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How Does the Role of Social Support of Parents Affect Students' Learning Motivation?

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Abstract

This study aims to determine the role of parental social support in creating learning motivation for students of SMA Negeri 1 Pangkajene, Pangkep Regency. The variables in this study are parental social support (X) and learning motivation (Y). The population includes all students at SMA Negeri 1 Pangkep as many as 308 people with a sample of 46 students in this study. Data collection was carried out in the form of questionnaire statements. The data analysis used in this study is Simple Linear Regression Analysis and t-test to determine the effect of the two variables used. From the results of data analysis, it was concluded that parental social support had a positive and significant effect on the learning motivation of students at SMA Negeri 1 Pangkajene.

Keywords: Social Support of Parents, Learning Motivation, SMA Negeri 1 Pangkajene

INTRODUCTION

Education plays an important role in making qualified and reliable human resources. In the world of education, the teaching and learning process is a process that will have an impact on the quality of education (Pahruda, Ramayani & Wiguna, 2023; Wadana, Putri & Putra, 2023). According to Azwar (2017), there are two factors that influence learning success, namely internal and external factors. Internal factors include things that come from within the individual such as the five senses, general physical condition, interest, motivation to learn, personality, talent, and intelligence. While external factors include things that come from outside the individual such as the conditions of the learning environment, learning facilities and equipment, subject matter, social support, and cultural influences.

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Social support is one of the factors that can influence learning achievement or success. The social support that has the most influence on academic achievement can be grouped into three, namely social support from parents, teachers, and peers. One of the factors that has been widely studied in relation to academic achievement is the social support provided by parents (Mauliddya & Rustam, 2019).

The learning process has been carried out from an early age, where parents become a child's first teacher in learning. The family is a social setting that has a significant influence on child development and parenting style and specifically influences the social environment of children in the family (Hosokawa & Katsura, 2019). Parents should provide adequate learning facilities for children, always motivate and guide children in the learning process. Parental support in the form of attention or appreciation will affect a child's learning motivation because they will instill a passion for learning within him (Imelda Usman et al., 2021; Lengkana et al., 2020).

The influence given to children's development is what makes parents have an important position in fostering children's learning motivation. Learning motivation is a driving force or driving force for individuals to start and carry out their learning activities (Oktavia & Dewi, 2021). Motivation to learn has an important role to increase enthusiasm for learning so that students have a lot of energy to carry out learning activities (Dhitaningrum, 2011: 2). Previously, Porumbu & Necşoi (2013: 709) had discussed the relationship between parental involvement/attitude and students' school achievement. Some of the variables that define parental involvement are parenting style, parents' hopes and aspirations, house rules and parental supervision, communication between parents and children, children's activities at home, parents' attitudes toward school. The results of Porumbu & Necşoi's research support the fact that parental involvement is positively related to school achievement.

A similar study was also conducted by Amseke et al., (2021) found that parental social support contributed 23.4% to achievement motivation. This means that the higher the role of parental social support, the higher the achievement motivation of students. Rahman & Hadi (2014) in his research showed the results that parental social support has a significant effect on students' learning motivation and academic achievement.

The role of learning motivation that students have is to foster enthusiasm for learning so that students have a sense of pleasure in learning. Students who have high motivation will greatly influence their learning process because they do not feel burdened in learning both individually and in groups. Therefore, this study aims to examine the role of parental social support in creating learning motivation for students of SMA Negeri 1 Pangkajene, Pangkep

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Regency. The variables in this study are parental social support (X) and learning motivation (Y).

RESEARCH METHODS

This research was conducted at SMA Negeri 1 Pangkep. This research was conducted in order to find out the role of parental social support in creating learning motivation for SMA Negeri 1 Pangkep students. The population in this study were all students of SMA Negeri 1 Pangkep, totaling 308 students.

The sample is 15 percent of the total population, namely 46 students. The data collection was carried out in the form of a set of statements in the form of a questionnaire which aims to find out the perceptions of students regarding the variables discussed by distributing questionnaires to the students who are the sample. The data obtained from SMA Negeri 1 Pangkep students were analyzed using simple linear regression analysis and t-test to determine the effect of the two variables used.

