

THE RELATIONSHIP BETWEEN PARENTS SUPPORT AND LEARNING MOTIVATION IN ADOLESCENTS DURING THE PANDEMIC PERIOD AT SMPN 2 PULE TRENGGALEK

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ABSTRACT

The Covid-19 pandemic has an impact on all aspects of life, including the implementation of learning activities that are changed from face-to-face to distance learning. Distance learning requires student independence which needs to be encouraged by a high motivation to achieve learning success. Parents as a substitute for teachers at home are expected to provide optimal support so that adolescents have high motivation to learn while participating in learning activities. This study aims to determine the relationship between parental support and learning motivation in adolescents during the pandemic period at SMPN 2 Pule Trenggalek. This was an observational study using a cross-sectional design. Respondents in this study are students of SMPN 2 Pule Trenggalek Class VIII and IX, totaling 142 students, who are selected based on simple random sampling techniques. This study uses an online questionnaire about parental support and student motivation during the pandemic as a means of collecting data. The results showed the majority of parental support was in the high category (95.8 %), and the respondents learned motivation was in the medium category (54.2%). The results of data analysis using the Spearman rank obtained a correlation value of 0.361 with a p-value of 0.000 so that H_0 was rejected (<0.05). The study concludes that there is a relationship between parental support and learning motivation in adolescents during distance learning in the pandemic period at SMPN 2 Pule Trenggalek. Further research can be carried out related to parental support provided to adolescents during the pandemic with parents as respondents so that the data obtained will be comprehensive.

KEYWORDS

Parent Support, Adolescents' Learning Motivation, Covid-19 Pandemic

INTRODUCTION

After the Covid-19 pandemic occurred in Indonesia, the government made policies in the education sector to prevent the spread and incidence of Covid-19. One of the government policies is to eliminate the face-to-face learning method and replace it with distance learning, for all levels of education, from primary school to university level. Based on data from the Ministry of Education and Culture in 2020, many students affected by the pandemic are now carrying out activities at home. Hamdani (2020) stated that the Covid-19 pandemic resulted in 13.1 million junior high school students participating in school activities from home (1).

Adolescence has a phase where social relationships with peers are very important and will be faced with a more complex learning process. The suggestion to stay at home can be one of the emotional stresses for adolescents (2). Teens who are encouraged to study at home do not rule out being frustrated by the social distancing situation during the pandemic (3). There has been a change in the learning process during this pandemic, where all learning activities take place at home. If this goes on for a long time, it will be one of the triggers for boredom for adolescents in the learning process, so that adolescents will find it difficult to accept and understand lessons. (4). Therefore, learning activities at home need to be supported by a conducive environment and support system, so adolescents have high learning motivation.

Learning motivation is an encouragement that becomes an individual's strength to make changes in learning activities to achieve optimal results because students who have high learning motivation will also get high achievement (5). Many factors influence a person's motivation to learn, including intrinsic factors, namely the need for self to learn, and extrinsic factors, namely support from family (especially parents), as the closest environment for adolescents (6).

Family is the first environment known to children in the socialization process, so support is needed to increase or maintain student motivation (7). The Covid-19 pandemic forces a lockdown or quarantine policy to reduce interactions with many people who can provide access to the spread of the virus. So that parents have an essential role in character education for children because parents are the closest people to children. In addition, parents are the first educational institutions for children. Parents must motivate children so that children do not get bored quickly and can participate in learning activities from home and get the best achievements (8).

Based on the phenomena and problems faced by adolescents during the pandemic, where there are changes in the learning process that may affect learning motivation in children, making parents with various activities have to take the time to accompany their children while studying at home. The social distancing policy aims to reduce interactions with other people to reduce the risk of Covid-19 transmission, but on the other hand, it has an impact on student learning motivation. So, the role of parents is essential in increasing student motivation during the pandemic to keep the enthusiasm for learning. Based on the explanation, researchers are interested in researching the relation between parents' support with learning motivation in adolescents during the pandemic period at SMPN 2 Pule Trenggalek.

