



## **Student Learning Motivation in Review of Parental Assistance and Learning Environment: Elementary School Cases Study**

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### **ABSTRACT**

Learning motivation is a crucial element in improving students' academic achievement. Approaches that involve parental mentoring variables and the learning environment are important steps in understanding and increasing student motivation. This study adopts a quantitative approach with a focus on grade IV students as the study population. A total of 69 students were sampled. The results showed that parental assistance and the learning environment had a significant impact on student learning motivation. It was found that parental assistance had an influence of 69.9%, while the learning environment influenced learning motivation by 37.8%. This finding highlights the importance of these independent factors in increasing the enthusiasm for learning of students at the elementary school level, especially in grade IV Cluster 3 of Srengat District, Blitar Regency. This study contributes to the study of the analysis of learning motivation of elementary school students with the following findings. Parental assistance (X1) and learning environment (X2) have a significant effect on student learning motivation. Parental support increases learning motivation, while a supportive learning environment also increases students' desire to learn. The implications of research can inspire parents to intensify their guidance in motivating children's learning.

### **Informasi Artikel**

#### **Kata Kunci:**

Motivasi Belajar Siswa;  
Pendampingan Orang Tua;  
Lingkungan Belajar;  
Sekolah Dasar

### **ABSTRAK**

Motivasi belajar merupakan elemen krusial dalam meningkatkan pencapaian akademis para pelajar. Pendekatan yang melibatkan variabel pendampingan orang tua dan lingkungan belajar adalah langkah penting dalam memahami dan meningkatkan motivasi belajar siswa. Penelitian ini mengadopsi pendekatan kuantitatif dengan fokus pada siswa kelas IV sebagai populasi studi. Sebanyak 69 siswa menjadi sampel yang diambil. Hasil penelitian menunjukkan bahwa pendampingan orang tua dan lingkungan belajar memiliki dampak yang signifikan terhadap motivasi belajar siswa. Ditemukan bahwa pendampingan orang tua memiliki pengaruh sebesar 69,9%, sementara lingkungan belajar memengaruhi motivasi belajar sebesar 37,8%. Temuan ini menyoroti pentingnya faktor-faktor independen tersebut dalam meningkatkan semangat belajar para siswa di tingkat sekolah dasar, khususnya pada kelas IV Gugus 3 Kecamatan Srengat Kabupaten Blitar. Penelitian ini berkontribusi terhadap kajian analisis motivasi belajar siswa sekolah dasar dengan temuan sebagai berikut. Pendampingan orang tua (X1) dan lingkungan belajar (X2) berpengaruh signifikan terhadap motivasi belajar siswa.

Dukungan orang tua meningkatkan motivasi belajar, sementara lingkungan belajar yang mendukung juga meningkatkan keinginan siswa untuk belajar. Implikasi penelitian dapat menginspirasi orang tua mengintensifkan pembimbingannya dalam memotivasi belajar anak.

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## INTRODUCTION

Parents become the main pillar in the context of children's education, their presence as the first teacher to provide teaching in the home environment (Ma et al., 2024). For this reason, parents hold the responsibility to inspire their children through compassion, praise, morality, social responsibility, and concern for their well-being and happiness, both physically and mentally, as well as spiritual aspects in this world and in the hereafter (Utamajaya et al., 2020).

There are many trusts of parents towards the progress of children such as being responsible for giving direction, nurturing, supporting, and guiding their children to be able to grow and develop into individuals who are ready to face community life. In this context, both parents, both father and mother, have an equally important function in educating their children because children need affection and direction to develop optimally (Ben-Hayun & Perry-Hazan, 2023).

Good parents will listen to their children, provide a sense of security, teach values and boundaries, offer praise, be consistent in their approach, spend time together, and provide a solid spiritual outlook. According to Jailobaeva et al. (2023), The role of parents includes responsibilities as family leaders that not only cover physical and educational needs, but also require maturity in thinking, wisdom in attitude, prudence in action, as well as the ability to guide the family towards a better direction.

Some parties have views that are in line with the role of parents in children's education, for example according to Kim et al. (2023), The role of parents is more to provide guidance, input, and consideration of the options chosen. that children take so that they can achieve success. This is in harmony with the perspective by Nunes et al. (2023) and Wattimena et al. (2022), In essence, it is the duty of parents to have the responsibility to facilitate the needs of children in achieving their goals, such as providing educational support and supporting tutoring activities when needed because fulfilling these obligations is the same as waiting for the good of children in the future.

