

## **THE EFFECT OF LEARNING MOTIVATION AND PARENTS' ROLE ON THE ACHIEVEMENT INDEX IN PGMI STUDENTS' ONLINE LEARNING**

### **PENGARUH MOTIVASI BELAJAR DAN PERAN ORANG TUA TERHADAP INDEKS PRESTASI PADA PEMBELAJARAN DARING MAHASISWA PGMI**

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#### **Abstract**

Covid-19 became a problem in Indonesia, especially in education. The whole educational level ranging from basic to higher education is required to learn from home or online. This study aimed to find: (1) the learning motivation effect on the Achievement Index (AI), (2) the parents' role effect on AI, and (3) the interaction of learning motivation and parents' role in AI. This research used a descriptive quantitative method with a google form survey approach. The sample in this study was 154 students of PGMI study program for the even semester in 2020/2021. The analysis technique used was multiple linear regression analysis to test three hypotheses. The results showed that: (1) there was an influence of learning motivation on students' AI, (2) there was an influence of parents' role on AI, and (3) there was an interaction between learning motivation and parents' role in students' AI.

**Keywords:** *Learning Motivation, Role of Parents, Achievement Index (AI), Online Learning*

#### **Abstrak**

Pada masa pandemi virus Covid-19 yang melanda seluruh warga dunia terutama di Indonesia menjadi masalah tersendiri khususnya pada bidang pendidikan. Seluruh jenjang pendidikan mulai dari pendidikan dasar hingga pendidikan tinggi diharuskan melaksanakan pembelajaran dari rumah atau daring. Penelitian ini bertujuan untuk mengetahui: (1) pengaruh motivasi belajar terhadap Indeks Prestasi (IP), (2) pengaruh peran orang tua terhadap IP, dan (3) interaksi antara motivasi belajar dan peran orang tua terhadap IP. Metode yang digunakan dalam penelitian ini adalah kuantitatif deskriptif dengan pendekatan survei google form. Sampel pada penelitian ini adalah mahasiswa prodi PGMI sebanyak 154 mahasiswa semester genap 2020/2021. Teknik analisis data yang digunakan dalam penelitian ini adalah analisis regresi linier berganda untuk menguji tiga hipotesis. Hasil penelitian menunjukkan bahwa: (1) terdapat pengaruh motivasi belajar terhadap IP mahasiswa, (2) terdapat pengaruh peran orang tua terhadap IP, dan (3) terdapat interaksi antara motivasi belajar dan peran orang tua terhadap IP mahasiswa.

**Kata Kunci:** *Motivasi Belajar, Peran Orang Tua, Indeks Prestasi (IP), Pembelajaran Daring*

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## **1. Introduction**

In 2020, most countries had affected by the Covid-19 outbreak; Indonesia is one of the countries exposed to this virus. The government implements Work from Home

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(WFH) to large-scale social restrictions for red zone category areas to minimize the virus spread. In following up the government's direction, on March 24, 2020, the ministry of education and culture issued circular letter number 4 of 2020. This letter contains instructions for learning required from home or online from the basic education level to the university level.

Online learning attracts the attention of several students and is commonly carried out in preparing learning activities ranging from elementary school to high school and higher education levels (Gilbert, 2015). The specialty of online learning are: (1) time efficiency in lectures; students can learn anytime and anywhere, (2) learning materials can be accessed quickly and are more innovative, and (3) generally, online learning through Learning Management System (LMS) is equipped with a message feature so that shy students can interact in this LMS without being embarrassed. Online learning can be effective if accompanied by students' independence in managing their study schedules (Sobron, Bayu, Rani, & Meidawati, 2019). In addition, online learning has a flexible implementation so that the students respond to it very well (Firman & Rahman, 2020).

There is a shift in interaction patterns from direct through face-to-face to indirect communication (virtual); this requires students to have adequate facilities to carry out online learning from home. The fulfillment of these learning facilities cannot be separated from the role of parents as supporters of the availability of a stable network, laptops, and cellular data packages. The availability and adequacy of the students' facilities affect online learning success (Eze, Chinedu-Eze, & Bello, 2018). In addition, the role of parents in encouraging and supporting learning can affect children's learning achievement (Wang & Sheikh-Khalil, 2014).

Learning success is affected by two factors, extrinsic and intrinsic factors. Handayani (2017) states that parents are one of the factors that influence the development of students' potential. Parents' involvement in the learning process will affect the learning process and outcomes that children will achieve (Hurit, Lestari, & Hermansyah, 2020). In addition to extrinsic factors (the role of parents), there is an intrinsic factor that can affect the student achievement index during online learning, namely motivation. It can be described as a person's encouragement to change behavior in a better direction to achieve his/her goal. Learning motivation can arise due to intrinsic factors, such as a desire to succeed, encouragement of learning needs, and hopes for ideals. While extrinsic factors such as awards, a conducive learning environment, and exciting learning activities may contribute to the learning process (Uno, 2016). In online learning, intrinsic motivation consists of self-motivation, self-discipline, self-adaptation, and feeling indifferent. In contrast, extrinsic motivation consists of online learning, lecturers/teachers, online learning media, exams/works, family, friends, and the environment (Lee, Azman, Ng, & Ismail, 2020).

