

The Impact of Minimal Family Attention on the Social Attitudes and Learning Motivation of Elementary School Students: A Case Study at SD Negeri Mranggen 4

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Article Info	Abstract
Keywords: Character development, Elementary education, Family attention, Learning motivation, Parental involvement	This study examines the impact of limited family attention on the social behavior and learning motivation of elementary school students. Using a qualitative approach with semi-structured interviews conducted with the principal of SD Negeri Mranggen 4, the research finds that parental attention is crucial for children's character development and academic achievement. Children who receive less attention tend to exhibit negative behaviors, low learning motivation, and social difficulties. Schools serve as compensatory spaces through character-building programs and psychosocial interventions; however, without active family involvement, these efforts are less effective. The findings emphasize the importance of synergy between family and school in supporting holistic character education to develop an ethically sound and competitive generation. Practical implications include the need for parental education and support, as well as educational policies encouraging more intensive family involvement.

INTRODUCTION

The family constitutes the primary foundation in the development of a child's character and personality. As the first environment recognized by a child, the family plays a critical role in shaping values, attitudes, and motivations that will carry over into their social and academic lives. In the context of elementary education, the attention provided by parents to their children significantly influences the formation of social attitudes and the intrinsic drive to learn. Without adequate support from the family, children potentially face various issues that lead to low academic achievement and disrupted social relationships within the school environment. Research indicates that parental attention impacts not only academic outcomes but also student engagement in the overall learning process. Children who receive attention and guidance from their parents tend to exhibit higher self-confidence, active classroom involvement, and cooperative attitudes toward teachers and peers (Saputri et al., 2022). Conversely, a lack of parental involvement often creates

a communication gap between the child and the family, impacting the child's inability to manage emotions, build social relationships, and adapt to the demands of learning at school.

Parental attention becomes increasingly crucial as children enter elementary school age, a period that represents the initial phase of internalizing character values. Children who lack parental attention have the potential to experience character disorders, such as low discipline, aggressive behavior, and a tendency to withdraw from the social environment (Tamrin, 2024). This not only hinders the child's emotional development but also creates obstacles in social interaction, which should be an essential component of holistic learning. Learning motivation is also a vital aspect heavily influenced by parental presence in a child's life. Children who feel attended to and supported by their parents tend to possess high learning motivation and demonstrate enthusiasm in facing academic challenges (Maulana, Nurfadhillah, & Amaliyah, 2023). In many cases, this attention can be manifested in simple forms, such as accompanying the child during study, inquiring about school activities, or merely offering encouragement before an exam. Such minor actions can enhance self-confidence and reinforce the child's emotional attachment to the learning process.

Regrettably, socio-economic conditions and high work demands often prevent many parents from providing sufficient time and energy to accompany their children. This reality is particularly visible in lower-middle-class families, where both parents must work full-time to meet household needs (Hakim & Karmila, 2024). Consequently, children spend more time with caregivers or even alone, which can evoke feelings of neglect and alienation. When family attention is minimal, children tend to experience complex emotional issues. They are more susceptible to stress, anxiety, or anger, and face difficulties in developing empathy and interpersonal communication skills (Alpaniah, Dewi, & Haerudin, 2020). In the realm of elementary education, this phenomenon is observable through an increasing number of cases involving students who are difficult to manage, frequently clash with peers, or encounter difficulties in following lessons.

Furthermore, parental involvement affects a child's capability to form prosocial attitudes. Students living in communicative and affectionate families tend to possess the ability to share, help others, and demonstrate a caring attitude toward the surrounding environment (Amalia & Fitria, 2021). On the contrary, children with minimal attention tend to be individualistic, struggle to cooperate, and even exhibit deviant behaviors at school. Schools, as formal educational institutions, must frequently assume a portion of the family's responsibility in cultivating children's character. Although schools can provide character cultivation through programs such as character literacy, religious activities, and extracurriculars, these cannot fully substitute the role of the family (Kurniawati & Ulfah, 2023). This gap presents a serious challenge in the ideal process of character education.

