

The Correlation Between Parental Education and Learning Motivation with Thematic Learning Outcomes of Grade VI Students of SD Negeri 1 Panji Lor

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Abstract

This research aims to determine the correlation between parental education and learning motivation with thematic learning outcomes of class VI students at SD Negeri 1 Panji Lor. This research uses quantitative analysis methods. The subjects of this research involved 38 class VI students at SD Negeri 1 Panji Lor. The normality and homogeneity tests were carried out to produce a good sample. Data collection instruments include questionnaires and written tests. Before use, the instrument is tested for validity and reliability to ensure that the instrument can be used appropriately. Hypothesis testing using simple correlation. The research results report that (1) there is a positive correlation between the parental education and learning outcomes, (2) there is a positive correlation between the parental education and learning outcomes, (3) there is a joint positive correlation between the parental education and motivation towards learning outcomes.

Keyword : learning motivation, learning outcomes, parent's educational

Abstrak

Penelitian ini bertujuan untuk mengetahui hubungan antara pendidikan orang tua dan motivasi belajar dengan hasil belajar tematik siswa kelas VI SD Negeri 1 Panji Lor. Penelitian ini menggunakan metode analisis kuantitatif. Subjek penelitian ini melibatkan 38 siswa kelas VI SD Negeri 1 Panji Lor. Uji normalitas dan homogenitas dilakukan untuk menghasilkan sampel yang baik. Instrumen pengumpulan data meliputi angket dan tes tertulis. Sebelum digunakan, instrumen diuji validitas dan reliabilitasnya untuk memastikan instrumen dapat digunakan dengan tepat. Pengujian hipotesis menggunakan korelasi sederhana. Hasil penelitian melaporkan bahwa (1) terdapat korelasi positif antara pendidikan orang tua dengan hasil belajar, (2) terdapat korelasi positif antara pendidikan orang tua dengan hasil belajar, (3) terdapat korelasi positif secara bersama-sama antara pendidikan orang tua dan motivasi terhadap hasil belajar.

Kata kunci: hasil belajar, motivasi belajar, pendidikan orang tua

1. Introduction

Schools, as an extension of the government in improving the quality of life of its citizens and to make the nation's life more intelligent by the mandate of the fourth paragraph of the 1945 Constitution, require a lot of support and support so that these tasks can be achieved and carried out well. The two significant factors recorded as the motor for the success of these goals are internal factors and external factors (Kartono, 2018). These two factors can significantly strengthen a person's ability to become successful and full of confidence in fulfilling their dreams (Sardiman, 2017).

Motivation is the internal factor that drives all human activities (Lestari, 2019). This factor can be an energy supplement for someone not to give up when a failure occurs and can be a trigger so that something previously considered heavy will feel light. (Petrus, 2010)

Motivation is so important for students; in general, students are trained to be skilled and have the ability to develop reasoning, especially in science. Every human being has activities that have become entrenched. The meaning of culture here is activities or behaviours that exist in small ways. Specifically, I am seen as a student who lives in a micro-social structure, namely, the family. So, the family has a vital role in students. One of the roles of parents is to motivate their children to learn. The ability to motivate can also be seen from parents' educational backgrounds.

Apart from internal factors in the form of motivation, other factors also play an essential role in students' success in their education, namely parental support and participation (Sukmawati, 2020). This factor is significant because, with support and participation from parents, education will not only go in one direction, namely at school, but education will also continue even though the children are already in their home environment. (Aprilia, 2021). To this awareness, it is noted that the level of education of parents plays a vital role in terms of awareness to support their children in their efforts at educational development (Mastura, 2021).

Parents have an essential role in helping each child to develop optimally both academically, psychologically, and socially, and they are essential in assisting the achievement of educational goals (Jaiswal, 2018). Parents who motivate them to develop their children's potential so that they can develop as optimally as possible so that they become children who can think using their intellect and thoughts with full responsibility, such as fostering a disciplined attitude in learning, increasing enthusiasm for learning and behaving well.