The two variables were measured by an instrument, namely a questionnaire using a Likert scale. According to Sugiyono (2012: 134) "the Likert scale is used to measure attitudes, opinions, and perceptions of a person or group of people about social phenomena".

Table 1. Questionnaire Answer Alternative Scores

Favorable		***Unfavorable***	
Alternative Answers	**Scores**	**Alternative Answers**	**Scores**
Perfect fit (SS)	5	Perfect fit (SS)	1
In accordance (S)	4	In accordance (S)	2
Not suitable (KS)	3	Not suitable (KS)	3
It is not in accordance with (TS)	2	It is not in accordance with (TS)	4
Very inappropriate (STS)	1	Very inappropriate (STS)	5

Source: *Sugiyono (2012:135)*

And according to Narimawati (2008: 85) the score interpretation criteria can be explained in the following table:

Table 2. Respondent Response Percentage Criteria

No	% Total score	Criteria
1	20,00 % - 36,00 %	Not good
2	36,01 % - 52,00 %	Not good
3	52,01 % - 68,00%	Pretty good

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4	68,01 % - 84,00 %	Good
5	84,01 % - 100 %	Very good

Source: Narimawati (2008:85)

RESULTS AND DISCUSSION

Data Presentation

1. Social Support of Parents

a. Emotional Support

Data regarding respondents' answers to these indicators can be seen in the following table:

Table 3. Respondents' answers to the Emotional Support indicator

No	Statement Items	Answer					Actual Score	Score Ideal	Actual Score (%)
		SS	S	KS	TS	STS			
1	My parents gave me advice to always study	21	15	5	3	2	188	230	81,74
2	I often exchange ideas with parents about school lessons	5	20	9	9	3	153	230	66,52
3	My parents rarely listen to my stories about my learning situation	4	6	10	21	5	155	230	67,39
Average									71,88

Source: Questionnaire data (has been processed)

From Table 3, it shows that the average percentage of the actual score is 71.88 percent so that it is categorized in good criteria. Although it can be seen that two statement items are classified as quite good, namely statement number two of 66.52 percent and statement number three of 67.39 percent. This happens because some students consider their parents not a place to exchange ideas about school lessons and their learning conditions.

b. Award Support

Data regarding respondents' answers to these indicators can be seen in the following table:

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Table 4. Respondents' answers to the Appreciation Support indicator

No	Statement Items	Answer					Actual Score	Score Ideal	Actual Score (%)
		SS	S	KS	TS	STS			
1	My parents praise me when I study well	0	12	11	3	3	175	230	76,09
2	My parents reward me for the achievements I get	8	17	12	5	4	158	230	68,70
3	When I study hard, my parents are mediocre	4	5	8	23	6	160	230	69,57
Average									71,45

Source: Questionnaire data (has been processed)

From Table 4, it shows that the average percentage of the actual score is 71.45 percent so that it is categorized in good criteria. It can be seen that the actual percentage scores of the three statement items are in the good criteria, namely in the range of 68.00% - 84.00%. This means that on average students feel that their parents reward them for their achievements at school because they are diligent in studying.

c. Instrumental Support

Data regarding respondents' answers to these indicators can be seen in the following table:

Table 5. Respondents' answers to Instrumental Support indicators

No	Statement Items	Answer					Actual Score	Score Ideal	Actual Score (%)
		SS	S	KS	TS	STS			
1	My parents buy books that can support my study	13	17	10	3	3	172	230	74,78
2	My parents offer help when I have difficulty studying	8	23	7	6	2	167	230	72,61
3	If I need textbooks, I have to get them myself because my parents don't care about my textbooks	2	7	5	27	5	164	230	71,30
Average									72,90

Source: Questionnaire data (has been processed)

From Table 5, it shows that the average percentage of the actual score is 72.90 percent so that it is categorized in good criteria. It can be seen that the actual percentage scores of

