

The Relationship Of The Role Of Parents And Learning Motivation To The Learning Outcomes Of Class Iv Students

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Abstract

This study aims to examine the relationship between the role of parents on learning outcomes, examine the relationship between student learning motivation and student learning outcomes and examine the relationship between the role of parents and student learning motivation on student learning outcomes in fourth grade SD Gugus Wijaya Kusuma Semarang City. This research uses quantitative methods. The type of research used is correlation. The sample technique used is Proportional Random Sampling as many as 124 students. Collecting data using questionnaires, interviews and documentation. The data analysis technique is descriptive statistical analysis and product moment analysis. The results showed that: (1) there was a positive and significant relationship between the role of parents and learning outcomes, the value of $r_{count} = 0.665$ and included in the strong category and contributed 44, 2%; (2) there is a positive and significant relationship between student motivation and learning outcomes, the value of $r_{count} = 0.802$ and is included in the strong category and contributes 64.3%; (3) there is a positive and significant relationship between the role of parents and students' learning motivation together with learning outcomes, the value of $r_{count} = 0.802$ is included in the strong category and contributes 64.29%. The conclusion of this study is that there is a positive and significant relationship between the role of parents and learning motivation to learn together with student learning outcomes, especially in class IV SDN Gugus Wijaya Kusuma Semarang City. (3) there is a positive and significant relationship between the role of parents and students' learning motivation together with learning outcomes, the value of $r_{count} = 0.802$ is included in the strong category and contributes 64.29%. The conclusion of this study is that there is a positive and significant relationship between the role of parents and learning motivation to learn together with student learning outcomes, especially in class IV SDN Gugus Wijaya Kusuma Semarang City. (3) there is a positive and significant relationship between the role of parents and students' learning motivation together with learning outcomes, the value of $r_{count} = 0.802$ is included in the strong category and contributes 64.29%. The conclusion of this study is that there is a positive and significant relationship between the role of parents and learning motivation to learn together with student learning outcomes, especially in class IV SDN Gugus Wijaya Kusuma Semarang City.

Keywords: learning motivation; learning outcomes; parent's, role

1. INTRODUCTION

The role of education is very important in life in order to be able to go towards a better direction. based on Law no

20 of 2003 concerning the National Education System states that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills they need. , society, nation and state.

According to Fitroturrohmah (2019: 27) the role of parents is the participation of parents in the educational development of their children. The role of parents in student education will have an impact on student learning outcomes themselves. Parents can provide guidance to students, understand and help overcome children's learning difficulties. The role of parents in educating

students can be done in several ways (Rumbewas, 2018:204), including: 1) Controlling the learning time and the way children learn; 2) Monitoring the development of children's academic abilities; 3) Monitor personality development which includes attitudes, morals and behavior of children; and 4) Monitoring the effectiveness of school hours.

According to Rusman (2016: 67) learning outcomes is a number of experiences gained by students covering the cognitive, affective, and psychomotor. Learning is not only the mastery of the theoretical concepts of the subject, but also the mastery of habits, perceptions, pleasures, interests, talents, social adjustments, various skills, ideals, desires and hopes. Student learning outcomes can be influenced by the motivation to learn. Student learning motivation will have a huge impact on the learning process. The existence of learning motivation makes students enthusiastic in participating in lessons. Students will not get bored easily and are not bored in receiving the lessons delivered by the teacher.

Learning motivation is an internal and external encouragement for students who are learning to make behavior changes (Suprijono, 2016: 182). Students who are motivated in their learning can be seen in themselves. Students will be diligent in facing the assignments given by the teacher and be tenacious in the face of difficulties.

Based on observations and results of interviews with fourth grade teachers at SDN Tlogosari Kulon 02, SDN Muktiharjo Kidul 03, SDN Muktiharjo 04, and SDN Tlogosari Wetan 01 Semarang City, it was found that there was a problem regarding the lack of interest of students in the background of the average parent working as a private employee. , so that children lack parental assistance, especially reading. Children also get bored easily when reading long texts without interesting pictures. Parents tend to leave their children in tutoring, there are some children who only take tutoring to complete schoolwork moreover students do not study or reread at home. Lack of parental attention also makes children less polite about ethics in talking to older people. Teachers are also on average still based on teacher and student books, so there is a lack of learning resources to support learning, the methods used by teachers are also still lectures, perhaps due to a lack of innovation or experience related to technology in this modern era, plus each class consists of more than 30 students, so that teachers are also less able to condition students well.

Research that supports solving The problem in this research is the research conducted by Widyastuti (2015) with the title The Effectiveness of the Time Token Arends Learning Model on Indonesian Speaking Skills for Class V SD Bakalan Sewon Bantul Academic Year 2015/2016 which suggests that the time token model is more effective in improving learning outcomes and Indonesian speaking skills of fifth grade elementary school students Bakalan Sewon Bantul.

Research conducted by Hussaini (2016:22) with the title Improving Nigerian and Malaysian Primary School Students Vocabulary Skills Using Flash Cards shows that students who use flashcards in the experimental group have a better average score in the post-test. The use of flash cards is an effective way to improve students' vocabulary mastery in learning English.