Suppose parents have a higher level of education. In that case, they tend to have more significant resources, both income, time and energy, which allows them to be more involved in a child's education. The role of parents and the student's learning motivation will influence the student's learning outcomes. Learning outcomes are abilities obtained by students after going through learning activities (Anderson & Krathwohl, 2001). Learning outcomes are the consequences of a student's learning process or something that belongs to the student as an implication of the learning activities. Based on the author's observations and information from the field, some students still need to be more active in studying and have learning outcomes below the KKM.

However, in reality, not all children have the luck to have parents with higher education, even though the factors for a person's success depend not only on one factor; most students in the elementary school environment where children from other backgrounds still dominate researchers. The economy is less advanced compared to elementary schools at the same level in the Situbondo area, so this is a reason for researchers to study the relationship between parental education factors and children's achievement and compare it with other factors, namely motivation. The goal is to carry out a study and see the impact of factors so that it can be used as a reference for taking the following action.

2. Methodology

This research is a quantitative research with a multiple correlation design (Riadi, 2016). The population used was SDN 1 Panji Lor, and as a sample, there were 38 students from class VI. Sample testing uses statistical techniques such as normality and homogeneity tests to ensure regular and homogeneous data distribution. Data collection techniques include distributing questionnaires and written tests. The research instrument is a questionnaire to obtain data in the

The Correlation Between Parental Education and Learning Motivation with Thematic Learning Outcomes of Grade VI Students of SD Negeri 1 Panji Lor

form of student motivation and a written test to obtain data in the form of student learning outcomes. The indicators in this research were adapted from Kadir (2018) which focuses on a desire and desire to succeed, an urge and need to learn, and hopes and aspirations for the future.

Meanwhile, learning outcomes tests are tests prepared by teachers based on SK and KD from the Ministry of Education (National et al. Law, 2003). Before use, the instrument is first tested for validity and reliability. Simple and multiple correlation tests were used to test the hypothesis of this research.

3. Results and Discussion

Researchers use the normality test to ensure that the normal distribution of research data gets a Sig value. $0.69 > 0.05$ (see Table 1). This value ensures that the sample is usually distributed. The results of successive instrument validity tests ensure that the item scores are all valid, can be used as a measuring tool, and have high reliability.

Table 1. One-Sample Kolmogorov-Smirnov Test Unstandardized Residual

| | | |
|--|----------------|-------------------|
| N | | 38 |
| Normal Parameters^{a,b} | Mean | .0000000 |
| | Std. Deviation | 3.51037489 |
| Most Extreme Differences | Absolute | .171 |
| | Positive | .171 |
| | Negative | -.110 |
| Test Statistic | | .151 |
| Asymp. Sig. (2-tailed) | | .069 ^c |

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

The first hypothesis test in this research is whether there is a correlation between the level of parental education and student learning outcomes, carried out using a simple correlation test. Hypothesis test calculations are shown in table 2 as follows.

Table 2. Correlations parental education student learning outcomes

| | | | |
|---------------------------------|---------------------|------|------|
| parental education | Pearson Correlation | 1 | .208 |
| | Sig. (2-tailed) | | .002 |
| | N | 38 | 38 |
| Student learning outcome | Pearson Correlation | .208 | 1 |
| | Sig. (2-tailed) | .002 | |
| | N | 38 | 38 |

Statistical results with the help of SPSS show Sig results. $0.002 < 0.05$. These results conclude a positive correlation between parental education and student learning outcomes. One of the factors that influences student learning outcomes is the level of parental education. Parents have an essential role in forming interest in students and are a driving force for their children (Rahmadana & Ichsan, 2021). Thus, if the parent's education level is good, the student's learning outcomes will also be good (Reskia et al., 2014). This is the framework of thinking in this research, where a high level of parental education will increase students' interest in learning (Mastura, 2021; Rahayu, 2020). The results of this research are consistent with the theory put forward by (Hariyadi et al., 2017), which classifies several factors that can influence student learning into two, namely internal factors and external factors.

