

The Role of Parents in Online Learning Motivation for Sixth-Grade Elementary School Students

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Keywords:	Abstract
<p>parental role; online learning; motivation; interest in learning</p>	<p><i>This research sought to determine how parental roles affected children's motivation for online learning during the COVID-19 pandemic. This study employed a quantitative correlational survey as its methodology. The questionnaire was used to collect data for this study. While SEM-PLS (Structural Equation Modeling-Partial Least Square) analysis is used to test hypotheses, CFA (Confirmatory Factor Analysis) is used to assess validity and reliability. SmartPLS 3.0 software is used to assist in all data processing. The factor analysis results indicated a sufficient correlation between the 30 items of the instruments used to support the structure of each variable. According to the results of the SEM analysis, parents significantly impact their children's desire to learn online at home when it comes to the online learning system utilized by elementary school students. Four indicators measure parents' performance: providing guidance (PG), learning facilities (LF), rewards and praise (RP), and attention and supervision (AS) (AS). The results of this study indicate that parental roles (LF, PG, and RP) affect learning motivation, as indicated by P-values of (0.000 0.05), (0.035 0.05), and (0.006 0.05), respectively. In contrast, US indicators have no effect on parental roles and learning motivation, as indicated by the P-value of (0.879 > 0.05) In order to improve the home education system while still leaving a positive impression on children, parents' roles must become more child-centered. Due to their rigorous nature, the instrument validity techniques of CFA and the data analysis techniques of SEM enhance the validity and reliability of research findings.</i></p>

INTRODUCTION

Background

Education is a very important activity in advancing the activities of individual life. Education is a way to develop an individual's current or future quality of life. Because with education, an individual will gain experience and be able to develop a pattern of thinking for himself, and also with education will have a view to realise a life that will be better than

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before. According to the national education law, it is stated that education is a structured process with the aim of realising active learning so that students can easily improve the abilities or abilities that exist in each individual. Therefore, learners must have religious values, self-control, and good character. Parents are the main educators for their children so that they can get a good education or school. Motivating children in doing the learning provided by parents is very important, as well as supporting and encouraging children to do active learning. Therefore, parents also have a great influence on education and the child will be more active in the learning process. There is also some moral support from parents in the form of attention to child psychology, namely; love, example, guidance, motivation, instilling self-confidence, and child growth and development (Malwa, 2018). Based on this, it can be concluded that one of the moral supports is the presence of parents who provide a motivational boost. The importance of motivational encouragement to improve the child's learning process, provides this role in addition to encouraging children's learning and guiding the objectives in providing enthusiasm to achieve learning success. The role of parents is also carried out in order to provide energy to carry out one's activities. With this role, it is clear that a child will realise that the education they do is very beneficial because it suits their needs (Musfirah, 2020).

During the current pandemic or online learning, the sustainability of education has various factors, including: the level of school preparation, the preparation of parents or families, and the preparation of educators. There are so many reviews that must be shared with the needs of students to always provide the best education during the current online learning period. This online learning is not in the delivery of material that moves through the data network, nor is it just school work provided through applications. This learning must be designed and also evaluated, where online learning is the same as learning carried out in the classroom. Therefore, researchers want to see that with the presence of learning in this network, students' interest in learning will change like learning activities in the classroom or not.

Based on the results of interviews that have been conducted by researchers in 4 elementary schools that will be studied later, it is concluded that learning is carried out at home. The student's interest in learning also depends on the nature of the child, if the child is diligent, studying from home or in class his learning interest will remain the same and there are also children who are diligent when entering the classroom if learning from home is lazy. From the number of students they are more enthusiastic, more diligent, and more active, studying at school than at home. Because the ways parents and educators teach are different, parents are more likely to have no patience in teaching a child, if the educator must have a high sense of patience. Problems that occur when online learning has to use a cellphone, sometimes in one family only has one cellphone. And there are cellphones that their parents bring to work, when studying via zoom or google meet students can't follow the lesson well.

