

Parents' Education Background Relationship With The Learning Motivation of Class VI Students Package B Equivalent of Junior High School In PKBM Al Ishlah Central Jakarta, Indonesia



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ABSTRACT: The low educational background of parents has a significant effect on their children's learning motivation. The purpose of this study was to determine the relationship between educational background and motivation to learn English for students in Package B at PKBM Al Ishlah, Central Jakarta. The research was conducted using quantitative methods. The type of this research is Ex Post Facto. The research subjects are 111 students of Package B PKBM Al Ishlah Central Jakarta. The data collection tool uses a psychological scale and documentation. Validation of the instrument in expert judgment and reliability test with internal consistency using Cronbach's Alpha technique. The data analysis technique uses Product Moment Correlation. The results showed that there was a positive and significant relationship between the educational background of parents (X) and students' learning motivation (Y) in this case their children in the Al Ishlah PKBM Package B Program, Central Jakarta. This is shown from the calculation of the correlation test, $r_{count} = 0.536 > r_{table} = 0.1848$. Recommendation: Efforts are needed to provide parents with knowledge and skills about child education (parenting)

KEYWORDS: Family education, student learning motivation

I. INTRODUCTION

Education is one of the main foundations in building the progress of a nation, the better the quality of a nation's education, the better the quality of the nation. Education is one of the basic human needs in order to increase and explore human potential, both for the development of cognitive aspects, psychomotor aspects and affective aspects. Durotul Yatimah in his research entitled Development of Instructional Media Environmental-based Child Blood Type Detector Cardboard (KAPODA) Formal and Informal Education states that Education can be defined as both direct and indirect efforts to help a child in his/her development towards maturity. Series: Materials Science and Engineering 434 (2018) 012236 doi:10.1088/1757-899X/434/1/012236, 3rd Annual Applied Science and Engineering Conference (AASEC 2018). 20 of 2003 concerning the National Education System Article 1 is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential so that they have spiritual, religious, self-control, personality, maturity, noble character and skills (Depdiknas, 2003). 2003). In the Law on the National Education System, it is stated that the national education system includes 3 channels of education, namely formal education, non-formal education and informal education. Formal education is a structured and tiered educational path consisting of basic education, secondary education, and higher education. Non-formal education is an educational path outside formal education that can be carried out in a structured and tiered manner. Informal education is the path of family and environmental education.

Family education is one of the first and main forms of informal education. Therefore, its role is very important, because in the family the child gets guidance, role model and direction as well as love from parents. The success of children in school is empirically strongly influenced by the amount of support from parents and families in guiding children.

(<http://imeymaemunah.blogspot.com/2010/12/makalah-pendidikan-keluarga.html>.)

The quality of guidance given by parents to their children is strongly influenced by the educational background taken by the parents. The culture and habits of parents greatly affect the enthusiasm and motivation of children to learn. The success of children does not only depend on the quality of education in schools, but also on other environments such as the family environment (parents) in accompanying children's learning, setting an example of managing children's study time, guiding, providing learning facilities and

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motivating children to learn well. Parents with low education do not understand what and how to help their children to have high learning motivation so that they are successful in their studies.

This learning motivation is an important factor in achieving student learning success. The results of observations made by Haditono in Syaiful Bahri Djamarah (2011:137) regarding the problem of underachievers in Indonesia are caused by several factors, one of which is the lack of mental stimulus (motivation) by parents at home, especially for parents who are low or uneducated.

The results of preliminary research on the Package B Class VII PKBM Al Ishlah Central Jakarta Program showed that students' learning motivation was still low. Of the 34 students there are 30 people who are not enthusiastic in learning, even though educators have managed learning optimally, using learning methods and media well, namely with interesting picture media. However, in general, students pay less attention and continue to chat with their friends who are sitting close together. Their learning outcomes were not optimal. Based on the data bank of class VII students in Package B, the UTS (Middle Semester Examination) score is 34 students, who can pass according to the KKM criteria (minimum completeness criteria), which is a score of 70, only 10 people (29%). According to some educators, the low motivation of students is because their parents generally pay less attention to their children's learning activities, and these parents generally have low levels of education. According to the Data Bank, there are 17 students (50%) of the 34 students whose parents are elementary school graduates, 12 (38%) junior high school graduates and 5 (12%) high school graduates. Generally, parents only rely on learning managed by educators in PKBM. Parents generally do not set the right time to guide and accompany their children while studying.

