

THE RELATIONSHIP BETWEEN TRUST IN TEACHER AND MOTIVATION TO LEARN OF THE STREET CHILDREN IN BANDA ACEH, INDONESIA

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ABSTRACT

Street children tend to ignore educational demand as a result of economical and environmental factor. The absence of parent role put the teacher as a reliable substitute in motivating the children to learn. This study was led to investigate the relationship between trust in teacher and learning motivation of street children. The study used quantitative method by purposive sampling involving 44 street children from third grade of elementary school to third grade of upper secondary school. UPTD (Regional Technical Implementer Unit) Rumoh Seujahtera Aneuk Nanggroe under Dinas Sosial Provinsi Aceh (Social Department of Aceh) auspice. Data collecting method used Trust Scale with reliability of 0,832 and Learning Motivation Scale with reliability of 0,780. Analysis method used Pearson correlation technique which resulted in correlation coefficient $r=0,319$ and $p<0,035$ ($p<0,05$). The result revealed significant positive relationship between trust in teacher and learning motivation of street children. Higher trust in teacher would be followed by better learning motivation of street children.

Keywords: Trust, learning motivation, street children

Introduction

Prolonged conflict for decades is the factor triggering the occurrence of street children phenomenon in Province of Aceh. Additionally, Tsunami that overwhelmed Aceh in 2004 increased a number of street children. Result of the study conducted by several institutions which concerned with street children, such as Center of Study and Child Protection (PKPA) of Aceh, Social Department of Aceh, International Labour Organization (ILO) and National Children's Foundation (YAB) in Banda Aceh and the surrounding area in 2006, showed that from interviewed 110 children, 60 children were vulnerably found to become street children, 35 children worked on the street and 15 street children lived on the street (Manik, 2008).

The rights of neglected children and street children essentially were similar with human rights in general. The statement is in mutual accord with the Law No. 39 Year 1999 concerning Human Rights and Presidential Decree No. 36 Year 1990 concerning Convention Ratification toward the Rights of Children. The laws insisted that children need to acquire their rights normally and appropriately, namely civil and freedom rights, family environment and custody choice, basic health and welfare, education, recreation and culture and special protection (Wijayanti, 2000). Appropriate education is a right the street children must acquire. Acehnese government had given opportunity for street children to experience educational institutions. Unexpectedly, the study conducted by PKPA, Social Department of Aceh and National Children Foundation in 2007, Banda Aceh, noted that many street children did not enroll in school (Manik, 2008). In general, the demand of earning their living led the

street children to not prioritize their educational right.

Low motivation in the street children is not only due to economical factor, but also influenced by other factors, such as neighborhood environment, resignation on the circumstances, intention to gain a better life, and belief of high-cost educational enrollment they cannot afford it (Setyanti, 2012). In addition, parent-child relationship also affects children's learning motivation.

Similar with Good (2008) and Carr's (2009) explanation that parental involvement provides most important contribution to students' achievement through convincing students to behave directed to learning achievement. Parents have to provide safe and conducive home environment to learn, as well as engaging in school-level decision making. Parents involvement can support the family and school to effectively reach the shared goals related to children's development and educational attainment.

According to the above statements, safe place to learn for the majority of street children and love to motivate them to learn cannot be assured due to the absence of parents, which in reality they are living on the street and far away from safe circumstances. Therefore, trust in teacher takes important role to motivate them to learn. Teacher's ability to motivate students in learning is an endeavor to act as an educator and increase student achievement. Kuryaningsih, Yuniarti and Kim (2012) emphasized that teacher's failure to meet the role lead to distrust in teacher, and as a consequence, process of building students' trust will be distracted. Low level of trust will eventually stimulate student difficulties to well-understand the lessons delivered by the teacher.

Eva et.al (cited from Sari, 2008) argued that children's learning motivation is externally stimulated, or by other words, influenced by existing environment. Expectations will drive motivation to realize it in action. Strength of individual motivation depends on level of children belief in attaining the expectations. The belief is sustained through trust toward their surrounding individuals such as teachers and caretakers. Related with Curzon and Hobson's (cited from Sari, 2008) argument that trust as basic element in achieving the magnificence educational goal, student will comprehend freedom meaning and its implementation requires risk on behalf of student and teacher.

