master the subjects, ultimately achieving satisfactory results in their learning. In school, motivation can also be described as a plan or desire to achieve success and avoid life failures (Jayawardhana, 2020).

Maslow proposed "Maslow's Hierarchy of Needs" or the theory of human needs levels, which indicates a correlation between parental support and learning motivation. Human needs are divided into five levels: the first level is physical needs, the second is the need for safety and security, the third is the need for love and affection, the fourth is esteem, and the fifth is self-actualization (Rohmawati et al., 2023). The addition to previous and earlier research shows that ideally, students' learning motivation is determined by the support provided by parents. When students receive high support from their parents, they will have high learning motivation. Conversely, if students receive low support from their parents, they will also have low learning motivation (Saragi et al., 2016).

Sardiman stated that motif is defined as the driving force that compels someone to do something, motif can be considered as an internal driving force within a subject to engage in specific activities in order to achieve a goal. Therefore, motivation is defined as an active driving force (Nurjan, 2015). Learning is a collection of individual processes that transform stimuli from one's environment into a set of information, which can subsequently lead to long-term memory and learning outcomes (Suarim & Neviyarni, 2021).

Sardiman (2012) determined that there are aspects that influence a student's learning motivation, namely: (1) Diligence in facing tasks; (2) Perseverance in overcoming difficulties; (3) Showing interest in various adult problems; (4) Preferring to work independently; (5) Quickly getting bored with routine tasks; (6) Being able to defend one's opinion; (7) Not easily letting go of strongly held beliefs; (8) Enjoying seeking and solving problems (Nasrah, 2020).

The emergence of motivation can be triggered by certain factors are (1) Internal factors; learning motivation consists of physical and spiritual conditions, intelligence, attitude, interests, talents, and emotions, while external factors come from outside the student, including family, school, and the surrounding environment, which can provide examples and habits for having high learning motivation, and (2) External factors that influence student learning motivation are dynamic elements and the teaching methods of teachers that are still monotonous, such as students being asked to read books and solve problems in workbooks without explanation (Faristin et al., 2023).

Sadirman, who expressed his opinion, but Istarani (2012) also mentioned that there are functions of motivation in learning as follows: (1) Encouraging the emergence of behavior or actions; without motivation, no action will occur, for example, studying; (2) Motivation functions as a guide, directing actions towards desired goals, and also serves as a driving force, motivating someone's behavior. The level of motivation determines the speed of a task (Supriani et al., 2020).

Certainly, developing motivation for learning is aided by the surrounding environment, especially the family environment that helps improve learning motivation. External factors, such as family environment, take the form of support from family or parental support. According to

Sarafino & Smith (2011), parental support refers to the pleasure felt, appreciation, care, and acceptance of support received from parents or other groups. This indicates that parents also serve as a source of information that demands an individual to believe that they are being noticed, loved, and understood, resulting in feelings of happiness (Diniaty, 2017). Parental support is the attitude, action, and acceptance of individuals or group which means parents to a child. Parental support consists of three dimensions, namely, emotional, instrumental, and informational support (Amalia & Latifah, 2019). There are 4 aspects that parents can provide to their children, such as (1) Emotional support; (2) Instrumental support; (3) Informative support; and (4) Appreciation support (Diniaty, 2017).

The role of parents in a child's education is a form of assistance and support to students in their learning activities, such as helping with school assignments, responding to students' academic achievements, communicating between parents and teachers regarding students' learning development, and providing a supportive learning environment (Kusumaningrini & Sudibjo, 2021).

Cobb stated that parental support is a comfort, providing attention, recognition for what the student has already accomplished, and assistance felt by the student from those around them, especially from their parents (Muliadi, Muliadi, Firdaus & Adz Dziku, 2022). In reality that often occurs is that children frequently cannot obtain what they need, such as an environment to learn comfortably and feel safe due to inadequate facilities like internet access to study materials that are not available in books. However, this does not only happen at home but also at school with unsuitable classrooms that disrupt students' concentration.