Building parental educational interactions for the benefit of children's learning progress, always influenced by learning processes and outcomes that are influenced by both the physical and social environment (Held & Mejeh, 2024; Liu et al., 2023). These environments will support and improve student learning motivation if managed in a climate that makes children feel comfortable in developing themselves. Because of the importance of this conductivity, parents and students must create a conducive learning environment (Schweder & Raufelder, 2024).

When the environment has guaranteed its conductivity, then what about the environment requires students to adapt to the new learning environment. The creation of this environment, does not have to happen in the classroom but should also be presented in environmental situations such as at home (Ariyo et al., 2022; BK & Hamna, 2022). Why the climate of conductivity must be established at home, because that is where children interact a lot in various situations (Djenouri et al., 2024; Maruti et al., 2023).

The student's home must be different from the classroom. Specific places dedicated to the learning process are classrooms, which generally have educational facilities that help the learning process (Dai et al., 2023). On the other hand, home as a learning environment generally has many limitations. Not only does learning at home lack parental assistance, but students can also face several other challenges. Factors such as inconvenience of home conditions, noise of community activities, and lack of dedicated learning spaces, and inadequate learning facilities are all problems that can hinder students from learning.

Not only does learning at home lack parental assistance, but students can also face several other challenges. Factors such as the inconvenience of the home environment, noisy community activities, the absence of dedicated learning spaces, and inadequate learning facilities are all problems that can hinder students from learning. And these kinds of challenges that affect the ups and downs of children's motivation in learning.

Exploring children's learning motivation that is interesting is studied in the perspective of parental responsibility, making this an inspiration to explore more about how important the role of parents is in stimulating children's learning motivation. The results of observations in early research at SD Negeri Togogan 01, SD Negeri Dermojayan 01, and SD Negeri Pakisrejo 01 in grade IV, as well as interviews with teachers conducted on Tuesday, April 11, 2023, show that the learning process is active in class. Early indications obtained, a reflection of children's learning motivation will be seen from their academic achievements such as through obtaining learning outcome scores.

Reflecting the learning score, it was found that the average score of students ranged from 70-80. This score is an interesting finding because it reflects an indication that student learning motivation is in good shape. Of course, various factors influence it, such as initial observational findings, it is found that learning involves more various activities such as discussion, practice, and question and answer. Classroom teachers adapt their strategies according to the needs of students. For example, when students start to get bored, teachers use discussion methods to keep their interest in check. Students are highly engaged in learning, using a variety of media during the learning process. Teacher

sensitivity in answering student learning needs, right in encouraging children's enthusiasm for learning (Davolyte et al., 2023).

Learning outcomes show satisfactory improvement, students are very enthusiastic about following lessons and actively ask questions if they have difficulty understanding the material. They also help each other in the learning process. When teachers provide motivation, students respond well. This is in line with the first research by Soto-Ramírez et al. (2022) titled, "Early Home Learning Environment Profiles and Their Contribution to Child Development in Chile". This research shows that there is an influence of parental support on student learning motivation. The second research, conducted by Henry & Liu (2024), The findings of this study show that the role of parental education has a positive impact on student learning motivation.

The same preliminary study on Tuesday, April 11, 2023, interviews were also conducted with students. They show joy in the learning process, are responsive to encouragement from teachers, and have the motivation to achieve good grades. In general, they enjoy subjects such as mathematics, civic education, Indonesian, social and natural science, and English.

Reflecting on student learning activities that occur at school, it is also necessary to explore indications of the role of parents that may occur in their home environment so that it becomes a support system for schools to advance children's enthusiasm for learning. Based on the background of parents of students whose children underwent education in the school where this research was conducted, the majority actually came from backgrounds as farmers, civil servants, laborers, traders and a small part came from among entrepreneurs. From teacher information at SD Negeri Togogan 01, SD Negeri Dermojoyan 01, and SD Negeri Pakisrejo 01, it is said that most students receive assistance from parents, especially mothers, because their fathers are still working. Generally, the role of children's education is influenced by the role of mothers, starting from managing the financing of children's education (Kang et al., 2024; Li & Sun, 2023), ensuring children's diet and nutritional growth are fulfilled (Cao et al., 2024; Mardani et al., 2024) and child health (Kurt & Kürtüncü, 2024; Miller & Swartz, 2024), facilitating the need for school supplies (Ozdemir & Ayyildiz, 2024), dropping off at school (Pragati & Thakur, 2023), and provide advanced learning at home (Chen et al., 2021; Hu & Zhang, 2024) Because most parents in this case father has a lot to do with earning income for his family needs (Douglas et al., 2024) and ensure that his child attends the best school (Baikovich & Yemini, 2023).

