

Family Inattention and Its Influence on Social Attitudes and Learning Motivation of Elementary School Students

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Article Info	Abstract
Keywords: Character, Elementary Students, Family Attention, Learning Motivation, Social Attitude	This study aims to analyze the influence of family inattention on elementary school students' social attitudes and learning motivation. The research method used a qualitative approach with interviews with third grade teachers at SDN 2 Candinata. The results showed that lack of family attention has a negative impact on students' discipline, socialization, and learning motivation. Students who lack attention tend to show aggressive behavior, lack of confidence, and difficulty in completing tasks. Schools have an important role in overcoming this problem through guidance and counseling, as well as cooperation with parents. Effective strategies to overcome student character problems due to family inattention include creating a supportive classroom environment, providing individualized attention, and teaching character values.

INTRODUCTION

The family is the first and most fundamental educational institution in a child's life. From childhood, children tend to spend most of their time within the family environment compared to the time spent with teachers at school. While a teacher's role in a child's life may change every year, the presence of parents as the primary figures in educating and raising children remains consistent over many years. This indicates that the family holds a central role in instilling basic values and shaping a child's personality. As explained by Ainun Rafiq and Ismatun Nihayah (2018), the role of the family is highly fundamental in shaping a child's attitude and personality from an early age. Psychologically, the family is understood as a group of individuals living together who share strong emotional bonds, allowing for processes of mutual influence, mutual care, and shared life experiences. From a pedagogical perspective, the family is viewed as a unit built on love between two individuals in marriage, functioning to support and complement one another, as well as to fulfill the role of primary educators for the child (Moh. Shochib, 2000:17–18), (Amalia et al., 2023).

Family involvement and attention are essential elements in supporting child development, particularly in shaping character, social attitudes, and learning motivation. Children who receive

adequate attention from their parents or other family members tend to grow up with good self-confidence, emotional regulation, and the ability to establish healthy social relationships. This form of attention can be seen in emotionally warm interactions, parental involvement in children's learning activities, and the provision of continuous moral and academic encouragement. At the elementary school age, children are in a critical phase of psychosocial development, as explained by Erikson (1950), where parental presence and attention serve as the foundation for developing a sense of responsibility and self-confidence. Conversely, when such attention is not optimally provided, children risk experiencing obstacles in their cognitive, social, and emotional development (Puspytasari, 2022). The lack of family attention can be caused by various factors. Typically, parents' work commitments are the primary reason, as they reduce quality time spent with the child. In many cases, economic pressures also force both parents to work full-time, or even work out of town, leaving the child to be cared for by grandparents who may not be able to fully meet the child's emotional needs. Furthermore, issues such as divorce, family conflict, or the death of a parent can also disrupt a child's emotional stability. Children growing up in these conditions are at risk of feeling neglected, insecure, and having difficulty forming healthy social relationships. The impact is not limited to their emotional state but is also reflected in a decline in the child's academic performance at school, the emergence of frustration, a lack of enthusiasm for learning, and behavioral problems ranging from indiscipline to aggressive behavior toward others.

Based on interviews with a third-grade teacher at SD Negeri 2 Candinata, it was found that a number of students showed signs closely related to a lack of family attention. The teacher observed that these children often failed to bring learning materials, were reluctant to do assignments, and showed disrespectful attitudes toward both teachers and peers. Some of them also displayed symptoms of aggressiveness, were easily triggered emotionally, and withdrew from social interaction (Amalia et al., 2023). These symptoms indicate obstacles in emotional and social development that should ideally be formed within the family environment. On the other hand, their learning motivation also tended to be low, as reflected by their apathetic attitude toward learning and lack of initiative in completing tasks. This stands in stark contrast to students from attentive families, who generally demonstrate discipline, a sense of responsibility, and active engagement in the learning process (Syahrani & Palila, 2024).

Prompted by these issues, this study focuses on an in-depth analysis of the impact of a lack of family attention on the social attitudes and learning motivation of elementary school students. The objectives of this study include analyzing the influence of family attention on children's character building and learning motivation, identifying signs of children who receive inadequate attention, examining character issues commonly found in children from inattentive families, and exploring the impact of these conditions on children's academic achievement and socialization skills at school. Additionally, this study aims to examine the role of schools and teachers in addressing these issues, as well as to formulate effective strategies that can be implemented to support students' character development despite coming from a less supportive family environment (Ratunguri et al., 2022).

The significance of this research lies not only in understanding the social-emotional problems of elementary school children but also in formulating strategic steps that can be applied by teachers and schools. Given the diverse backgrounds of students, formal educational institutions are required to be more responsive and inclusive. Teachers, who interact directly with students, bear a great responsibility to create a conducive learning environment, develop value-based learning approaches, and provide emotional guidance. With the right strategies, teachers can become figures capable of bridging the limitations of the family's role in child development (Syahrani & Palila, 2024).

Furthermore, the results of this study are expected to provide a positive impact not only for educators but also for parents and educational policymakers. Many parents are not yet aware that their presence, attention, and involvement heavily influence their child's character development and academic success. Therefore, the findings of this study are also intended to serve as a

reflection so that parents can become more caring and actively involved in guiding their children, not only physically but also emotionally. Ideal education can only be achieved through synergy among the family, school, and community. Strong collaboration among these three elements is the primary key to fostering a young generation with strong character and high achievements (Nanditasari et al., 2024).