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the three statement items are in the good criteria, namely in the range of 68.00% - 84.00%. This means that on average students consider their parents to pay attention to their needs for books to support lessons at school as a support in the learning process.

d. Information Support

Data regarding respondents' answers to these indicators can be seen in the following table:

Table 6. Respondents' answers to the Information Support indicator

No	Statement Items	Answer					Actual Score	Score Ideal	Actual Score (%)
		SS	S	KS	TS	STS			
1	My parents provide information about subjects at school	6	17	10	9	4	150	230	65,22
2	My parents gave me hints if I failed the test	9	17	8	10	2	159	230	69,13
3	Parents were indifferent when I asked for information about school lessons	4	5	5	22	10	167	230	72,61
Average									68,99

Source: Questionnaire data (has been processed)

Based on Table 6, it shows that the average percentage of the actual score is 68.99 percent so that it is classified as a good criterion. Even though there are statement items that fall into the fairly good criteria, namely the statement "My parents provide information about subjects at school" with an actual percentage score of 65.22 percent. This happens because some students think that parents never share the information students need related to lessons at school, so that some of them often fail exams.

e. Social Network Support

Data regarding respondents' answers to these indicators can be seen in the following table:

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Table 7. Respondents' answers to the Social Network Support indicator

No	Statement Items	Answer					Actual Score	Score Ideal	Actual Score (%)
		SS	S	KS	TS	STS			
1	My parents support extracurricular activities that support my learning at school	21	9	7	5	4	176	230	76,52
2	My parents gave advice to get books that match the lessons at school	8	19	11	6	2	163	230	70,87
3	My parents didn't respond if I wanted to take additional lessons at school/outside school	7	12	8	14	5	136	230	59,13
Average									68,84

Source: Questionnaire data (has been processed)

From Table 7, it shows that the average percentage of the actual score is 68.84 percent so that it is categorized in good criteria. Although there are statement items that fall within the fairly good criteria, namely the statement "My parents do not respond if I want to take additional tutoring lessons at school/outside school" with an actual percentage score of 59.13 percent. This happens because some students think that parents do not respond to students if they have the desire to take courses or additional lessons both at school and outside of school.

2. Learning Motivation

a. Pleasure or enjoyment to learn

Data regarding respondents' answers to these indicators can be seen in the following table:

Table 8. Respondents' answers to indicators of pleasure or enjoyment for learning

No	Statement Items	Answer					Actual Score	Score Ideal	Actual Score (%)
		SS	S	KS	TS	STS			

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1	I followed the lesson until class time was over	25	14	5	2	0	200	230	86,96
2	I still study in class even though the teacher is not in class	14	22	7	3	0	185	230	80,43
3	I only study when the teacher tells me to study	2	13	7	19	5	150	230	65,22
Average									77,54

Source: Questionnaire data (has been processed)

From Table 8, it shows that the average percentage of the actual score is 77.54 percent so that it is categorized in good criteria. Even though there are statement items that fall into the fairly good criteria, namely the statement "I only study when the teacher tells me to study" with an actual percentage score of 65.22 percent. This happens because some students only have the desire to learn when the teacher pays attention to them and tells them to learn.

b. Orientation towards mastery of the material

Data regarding respondents' answers to these indicators can be seen in the following table:

Table 9. Respondents' answers to the Orientation indicator towards mastery of the material

No	Statement Items	Answer					Actual Score	Score Ideal	Actual Score (%)
		SS	S	KS	TS	STS			
1	I try to understand the subject matter taught by the teacher	16	17	8	4	1	181	230	78,70
2	I can re-explain the subject matter taught by the teacher	11	21	6	7	1	172	230	74,78
3	I don't care about subject matter that I don't understand	5	6	6	23	6	157	230	68,26
Average									73,91

Source: Questionnaire data (has been processed)