So, the way parents educate their children, based on their educational experience, is related to the child's interest in learning. These results are supported by research by Rahayu (2020), which shows a positive relationship between parental education level and student learning outcomes. So, a good level of parental education means good student learning outcomes (Miftakhudin, 2011).

Viewed from an educational perspective, a parent is an educator involved in educational issues, especially toward his family (children). This can be seen from their responsibility to guide their children to study at home, solve their learning difficulties, invite them to worship, provide student learning facilities, and so on (Vega et al., 2019). Parents (father and mother) become educators of their children. Parents should be responsible, protect, care for and love their children (Mudyahardjo, 1995).

Thus, parents are the first and foremost people who are obliged and responsible for the care and education of their children. This is the first responsibility because, in this family, children become aware of life and need the first touch of love, receiving guidance and teaching from their parents. Based on the opinion above, it is clear that parents have a vital role in directing the potential and talents that exist in children.

Both parents are teachers in the family, and children need them for their physical and spiritual growth. Therefore, parents are required to have sufficient knowledge, skills and nobility of attitude. All of this is only possible to obtain with previous parental teaching (Asrori, 2020).

The findings from this research state that there is a positive correlation between the level of parental education and the results of children's thematic learning at SDN 1 Panji Lor Situbondo

The second hypothesis, namely whether there is a correlation between motivation and student learning outcomes, was carried out using a simple correlation test. Hypothesis test calculations are shown in table 3 as follows

Table 3. Correlations learning outcome motivation

| | | | |
|-------------------------|---------------------|--------|--------|
| | Pearson Correlation | 1 | .579** |
| learning outcome | Sig. (2-tailed) | | .000 |
| | N | 38 | 38 |
| | Pearson Correlation | .579** | 1 |
| Motivation | Sig. (2-tailed) | .000 | |
| | N | 38 | 38 |

** . Correlation is significant at the 0.01 level (2-tailed).

Statistical calculations assisted by SPSS show the Sig value. $0.000 < 0.05$. The conclusion of these results shows that there is a positive correlation between motivation and student learning outcomes.

With motivation, students will be encouraged to learn to achieve goals and objectives because they are confident and aware of the interests and benefits of learning. Motivation is essential for students because it can move student behaviour in a positive direction so that they can face all demands and difficulties and bear risks in their studies (Sardiman, 2017).

According to Kartono (2018), motivation can determine whether or not you are good at achieving goals, so the more significant the motivation, the greater the success in learning. Motivation as the main factor in learning functions to give rise to, underlie and drive learning actions (Sardiman, 2011). According to research results through direct observation, most highly motivated students will try hard, look brave, do not want to give up and read actively to improve their learning outcomes and solve their problems. On the other hand, those with low motivation appear indifferent and quickly give up; their attention is not focused on learning, resulting in students experiencing learning difficulties. Motivation moves individuals, directs actions and chooses learning goals that are most useful in the individual's life.

Studying motivation will reveal why individuals do something because individual motivation cannot be observed directly, whereas what can be observed is the manifestation of

The Correlation Between Parental Education and Learning Motivation with Thematic Learning Outcomes of Grade VI Students of SD Negeri 1 Panji Lor

that motivation in the form of behaviour that appears in the individual, which will at least be close to the truth of what is the motivation of the individual concerned (Lestari, 2019; Peter, 2010). Considering the importance of motivation in improving learning outcomes, teachers use many techniques to increase student motivation in learning. At SDN 1 Panji Lor, teachers always remember how important it is to give students reasons why they should study seriously and try to achieve their best. Teachers at SDN 1 Panji Lor also often explain to students what is expected of them during and after the learning process. A teacher also makes sure that his students know the short-term and long-term goals of the lesson they are taking by providing general knowledge of the application of the lesson.