Effective character education requires synergy between the school environment and the family. When this synergy is absent, the process of value internalization becomes incomplete, and children face difficulties in displaying behaviors that align with societal expectations. Moreover, the absence of parents in the educational process can make children feel less valued, which in turn diminishes their intrinsic motivation to learn (Apriani, Nisa, & Husniati, 2022). Several studies have demonstrated that parental attention serves as a strong predictor of learning success in elementary school students. Children who feel valued and cared for at home exhibit higher learning engagement across cognitive, affective, and psychomotor aspects (Faozi, Prawiyogi, & Asmara, 2020). This proves that motivation and learning skills are determined not only by the child's internal factors but also by the support and recognition from their immediate environment.

When parental attention is absent, children tend to construct their own worlds detached from healthy social control. They become more vulnerable to negative influences, from both the media and their peer environments, which ultimately shapes behavior patterns that deviate from social norms (Susanti, Gutji, & Sekonda, 2023). The long-term impacts of this lack of attention can

manifest as low academic achievement, social isolation, and future juvenile delinquency. To this end, the role of the family cannot be replaced by other institutions. Although schools can provide conducive facilities and learning environments, the most effective character education still originates from the examples set within the household. Active parental involvement in a child's education is not an option but an urgent necessity to foster a generation of strong character and high competitiveness.

Efforts to address this issue require a holistic approach involving all educational stakeholders. Schools need to establish effective communication with parents, provide education regarding the importance of the family's role, and design inclusive character cultivation programs. Parents, on the other hand, need to realize that their time and attention represent the primary investment in their child's growth and development. Educational policies are also expected to encourage more active parental involvement. Programs reinforcing the family's role in education should become an integral part of national curricula and strategies. Additionally, incentives and support must be provided for economically disadvantaged families so they can continue to execute educational functions optimally at home. Thus, family attention toward children is not merely a private affair but a public issue that influences the nation's future. Character-driven education will not be achieved without the active involvement of parents in their children's learning lives. Building a supportive, affectionate, and communicative family culture is the key to creating a golden generation that is both accomplished and ethical.

METHODS

This study employed a qualitative approach utilizing interviews as the primary data collection technique, aiming to explore in depth how the lack of family attention influences the social attitudes and learning motivation of elementary school students. Semi-structured interviews were conducted with the primary informant, Mr. Sumarno, S.Pd., M.Pd., the Principal of SD Negeri Mranggen 4, who was selected because his position allows him to provide a comprehensive overview regarding the character, behavior, and academic conditions of the students at the school. The interview questions were constructed based on theoretical reviews and empirical relevance from several child and character education journals, encompassing three primary focal areas: students' social character, the influence of parental attention on learning motivation, and school strategies in addressing these issues. The interview process was conducted directly within the school environment and took place in a conducive atmosphere, allowing the informant to convey his views and experiences openly. The obtained data were then analyzed descriptively to identify emerging thematic patterns, thereby enabling a holistic conclusion regarding the dynamics of the relationship between family attention and students' social and academic development. This approach was selected due to its capability to capture deep meanings from the informant's direct experiences within the context of character education in elementary school.

RESULT AND DISCUSSION

The results of the interview with the Principal of SD Negeri Mranggen 4, Mr. Sumarno, S.Pd., M.Pd., indicate that, in general, the students' character at the school is categorized as good. Nevertheless, a significant difference exists between students who receive full attention from their families and those who lack attention. Students with adequate parental attention tend to demonstrate a responsible attitude, possess good manners, and exhibit appropriate etiquette. Conversely, students who are frequently left behind by their parents due to work commitments display less polite behavior and are socially less directed. This phenomenon reinforces the findings of Tamrin (2024), who asserts that family attention is the primary foundation in the formation of a child's social character. In the context of character issues, the principal explained that students who lack attention from their parents tend to display negative behaviors, such as being easily

angered, causing disruptions in class, and struggling to adhere to school regulations. These symptoms emerge as a result of a lack of emotional nurturing from home, which is further exacerbated by the absence of parental control over the children's daily behavior. Novanti (2023) also found that low parental attention is directly proportional to a decline in student discipline and responsibility, which ultimately impacts the quality of learning.