The formulation of the problem in this study is whether there is a positive and significant relationship between the role of parents on the learning outcomes of fourth grade students of SD

Gugus Wijaya Kusuma, is there a positive and significant relationship significant relationship between students' learning motivation and learning outcomes of fourth graders of SD Gugus Wijaya Kusuma and whether there is a positive and significant relationship between the role of parents and student motivation on learning outcomes of fourth graders of SD Gugus Wijaya Kusuma.

Based on the formulation of the problem, The purpose of this study was to examine the relationship between the role of parents on the learning outcomes of fourth grade students at SD Gugus Wijaya Kusuma, to examine the relationship between student motivation to learn and learning outcomes for fourth grade students at SD Gugus Wijaya Kusuma and to examine the relationship between the role of parents and learning motivation. students on the learning outcomes of fourth graders of SD Gugus Wijaya Kusuma.

2. RESEARCH METHOD

This study uses quantitative methods with the type of correlation research. The population in this study was the fourth grade students of SD Gugus Wijaya Kusuma Semarang City, which amounted to 155 students. The sampling technique used is Proportional Random Sampling as many as 124 students.

The subjects in this research are fourth grade students of SD Gugus Wijaya Kusuma, Semarang City. This research was conducted at SD Gugus Wijaya Kusuma, Semarang City, namely SDN Tlogosari Kulon 02, SDN Muktiharjo Kidul 03, SDN Muktiharjo 04, and SDN Tlogosari Wetan 01. The variables in this study consisted of two independent variables and one dependent variable. The independent variable is the role of parents and students' learning motivation, while the dependent variable is student learning outcomes. Data collection techniques with questionnaires, documentation, and interviews. Questionnaire is used for collect data on study habits and study discipline variables while documentation is used to obtain data on student learning outcomes. Before the research instrument was used, a trial was conducted. Furthermore, the researchers tested the validity and reliability of the instrument. The data analysis techniques used in this study are: (1) the prerequisite analysis test includes tests for normality, linearity, and multicollinearity; (2) descriptive statistical analysis; and (3) analysis of hypothesis testing using

simple correlation, multiple correlation, F test (significant), and coefficient of determination. The results of descriptive statistical analysis were used to describe in detail each research variable. The discussion of variables uses quantitative data, namely data that is processed in the form of numbers or scores which are then interpreted descriptively. The data categorization of study habits and learning discipline variables is divided into four categories, namely very good, good, quite good, and not good (Widoyoko, 2017). Meanwhile, the categorization of student learning outcomes variable data is divided into four categories, namely very good, good, sufficient, and less (Permendikbud Number 56 of 2014).

3. RESEARCH RESULT DISCUSSION

The research "The Relationship of the Role of Parents and Learning Motivation on the Learning Outcomes of Class IV Students at SDN Gugus Wijaya Kusuma Semarang City" started with data collection and pre-research until the research was carried out in January - October 2020. This researcher was carried out at SDN Gugus Wijaya Kusuma Semarang City with make all the fourth grade students as the research population of SDN Gugus Wijaya Kusuma Semarang City consists of 5 elementary schools (1 elementary school as a test class and 4 elementary schools for research) with a population of 155 students and a sample of 124 students.

Results of Descriptive Analysis of Parents' Role Variables (X1)

The number of statements in the parental role questionnaire consists of 25 items. The results of the questionnaire on the role of parents in class IV SDN Gugus Wijaya Kusuma Semarang City can be seen in the following table:

Table 1. Parental Role Categories

No	Score Interval	Category	Si frequency	Percentage of se	Average
1	82-100	Very good	23	19%	73
2	63-81	Good	88	71%	
3	44-62	Enough	13	10%	
4	25-43	Not enough	0	0%	

Amount	124	100%	Good
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Results of Descriptive Analysis of Students' Learning Motivation Variables (X2)

The number of statements in the parental role questionnaire consists of 25 items. The results of the questionnaire on the role of parents in class IV SDN Gugus Wijaya Kusuma Semarang City can be seen in the following table:

Table 2. Motivation Category

No	Score Interval	Category	S frequency	Percentae of se	Average
1	82-100	Very good	54	44%	75
2	63-81	Good	66	53%	
3	44-62	Enough	4	3%	
4	25-43	Not enough	0	0%	
Amount			124	100%	Good

Results of Descriptive Analysis of Student Learning Outcomes Variables (Y)

Student learning outcomes in this study were obtained from the average grades of all grade IV students at SDN Gugus Wijaya Kusuma, Semarang City on the Mid-Odd Semester Examination for the 2020/2021 academic year.

Table 3. Category of Student Learning Outcomes

No	Score Interval	Category	NSI frequency	Percent ge	Average
1	76-100	Very good	73	59%	77
2	51-75	Good	51	41%	
3	26-50	Enough	0	0%	
4	0-25	Not enough	0	0%	
Amount			124	100%	Good

Student learning obtained a significance value of Deviation from Linearity $0.185 > 0.05$, it can be concluded that the relationship between learning motivation and student learning outcomes is stated to be linear.