A person's motivation is one of the success determinants in learning, and intrinsic motivation significantly affects learning, especially online learning (Baber, 2020). Indicators of learning motivation include: (1) the desire to succeed, (2) the existence of encouragement and need in learning, (3) the existence of hopes and longings for the future, (4) the appreciation for learning, (5) the interesting activities in learning, and (6) the conducive learning situation so that it allows students to learn well (Uno, 2014).

Learning motivation also affects student achievement or better known as Achievement Index. The average credit score of the final unit of value that describes the

quality of completion of a study program is called Achievement Index (AI). It is calculated at the end of a semester with a result called semester Index Achievement, or at the end of a complete education program at one level; the result is called complete or cumulative semester Achievement Index or cumulative/collective Achievement Index. AI cannot be separated from the role of students in carrying out the learning process, both in attending lectures or completing lecturer assignments, or even answering questions during the Mid-Semester Examination and especially in the Final Semester Examination.

Another factor affecting the students' learning success is the parents' role. Several studies on the influence of the parent's role and learning motivation on learning outcomes have been conducted by researchers such as Mawarsih, Susilaningih, & Hamidi (2013); Sandy, Suryadi, & Nasrullah (2017); Sihaloho, Artin, & Ediyono (2017). However, the three studies emphasize the influence of the parent's role and motivation on learning outcomes in face-to-face learning, so that needs to be further studies that highlight the conditions of online learning. Therefore, this study aims to reveal the effect of the learning motivation and parents' role on the students' achievement index of PGMI students in online learning and the interaction of learning motivation and parents' role in AI. In addition to achieving these goals, this research can also provide information to the PGMI study program to make policies on activities that support students to graduate from a study on time with a satisfactory learning achievement index.

## 2. Research Method

A descriptive research method with a google form survey approach was used in this study. The sample in this study was 154 students of the PGMI study program who were willing to fill out the google form. The instrument used was a learning motivation and a parents' role questionnaires distributed through a google form with the following grid:

Table 1. Questionnaire of Learning Motivation and Parents' Role

Variable	Indicators and Question Numbers
Learning motivation (Uno, 2014)	1. The presence of a desire to succeed (1, 2, 3, and 4).
	2. The existence of encouragement and need in learning (5, 6, and 7).
	3. The existence of hopes and aspirations for the future (11, 12, and 13).
	4. The appreciation in learning (14, 15, and 16).
	5. The interesting activities in learning (17 and 18).
	6. A conducive learning situation (19, 20, 21, 22, and 23).
Parents' role (Soeparwoto, 2005)	1. Completeness of children's facilities and infrastructure (1, 2, and 3).
	2. Providing children's education costs (4, 5, and 6).
	3. Guiding and motivating children in learning (7

Variable	Indicators and Question Numbers
	and 8).
	4. Directing children's learning (9 and 10).
	5. Pay attention to learning achievement (11, 12 and 13).
	6. Pay attention to children's interactions (14, 15, 16, and 17).

Data related to the achievement index during online lectures of the Covid-19 era in the even semester of 2020/2021 was obtained through the academic system of the Lamongan Islamic University. The questionnaire on learning motivation and parental role in this study was validated by expert validators and had been declared valid for all the questionnaire items. This research used multiple linear regression analysis by testing three hypotheses. The hypotheses in this study were:

H<sub>1</sub> : There was an effect of learning motivation on the students' learning achievement index.

H<sub>2</sub> : There was an effect of parents' role on students' learning achievement index.

H<sub>3</sub> : There was an interaction between learning motivation and parents' role in the students' learning achievement index.

### 3. Results and Discussion

#### 3.1 Results

Before knowing the hypothesis test, the kolmogorov smirnov normality test was carried out first. The normality test aims to determine if the residual values are normally distributed. A good regression model is to have a normal distribution residual. The results of the normality test can be seen in table 2 below:

Table 2. One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual	Unstandardized Residual
N		154	154
Normal Parameters <sup>a,b</sup>	Mean	.0000000	.0000000
	Std. Deviation	.08016450	.08584267
Most Extreme Differences	Absolute	.159	.089
	Positive	.138	.080
	Negative	-.159	-.089
Kolmogorov-Smirnov Z		1.979	1.104
Asymp. Sig. (2-tailed)		.001	.174

a. Test distribution is normal.

b. Calculated from data.