Data from classroom teachers at SD Negeri Mranggen 4 reveal that there are a number of students with special needs regarding attention and character guidance, most of whom come from families with low attention levels. This condition indicates that the school must serve as a compensatory space capable of filling the void left by parental roles. Furthermore, the difference in responses between male and female students toward the lack of family attention is quite striking; male students tend to exhibit aggressive behavior and are open in expressing their discomfort, whereas female students tend to become quiet and withdrawn, as if feeling isolated from their social environment. The impact of the lack of family attention does not only manifest in social character aspects but also heavily influences students' academic achievement. Students who do not receive learning encouragement from their parents tend to have low learning responsibility, are reluctant to complete school assignments, and show a significant decline in grades. This finding aligns with the study by Zurriyati and Mudjiran (2021), which demonstrates that parental attention and learning motivation are two primary factors in increasing student engagement in elementary schools. Without support from home, students become passive and lose direction in undergoing the educational process.

Furthermore, students from families that pay less attention to them also experience difficulties in socialization. They tend to withdraw from peer interactions, lack self-confidence, and face difficulties cooperating in group activities. In fact, not a few of them exhibit overly aggressive behavior, which eventually triggers conflicts with peers or teachers. Zurriyati and Mudjiran (2021) note that children from less harmonious family backgrounds tend to experience disruptions in social and emotional skills, which subsequently become obstacles in the collective learning process at school. In facing this condition, the school takes various coaching steps to manage students experiencing character disorders due to minimal family attention. One form of intervention is the summoning of students by teachers for direct counseling. If the results are not optimal, the teacher then reports the case to the principal for further handling. This step reflects the approach recommended by Saputri et al. (2022), namely the necessity of internal coordination between teachers and school leadership in establishing a psychosocial support system for students.

SD Negeri Mranggen 4 has also implemented a specific character cultivation program through values instilled within the classrooms. Characters such as responsibility, discipline, politeness, and empathy are routinely written and conveyed by teachers to students. The school also actively summons parents to communicate regarding their children's condition at school, although the level of parental participation remains highly dependent on their busy schedules. This obstacle poses a major challenge, particularly when parents' work schedules prevent them from attending school, as expressed directly by the principal during the interview. In an effort to shape positive character for students with a background of minimal family attention, the school creates a welcoming and supportive learning environment. Character habituation programs, religious activities, and character literacy serve as strategic instruments used to instill social values in children from an early age. The principal also mentioned that extracurricular activities and social programs have proven highly effective in fostering self-confidence and a sense of belonging in students. This is consistent with the research results of Amalia and Fitria (2021), which indicate that group activities and social interactions at school can compensate for the lack of emotional attention at home.

In addition, peer involvement is viewed as an important aspect of supporting student character development. Peers can serve as a strong source of emotional support for children who feel they lack affection from their families. Therefore, the school encourages collaboration through

group work, peer mentoring, and other social activities. This approach is highly relevant to the socially based character education model proposed by Kurniawati and Ulfah (2023), where interactions among students become an effective medium in the process of value internalization. The interview results also underscore the vital role of parents in paying attention to children's character education. The principal suggested that parents allocate time to dialogue with their children, show affection both verbally and non-verbally, and pay attention to their children's learning and social activities. This suggestion is reinforced by the findings of Faozi, Prawiyogi, and Asmara (2020), who state that emotional involvement and warm communication between parents and children are key factors in building stable learning motivation. Thus, it can be concluded that family attention is a crucial element in character building and the learning success of elementary school students.

Elementary school students who lack attention from their families tend to experience obstacles in developing a healthy social character. Minimal parental attention directly impacts the formation of children's attitudes and behaviors, particularly in terms of empathy, cooperation, communication, and emotional control. Based on the interview results with the Principal of SDN Mranggen 4, children who are frequently left behind by their parents due to busy work schedules tend to exhibit less polite attitudes, are easily angered, and are unable to adapt to social norms within the school environment. They appear less capable of distinguishing between socially accepted and unaccepted behaviors because the process of internalizing social values at home does not run optimally. One prominent characteristic of students who lack family attention is the tendency to become more aggressive or, conversely, to withdraw from the social environment. The principal noted that male students tend to show more extreme and expressive behaviors when facing emotional pressure due to a lack of parental attention. In contrast, female students mostly choose to be silent, solitary, and struggle to blend with their peers. This phenomenon reinforces the findings of Novanti (2023), which reveal that parental attention exerts a significant influence on students' emotional stability and social character formation.