Therefore, it is interesting to examine the relationship between parents' education level and learning motivation of Package B Class VII students at PKBM Al Ishlah, Central Jakarta.

II. THEORITICAL REVIEW

A. Family Education

Education is one of the most important things to get a prosperous life. For people who have a high level of education then he will have the opportunity to get a decent life. On the other hand, people who have a low level of education will get a less decent life. In Law No. 20 of 2003 article 13 paragraph 1, it is explained that the national education pathway consists of: formal, non-formal, and informal education. In education in schools, apart from having program activities in accordance with the school curriculum, there are also co-curricular activities, which aim to develop students' self-potential, personality and others. Durotul Yatimah in his research entitled Effect of coral reef conservation education on students' social sensitivity (A co-curricular learning experimental study at SMKN 61 Jakarta Pulo Tidung Besar Regency, Seribu Islands) said that: Efforts to build social sensitivity can be conducted at schools through co-curricular education activities. Co-curricular activities are activities to add to, supplement or replace intra-curricular learning, which is according to the curriculum. (Journal of AIP Conference Proceedings 2021, 030014 (2018); <https://doi.org/10.1063/1.5062738> AIP Conference Proceedings 2019, Uploaded April 4, 2021).

In relation to the function of non-formal and informal education, Sudjana (2004:74) suggests as follows: 1) as a complement to school education, non-formal education provides a set of fixed curricula that are needed in accordance with regional and community situations. 2) as a supplement (additional), non-formal education provides educational opportunities for those who have completed formal education but in a different place and time. 3) as a substitute for school education.

Family education is informal education whose role is very important. Family education is the first and foremost education for everyone. Borun et al., (2010) states that "Children get all forms of basic learning in the family ranging from affective, cognitive to motoric" Slameto (2003) asserts that education in the family is the first and foremost education, so parents need to understand the system. academic education as a support for formal learning in schools. Even according to Imam Ghozali, "children are a mandate from God to their parents". Children are family members, where parents are the leaders of the family, who are responsible for the safety of their citizens in this world and especially in the hereafter. Parents have a stake in the success of their children. However, this responsibility is not realized by parents, so it often arises that the lack of success of their children is the result of the lack of attention and responsibility of education administrators. According to Muhammad Shoehib in Riana (2011: 7) so that families can play their role as educators, they need to be equipped with knowledge and skills. The relationship between parents in this case is very important, especially when viewed in education. Parents are the main factor in educating and guiding children to get satisfactory results in their education. Because it is parents who know the development of children when they are at home. According to Slameto (2013:61) parents who do not pay attention to their children's education, generally they are indifferent to their children's learning, do not pay attention at all to the interests and needs of their children in learning, do not manage their study time, do not provide / complete the learning tools, do not pay attention to whether the child is studying or not, do not want to know how his child's learning progress is, the difficulties experienced in learning and others.

Family education is the foundation or basis of the next child's education. In the educational process all parties are involved. Therefore, both teachers, students, and parents are required to be creative in guiding and giving creative direction. The education of

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parents, the example given at home and the culture in the family are important factors that affect the level of students' learning motivation. Learning motivation is an important factor because it is a psychological driving force in students to study well so that the desired learning goals can be achieved.

B. Relationship of Family Education Background with Students' Learning Motivation

Parent's education has a big influence on the level of children's learning motivation. In the family environment, for example, the atmosphere around the house, family integrity, psychological climate, learning climate and the atmosphere in the house is quiet or noisy, the atmosphere around the house, family integrity, relationships between family members have a big influence on the level of student learning motivation. Nini Subini (2012) said that the level of education and culture in the family affects children's attitudes in learning. Levine (2005) states that: being a parent is actually a dynamic process, family situations often change. There is nothing mechanical in the process. However, by understanding that personality activates energy, develops step by step, and is aware of the implications each step has for the child, parents will be able to cultivate self-confidence in their child.

Furthermore, Slameto (2010: 54) mentions several factors that can affect student learning, namely internal factors and external factors. (1) Internal factors are factors that are within learning individual. This factor includes three aspects, namely: a) Physical factors, such as: health factors, disability. b) Psychological factors, such as: intelligence, attention, talent, motives, maturity, readiness. c) Fatigue factor. (2) External factors a) Family factors, including: the way parents educate, relations between family members, home atmosphere, family economic situation, understanding of parents, cultural background. b) School factors, including: teaching methods, curriculum, teacher-student relations, student-student relations, school discipline, learning tools, school time, lesson standards over size, building conditions, learning methods, homework. c) Community factors, including: student activities in the community, mass media, friends to hang out with, forms of community life.