Problem of Study

During the period of learning from home, the interest in learning experienced in the child will decrease or decrease. During the online learning period that is being experienced today, students become lazy, there is no enthusiasm for learning. Interest in learning will grow again with the role given by parents. The role of parents who do not pay attention to their children's learning, provide learning facilities to their children, accompany their children during learning, guide their children well will make children lazy or not enthusiastic about following lessons. So that the role of parents for children is very important in learning from home today, because with the role of good parents, it will cause high enthusiasm and interest in learning for students (Yanizon & Purba, 2017). There are several other research results related to the role of parents with students' interest in online learning. Online

learning with students' interest in learning is very influential because many students have difficulty in carrying out the lessons they will carry out (Juliya & Herlambang, 2021). *In addition, there is an influence on the role of parents who are interested in learning, if the role of parents is good, then the interest in learning is good, and if the role of parents is not good, then the interest in learning is not good. Children's interest in learning will be high if the role given by parents is high, children's interest in learning is low when parents give low roles to their children (Isnar et al., 2021). The previous research was more directed at learning achievements or outcomes, so that the aspect that will be studied in this study is the aspect of students' online learning interests. So that the problem of this research is interesting to conduct research on "The Influence of the Role of Parents on Students' Online Learning Interests in Class VI Elementary Schools".*

State of the Art

The results of previous studies reported that the role of parents affects students' mathematics learning outcomes where the higher the role of parents, the higher the learning outcomes obtained and vice versa the lower the role of parents, the lower the learning outcomes obtained (Theresia et al., 2020). Another study reported that parental motivation influenced the learning achievement of elementary school students during the COVID-19 pandemic in mathematics (Sholihah et al., 2021), and science (Apriliansa & Wati, 2021) subjects using the classroom application (Wahyuniar et al., 2021). Online learning is carried out less effectively (Basa & Hudaidah, 2021). So that teachers must create interesting online learning and increase students' interest in learning (Yunitasari & Hanifah, 2020), because if these elements can be met properly, students will be motivated to learn so that they can produce good learning outcomes in accordance with the learning objectives that have been set (Juliya & Herlambang, 2021), the provision of motivation from parents will be related to student learning discipline during online learning (Putri & Yamin, 2021) also related to learning outcomes (Isnar et al., 2021), parents play an important role in generating student learning motivation. Providing motivation is important for parents so that children can learn well at home and at school, because parents are motivators for children in generating children's learning motivation before children are guided by teachers at school (Rumbewas et al., 2018). If in previous studies the influence of parents was associated specifically with certain subjects, in this study the role of parents is related to the learning motivation of students in general. In addition, if in the previous study the parental role variable was used as a single variable and analysed with ordinary correlation, in this study the role of parents was broken down into several sub-variables and analysed with SEM so as to make the results of the analysis clearer.

Gap Study & Objective

Based on this explanation, it can be concluded that the role of parents in the interest in learning in the covid-19 pandemic in elementary schools in Indonesia still needs to be studied. There is very little research on the role of parents in the interest in learning online. Based on this background, this study was aim to determine the influence of the role of parents on the learning interest of grade VI elementary school students when learning at home during a pandemic. The findings of this study will serve as a guide for primary school educational institutions to synergise the role of parents in running online learning programs at home during the covid-19 pandemic in Indonesia.