Weak social character in students is also visible from a low sense of responsibility toward social tasks such as group work or classroom activities. They tend to evade responsibilities, do not contribute actively to shared activities, and frequently disrespect others' opinions. In the long run, this potentially fosters individualistic attitudes that do not align with the values of togetherness that should be instilled from an early age. Saputri et al. (2022) explain that children who receive less attention from parents require a specific approach because they tend to display characters that deviate from general social norms at school. The inability to establish healthy relationships with peers is also a hallmark of students raised in conditions of minimal family attention. These children often experience misunderstandings with their friends, are not infrequently involved in verbal or physical conflicts, and face difficulties managing anger or frustration. Zurriyati and Mudjiran (2021) mention that children with low parental attention tend to lack consistent role models in terms of social ethics and polite communication, thereby developing ways of interacting that are less aligned with the values of togetherness and tolerance.

Empathy development is also hindered in students who lack family attention. They find it more difficult to feel and understand others' feelings, thus often acting indifferently or even hurting their peers' feelings unconsciously. This inability is not due to cognitive deficiencies, but because they rarely receive direct examples of how to show affection, understanding, and care in interpersonal relationships at home. According to Alpaniah, Dewi, and Haerudin (2020), a communicative and warm home environment highly determines a child's ability to cultivate empathy and care for others. Students with low family attention also demonstrate unhealthy social dependency. They tend to seek attention from others excessively, either by becoming overly dominant in peer associations or, conversely, becoming highly passive and always depending on friends for decision-making. This condition shows that they do not yet possess sufficient social self-confidence to stand alone. This aligns with the research results by Faozi, Prawiyogi, and Asmara

(2020), which show that parental attention correlates positively with a child's social independence and courage in interacting.

Another quite concerning issue is the tendency toward antisocial behavior that emerges in some students. They can become troublemakers in class, disrupt the teaching and learning process, or violate school rules. The principal revealed that such behaviors frequently occur in children who rarely receive guidance and control from their parents. According to Amalia and Fitria (2021), prosocial characters such as care, honesty, and tolerance can only grow if a child is accustomed to living in a family atmosphere that provides concrete examples and appreciation for those values. In a broader context, students who experience a lack of family attention also struggle to build a positive social identity. They tend to be confused about the values and norms they should uphold, as they do not receive clear guidance from the family environment. Kurniawati and Ulfah (2023) emphasize that while schools indeed play an important role in character building, the family remains the primary foundation in shaping the direction of a child's social development from an early age.

Nevertheless, there is still room for hope through appropriate approaches from the school. The principal of SDN Mranggen 4 mentioned that the habituation of character values at school, such as cooperation, discipline, and empathy, continues to be carried out through both learning and non-academic activities. This effort is reinforced by extracurricular programs and student collaboration in social activities, aiming to provide space for students to express themselves and build healthy social skills (Zurriyati & Mudjiran, 2021). Overall, the social character of students who lack attention from their families tends to be hindered, particularly in aspects of empathy, communication, cooperation, and self-control. They face great challenges in forming healthy and productive relationships with their social environment. Therefore, the roles of teachers, schools, and the community become highly vital in creating an ecosystem capable of compensating for these deficiencies, as well as providing positive social experiences for students in order to foster a holistic and balanced character.

A lack of family attention exerts a significant impact on students' learning motivation at the elementary school level. Attention from parents is a highly crucial external factor in driving a child's enthusiasm to learn and achieve. Children who do not receive moral, emotional, or academic support from parents tend to feel unvalued, unsupervised, and lose the drive to complete school assignments. In the interview with the Principal of SDN Mranggen 4, Mr. Sumarno, it was conveyed that students who lack attention from their families tend to have a low sense of responsibility toward their learning activities, and this severely impacts the academic grades achieved at school. Weak student learning motivation often stems from minimal parental involvement in the child's educational life. When parents rarely inquire about their child's activities at school, do not accompany them during study at home, or even remain indifferent to their learning achievements, the child will develop an indifferent attitude toward academic tasks. Tamrin (2024) asserts that a child's motivation in learning cannot be well-formed without the presence of warm emotional relationships and guidance from parents. Children feel that their learning efforts are unappreciated and ultimately lose the enthusiasm to strive for better.