In addition, in class VI at SDN 1 Panji Lor, the teacher does something that arouses students' admiration to stimulate curiosity, for example, by introducing typical examples of applying concepts and principles. Students also try to use the knowledge, skills, or experience they have learned from previous material to learn new material.

In class VI at SDN 1 Panji Lor, we also try to include game elements in the learning process to attract interest and facilitate students' understanding of the material being studied. At SDN 1 Panji Lor, adequate facilities, such as computer facilities, learning media, laboratory equipment and adequate library facilities, are also available. These facilities motivate class VI students at SDN 1 Pnji Lor to study harder always to improve their learning results. However, these facilities are limited in number. Increasing students' learning outcomes is the main objective of the learning process at SDN 1 Panji Lor because the success of learning objectives is the goal of education at DN 1 Panji Lor.

Testing the third hypothesis, namely whether there is a joint correlation between the level of parental education and student motivation on learning outcomes. Hypothesis test calculations are shown in table 4 as follows

Table 4. ANOVA

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|-------|------------|----------------|----|-------------|--------|-------------------|
| 1 | Regression | 1111.865 | 2 | 555.932 | 12.410 | .000 ^b |
| | Residual | 1567.905 | 35 | 44.797 | | |
| Total | | 2679.770 | 37 | | | |

a. Dependent Variable: Learning outcome

b. Predictors: (Constant), motivation, Parental education

Researcher carried out multiple correlation analyses and obtained Sig data. $0.00 < 0.05$. These results conclude a joint positive correlation between parental education level and motivation on student learning outcomes.

Learning activities are carried out to achieve goals, such as achievement, understanding, knowledge, skills, and maturity in thinking. Therefore, learning motivation can be interpreted as something that drives changes in energy within a person, which gives rise to, influences and directs a person's behaviour towards the goals to be achieved as a result of the experience of interacting with a new environment through practice and training. According to Lestari (2019), learning motivation can be interpreted as the overall psychological driving force within students, which can give rise to learning activities, ensure the continuity of learning activities and provide direction to learning activities to achieve goals.

Students try to achieve satisfactory learning results, such as learning motivation. Efforts like this are clearly positive, but other factors are no less important in achieving success in achieving learning outcomes besides the level of parental education and learning motivation. These factors are interest in learning and discipline in learning.

After conducting multiple correlation analyses, the researcher analyzed the correlation between the independent and dependent variables to find their significance. Based on the significance test results, the Fcount value was 13, while the Ftable value was 3.27. This research

shows a significant correlation between parental education, learning motivation, and thematic learning outcomes.

This is what was researched by (Mastura, 2021; Miftakhudin, 2011 Rahmadana & Ichsan, 2021 and Reskia et al., 2014) regarding the level of parental education that influences student learning outcomes. His research stated that there was a positive and significant influence between parents' educational background and learning styles on student learning outcomes. Apart from that, (Sukmawati, 2020) also researched parental education level and learning motivation with learning outcomes. The research shows a simultaneous correlation between parental education, learning motivation, and learning outcomes. If students have good learning results, it can also be said that the learning process they carried out was successful, so they got good learning results.

4. Conclusion

Based on the results and discussion above, the conclusion obtained from this study is that there is a correlation between parental education and children's learning outcomes with a low category. Besides, there is also a higher correlation between learning motivation and children's learning outcomes. This proves that motivation makes a more significant contribution to children's learning outcomes than parental education. Further findings in this study also found that parental education, together with motivation, has a substantial impact on children's learning outcomes. These findings are in accordance with the findings of other studies, which state that there is a strong correlation between parental education and motivation for learning outcomes.

This research has not explicitly examined what categories of motivation have a strong correlation with children's learning outcomes; it is hoped that other studies will be able to reveal what types of motivation affect children's learning outcomes so as to enrich the results of this study and can be used as a reference for developing learning outcomes through increasing more specific motivation.

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The Correlation Between Parental Education and Learning Motivation with Thematic Learning Outcomes of Grade VI Students of SD Negeri 1 Panji Lor

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