This is interesting to study because the learning process accompanied by parents is considered fun, and some students who get direct guidance from their parents feel inspired when studying at home. By considering this context, researchers will discuss student learning assistance in terms of parental assistance and the learning environment.

Although it is realized that there are many previous studies that discuss this topic, the general difference with this study is that a comprehensive study was carried out on the role of parents in their role in educating children to be more motivated in developing themselves. Which is the difference in focus with previous researchers who only studied

partially, for example, research conducted by [Cirik et al. \(2023\)](#) partially, focusing on the role of parents in cases of sexual education with their children as a case study of the role of parents in Turkey. Research conducted by [Alcaraz \(2020\)](#) related to the perspective of parents' financial resources in predicting the persistence of children's education as a case study of the role of parents in Mexico. Research related to the role of parents in developing knowledge of children's sexual health through the development of educational programs applied by parents ([Hamna & BK, 2023](#); [Pop & Rusu, 2015](#)).

[Hoff et al. \(2024\)](#) The focus of his research is also partial to assessing the role of parents on the quality of children's speech. Results of research carried out by [Neumann et al. \(2024\)](#) Concentrated on children's cognitive development as an impact of parental roles also affects children's intelligence, visual perception, and improves working memory. The influence of parenting programs makes children adaptive to respond to social phenomena in their environment based on case studies in Bangladesh ([Hossain et al., 2024](#)). All of these previous studies are relevant to this research concentration, it's just that the difference is very sharp because this study reviews more comprehensively the study of the role of parents in matters of education and development of children's learning motivation, and is not reviewed within the limits of certain specifications.

This research then has a contribution in the education sector for elementary school-age children, especially related to how the learning motivation that develops in students leads them to become outstanding students and have good attitude characters. With the elaboration of parental variables and the learning environment that become independent variables, it can open new treasures in widening scientific studies about student learning motivation in the context of developing their potential. Thus, this research can be a relevant study in research that will be held in the future.

## METHOD

This research approaches quantitative methods known as descriptive research. Descriptive research aims to systematically and accurately describe a population, situation, or phenomenon. This type of research can provide responses to questions regarding the elements of what, where, and when, and how; However, they cannot answer the question of why. The research period lasted for 10 days starting from July 18, 2023 - July 27, 2023. This research was carried out in Cluster 3 of Srengat District consisting of 5 elementary schools with the following details of involvement.

**Table 1. Involvement of Schools and Students in Research**

No	School Name	Sum		Total
		Male	Female	
1	UPT SDN Togogan 1	15	9	24
2	UPT SDN Togogan 2	2	6	8
3	UPT SDN Dermojoyan 1	4	5	9
4	UPT SDN Kerjen 1	8	10	18
5	UPT SDN Pakisrejo 1	4	6	10
<b>Student Respondents</b>				<b>69</b>

The study utilizes surveys, question forms, and documents to gather information. Questionnaires and questionnaires were used to collect data on Guidance from parents and the learning environment for students in Cluster 3 of Srengat District. While documentation is used to obtain image results in the process of data collection activities. Furthermore, the data were statistically depicted using testing the data description of this study. Reliability tests are used to measure the reliability of instruments with the following test results.

**Table 2. Reliability Test Output**

Reliability Statistics	
Cronbach's	
Alpha	N of Items
.865	69

The data analysis method applied to the study This is a prerequisite examination in the form of analysis using multiple linear regression examinations. In addition, hypothesis testing involves a coefficient of determination test ( $R^2$ ), a simultaneous test (F), and a partial test (t). Such testing is carried out with the help of the SPSS 25 application.