Children's education in the family is very important and what children see and experience in the family is a real example of a strong influence on children's learning motivation. Nini Subini (2012:95) says that education and culture in the family affect children's attitudes in learning. If the father or mother has a higher education, the child will have a higher learning motivation than children whose parents have low education. Parents with low education rarely pay attention to their children's learning development. The low level of parental education makes parents less aware of what is needed to support their child's success.

Children tend to see and imitate what they experience in their family, if father and mother have higher education a child will follow it, at least it becomes a benchmark that children feel they have to be enthusiastic about learning. This means that the level of education of parents will have a major influence on their children's enthusiasm and motivation to learn in order to achieve their high learning achievement. The high level of parental education allows them to be able to educate and provide children with the right knowledge, good morals, and skills to learn with enthusiasm. Parents with high education can understand and understand that learning motivation is very important for the success of students' learning. Sardiman (2007: 75) states that in learning activities, motivation can be said as the overall driving force in students that causes learning activities, which ensure the continuity of learning activities and which provide direction to learning activities, so that the goals desired by the learning subject can be achieved.

Parents with low education do not understand how to help their children to have high learning motivation so that they are successful in their studies. In learning activities, motivation can be said as the overall driving force in students that causes learning activities, which ensure the continuity of learning activities and which provide direction to learning activities, so that the goals desired by the learning subjects can be achieved.

III.METHOD

This study uses a quantitative approach. The type of research is ex post facto with correlation. The subjects of this study were 111 students of class VII Package B Program at PKBM Al Ishlah, Central Jakarta. Data collection time was carried out in the second semester during February-March 2021.

The data collection tool uses an instrument about parental education, and a motivation scale to measure the level of students' learning motivation. The scale used, begins with expert judgment to experts and is tested on Class VII Package B students at other PKBM in Jakarta. The test results were processed with the SPSS version 20 computer program. To find out the valid and invalid items, a correlation test was carried out between the item scores and the total score (Y) with a predetermined critical r of 0.3. Through the calculation of the validity test, there are 35 valid test questions and 8 invalid test items. There are 8 instrument questions that have a validity test index <0.248 , namely numbers 2, 6, 18, 24, 25, 32, 34, 36 and 43 and ultimately were not used for research. Finally, the number of questions used to measure students' learning motivation is only 35 questions. Furthermore, the valid items are calculated with the reliability index and there is a reliability index of 0.902. It can be concluded that the test instrument is declared reliable.

Data analysis was done descriptively. Test the hypothesis by comparing r count with r table. The formula used is the Product Moment Correlation of Pearson.

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IV. RESEARCH RESULTS AND DISCUSSION

A. Research Results

The description of the data from the Variable Level of Parental Education obtained from the PKBM documentation, then processed with the SPSS 20 program, the results are the mean value of 4.03, median of 4, mode 2 and standard deviation of 1.687. Based on the data above, it can be seen that as many as 34 students (30.6%) have parents with low levels of education, 71 students (64%) have parents with moderate levels of education and 6 students (5.4%) have parents with low education levels. parents with a high level of education. This shows that the education level of the parents of 71 students (64%) of class VII Package B Program at PKBM Al Ishlah Central Jakarta is in the medium category. The data from the Learning Motivation variable was obtained from the learning motivation scale with a total of 35 items for 111 students.

Assessment uses a Likert scale with 4 alternative answers (always, often, sometimes and never). To score a positive statement that is always is 4, often is 3, sometimes is 2, and never is 1. ever was 4. The data was then processed using SPSS 20 so that the mean value was 116.76, median 117.73, mode 119 and standard deviation 10.981.

The Relationship between Education Level and Students' Learning Motivation

Classification Formula for Students' Learning Motivation

Category Formula

1 $X < (116, .981)$ Low

2 $(116, .981) X < 16, .981)$ Medium

3 $(116, .981) X$ Height

Based on the above formula, the data regarding the learning motivation of students can be seen as follows: as many as 13 students (11.7%) have low learning motivation, 78 students (70.3%) have moderate learning motivation and 20 students (18%) have high learning motivation. This shows that the learning motivation of class VII students of the Package B Program at PKBM Al Ishlah, Central Jakarta is included in the medium category, namely 78 students (70.3%).

Analysis Prerequisite Test:

The normality test was carried out on both variables, namely the education level of parents and students' learning motivation and the calculation was done using SPSS 20.