Another form of influence from the lack of family attention is the emergence of poor study habits. Children who are not accompanied by parents frequently lack a regular study schedule, tend to procrastinate on school assignments, and fail to prepare themselves for quizzes or evaluations. According to Zurriyati and Mudjiran (2021), parental attention and involvement correlate positively with student learning engagement at school. Students who do not receive this will exhibit low participation in the learning process, both in the classroom and at home. The interview results also indicate that students with low family attention often experience difficulties concentrating in class. They are more easily distracted, lack focus, and are unenthusiastic about following lessons. The principal explained that such students appear reluctant to work on school assignments and even occasionally leave them uncompleted. This indicates that a child's intrinsic

motivation is heavily dependent on emotional support and supervision from parents at home. Without it, the enthusiasm to learn fades over time.

On the other hand, these children also tend to hold negative views toward education. They do not see the importance of learning because there is no emphasis or encouragement from the family environment. Yet, according to Apriani, Nisa, and Husniati (2022), student learning motivation is heavily determined by their perception of the importance of education and the recognition they receive for their academic efforts. When there is no parental figure to offer appreciation or reprimands regarding learning achievements, children feel that learning is not something important in their lives. Children who lack attention from their families also have a low tendency to set learning goals. They learn without direction, merely following the teacher's instructions without understanding the reasons or benefits of the learning process. This aligns with the findings of Maulana, Nurfadhillah, and Amaliyah (2023), who state that parental attention influences students' ability to set clear learning goals and motivate themselves to achieve them. Without parental support, children lose their learning orientation and become passive in academic activities.

This condition also triggers a lack of self-confidence in the child. They feel incapable of competing with their peers who receive full support from their families. This inferiority complex makes them reluctant to perform actively in class, afraid to answer the teacher's questions, and prefer to remain silent during discussions. This is reinforced by Sumarno's statement in the interview, that students who receive less attention at home tend to be withdrawn and less enthusiastic when participating in lessons. The lack of positive reinforcement from home is the primary cause of this low academic self-confidence. Another most visible form of influence is the increased tendency to play truant or miss school. Children who feel unvalued either at home or at school can lose interest in attending class. According to Susilawati (2021), low learning motivation frequently culminates in an apathetic attitude toward education, including the tendency to be absent without clear reasons. This poses a major challenge for schools in managing student discipline and attendance.

The school, in this regard, attempts to address these issues through special coaching, as conveyed by the Principal of SDN Mranggen 4. Teachers will summon students exhibiting symptoms of lacking learning motivation and provide direct mentoring. If this proves unsuccessful, the case will be escalated to the principal for follow-up action. However, school-based cultivation cannot be fully successful if it is not balanced with parental involvement. Saputri et al. (2022) emphasize the importance of collaboration between schools and parents in enhancing children's motivation and academic achievement. Overall, the lack of family attention impacts student learning motivation in various forms, ranging from a decline in enthusiasm and a lack of learning goal orientation to the emergence of negative attitudes toward the educational process itself. Therefore, parental attention is not only a form of affection but represents a highly essential foundation in building a child's enthusiasm for learning. Without active parental involvement in the child's educational life, the school's efforts to foster student learning motivation will face severe challenges and suboptimal results.

Schools as formal educational institutions bear a large responsibility in cultivating and accompanying students, especially those facing social and academic issues due to a lack of family attention. SD Negeri Mranggen 4 demonstrates its seriousness in handling students from less harmonious or less supportive family backgrounds by implementing measures that are both individual and collective in nature. The principal, Mr. Sumarno, S.Pd., M.Pd., stated in the interview that one of the initial efforts undertaken is summoning students who display deviant behavior or lack motivation to receive guidance from teachers; if this does not yield optimal results, the case will be handled directly by the principal to obtain a more intensive and personal approach. The personal approach carried out by the school is not punitive but is directed toward understanding and character building. Students are guided to recognize their mistakes, realize the consequences

of their actions, and are directed to improve their behavior through positive activities. This step reflects the principles of humanistic character education, as emphasized by Saputri et al. (2022), who state that persuasive approaches and continuous nurturing are more effective in shaping children's attitudes and character than approaches that are punitive or coercive.