## RESULTS AND DISCUSSION

### A. Result

This research obtained data on filling out questionnaires by students in elementary school targeted cluster 3 Srengat District, Blitar Regency. After obtaining the data, researchers carried out analytical tests for data interpretation and answering hypotheses in this study. The test used in research is an analytical formulation consisting of multiple regression tests, partial t tests, simultaneous F tests, and determinance coefficient tests (Ghozali, 2018). First, multiple regression tests are used to assess the impact of any independent variable whose total is greater than 1 on one dependent variable. Second, the partial t-test is useful for showing the percentage of influence of an independent variable on the dependent variable individually. Third, the simultaneous F test is useful for determining whether the independent variable in the model affects the dependent variable simultaneously. Fourth, the determinance coefficient test aims to determine how far the capacity of the model is to explain the independent variable of variation. Data from multiple regression testing for this study are listed in the table below:

**Table 3. Multiple Regeneration Test Results**

Model	Coefficients <sup>a</sup>			t-table	Sig.
	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta		
	(Constant)	20.644	4.788		
1 Parental Assistance	.474	.070	.699	6.772	.000
Learning Environment	-.388	.106	-.378	-3.665	.000

**a. Dependent Variable: Learning Motivation**

The table above can be used to produce multiple linear regression calculations, namely:

$$Y = 20,64 + 0,474 X1 - 0,388 X2 + e$$

According to the equation above, if parental assistance (X1) increases by one unit and the learning environment (X2) also increases by one unit, then student learning motivation (Y) will increase by 0.474 units. If the other variables remain, then student learning motivation (Y) will increase by -0.388 units. Based on the multiple regression equation, the multiple correlation coefficient (R) is 0.644, indicating a significant correlation between the dependent variable, namely parental assistance and the learning environment, with the independent variable, namely the desire of students to study at elementary school on Class IV Cluster 3 Srengat District. The R-Square value ( $r^2$ ) shows that the variables of parental assistance and the learning environment have a significant impact on student learning motivation, with a determination value of 0.415 or 41.5%.

**Table 4. Calculation Results of t Test**

Variables	t-count	t-table
Parental Assistance (X1)	6.772	1.99495
Learning Environment (X2)	3.665	1.99495

The t-test results from table 10 show that for parental assistance to learning motivation, Because the value obtained from the t-count is greater than the value listed in the t-table, which is 6.772 greater than 1.99495, and the probability level is greater than 5%, which is 0.00 greater than 0.05,  $H_0$  is rejected and  $H_1$  is accepted. for a learning environment that focuses on encouraging student learning.

**Table 5. Simultas Test Calculation Results (F test)**

Model	ANOVA <sup>a</sup>				
	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	548.539	2	274.270	23.398	.000 <sup>b</sup>
Residual	773.664	66	11.722		
Total	1322.203	68			

a. Dependent Variable: Learning Motivation

b. Predictors: (Constant), Learning Environment, Parental Assistance

Testing F conducted in accordance with Table 11 revealed that parental mentoring variables and the impact of the learning environment collectively had a major effect on learning motivation. The  $F_{\text{count}}$  reaches 23.398, surpassing the  $F_{\text{table}}$  which is only 3.14, with a significance of 0.000 which is lower than 0.05. Thus, the null hypothesis ( $H_0$ ) must be rejected, while the alternative hypothesis ( $H_a$ ) is accepted.

**Table 6. Calculation Results of the Coefficient of Determination Test**

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.644 <sup>a</sup>	.415	.397	3.42377
<b>a. Predictors:</b> (Constant), Learning Environment, Parental Assistance				

Adjusted R-Square from the results of the coefficient of determination showed 0.398, which is equivalent to 3.98%, indicating that the combination of independent variables Parental Assistance, Learning Environment, and Student Learning Motivation had an impact on these results able to explain the dependent variable (PBV) of 3.98%. Other variables not included in the study accounted for 6.02% of the total.

## B. Discussion

The parenting style applied by parents through continued intensive guidance in children's learning assistance activities at home as carried out by several parents who were the subjects of this research can be seen in the following picture. From this assistance, it is very clear to support children in learning. As revealed by [Cheon et al. \(2024\)](#), If parents autonomously guide their children in their own way in the environment where they live, there will still be a good influence on the child's learning progress. This can also help change the beliefs of some parents, if not always children who are focused on learning at school make children have high motivation because it could be that strong motivation arises thanks to direct parental education ([Sianturi et al., 2023](#); [Xu, 2024](#)).