There are four hypotheses to be tested in this study as shown in Figure 1

- H1: Parental tutoring at home has a significant influence on students' online learning motivation
- H2: Learning facilities provided by parents at home have a significant effect on students' online learning motivation

H3: Awards and compliments given by parents at home have a significant influence on students' online learning motivation

H4: Parental attention and supervision at home have a significant influence on students' online learning motivation

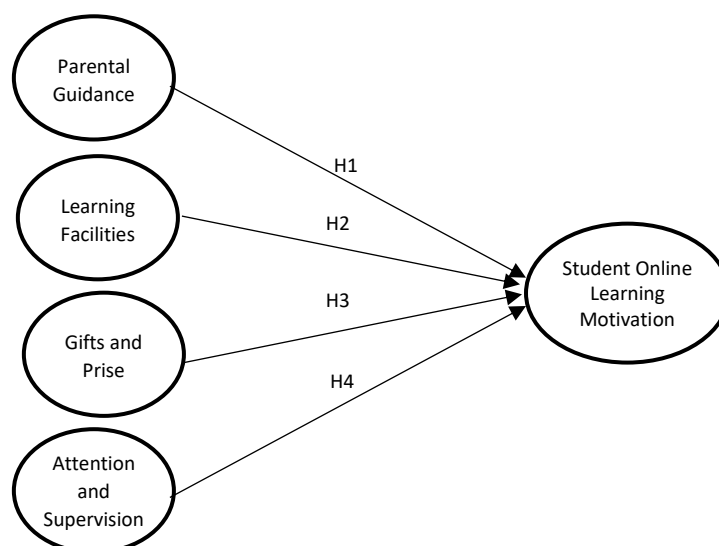


Figure 1: Research Hypothesis

METHOD

Types and Design

This research was a quantitative correlational survey instrument. This research focuses on the role of parents and students' interest in learning in terms of running online learning programs carried out at home. The role of parents in research is carried out in order to provide energy to carry out one's activities. The method of sampling by researchers uses *simple random sampling*. Each member of the population has the same opportunity to be sampled in the study. This research was conducted in two private schools and 2 public schools in Sawangan Village, Depok, West Java, Indonesia. This research was conducted in April-May 2022.



Figure 2: Current study location

Data and Data Sources

When the government decided to implement learning from home, we distributed questionnaires to all sixth-grade elementary school students and their parents. The survey questionnaire instrument was distributed to two public elementary schools and two private elementary schools; the sample used in this study consisted of 30

individuals (students) and 30 individuals (parents who accompanied their children's learning activities at home) from each school.

This investigation utilised a questionnaire as its instrument. This survey instrument is used to examine quantitative data on factors related to the motivational function of parents and students. The 30 survey instrument items were then drafted as descriptions of the two variables. Indicators for each of the 30 instruments can be found in Table 1.

Table 1. Research Variable Indicators

Construct	Code	Indicator Items	Source
Providing Guidance	PG1	Helping children when learning difficulties	Sourced from (Putri & Yamin, 2021).
	PG2	Reprimanding children when they are lazy	
	PG3	Encouraging children to get good learning	
	PG4	Advise children to solve learning problems	
Learning Facilities	LF1	Provide a special place for children to learn	
	LF2	Prepare children's school equipment	
	LF3	Prepare a comfortable study room	
Rewards and Praise	RP1	Give credit for good grades	
	RP2	Give a reward for an excellent report card	
	RP3	Rewarding good learning achievements	
	RP4	Give a positive appreciation for difficult studies	
Attention and Supervision	AS1	Accompany the children to study at home	
	AS2	Monitor the quality of children's learning	
	AS3	Knowing the child's learning schedule	
	AS4	Ask about the material that the child has learned	
	AS5	Control and select the books that children read	
Online Learning Motivation	OLM1	Be on time for lessons	Sourced from (Nantara, 2021).
	OLM2	Follow the lesson to completion	
	OLM3	Feel happy while doing work	
	OLM4	Pay attention when the teacher explains	
	OLM5	Concentrate as the teacher explains	
	OLM6	Studying at home is not while playing	
	OLM7	Make notes on the described subject matter	
	OLM8	Learn it first before the teacher explains	
	OLM9	complete tasks without delay	
	OLM10	Ask if you do not understand	
	OLM11	Search for information from a variety of sources	
	OLM12	Answer the questions asked by the teacher	
	OLM13	Take every lesson seriously	
	OLM14	Read books when you have free time	

Data collection techniques

A questionnaire was used to collect data in this study. Questionnaires are data collection techniques that present respondents with questions or written statements to which they must respond. Students and parents were given statements in the form of questionnaires by researchers. This study was conducted to address research needs. (Sudaryono, 2016).