METHODS

This study applies a qualitative approach with a case study strategy, aimed at exploring in depth the impact of a lack of family attention on the social attitudes and learning motivation of elementary school students. The case study approach was selected because it is considered effective for comprehensively understanding the social and psychological dynamics occurring within a specific context, as suggested by Creswell (2018). The research subject consisted of a third-grade teacher at SD Negeri 2 Candinata, who was selected through purposive sampling due to having extensive experience in guiding students and being deemed to possess a deep understanding of students' character issues. Data collection was conducted through semi-structured interviews designed to explore various aspects, such as the characteristics of students who receive inadequate family attention, the forms of character problems that emerge, the influence on students' achievement and social interactions, as well as the efforts made by the teacher and the school to support them (Ratunguri et al., 2022).

The data obtained from the interviews were then recorded, transcribed, and analyzed using a thematic analysis approach. In this phase, the researcher identified key themes from the data, organized them systematically, and subsequently connected them with relevant theories and literature reviews. Data validity was strengthened through triangulation, specifically by comparing the interview results with supporting documents and literature studies. The literature review also incorporated various scientific journals to support data interpretation, including the study by Prasetyo and Nurbayani (2022), which states that parental emotional support positively influences children's learning motivation. Meanwhile, the results of a study by Sari and Fitriana (2021) indicate that a lack of family attention can trigger deviant behavior and a decline in students' enthusiasm for learning. Similar findings were also reported by Mulyadi et al. (2020), who noted that parental involvement in the educational process plays a significant role in the character building and academic achievement of elementary school students. Through this method, the study is expected to provide a profound understanding regarding the impact of a lack of family attention on children's social and academic development.

RESULT AND DISCUSSION

Based on the results of in-depth interviews with the third-grade teacher at SD Negeri 2 Candinata, it was found that the lack of family attention exerts a significant influence on the development of students' social attitudes and learning motivation. The teacher observed that students from families that provide inadequate attention exhibit various indicators pointing toward character and learning behavior problems. This influence is apparent in the students' daily routines in the classroom, the way they interact with peers and teachers, and their overall academic performance. One of the most dominant characteristics identified is a lack of discipline. Students who do not receive attention from their parents tend to arrive late to school, fail to complete their homework, and frequently violate school regulations. This behavior can be explained by the lack of guidance and supervision from the family, which should ideally function as a source of internal control for the child in fulfilling their responsibilities as a student.

Furthermore, students with a background of inadequate family attention also display difficulties in socialization. They appear quiet, reluctant to participate in group activities, and tend

to avoid healthy social interactions. According to the teacher, this is caused by the child's minimal experience in communicating openly at home, which makes it difficult for them to comprehend the social norms applicable in the school environment. Learning motivation is another aspect that is seriously impacted. Students appear unenthusiastic during lessons, tend to avoid academic tasks, and show no enthusiasm for achieving academic success. The teacher attributes this condition to the lack of positive encouragement from the family, as well as the absence of reward or recognition from parents for the child's learning efforts. In many cases, these students demonstrate low academic grades and are unable to maintain learning consistency. Aggressive behavior also emerges as a manifestation of the psychological pressure experienced by the students. The teacher explained that some students are easily triggered emotionally, shout at their peers, behave rudely, and have even engaged in physical actions against their classmates. This behavior reflects the child's inability to manage emotions, a skill that should ideally be acquired through positive relationships within the family environment.

Low self-confidence is also a major issue. Children who lack attention tend to doubt their own abilities, fear making mistakes, and are reluctant to speak in front of the class. They also display a high level of insecurity when compared to their peers. The teacher mentioned that this is rooted in the lack of positive affirmation from parents, who should be the primary party to foster a child's self-confidence. A lack of responsibility constitutes another character problem. Students frequently neglect their assignments, disregard schedules, and show no initiative in completing schoolwork. The teacher assesses that this condition occurs because the child is not accustomed to bearing responsibilities at home, which subsequently carries over into their attitude at school. In response to these conditions, the teacher explained that the school plays a vital role as the secondary environment after the family in shaping student character. The teacher attempts to create a safe and supportive environment for students, provide motivation through a personal approach, and develop character values through learning activities. This approach is undertaken to substitute for the role that should be performed by the family.

CONCLUSION

Based on the research results and interviews conducted with the third-grade teacher at SD Negeri 2 Candinata, it can be concluded that a lack of family attention exerts a significant impact on the character development and learning motivation of elementary school students. Students who do not receive emotional, social, and academic attention from their parents tend to display undisciplined behavior, socialization difficulties, low enthusiasm for learning, as well as issues regarding self-confidence and responsibility. This condition directly affects the students' academic achievement and psychosocial well-being, while also diminishing the quality of their interactions with both teachers and peers. To address these issues, schools and teachers hold a strategic role as agents supporting child development. Teachers can cultivate a supportive learning environment and provide individual reinforcement to students in need. Strategies proven to be effective include offering guidance and counseling, contextual teaching of character values, establishing intensive communication with parents, and involving students in social activities and study groups. A robust collaboration among the school, family, and community is highly essential to create a holistic and inclusive educational environment for all students, particularly those experiencing a lack of attention from their families.

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