Parental support is someone who provides assistance in the form of actions, attitudes, and acceptance to others, specifically to their own children, so that the child feels safe, cared for, valued, and loved. Children can see their parents as reliable individuals in any circumstance or situation. The form of support from parents is not only limited to just sending their child to school, but also involves assisting them in any way, both within and outside of their studies. Parents should even be obligated to provide practical help, financial support for educational expenses, guidance, and assistance in finding solutions when their child is unsure or hesitant in making decisions. Therefore, parents must be prepared for their child's education in the future.

Therefore, if parents fulfill their roles and provide full support, it can cultivate and enhance the learning motivation of students, which will also guide them towards positive things.

Method

Sugiyono states that quantitative research method can be interpreted as a method based on positivist philosophy, used to study a specific population or sample, with sampling techniques generally done randomly, data collection using research instruments, and data analysis being quantitative or statistical in nature, aimed at testing predetermined hypotheses. The approach used in this research is quantitative research, with a correlational type. Correlational types indicate the extent of the relationship between one variable and another variable, resulting in statistically significant or insignificant outcomes between these variables.

The respondents used in this study are students from grades X, XI, and XII, totaling 76 students. This research employs a non-probability technique with a type of saturated sampling, where this technique determines the sample when all members of the population are used as the sample, with the sample population being less than 30 individuals, commonly known as a census. The data collection technique was carried out using the provision of two questionnaires distributed to all students.

Participants

The research was conducted based on the school principal's reasons, as this study had not been previously carried out. The researcher investigated because they believed there was a connection between parental support and learning motivation. The purpose of this study is to identify the description of parental support and learning motivation, as well as to determine the significant influence between parental support and learning motivation.

Based on previous research by Avianda Luky Prahestara and Komarudin (2022) on The Relationship Between Parental Support and Student Learning Motivation During the Covid-19 Pandemic using a quantitative correlational approach, the results showed a positive and significant contribution of 0589 between parental social support and learning motivation among students in X and XI grades at SMA Kabupaten Sleman Yogyakarta (Prahestara, 2021). The main objective of this research is to determine whether there is a significant influence between parental support variables and learning motivation. To ascertain this, two questionnaires were distributed and managed to ensure that the researcher obtains results. The total number of respondents in this study is 76 students, with 45 female students and 31 male students. All respondents come from classes X, XI, and XII of MA Daarul Fataa.

Sampling Procedures

This research uses non-probability technique with saturated sampling, in which this technique determines the sample when all population members are used as a sample, with a sample population size of less than 30 people, commonly known as a census. This technique of sampling uses all the students of MA Daarul Fataa.

Materials and Apparatus

Sugiyono states that the Likert Scale is used to measure the attitudes, opinions, and perceptions of an individual or a group of individuals regarding social phenomena. The Likert Scale is divided into two forms, namely positive (favorable) and negative (unfavorable). The model of the Likert Scale used consists of four categories: Strongly Agree, Agree, Disagree, Strongly Disagree.

The data collection in this research uses the questionnaire technique, also known as a survey. In the questionnaire, the researcher uses the Likert Scale model as a measurement tool. The data collection conducted in this study giving out questionnaire of parental support and learning motivation questionnaire once to students in classes X, XI, and XII of MA Daarul Fataa for the academic year 2023/2024. The questionnaire uses a 4-point Likert Scale model including answer choices; strongly agree, agree, disagree, and strongly disagree.

The reliability of the questionnaires given to students is already reliable. The reliability of the parental support questionnaire is .922. Meanwhile, the motivation to learn questionnaire has a reliability of .726

Procedures

The variables being tested are the independent variable, which is Parental Support (X), and the dependent variable, which is Learning Motivation (Y). The testing of both variables must be conducted once the test trial study has been deemed valid and reliable. In this research, researcher was conducting test trial research before distributing the questionnaire to students at MA Daarul Fataa, resulting in a valid and reliable questionnaire. Invalid items were removed, allowing the questionnaire to be used and distributed.