It can be seen that the values in the Kolmogorov Smirnov and Asymp Sig tables on all research variables have a significance value of more than 0.05, so it can be said that the data on both variables are normally distributed.

The linearity test was carried out with the help of SPSS 20. The results of the calculation show that the two variables above have a linear relationship because they have a sig linearity value below 0.05 and a Sig value. Deviation of linearity is above 0.05.

Hypothesis testing:

After the analysis prerequisite test is met, then a hypothesis test is carried out using the Pearson Product Moment Correlation technique with the help of SPSS 20. The basis for decision making is that if r is positive, it can be concluded that there is a positive relationship between the independent variable and the dependent variable. The way to test the hypothesis is to compare the calculated r with the r table at a significance level of 5%. If $r \text{ count} > r \text{ table}$, then the value of r obtained is declared significant. The number of respondents in this study was 111 so it can be seen that the r table is 0.1848. The hypothesis proposed is the original hypothesis (H_a) which reads that there is a positive and significant relationship between the education level of parents and the learning motivation of students in grade VII Package B PKBM Al Ishlah Central Jakarta. The provisions in testing the hypothesis are:

a. If $r \text{ count}$ is greater than or equal to $r \text{ table}$, then H_a is accepted and H_o is rejected.

b. If $r \text{ count}$ is less than or equal to $r \text{ table}$, then H_a is rejected and H_o is accepted.

After testing the correlation between parents' education level and learning motivation using SPSS 20, the r -count is 0.536. Testing the significance level between the variables of parents' education level and students' learning motivation shows that $r \text{ count} > r \text{ table}$, because $0.536 > 0.1848$, so H_a is accepted and H_o is rejected.

So, it can be concluded that there is a positive and significant relationship between the educational level of parents and the learning motivation of students in grade VII Package B PKBM Al Ishlah Central Jakarta.

B. Discussion of Research Results

The results showed that family education is one form of informal education which is very important, first and foremost for everyone's life. This is in line with the opinion of Slameto (2003) which emphasizes that education in the family is the first and foremost education. Family education contributes greatly to the development of children's learning motivation, even to the achievement of each child's learning achievement, both cognitive, affective and motoric. In accordance with the opinion of Borun et al., (2010) which states that "Children get all forms of basic learning in the family ranging from affective, cognitive to motoric." The influence of the family is very large for the achievement of enthusiasm, motivation and all achievements of each child. Imam Ghozali said

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that "children are a mandate from God to their parents". Children are family members, where parents are the leaders of the family, who are responsible for the safety of their citizens in this world and in the hereafter. Parents have an important role in supporting the success of their children. The quality of giving motivation, guidance and direction as well as parental education for their children is influenced by the educational background of the parents.

Thus, the education level of parents contributes greatly to the level of learning motivation of students. The higher the education level of parents, the higher the learning motivation of a child. Likewise, the lower the level of education of parents, the lower the level of learning motivation of students. Along with the important role of parents in motivating children to be able to achieve high achievements, it is necessary to provide parents with knowledge and skills and increase education awareness as well as possible. This is important because the lack of motivation to learn in children is a reflection of the lack of attention and responsibility of educators, including parents as managers of children's education in the family. This is in line with Muhammad Shoehib's opinion in Riana (2011: 7) so that families can play their role as educators, they need to be equipped with knowledge and skills. Parents are the main factor to educate and guide children so that they have good learning motivation. Because it is parents who know the development of children when they are at home. According to Slameto (2013: 61) parents who pay less / do not pay attention to their children's education, generally they are indifferent to their children's learning, do not pay attention at all to their interests and needs.

This is in line with the opinion that family education is one of the most important forms of informal education, first and foremost. Therefore, its role is very important, because in the family the child gets guidance, role model and direction as well as love from parents. Family education is informal education whose role is very important. Family education is the first and foremost education for everyone. Borun et al., (2010) stated that "Children get all forms of basic learning in the family from affective, cognitive to motoric".

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V. CONCLUSIONS

The results of the study concluded that educational background was simultaneously related to the learning motivation of students in grade VII Package B equivalent to junior high school at PKBM Al Ishlah, Central Jakarta. The PKBM recommendation should make a Parenting program so that parents of participants are able to educate, guide and teach and provide optimal examples for children.

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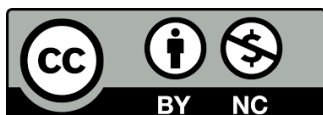
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