The school also implements a character values habituation program across all classrooms. Values such as responsibility, politeness, empathy, cooperation, and honesty are not only taught theoretically but are also practiced in students' daily activities. In every classroom, there is a visualization of these character values to ensure they remain embedded in students' memories. The principal explained that teachers play a central role in instilling these values consistently, both through learning and daily interactions. This aligns with the approach outlined by Kurniawati and Ulfah (2023), who state that character education is effective when it becomes part of the overall school culture. Furthermore, the school actively communicates with parents, despite being faced with the challenge of parents' busy schedules, which frequently prevent them from attending when invited. The principal revealed that communication is conducted through various media such as homeroom teacher meetings, WhatsApp groups, and during the distribution of report cards. Although parental responses vary, the school continually endeavors to establish an open relationship so that parents are aware of their child's development. Saputri et al. (2022) emphasize the importance of cooperation between schools and families in handling children's issues, as character education and learning motivation require strong synergy between these two primary environments.

In managing the character differences of each student, teachers are directed to apply a differentiated approach. This means that teachers cannot treat all students in the same manner, because every child has a different background, need, and emotional response. Teachers are required to be more patient, understand the psychological condition of the students, and provide treatment appropriate to their respective needs. This approach is not only effective in nurturing students who receive less attention from their families but also prevents discrimination or unfair treatment that could worsen the student's condition. Extracurricular programs also serve as an important instrument in addressing this issue. Activities such as scouting, arts, sports, and social activities provide space for students to channel their energy, express themselves, and build healthy interactions with peers. The principal mentioned that through these activities, students feel valued, more self-confident, and motivated to achieve. Research by Zurriyati and Mudjiran (2021) supports this view, indicating that student involvement in extracurricular activities can increase emotional attachment to the school and reinforce their learning motivation.

Peers are also involved in the student character cultivation process. The school encourages the formation of supportive relationships among students through group work, peer mentoring, and other collaborative activities. Peers are considered a strong source of emotional support, especially for students who feel neglected at home. This is consistent with the findings of Amalia and Fitria (2021), who state that healthy social interactions within the school environment are capable of significantly reinforcing children's character development and social skills. The importance of a welcoming and supportive school environment is also a priority in the school's strategy. The principal emphasized the importance of creating a comfortable, safe, and affectionate learning atmosphere so that students feel accepted and valued. Such an environment serves as a substitute or complement for the lack of emotional support they obtain at home. Faozi, Prawiyogi, and Asmara (2020) mention that student learning motivation will increase if they feel emotionally safe in their learning environment.

In general, the school's efforts in handling students facing problems due to a lack of family attention are comprehensive and sustainable. Through a combination of individual coaching, character programs, parental involvement, differentiated approaches, and the reinforcement of social and extracurricular activities, the school endeavors to shape students who are not only academically intelligent but also socially and emotionally resilient. Although challenges remain,

particularly in establishing active communication with busy parents, the school continues to strive to be a safe and educational place for all students without exception. With these various strategies, the school plays a role as the frontline vanguard in overcoming the negative impacts of the lack of family attention on students. The key to success lies in the consistency of program execution, close collaboration between teachers and the principal, and openness to establishing intensive communication with parents. As conveyed by Tamrin (2024), schools need to build a strong support system encompassing all educational elements so that students can develop optimally in aspects of academics, social relations, and character, despite the limitations of the family's role.

CONCLUSION

The lack of family attention, particularly from parents, exerts a significant impact on the social character development and learning motivation of elementary school students. Children who do not receive adequate attention from their families tend to exhibit various behavioral issues, such as low discipline, aggressive attitudes, difficulties in socialization, and a decline in academic achievement. The family, as the primary and foremost environment, plays a vital role in instilling character values and providing the emotional encouragement that reinforces a child's intrinsic drive to learn. The absence of parents in guiding and accompanying the child not only causes emotional and social disruptions but also creates a communication gap that hinders the development of self-confidence and active student engagement in the educational process. This condition is further exacerbated by socio-economic factors that limit parents' time and attention, causing children to spend more time alone or with caregivers, which potentially increases the risk of delinquency and social isolation. Schools bear an additional responsibility to fill the void left by family roles by providing a conducive learning environment and systematic character cultivation programs. Through coordination among teachers, the principal, and parents, schools endeavor to intervene for students who lack family attention, such as through direct counseling and intensive communication with parents. Nevertheless, limited parental participation remains a major challenge that must be addressed through a holistic approach and educational policy support that encourages active family involvement. Synergy between the school and the family is the primary key to creating comprehensive character formation and fostering sustainable learning motivation. Therefore, parental attention and involvement are not merely private needs but also a public issue that must be supported by various stakeholders for the future of the nation's golden generation.

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