The researcher's role in distributing the questionnaire to students is to explain the process and assist with any difficulties in understanding the questionnaire statements. After obtaining all the data and conducting normality and linearity tests as prerequisites for hypothesis testing.

To determine whether there is a significant influence, hypothesis testing is conducted. The hypotheses that can be statistically tested in this research are as follows: Null Hypothesis (H_0) which is Parental support does not have significant on the motivation of students at MA Daarul Fataa, and Alternative Hypothesis (H_a) which is Parental support has an significant on the motivation of students at MA Daarul Fataa.

Design or Data Analysis

The data analysis techniques that will be used in this study and researcher will using Statistical Product and Service Solutions (SPSS) ver. 26 for Windows. The analysis techniques used in variable testing are normality test, linearity test, and hypothesis test using simple linear regression.

Results and Discussions

Based on the research conducted, it can be stated that all students at MA Daarul Fataa receive high parental support. Therefore, it can be asserted that the students receive the support they deserve, enabling them to learn optimally. Additionally, I conducted a brief observation over the course of a week, noting that their high motivation stems from their ability to engage well in learning, as they also receive support at school from both their parents and teachers. The results of the study of parental support for learning motivation will use simple linear regression, but before that, it is necessary to test normality and linearity that can be seen in Figure 1 below.

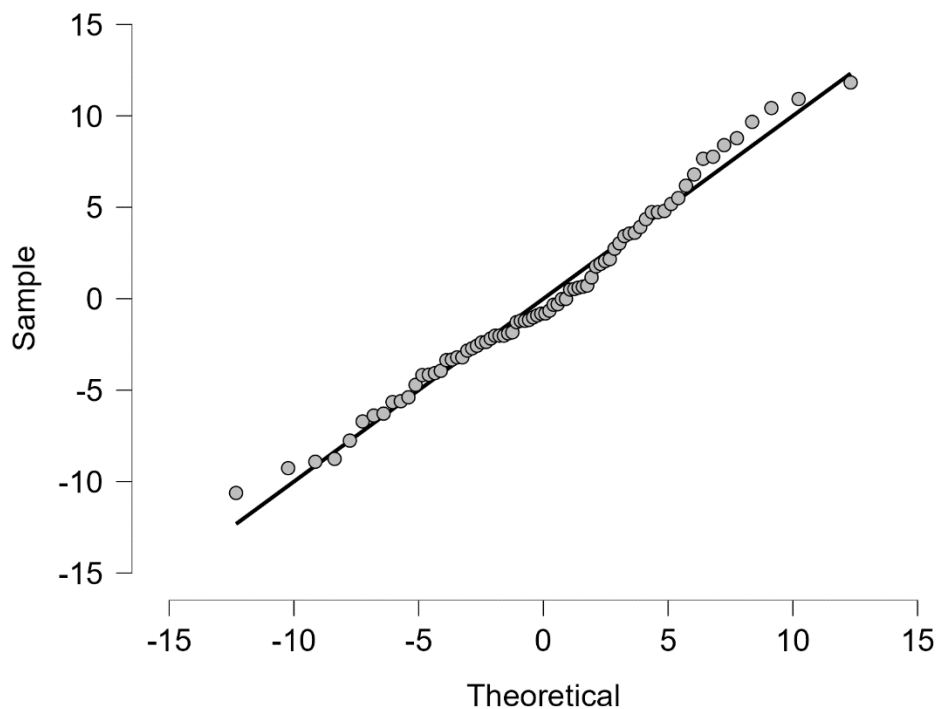


Figure 1. Data Normal Distribution

A thorough examination of the visual representation, utilizing a plot, reveals that the data points are systematically distributed along a linear trajectory, with all points residing within the confines of the line. This observation suggests that the residuals exhibit a normal distribution pattern. A thorough analysis of the contribution of parental support to learning motivation is conducted through linear regression, and the detailed findings are systematically presented in Table 1.

Table 1. Determination Coefficient Test Results.