MATERIALS AND METHODS

The study used an analytic correlation design using a cross-sectional approach. The population in this study was all students at SMPN 2 Pule Trenggalek. The number of samples was 142 students, selected using a simple random sampling technique. Data collected through online questionnaires given to students through classroom teachers. Previously, the researcher explained the research and informed consent. There are 2 questionnaires compiled by researchers based on references, namely the questionnaire for parents' support and student motivation, where each statement is weighted using a Likert scale. Before being distributed, the questionnaire was tested for validity and reliability. Data collection was conducted in January 2021. The collected data were processed and analyzed using the Spearman rank test. This research has obtained ethical clearance from The Medical Faculty of Universitas Brawijaya with a number No. 06/EC/KEPK-S1-PSIK/01/2021.

RESULTS AND DISCUSSION

Characteristics of adolescent students

Based on the results of the study, it is known that more than half of the total respondents are teenagers aged 13-14 years (64.8%) and females (69.7%).

Parental Support for Adolescents During the Pandemic Period at SMPN 2 Pule Trenggalek

People's support has several aspects, namely informational, emotional, instrumental, and reward support. Based on the research, it resulted in parental support with a low level of 0.7% of respondents, a moderate level of parental support of 19.7% of respondents, and a high level of parental support of 79.6% of adolescents. This means that teenagers at SMPN 2 Pule Trenggalek have received high support from their parents.

The first parent support is information support. This support can be done by providing information and advice about difficulties while studying at home during the pandemic. Based on this research, information support provided to respondents in the high category was 83 respondents (58.5%). Parents have several roles, one of which is as a teacher at home to guide much learning at home (9).

The second parent support is emotional support which can be done by giving trust, attention, listening to the opinions of children while studying at home during a pandemic. Based on this study, the emotional support given to respondents in the high category was 99 respondents (69.7%). So that children have a good enthusiasm for learning, parents can provide support in carrying out learning (9).

The third parental support is instrumental support which can be done by providing money and school supplies while doing home chases during the pandemic, where these items can be in the form of cellphones and data packages to conduct online learning during the pandemic period. Based on this study, the instrumental support given by parents to respondents in the high category was 139 (95.8%).

When children learn during the pandemic, parents can do one of them, namely by providing tools such as cellphones for distance learning and guiding them so they can use these tools properly (10).

The fourth support is appreciation support that can be given by providing support, appreciation, and attention to the efforts made during learning at home during the pandemic. Based on this research, the appreciation support given by parents to respondents in the medium category was 75 (52.8%). According to House (11), the support given by parents will make children feel happy because they can solve the problem on their own.

Factors that influence parental support include the level of education and occupation of parents. Based on the research, it was found that the majority of respondents' parental education was in basic education (54.9%), and this education might affect a person's understanding so that it would affect individual attitudes (12). Meanwhile, the majority of respondents' parental occupations are farmers/breeders (57%). This work can reduce the time between parents and children so that parents pay less attention to their children's learning development.

Learning Motivation for Adolescents During the Pandemic Period at SMPN 2 Pule Trenggalek

Based on the results of the study, while studying at home during the pandemic period, respondents with moderate motivation were 54.2%, and those who had high motivation were 45.8%. It shows that most teenagers at SMPN 2 Pule Trenggalek have moderate learning motivation during the pandemic.

According to Sadiman (13), learning motivation is important for students, the level of student motivation can be seen from how the child completes his work, such as an attitude of sincerity and persistence. One of the factors that influence the learning motivation of adolescents is the condition of the student environment, where learning is carried out at home and the learning process changes by being done without teachers accompanying and classmates who are usually studying partners, this can have an impact on decreasing motivation and enthusiasm for learning (14).