Data Validity

An instrument can be declared valid if used to measure what should be measured (Sudaryono, 2016). Before the questionnaire is given to learners and parents, the instrument is first validated by an expert, and then tested. The validity and reliability test used SmartPLS software with CFA (Confirmatory Factor Analysis) technique. Instruments that are declared valid must at least meet the standards of discriminant validity and convergent validity.

Data analysis

In this study, the SEM-PLS (Structural Equation Modeling-Partial Least Square) program was used using SmartPLS software to test research hypotheses. The statistical method program is used in this study because SEM-PLS analyses the causal relationships between variables, both direct and indirect effects, and is a more complex system (Syahrir et al., 2020).

RESULT

Description of Statistics

The data to be put forward in this descriptive statistic summarises the minimum and maximum values, averages, standard errors, kurtosis and skewness, as stated in Table 2.

Table 2. Description of Statistics

Item Code	Min	Max	Mean	Stdev	Kurt.	Skew.
PG1	1	5	3,850	1,269	-0.761	-0.704
PG2	1	5	3,833	1,261	-0.444	-0.818
PG3	1	5	4.033	1.335	-0.011	-1,168
PG4	1	5	3,892	1,257	0.087	-1.068
LF1	1	5	3,500	1,472	-1.021	-0.611
LF2	1	5	3,642	1.395	-0.779	-0.679
LF3	1	5	3,950	1,296	-0.398	-0.928
RP1	1	5	3,917	1,301	-0.436	-0.924
RP2	1	5	3,625	1.218	-0.640	-0.561
RP3	1	5	3,733	1,296	-0.809	-0.654
RP4	1	5	4.058	1.098	0.155	-1.036
AS1	1	5	3,692	1,303	-0.845	-0.577
AS2	1	5	4.067	1,209	0.224	-1,160
AS3	1	5	3,683	1,408	-0.893	-0.671
AS4	1	5	3,842	1,258	-0.236	-0.916
AS5	1	6	3,867	1,245	-0.598	-0.689
OLM1	2	5	4.067	0.920	-1,169	-0.394
OLM2	2	5	4,292	0.860	0.417	-1.083
OLM3	1	5	3,775	1.172	-0.271	-0.714
OLM4	1	5	4.183	1.103	0.760	-1,277
OLM5	1	5	3,358	1.322	-1.042	-0.226
OLM6	1	5	3,917	1,229	-0.277	-0.876
OLM7	1	5	4.058	1,206	-0.152	-1.008
OLM8	1	5	3,000	1,455	-1,327	-0.033
OLM9	1	5	3,783	1,292	-0.849	-0.644
OLM10	1	5	3,833	1,241	-0.208	-0.871
OLM11	1	5	3,525	1.335	-0.981	-0.416
OLM12	1	5	3,808	1,392	-0.739	-0.796
OLM13	2	5	4,242	0.957	0.096	-1.081

Item Code	Min	Max	Mean	Stdev	Kurt.	Skew.
OLM14	1	5	3,533	1,258	-0.617	-0.458

Based on table 2, it can be stated that all surveys instruments are distributed normally. This is because it can be seen from the ratio between skewness or kurtosis with a standard error of less than 2 (Yamin, 2021).

Measurement Model

Based on the results of the factor analysis of the survey instrument used, the results of the initial analysis were obtained as described in the structure as follows.