Variable	R	R Square
XY	.480	.231

The results of the table above can be explained that the R value is the regression coefficient of Parental Support for Learning Motivation obtained a determination coefficient (R Square) indicating the amount of contribution to Learning Motivation. The R value is known to be 0.480 (48%) where the X variable is so that it can be stated that Parent Support has an influence on the Y variable, namely Learning Motivation with an R Square value of 0.231 (23.1%). Thus, it can be concluded that the Parent Support variable has an influence of 23.1% on the Learning Motivation variable. To further see the result of simple regression analysis and signification, will be presented in Table 2.

Table 2. Simple Linear Regression Test Results.

Variable	Unstandardizen Coefficients	T	Sig
	B		
(Constant)	40.858	10.889	.000
Parental Support	.185	4.712	.000

The regression results obtained from the table above indicate a constant coefficient value of 40.858 and a coefficient for Parental Support (X) of 0.185, therefore, the regression equation is $Y = 40.858 + 0.185X$. The coefficient for the simple linear regression can be interpreted as follows: when the Parental Support variable is zero, the Learning Motivation will increase by 40.858. Additionally, for every one-unit increase in the Parental Support variable, the Learning Motivation will increase by 0.185

Table 3. Coefficient of Determination Calculation Result (Adjusted R Square).

Variable	R	R Square	Adjusted R Square	Std. Error of The Estimated
XY	.480	.231	.220	5.035

Based on the results of the analysis in Table 3, it shows value R Square of parental support variable on learning motivation variable is .231. The contribution of independent variable parental support (X) to dependent variable learning motivation (Y) is 23.1%. It implies that learning motivation is 23.1% influenced by parental support with the remaining 76.9% was influenced by other factors that are not included in this research. In summary, the calculated t-value is 4.712 with a significance level of .000, which is <0.05 . This leads to the conclusion that the Parental Support variable (X) has a significant impact on Learning Motivation (Y), and thus, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted.

The outcomes of this study illustrate that parental support correlates with learning motivation among students. The aim of this research is to ascertain the relationship between parental support and learning motivation in MA Daarul Fataa. The results of the hypothesis test, utilizing simple linear regression technique, obtained equation is $Y = 40.858 + 0.185X$, and it

indicates that the significance value obtained is $.000 < 0.05$, it can be concluded that the Parental Support variable (X) has an influence on Learning Motivation (Y). This study holds significance and indicates a relationship between parental support and learning motivation. When observed dynamically, there are no noticeable disparities in terms of parental support and learning motivation between male and female students.