According to the above phenomenon, it seem that learning motivation is closely related to the circumstances children experience. Children's learning motivation is also influenced by the trust children put on their teachers. Based on these problems, the author is interested in conducting study concerning the relationship between trust in teacher and learning motivation of street children.

Measures and Research Methodology

This study used a quantitative correlational method. Sampling technique used in this study was purposive sampling with subject selection based on certain traits or characteristics that are considered having previously known population traits or characteristics (Anwar, 1998). Population in this study were street children who can read and write well, boys and girls, attending school (ranged from third grade of elementary school to third grade of upper secondary school), aged under 18 years old and stayed in UPTD Aneuk Nanggroe Rumoh Seujahtera.

Data collection method used in this study was psychological scale. The researcher used two scales to measure two variables, namely: Trust Scale and Learning Motivation Scale. Trust Scale was adapted from Individualized Trust Scale (ITS) developed by Wheelless and Grotz, then used by Corrigan and Chapman in 2008 on students at Atlantic University. Trust scale was a 7-point differential semantic scale consisting of 15 aitemms. Meanwhile, Learning

Motivation Scale consisted of 18 items conducted based on Frandsen theory (cited from Suryabrata, 2006). Each item had 4 alternative responses ranged from Not At All True of Me (STS), Not True of Me (TS), True of Me (S), and Very True of Me (SS). Data analysis used statistical methods. Data would be analyzed using computerized facility of Statistical Product and Service Solutions (SPSS) version 17.0 for Windows

Results and Discussion

Assumption Testing

Normality test result conducted on 44 subjects showed that both trust and learning motivation had a normal distribution with KS $Z = 0,853$ for trust and KS $Z = 0,748$, with $p > 0.05$ for learning motivation. Meanwhile, test of linearity support the result with $F = 4,185$, $p = 0.04$ ($p < 0.05$), and deviation from linearity $f = 0,801$, $p = 0,700$. These results demonstrate trust and motivation to learn scale data and had a linear relationship.

Hypothetical Testing

Result showed $R = 0,319$ and significant level at $p = 0,035$ ($p < 0,05$), it could be concluded that trust and learning motivation were positively and significantly related.

Aspect analysis

Result of trust analysis demonstrated high contribution as 0,404 toward creativity and intention to self-actualize aspect of learning motivation.

This result was consistent with Reis and Sprecher (2009) statement that quality of student-teacher relationship has an important role in motivating students to learn. Effective teachers are usually portrayed as individual with capability to build emotionally close, safe, and reliable relationship with students. Trust in teacher supports improvement of students' positive value such as driving motivation to improve academic achievement.

According to R square, it seems that trust in teacher contributed as 10,2% toward learning motivation of street children. Lack effect of trust toward learning motivation of the street children probably occurred due to poor relationship quality in the classroom, such as lack of teacher support and attention. The teacher support and attention are important for the street children occurred from the absence of parents role. Huan, Quek, Yeo, Ang and Chong (2012) highlighted that teacher support and attention affected students' involvement and interest to learn in school.

It was also revealed from the study conducted by Davis and Lease (2007), that poor teacher attitude had consequences on students' attitude in learning. Students who considered themselves outside of teachers' good student list build poor relationship quality with their parents or teachers. The presumption that teachers did not like themselves was negative belief about their relationship with the teachers, and slacken motivation to attend school.

Conclusions

The result showed positive relationship between trust in teacher and learning motivation of the street children. On categorization, trust level of the street children dominantly was in medium category. Meanwhile, learning motivation level of street children was in high category.

Students' creativity and intention to self-actualize were influenced by teacher attitude, because teachers' praise motivated the students to put much effort and be more creative. It was consistent with the result showed that two aspects of student learning motivation, creativity and intention to self-actualize in a way of improving creative mindset in daily lives problem-

solving, highly contributed toward trust in teacher.

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