**Figure 1.** Parent in Student Learning Assistance in the Home Environment

Motivation is defined as the internal state that drives a person to action. In this way, motivation refers to the energy supplier (*energizer*) that drives targeted action. Motivation can also be defined as a series of attempts to create a certain situation that drives a person to do something, so that they have a desire and desire to do something,

and if it is not liked, they will try to overcome or avoid those uncomfortable feelings. Based on this, juxtaposed with the findings of the research analysis results as follows:

1. The impact of parental support on student enthusiasm for learning in Grade IV elementary schools in Cluster 3 Srengat District has been analyzed where the results of the study explain that parental support has a positive and significant effect on student learning motivation in elementary school Class IV Cluster 3 Srengat District. The following findings are aligned with research gains ([Munthe & Westergård, 2023](#)), which underlines that parents have a responsibility in guiding and leading their families wisely, including meeting the material and educational needs of their children as well as showing mature leadership in decision-making, aiming to bring the family better improvement. Correspondingly, the views by [Abaszadeh et al. \(2024\)](#) states that the task of parents is to counsel, teach, and consider about their children's options for achieving success. In addition, parents also participate in supporting children in achieving their goals, such as providing support for school activities and providing tutoring if needed ([North et al., 2023](#)). All of this confirms the importance of parental support and guidance in providing advice, guidance, and consideration to the decisions their children make to achieve success. In addition, for the research produced by [Jasińska et al. \(2022\)](#) shows that support from parents is important for children's achievement in school. Parents should make sure children get enough food, are well rested, and are ready for high academic demands.
2. The influence of the educational environment on the motivation of Grade IV students in Cluster 3 of Srengat Sub-district has been analyzed in this study. From the results of regression analysis, it was found that the use of the learning environment had a positive and significant impact on student learning motivation. The results are in line with the findings of previous research on the influence of the learning environment, which addresses how the physical and social environment affects learning processes and achievements ([Hamna & Windar, 2022](#); [Maisyaroh et al., 2024](#)). In addition, according to [Wang et al. \(2023\)](#) If a conducive learning environment needs to be created by students and parents to have a positive impact on learning motivation. Aligned with views by [Pomeroy \(2007\)](#), it is clear that the learning environment affects student motivation, which means that a supportive learning environment will facilitate students in learning (not noisy and with minimal activities outside the home) and will shape student motivation in learning. Therefore, it can be concluded that the learning environment has a supportive role in encouraging students' desire to learn.
3. Based on the results of this study, the effect of parental assistance in providing support and the learning environment affects the enthusiasm of students in grade IV in Cluster 3 of Srengat District has been analyzed. Findings from the analysis showed that the variables of parental mentoring and learning environment together had a significant impact on student learning motivation. However, the results of the data analysis showed that these two variables belonged to the external component and therefore did not have a significant impact on learning motivation. According to the theory proposed by [Janke \(2022\)](#), Learning motivation can arise from students' internal

(intrinsic) motivation or influenced by outside (extrinsic) factors. Both forms of motivation play an important role in determining student success in the learning process. However, motivation sourced from students is still considered a more dominant cause, while external motivation also has an influencing impact. This is certainly part of the effect of parental assistance (Nuralan et al., 2022; Wei & Liu, 2022). Overall, Class IV students in Cluster 3 of Srengat Sub-district experienced negative influences simultaneously from these two variables, namely the learning environment and parental assistance.

4. The explanation of these findings can also be understood that Grade IV students in Cluster 3 of Srengat District are more influenced by parental assistance than the learning environment in terms of their desire to learn. The findings are shown by the results of the coefficients from the analysis, which indicate that the impact of parental assistance on student learning motivation has a higher level of significance than the influence of the learning environment. The role of the parent includes advising, leading, and considering the child's decision to achieve success, and the way it is delivered to the child varies based on his age (Wei et al., 2019). In addition, parents also help children achieve the targets they set, such as meeting educational needs and providing direction in the learning process, if needed (Wang et al., 2021).

## CONCLUSIONS

Based on data analysis and research discussion on "Improving Student Learning in terms of Parental Assistance and Learning Environment" in Cluster 3 of Srengat District, it can be concluded that these factors have a significant effect on the learning motivation of grade IV students in local elementary schools. Research findings show that parental assistance (X1) plays an important role in increasing student learning motivation. The more often students get support from parents during lessons, the higher their motivation to learn. In addition, a significant relationship also occurs between the learning environment (X2) and student learning motivation (Y). The more often students use the learning environment, the higher their desire to learn. Thus, the importance of the role of parents and a supportive learning environment in improving the enthusiasm for learning of grade IV students in elementary school Cluster 3 Srengat District cannot be ignored. The analysis of double calculations also confirmed that parental assistance is the most important factor in influencing students' desire to learn. Because the results of this study focus on the context of mentoring students in the elementary school age phase played by parents as the main main companion of children through the design of a learning environment that allows children's learning motivation to increase and increase to occur, the researcher has suggestions for researchers in the future to be able to expand the focus on other variables such as targeting school students at the junior high school education level, High school, or among learners who are in college.

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