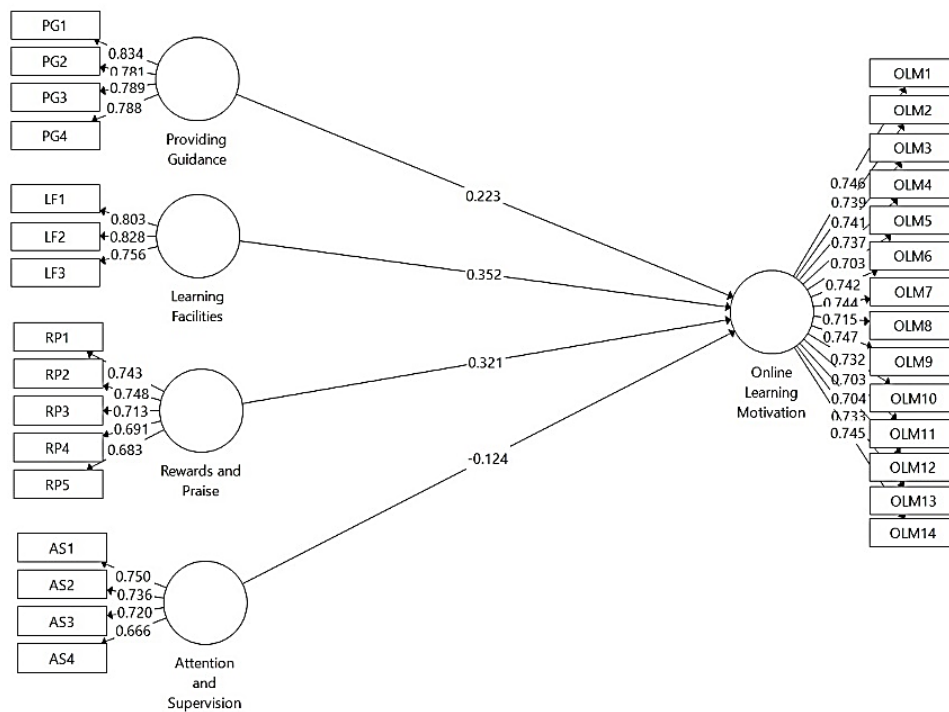


Figure 3: Measurement Model Ranking

Based on the results of the analysis in Figure 2, it can be seen that some indicators that have a loading factor below 0.5 are declared invalid and should be removed from the model. To test the validity of the construct in order to find out the relationship between the indicator and its variables, can be evaluated using Confirmatory Factor Analysis technology from convergent validity and discriminant validity. Convergent validity can be seen from the value of the loading factor of each indicator against the construct, the weight of the factor 0.5 or more is considered to have a strong enough validation to explain the latent construction (Asbari et al., 2019).

Table 3. Validity of Convergent

Construct	Code	Outer Loading	AVE	CR	Cronbach's Alpha
Providing Guidance	Pg 1	0.834	0.634	0.839	0.711
	Pg 2	0.781			
	Pg. 3	0.789			
	Pg 4	0.788			

Construct	Code	Outer Loading	AVE	CR	Cronbach's Alpha
Learning Facilities	LF1	0.803	0.516	0.810	0.690
	LF2	0.828			
	LF3	0.756			
Rewards and Praise	RP1	0.750	0.637	0.875	0.810
	RP2	0.736			
	RP3	0.720			
	RP4	0.666			
Attention and Supervision	AS1	0.743	0.534	0.941	0.933
	AS2	0.748			
	AS3	0.713			
	AS4	0.691			
	AS5	0.683			
Online Learning Motivation	OLM1	0.746	0.513	0.840	0.763
	OLM2	0.732			
	OLM3	0.703			
	OLM4	0.704			
	OLM5	0.733			
	OLM6	0.745			
	OLM7	0.739			
	OLM8	0.741			
	OLM9	0.737			
	OLM10	0.703			
	OLM11	0.742			
	OLM12	0.744			
	OLM13	0.715			
	OLM14	0.747			

Construction can be judged from Cronbach's Alpha and Composite Reliability values which have a value of more than 0.7, there are 5 construct variables that have met the required reliability and 1 variable that does not meet the requirements with a value of 0.690. To check the validity of convergence, each latent variable of the AVE is evaluated. It was found that all AVE values were greater than the acceptable threshold of 0.5 so that convergent validity was confirmed. Based on the assessment results, it is stated in the table above that all convergent validity indicators reach their maximum values because the Outer Loading, AVE, CR, and Cronbach's Alpha values pass through all sizes of values, therefore it can be responded that all construct items are valid instruments in forming latent variables.