Multicollinearity Test

From the results of the multicollinearity test, it is known that the value of Variance Inflation Factor (VIF) of the two independent variables, namely learning motivation and learning discipline is $2,423 < 10$ and the value of Tolerance $0.413 > 0.10$ then it can be concluded that there is no multicollinearity between independent variables

Normality Test Prerequisite Test Results

The normality test was carried out to find out the data on each of the variables analyzed were normally distributed (Sugiyono, 2017). The normality test in this study refers to the Kolgomorov-Smirnov test model. Based on the results of the normality test, the significance of the parent's role is 0.226, the learning motivation variable is 0.067 and the learning outcome variable is 0.624. These results indicate that each variable has a significance value greater than 0.05, then the data for the three variables is declared to be normally distributed.

Linearity Test

The linearity test of the parental role variable with student learning outcomes obtained a significance value of Deviation from Linearity $0.060 > 0.05$, so it can be concluded that between the role of parents and student learning outcomes there is a linear relationship. While the linearity test of students' learning motivation variables with the results of

Hypothesis Analysis

Hypothesis analysis in this study uses simple correlation analysis, multiple correlation analysis, significance test (F test), and coefficient of determination test.

The Relationship of the Role of Parents with Student Learning Outcomes

The simple correlation test in this study uses the product moment correlation test. The calculation results can be seen in the following table:

Table 4. Simple Correlation Results between the Role of Parents and Student Learning Outcomes

Rcount	Error Rate	Sig.	Determin ation Test
<u>0.665</u>	<u>0.05</u>	<u>0.000</u>	<u>44.2%</u>

Based on table 4, the value of rcount is greater than rtable, namely $0.742 > 0.195$, so H_{a1} is accepted. At the 5% significance level, a significance value of 0.000 ($0.000 < 0.05$) is obtained so that the correlation is said to be significant and applies to the population. Contribution of the role of parents with student learning outcomes of 44.2%, meaning the contribution of the relationship between parental roles and student learning outcomes was 44.2% and the remaining 55.8% was influenced by other factors not examined.

Based on these calculations can it was concluded that there was a positive and significant relationship between the role of parents and the learning outcomes of fourth graders at SDN Gugus Wijaya Kusuma, Semarang City. That is, the higher the role of parents in the involvement of educating their children, the better the student learning outcomes obtained and vice versa.

Relationship between Student Learning Motivation and Student Learning Outcomes

The simple correlation test in this study uses the product moment correlation test. The calculation results can be seen in the following table:

Table 5. Simple Correlation Results between Learning Motivation and Student Learning Outcomes

Rcount	Error Rate	Sig.	Determinatio n Test
0.802	0.05	0.000	64.3%

Based on table 5 shows the value of rcount is greater than rtable, namely $0.742 > 0.195$, so H_{a1} is accepted. At the 5% significance level, a significance value of 0.000 ($0.000 < 0.05$) was obtained so that the correlation was said to be significant and valid for the population. The contribution of the role of parents to student learning outcomes is 64.3%, meaning that the contribution of the relationship between parental roles and student learning outcomes is 64.3% and

the remaining 35.7% is influenced by other factors not examined.

Based on these calculations can concluded that there is a significant relationship positive and significant relationship between the role of parents and the learning outcomes of fourth graders at SDN Gugus Wijaya Kusuma, Semarang City. That is, the higher the student's learning motivation, the better the student learning outcomes obtained and vice versa.

The Relationship between the Role of Parents and Students' Learning Motivation with Learning Outcomes

Correlation test in this study using multiple correlation test. The calculation results can be seen in the following table:

Table 6. Multiple Correlation Results between the Role of Parents and Student Learning Motivation with Student Learning Outcomes

Rcount	level Error	Sig.	Test Determination
0.808	0.05	0.000	64.9%

The results of data analysis in the form of a multiple correlation test between parental role variables and student learning motivation variables with student learning outcomes variable of 0.808, this number is a positive number or one direction. The ftable value is 3.07, while fcount is 111,908, these results show that fcount > ftable is 111,908 > 3.09, meaning that the multiple correlation is significant and can be applied to the entire population. Calculations that have been carried out by researchers can be concluded that there is a significant relationship between the role of parents and student learning motivation with the learning outcomes of fourth graders at SDN Gugus Wijaya Kusuma, Semarang City.

Based on these calculations can concluded that there is a positive and significant relationship between the role of parents and students' learning motivation together with learning outcomes of fourth graders at SDN Gugus Wijaya Kusuma Semarang City. The role of parents and student learning motivation are factors that influence student learning outcomes, with the role of

parents and high student learning motivation from students it will improve student learning outcomes and vice versa.

4. CONCLUSION

Based on the results of the research and discussion, it can be concluded that there is a positive and significant relationship between motivation and learning discipline on the learning outcomes of fourth graders at SDN Gugus Wijaya Kusuma, Semarang City. This is evidenced by the research data that rcount > rtable, which is 0.808 > 0.176 at a significance level of 5%, the relationship between parental role variables and student learning motivation with student learning outcomes is included in the strong category and has positive value and contributes 64.9% to learning outcomes. students and the remaining 36.1% was influenced by other factors not examined in this study.

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