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From Table 9, it shows that the average percentage of the actual score is 73.91 percent so that it is categorized in good criteria. It can be seen that the actual percentage scores of the three statement items are in the good criteria, namely in the range of 68.00% - 84.00%. This is because the average student tries to understand the subject matter that the teacher teaches and students try to be able to re-explain the material being taught.

c. Curiosity

Data regarding respondents' answers to these indicators can be seen in the following table:

Table 10. Respondents' answers to indicators of curiosity

No	Statement Items	Answer					Actual Score	Score Ideal	Actual Score (%)
		SS	S	KS	TS	STS			
1	I look for subject matter that I don't understand by reading books	14	26	4	2	0	190	230	82,61
2	I asked if there was subject matter that I did not understand	22	13	6	2	3	187	230	81,30
3	I only studied the material taught by the teacher and was lazy to look for it from other sources	3	6	7	25	5	161	230	70,00
Average									77,97

Source: Questionnaire data (has been processed

From Table 10, it shows that the average percentage of the actual score is 77.97 percent so that it is categorized in good criteria. It can be seen that the actual percentage scores of the three statement items are in the good criteria, namely in the range of 68.00% - 84.00%. This is because on average students are able to find subject matter as an additional reference in learning, so that students are able to find out for themselves subjects that they did not understand before by looking for references and asking the teacher.

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d. Tenacity in doing the task

Data regarding respondents' answers to these indicators can be seen in the following table:

Table 11. Respondents' answers to the indicators of tenacity in doing the task

No	Statement Items	Answer					Actual Score	Score Ideal	Actual Score (%)
		SS	S	KS	TS	STS			
1	I try to do the tasks given to completion	7	26	9	4	0	174	230	75,65
2	I immediately do the assignments given by the teacher well	11	25	7	3	0	182	230	79,13
3	I often procrastinate doing assignments	1	4	9	24	8	172	230	74,78
Average									76,52

Source: Questionnaire data (has been processed

From Table 11, it shows that the average percentage of the actual score is 76.52 percent so that it is categorized in good criteria. It can be seen that the actual percentage scores of the three statement items are in the good criteria, namely in the range of 68.00% - 84.00%. This happens because the average student tries to complete the task given by the teacher, where students do it right away without delay.

e. High involvement in tasks

Data regarding respondents' answers to these indicators can be seen in the following table:

Table 12. Respondents' answers to indicators of high involvement in the task

No	Statement Items	Answer					Actual Score	Score Ideal	Actual Score (%)
		SS	S	KS	TS	STS			

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1	I took the time to repeat the lessons given at school	11	21	9	5	0	176	230	76,52
2	I always remember to do the assignments given by the teacher	13	24	7	1	1	185	230	80,43
3	I often ask friends for help with assignments	5	16	5	16	4	136	230	59,13
Average									72,03

Source: Questionnaire data (has been processed)

From Table 12, it shows that the average percentage of the actual score is 72.033 percent so that it is categorized in good criteria. Even though there are statement items that fall into the fairly good criteria, namely the statement "I often ask friends for help to do assignments" with an actual percentage score of 59.13 percent. This happens because some students often expect help from their friends to complete assignments rather than trying on their own.

f. Orientation towards challenging, difficult and new tasks.

Data regarding respondents' answers to these indicators can be seen in the following table:

Tabel 13. Respondents' answers to indicators of orientation towards challenging, difficult and new tasks

No	Statement Items	Answer					Actual Score	Score Ideal	Actual Score (%)
		SS	S	KS	TS	STS			
1	I try to do the task even though the task is difficult	9	20	9	6	2	166	230	72,17
2	Difficult assignments make me concentrate more on studying	5	23	8	9	1	160	230	69,57
3	I don't want to do a task if the task is too difficult for me	4	7	8	22	5	155	230	67,39
Rata-rata									69,71

Source: Questionnaire data (has been processed)

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From Table 13, it shows that the average percentage of the actual score is 69.71 percent so that it is categorized in good criteria. Even though there were item statements that were in the pretty good criteria, namely the statement "I don't want to do the assignment if the task is too difficult in my opinion" with an actual percentage score of 67.39 percent. This happens because some students do not have the initiative in completing tasks that are classified as difficult according to them, so that students do not want to do the task.