In addition to convergent validity, another measure of construct validity is the validity of discriminants that are carried out to ensure that each concept of a latent variable differs from other variables. This model has good discriminant validity if the AVE squared value of each construct value is below the diagonal (Asbari et al., 2019). The results of the validity of the discriminant include the Heterotrait-Monotrait ratio, as follows:

Table 4. Validity of Discriminants: Fornell & Larcker Criteria

	PG	LF	RP	AS	OLM
PG	0.798				
LF	0.561	0.796			
RP	0.413	0.370	1,000		
AS	0.716	0.659	0.422	0.741	
OLM	0.581	0.621	0.329	0.635	0.731

Fornell and Larcker who state that the square root of the AVE in each latent variable can be used to determine the validity of discriminants, if this value is greater than the value of other correlations between latent variables. To do this, a table is created in which the square root of the AVE is calculated and written in bold on the diagonal of the table (Wong, 2019).

Based on the results of the trial of the instrument applied with Confirmatory Factor Analysis, it was found that all the necessary criteria have been met for convergent and discriminant validity so that feedback can be given that the instruments in this study were used to test the hypothesis of the proposed model.

Testing the Hypothetical Models

For significant testing of the hypothesis model, using a bootstrap procedure with a sample size of 5,000, taken from the original sample with substitutions to provide a standard bootstrap error (Wong, 2019).

Table 5. Structural Model Assessment

Hypothesis	Path	STd. Beta	STd. Errors	t-value	bias	Confidence Interval		Decision
						5%	95%	
H1	PG -> OLM	0.199	0.094	2.114	0.002	0.013	0.383	Legitimate
H2	LF -> OLM	0.326	0.083	3.951	-0.004	0.151	0.479	Legitimate
H3	RP -> OLM	0.011	0.073	0.152	-0.005	-0.136	0.154	Cancel
H4	AS -> OLM	0.272	0.099	2,756	0.014	0.100	0.492	Legitimate

Table 5 describes the test results of structural models determine the results of the examination of the hypothesis. Based on the test results, it is known that the three indicators of parental roles such as providing guidance ($\beta = 0.199$, $t = 2.114$), providing learning facilities ($\beta = 0.326$, $t = 3.951$), and attention and supervision ($\beta = 0.272$, $t = 2.756$) openly have a positive and significant influence on student learning motivation carried out online, while one variable is the provision of rewards and praise ($\beta = 0.011$, $t = 0.152$), has no effect and is significant to students' online learning motivation.

Table 6. Effect Size (f^2)

	PG	LF	RP	AXLE	OLM
PG					0.036
LF					0.115
RP					0.000
AS					0.056
OLM					

The Measure of Effect (f^2) is an assessment to assess whether there is a significant relationship between variables. A study studied also assessed the magnitude of the influence between the variable and the Effect Size (f-square). The value of $f^2 = 0.02$ (small), $f^2 = 0.15$ (medium), and $f^2 = 0.35$ (large), and the value of $f^2 < 0.02$ can be ignored or considered to have no effect (Syahrir et al., 2020). It can be concluded that the indicators on rewards and praise are not included in the securities measure, since they are below 0.02.