Relation Between Parents Support with Learning Motivation in Adolescents During the Pandemic Period at SMPN 2 Pule Trenggalek

The results show a relationship between the variable parental support and the learning motivation of junior high school adolescents during the pandemic period. The results of hypothesis testing with the Spearman correlation test obtained a correlation value of 0.361 with a p-value of 0.000 (<0.05), so there is a significant relationship between parental support and adolescent learning motivation during the pandemic period. The correlation value of 0.361 indicates a low relationship and proves that with a positive sign where parental support for adolescent learning motivation during the pandemic period is directly proportional, which means that the higher parental support provided, the higher the learning motivation of adolescents during the pandemic period. This low relationship may arise, given that the tasks of adolescent development are very complex and relatively heavy for adolescents, so to be able to carry them out, adolescents need more guidance and direction so they can take the correct steps according to their conditions.

The results showed that with high parental support, adolescent motivation was also in the high category. Parents have to provide emotional support, instrumental support, and appreciation support to adolescents during studying at home in the pandemic situation. It will help children to be more enthusiastic about learning and doing their jobs. Thus, children need to have high motivation, feel comfortable, and not get bored quickly even though they have to study at home during the pandemic. Parental support can be a source of interest in children's learning, so it can reduce difficulties in adolescents in making decisions. Good parental support will make children's growth and development relatively stable (15).

The results also showed that with high parental support, there were still teenagers who had moderate motivation. According to Santrock (2014), external factors other than parents that can affect learning motivation are other factors that come from people around them such as teachers, counselors, peers, and the closest people in their environment (16).

CONCLUSIONS AND SUGGESTION

Based on the result, there is a correlation between parental support and learning motivation for students during the pandemic period. The higher the parental support provided, the higher the learning motivation of students during the pandemic period. So, the school and parents must improve communication and cooperation in carrying out learning activities during the pandemic period so that students still have high learning motivation. It can be an input for the school to improve interaction and communication with parents, such as by holding regular online meetings between teachers and parents to discuss the development of adolescents and the importance of parental support for children. The research result can also contribute to the development of nursing knowledge and practice, especially in community and family health nursing by involving parents in the School Health Clinic program to increase nursing interventions.

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Table 1. Characteristics of Adolescent Students

Category	Amount	Percentage
Age		
13 – 14 year old	92	64.8
15 – 16 year old	50	35.2
Gender		
Male	43	30.3
Female	99	69.7

Table 2. Characteristics of Respondents' Parents

Category	Amount	Percentage
Profession		
Farmers/Planters	81	57
Civil Servant	7	4.9
Private	8	5.6
Entrepreneur	30	21.1
Etc	16	11.3
Income of parents		
< 1000.000	97	68.3
1000.000 -2.500.000	35	24.6
> . 2.500.000	10	7
Father's Education Level		
Basic	109	76.8
Intermediate	29	20.4
High	4	2.8
Mother's Education Level		
Basic	78	54.9
Intermediate	64	45
High	-	-

Table 3. Respondents' Parental Support During the Pandemic Period

Parental support	Amount	Percentage
Low	1	0.7
Moderate	28	19.7
High	113	79.6

Table 4. Respondents Parent Support based on Aspects

Aspect	High		Moderat		Low		f	%
	n	%	n	%	n	%		
Aspect of Information	83	58.5	57	40.1	2	1.4	142	100
Aspect of Emotional	99	69.7	42	29.6	1	0.7	142	100
Aspect of Instrumental	136	95.8	6	4.2	0	0	142	100
Aspect of Award	65	45.8	75	528	2	1.4	142	100

Tabel 5. Youth Learning Motivation During the Pandemic Period

Motivation to learn	Amount	Precentage
Low	-	-
Moderate	77	54.2
High	65	45.8

Table 6. Relation Between Parents Support with Learning Motivation in Adolescents During the Pandemic Period at SMPN 2 Pule Trenggalek

	Parental support	Motivation to learn
Spearman's rho	Correlation Coefficient	.361**
	Sig.(2-tailed)	.000
	N	142
	Correlation Coefficient	.361**
	Sig.(2-tailed)	.000
	N	142