From the normality test results in table 2, the significance value was 0.174 > 0.05, which showed the residual value was normally distributed. After knowing the normality test, the next step is testing the hypothetical results of the effect of learning

motivation on the students' grade index and the effect of a parents' role on the students' grade achievement index, which is the coefficient test in table 3 below:

Table 3. Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.344	.322		7.285	.000
Learning motivation	.005	.001	.414	5.813	.000
Role of parents	.012	.004	.227	3.186	.002

a. Dependent variable: IP

Table 3 shows the coefficient of the students' motivation and the parents' role in learning achievement. The value of Sig. for the learning motivation (X1) on the students' Achievement Index (Y) was  $0.000 < 0.05$ , and the t-test was higher than the t-table ( $5.813 > 1.654$ ). It could be concluded that H1 was accepted; it meant there was an effect of X1 on Y or a significant influence between learning motivation and the students' Achievement Index (AI). Meanwhile, the value of Sig. for the role of parents (X2) on the students' AI (Y) was  $0.002 < 0.05$ , and the t-test value was higher than the t-table ( $3.186 > 1.654$ ). Therefore, it could be concluded that H2 was also accepted, meaning there was an effect of X2 on Y, or there was a significant influence of the parents' role on the students' AI.

The anova test was then carried out after knowing the effect of learning motivation and the parents' role on the students' Achievement Index (AI). This test aimed to determine the interaction between the students' learning motivation and the parents' role in the students' achievement index, which was illustrated in table 4 below:

Table 4. Anova

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	.307	2	.154	25.174	.000 <sup>b</sup>
Residual	.921	151	.006		
Total	1.228	153			

a. Dependent variable: IP

b. Predictors: (constant), role of parents, learning motivation

Table 4 shows the result of the anova test. The Sig. for X1 and X2 on Y was  $0.000 < 0.05$ , and the F-value was higher than F-table ( $25.174 > 1.654$ ). It could be concluded that H3 was accepted. It meant X1 and X2 affected Y; there was a significant influence between learning motivation and the role of parents on the Achievement Index of PGMI students.

### 3.2 Discussion

This study indicated that learning motivation influenced the students' Achievement Index (AI). The result of this study was in line with research conducted by Manurung (2017), which showed that the better the motivation of the students, the better their academic achievement. In other words, to improve students' academic

achievement, various efforts can be made to increase awareness of the targets to be achieved, understanding that college is very important for future provision and awareness of the competition. In addition, the efforts of external parties (family, community, and academics) to provide appropriate awards and present a pleasant lecture process for students are needed to achieve learning success. In addition, research conducted by Husna & Rukoyah (2020), which was aimed to increase the students' achievement index, indicated that the students must create motivation in learning and foster learning discipline to spur learning activities further and achieve a good achievement index. Similarly, the research result of Dedi, Hendrayana, Erisyani, & Setiana (2017) indicated that learning motivation, learning style, and learning independence affected student learning outcomes, where the influence of each variable was very small. The influence of learning motivation was greater than the learning style and learning independence. During the Covid-19 pandemic, online learning became one of the alternatives in the learning system. In online learning, students were also required to achieve good academic achievement.

Based on the result of this study, parents' roles also have a simultaneous positive effect on the students' Achievement Index (AI). Wahyudi, Mulyaningsih, & Purwanti (2020) also conducted similar research, which aligned with this research that parents are the central figures in students' lives; they should guide and supervise children's learning activities at home to become more orderly in learning. Children's success can not be separated from the support of their parents. Mulyani & Subkhan (2015) also found that the influence of parents' giving better attention to students made them got better learning achievements. In addition, parents' encouragement and support play an important role in children's success in school and even in higher education (Makrooni, 2019). Wang & Sheikh-Khalil (2014) also mentioned the role of parents in the form of involvement at home (providing learning facilities) and academic socialization (hopes, encouragement, and goals in the children's future life) have a significant influence on their learning achievement. Therefore, this study indicated that achieving a high learning achievement index requires attention from parents to support the students' progress in learning and achievement. Parental engagement is needed because family support is very helpful in shaping children's intelligence and learning achievement.

This study found the influence of learning motivation and parents' role on the students' achievement index. It can be assumed that achieving a high achievement index requires good motivation to learn and support from parents. The results of this study support the research that has been done by Sihaloho, Artin, & Ediyono (2017), which stated that parents' role and learning motivation have a significant and positive effect on the students' achievement. In addition, in their research, Sandy, Suryadi, & Nasrullah (2017) revealed that the close attention of parents and students' motivation to learn indirectly resulted in a high increase in students' learning achievement. The same thing was also expressed by Mawarsih, Susilaningsih, & Hamidi (2013) based on their research results, which stated that students' achievement in Jumapolo State Senior High School is influenced by parents' role and learning motivation.

#### **4. Conclusion**

The results of this study indicated a significant influence of learning motivation and the role of parents on the student Achievement Index (AI), and there was an interaction between learning motivation and the parents' role in the students'

achievement index. The findings of this study can be used as a reference to improve the student achievement index in online learning. It is hoped that further researchers will be able to examine more deeply the variables that support the improvement of the student achievement index in online learning.

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