DISCUSSION

During the COVID-19 pandemic, all schools are conducting online learning in a variety of ways to ensure that educators continue to carry out their duties. Learning at home or online is unquestionably controversial among parents, particularly if they are unable to supervise their child's education at all times, resulting in ineffective learning. Due to the requirement

that parents play a role in online learning, parents will assume the new role of facilitator and become educators at home during this pandemic. Researchers will also discuss the role of parents in online education during the pandemic. It can be said that the higher the level of parental attention and affection, the greater the child's interest in learning. Parents play an essential function and role in enhancing their children's education. The efforts of parents to provide guidance, provide adequate learning facilities, attention and supervision, and give gifts demonstrate their concern. Parental attention is the process of providing parental assistance (father and mother or other persons in charge of the child) to their children, including providing home tutoring, encouraging learning, emphasising the significance of education, and attending to the child's needs. (Endriani, 2016).

Based on the findings of the research, parents can help their children learn by meeting their children's needs. Children's needs include providing guidance, providing learning facilities, paying attention to and supervising children's learning activities, and giving gifts or praise when they achieve the highest grades. This need is used as an indicator of the role of parents assigned to sixth-grade elementary school students (Sholihah et al., 2021). Based on the results of hypothesis testing, three hypotheses that provide guidance (H1), provision of learning facilities (H2), and attention and supervision (H4) have positive values, implying that the three hypotheses have a positive influence on students' learning interests. Meanwhile, the reward and praise (H3) hypothesis indicates that the magnitude of the influence of parents' roles on students' online learning interests is negative, and the hypothesis has no effect on students' online learning interests (Wahyuniar et al., 2021).

The role of parents affects students' desire to learn during the COVID-19 pandemic, according to the results obtained. This is consistent with previous research indicating that distance learning during the Covid-19 pandemic significantly impacts students' motivation to learn (Yunitasari & Hanifah, 2020). Parents have a significant impact on their children's learning abilities. The greater the parental role, the greater the child's desire to learn. Because parents who play a positive role will pay more attention to and recognise the significance of their children's education (Wahyuni, 2017). The role of parents contributes to a student's interest in learning, so students who receive a positive role will have an interest in learning, and vice versa: the lower the role of parents, the lower the students' interest in learning. This is based on the importance of the role parents play in their children's education and the demand for online learning in sixth-grade elementary schools..

Some of the research findings from Indonesia and other nations indicate that some distance learners experience boredom. This saturation is felt by students as a result of the teacher's daily assignment of mundane tasks without explanation. Students will feel bored when they study alone at home if they are accustomed to engaging in cooperative learning in class (Alfarimba et al., 2021). Motivation and encouragement must come from parents; when students accept or feel encouragement from their parents, their motivation to learn is greater than when they do not accept or feel encouragement from their parents (Contreras & Lynch, 2018). Students' feelings of exhaustion are a result of the daily assignments assigned by their teachers, according to the findings of a comparative study. When students study alone at home, they feel overwhelmed because they are accustomed to studying in groups in school. Therefore, as online learning continues to increase student learning motivation, cooperation between parents and effective classroom teachers is necessary. Under unstable conditions, online education will continue to be an option to reduce the risk of the Covid-19 virus spreading. Students who perceive high parental motivation or encouragement are more motivated than those who perceive low parental motivation or encouragement.

CONCLUSION

From the aforementioned research findings, it can be concluded that some students experience boredom while engaging in online learning. Because students are accustomed to studying with their peers in the classroom, they feel overwhelmed when studying alone at home. Previous research regarding the role of parents and student interest in learning during the COVID-19 pandemic was explained in a rather simple and brief manner, whereas in this study the role of parents was explained in detail and divided into several indicators so that more detailed findings can be made regarding indicators in which parents can play a significant role and indicators in which parental roles do not play a significant role in assisting with increasing motivation to learn online. The study is limited by the absence of an investigation of interventional or moderating variables that could have strengthened or weakened the link between the analysed variables. It is evident from the research conducted that parents play a crucial role in increasing students' interest in learning, particularly online learning. The role of parents necessitates that students participate actively in online learning. Parental involvement will increase the online learning motivation of students. Various intervention or moderating variables that may strengthen or weaken the relationship between the studied variables should be investigated in future research.

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