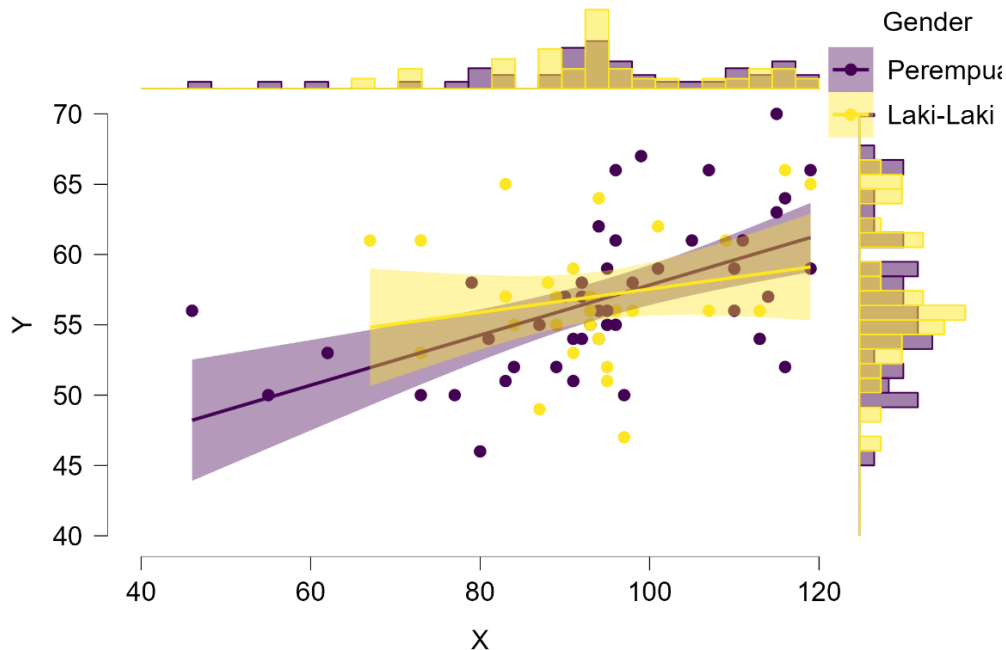


Figure 2. Relational Parental Support-Learning Motivation Viewed from Gender

Through the test results, it is evident that there is no significant difference between male and female students. Both male and female students levels of parental support and learning motivation are almost in same levels. Perhaps this is due to the overall supportive family environment of the students, regardless of their gender. Their parents greatly encourage what they do, which results in their motivation for learning being at the same level. Previous research that raised the same topic stated that there is a significant influence between parental support and learning motivation. Similarly, the research presented proves that motivation is indeed related to parental support, not only in terms of providing education but also in fulfilling the child's school needs. Most parents who have interviewed with me desire their children to succeed, but some parents do not know how to support them. Therefore, it is very important to approach both the parents and the children to understand what they need from each other. For the following research, it can be supported by learning outcomes as concrete evidence that children who have high parental support will certainly have high learning motivation.

Conclusions

The conclusion of the research is indicating there are significant correlation between parental support and learning motivation. The result show contribution of independent variable parental support (X) to dependent variable learning motivation (Y) is 23.1%. It implies that learning motivation is 23.1% influenced by parental support with the remaining 76.9% was influenced by other factors that are not included in this research. The conclusion obtained is that

the important role of parents in supporting children can influence their learning motivation. Researcher expecting for further research to examine factors that were not included in this study.