Data analysis

1. **Validity Test**
   Based on the results of the validity test obtained, it shows that all statement items in the indicators of parental social support and learning motivation have a total item correlation > 0.448, so it is concluded that all statement items from parents' social support indicators are declared valid.
2. **Reliability Test**
   Based on the results of the reliability test obtained, it shows that the indicator used as an instrument used as a measure of the social support variable of parents has a Cronbach's alpha value of 0.847 > 0.60, which means that the statement instrument is declared reliable. While the indicator as a statement instrument for measuring learning motivation variables has a Cronbach's alpha value of 0.891 > 0.60, which means that the statement instrument for learning motivation variables is declared reliable.
3. **Simple Linear Regression Analysis**
   Based on the analysis through simple linear regression, an equation is obtained where the constant value is 32.114, which means that if parents' social support is equal to zero, then students' learning motivation is worth 32.114. Then, the coefficient value is 0.865, which means that if parents' social support increases by one unit, students' learning motivation will increase by 3.142 units.
4. **Product Moment Correlation Analysis**
   Based on the analysis that has been done, the product moment correlation value (r) is 0.825, which means that parents' social support and students' learning motivation are at intervals of 0.60-0.799. This can be interpreted that the two variables are strong categories. Therefore, it is concluded that the relationship between parents' social support and learning motivation is strong.

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5. T-test

Based on the results of the t-test analysis, the calculated t value is 7.460 at a significant level of 5%, with degrees of freedom (dk = n-2 or dk = 36-2), so that the t table value is 1.691. Then the t count on the parental social support variable is 7.460 which is greater than t table = 1.691 or it can be written that 7.460> 1.691. This shows that parental social support has a positive influence on learning motivation. From the results of statistical tests using SPSS, information is obtained that learning motivation has a value of sig = 0.000 <0.05 (5%), which means that parental social support has a significant effect on students' learning motivation. This means that H0 is rejected and H1 is accepted, which means that parental social support has a positive and significant effect on the learning motivation of students at SMA Negeri 1 Pangkajene.

DISCUSSION

Based on the results of the study, it was found that Ha was accepted and $H0$ was rejected, which means that parental social support has a positive and significant effect on the learning motivation of students at SMA Negeri 1 Pangkajene. The same thing was also revealed in Nuranti's research (2019) and Tan et al., (2018) that parental support has a significant relationship to student learning motivation. If parents provide greater support for the education of students, then students will have a high motivation to learn about their education. With the support of parents, children will be more active and more enthusiastic in learning (Mahardhika et al., 2018).

Another finding that is in line is the finding of Saragih et al., (2021) which states that the greater the family support, the higher student learning motivation. This means that parental support given to students will motivate them to participate in learning. Parental support is believed to influence students' learning motivation, both positively and negatively. In creating a conducive learning environment for students, parental support plays a very important role, because students generally still depend on their parents, both in terms of moral and material support (Prahestara, Avianda Luky & Komarudin, 2021; Makmumah, 2015).

Meanwhile, looking at the results of the descriptive analysis of the respondents' answers, it was obtained that the average social support of the students' parents and the learning motivation of the students of SMA Negeri 1 Pangkajene were in the good category. Imelda Usman

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et al., (2021) in her research revealed that the motivation of students who get attention from parents is far better than the motivation of students who get less attention from parents.

CONCLUSION

Based on the results of data presentation and data analysis that has been explained regarding the role of parental social support on the learning motivation of Pangkajene 1 Public High School students, it is concluded that from the results of the descriptive analysis of respondents' answers, the average social support of students' parents and students' learning motivation students of SMA Negeri 1 Pangkajene are included in the good category. Meanwhile, from the results of the t-test analysis, the hypothesis H0 is rejected and H1 is accepted, which means that parental social support has a positive and significant effect on the learning motivation of students at SMA Negeri 1 Pangkajene.

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