References

- Amalia, R., & Latifah, M. (2019). Parental Support, Academic Emotion, Learning Strategy, and Academic Achievement on First Year Student. *Journal of Family Sciences*, 4(1), 41–53. <https://doi.org/10.29244/jfs.4.1.41-53>
- Diniaty, A. (2017). Learning is shown by change in behavior as a result of experience. *Ejournal.Unib*, 90–100.
- Fajri, N., Syahputra, Y., Karisma, S. P., & Ifdil, I. (2023). Navigating Academic Challenges: Self-Regulated Learning Analysis of Academic Procrastination Students. *Konselor*, 12(2), 65–73. <https://doi.org/10.24036/0202312244-0-86>
- Faristin, V. A., Ismanto, H. S., & Venty. (2023). Faktor-Faktor yang Mempengaruhi Motivasi Belajar Siswa SMA Factors Influencing High School Students' Learning Motivation. *PGRI Semarang; Jl. Sidodadi Timur No, 24(024)*, 125–153.
- Jayawardhana, I. K. W. (2020). *Motivasi Untuk Berprestasi*.
- Khasanah, N., Sapti, M., & Pangestika, R. R. (2021). Partisipasi Orang Tua Terhadap Pembelajaran Online di Rumah Ditinjau Dari Fase Kelas di Sekolah Dasar. *Journal of Digital Learning and Education*, 1(01), 10–21. <https://doi.org/10.52562/jdle.v1i01.31>
- Kusumaningrini, D. L., & Sudibjo, N. (2021). Faktor-faktor yang Mempengaruhi Motivasi Belajar Siswa di Era Pandemi Covid-19. *Akademika*, 10(01), 145–161. <https://doi.org/10.34005/akademika.v10i01.1271>
- Miswanto, M., Aini, N., Syahputra, Y., Arjani, N., & Sinaga, S. M. (2023). Gender and Living Situation-Based Sibling Rivalry: Solutions Through Family Counseling. *Jurnal Bimbingan Dan Konseling Ar-Rahman*, 9(2), 221. <https://doi.org/10.31602/jbkr.v9i2.13051>
- Muliadi, Muliadi, Firdaus, F., & Adz Dziku, A. U. S. (2022). Hubungan Dukungan Orang Tua dengan Motivasi Belajar Penjas Siswa Kelas Tinggi. *JPPSD: Jurnal Pendidikan Dan Pembelajaran Sekolah Dasar*, 2(3), 448. <https://doi.org/10.26858/pjpps.v2i3.34660>
- Nasrah, A. M. (2020). Analisis Motivasi Belajar dan Hasil Belajar Daring Mahasiswa Pada Masa Pandemi Covid-19. *Riset Pendidikan Dasar*, 3(2), 207–213.
- Ningrum, E. (2016). Pengembangan Sumber Daya Manusia Bidang Pendidikan. *Jurnal Geografi Gea*, 9(1). <https://doi.org/10.17509/gea.v9i1.1681>
- Nurjan, S. (2015). *Psikologi Belajar* (W. Setiawan (ed.); Pertama). Wade Group.
- Prahestara, A. L. (2021). *Hubungan Antara Dukungan Orang Tua Dengan Motivasi Belajar Siswa SMA Pada Masa Pandemi Covid-19*.
- Rohmawati, L. I. S., Indreswari, H., & Flurentin, E. (2023). Dukungan Orang Tua, Ekspektasi Karier dan Hubungannya dengan Motivasi Belajar Siswa di SMK Negeri 5 Malang. *Jurnal Pembelajaran, Bimbingan, Dan Pengelolaan Pendidikan*, 3(3), 252–262. <https://doi.org/10.17977/um065v3i32023p252-262>
- Saragi, M. P. D., Iswari, M., & Mudjiran, M. (2016). Kontribusi Konsep Diri Dan Dukungan Orangtua Terhadap Motivasi Belajar Siswa Dan Implikasinya Dalam Pelayanan Bimbingan Dan Konseling. *Konselor*, 5(1), 1. <https://doi.org/10.24036/02016516477-0-00>
- Siregar, L. Y. S. (2020). Motivasi Sebagai Pengubahan Perilaku. *Forum Paedagogik*, 11(2), 81–97. <https://doi.org/10.24952/paedagogik.v12i2.3156>
- Suarim, B., & Neviyarni, N. (2021). Hakikat Belajar Konsep pada Peserta Didik. *Edukatif: Jurnal Ilmu Pendidikan*, 3(1), 75–83. <https://doi.org/10.31004/edukatif.v3i1.214>
- Supriani, Y., Ulfah, & Arifudin, O. (2020). Upaya Meningkatkan Motivasi Peserta Didik Dalam Pembelajaran. *Jurnal Al-Amar (JAA)*, 1(1), 1–10.

- Syahputra, Y. (2024). *Model Konseling Keluarga dengan Pendekatan Experiential Family Therapy untuk Mengurangi Agresi Relasional*. Eureka Media Aksara. <https://repository.penerbiteureka.com/publications/569003/model-konseling-keluarga-dengan-pendekatan-experiential-family-therapy-untuk-men>
- Syahputra, Y., Solihatun, S., Hafni, M., Miswanto, M., Asbi, A., Fajri, N., Putri Karisma, S., Prasiska Rahmat, C., & Erwinda, L. (2024). Digital Dynamics: Investigating the Correlation between Social Media Addiction and Students' Relational Aggression. *Bulletin of Counseling and Psychotherapy*, 6(2). <https://doi.org/10.51214/00202406843000>
- Wahyudi, L. E., Alfiyan Mulyana, Ajrin Dhiaz, Dewi Ghandari, Zidan Putra Dinata, Muallimu Fitoriq, & M. Nur Hasyim. (2022). Mengukur Kualitas Pendidikan di Indonesia. *Ma'arif Journal of Education, Madrasah Innovation and Aswaja Studies(MJEMIAS)*, 1(1), 18–22.