
The Role of Parents in Motiving Students to Learn English

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Abstract

The purpose of this research is to find out how parents can motivate their children to learn English. This is referred to as "case study research." This research was conducted in the Ganesha Course tutoring class with five students and five parents as subjects. The data collection method used a learning motivation scale and interviews. The data analysis technique used descriptive and qualitative data analysis. Subject One demonstrated high learning motivation, and the role of parents was important in motivating children to learn English. Subject two has low motivation to learn; the role of parents is high in motivating students to learn English. Subject three has medium learning motivation and a strong parental role in motivating children to learn English. Subject four has a high motivation to learn, and the role of parents is important in motivating the learning of English. Subject five has low learning motivation; the role of their parents is to motivate her. As a result, it was determined that the role of parents in motivating learning subjects 1, 2, 3, 4 and our five low-level subjects was significant

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INTRODUCTION

The role of parents in education is something that is very important and is one of the factors that influence student achievement. The role of parents is also one of the influencing external factors in a student's motivation to study. Where students are able to have high or low learning motivation is influenced by the role of parents.

The low motivation of student learning is one manifestation of the obstacles to the achievement of a national education goal. Low student learning motivation will result in the learning process and student learning achievement; besides that, it can also affect

student behaviour. For example, students get grades below the Minimum Completeness Criteria (KKM), students don't go to class, lack enthusiasm for learning, are less able to adapt to lessons and the school environment, and can even affect delinquency which is mostly committed by students both in the school environment and in outside school (Danim, 2012). Even violations of school rules and regulations are committed by students.

(Tileston, 2010) Student motivation is also related to the role of parents, where their influence is big. However, in cases where they occur, there are some parents who still do not understand and are not aware of their role in their

children's education, including student learning motivation. Parents who are unaware of their role in assisting students or their children in education, so that parents sometimes only know and are responsible for sending their children to school while ignoring their own education, including encouragement and motivation for learning for the child. Even though it is well known that the education that is first recognized by children comes from the family, and parents play an important role in it.

Related to the phenomenon in the Ganesha Course tutoring, based on the results of the questionnaire, parents are too busy with their work so they forget and do not pay attention to their role in children's education, or parents who really do not understand and are aware of their role so they tend to think that the task of education is fully left to teachers at schools and tutoring places, but what is even more ironic is that parents tend to force their wishes on their children so that their children work when they have to go to school. This condition cannot be denied; there are still parents who do not understand and are not aware of their role in student learning motivation, so a problem arises as to what kind of role the parents play, causing problems in low school student motivation.

Thus, the role of parents in motivating student learning is still lacking, especially in controlling the effectiveness of study hours at school, so that some students have many absent records, and their parents do not know that there are even some students who are forced to leave school due to absenteeism. has exceeded the maximum limit.

Regarding the role of parents in motivating students to learn English, based on the results of interviews with junior high school students at course institutions regarding their learning difficulties, it was found that some of the students felt they had low learning motivation, they lacked support and encouragement from parents in learning, there are even students who have to work because their parents go to work abroad so they only live with their younger siblings, older siblings or with their grandmothers.

Low motivation to learn is also related to work-oriented family conditions (Ng & Ng, 2015). Students who work after school until the afternoon and sometimes parents are more concerned with their children working so they don't go to school. Some parents prefer and are proud of their children work compared to going to school. This giving rise to the existence of good workers around the environment, outside the city and even abroad who are still at school age and should enjoy education at school. This was done with the reason to help improve the family's economy and provide for the future.

Based on the facts that existed with these conditions, it resulted in fewer and fewer students being able to continue their studies and preferring to work or leave school, in 1 semester there were 8 students who dropped out and did not continue their studies. With this condition, it becomes a serious concern for stakeholder involved in educational sphere-including subject teachers, counselors, parents, and students.

Some teachers see the low learning motivation experienced by students, and this can be seen from the results of academic achievement, namely that there are still students who get scores below the KKM, especially in English lessons, some students who are often absent and play truant, lack interest in learning activities at school. school, some students are often late for school hours, and student participation in the teaching and learning process in less active classes.

Based on this phenomenon, the role of parents is very important to students' learning motivation. So that with parents' understanding and awareness of their role and students' awareness of their learning motivation can help solve the problems faced by students with learning problems at school and do not have an impact on learning achievement and behaviour that is not appropriate, that way students will have the enthusiasm and high learning motivation to realize their educational goals and aspirations (Purwanto, 2022).

Likewise, the role of parents as supporters of students' learning motivation is increasing. Furthermore, it can determine how parents' roles

differ between students with low learning motivation and students with high learning motivation.

Thus, more in-depth research involving all stakeholder groups and school teachers, and course teachers is the goal to find out the tendency of the role of parents in motivating student learning and the reasons parents carry out this role, so that problem-solving can be done by showing a good collaboration between the school and parents of students.

METHOD

The research method used in this study is a qualitative case study. (Fraenkle et al., 2012). The qualitative research method is a philosophy-based research method used to examine the condition of natural objects. According to Moleong (2007), who defines qualitative research as a study that intends to understand the phenomenon of what is experienced by research subjects, the determination of respondents was taken from the results of a preliminary study questionnaire, namely using purposive sampling. The following are the steps in determining research subjects: Conducting an exploration into the Ganesha Course tutoring and the role of parents in motivating student learning, from English subject teachers.

- 1) Deploying parental war questionnaires in motivating student learning.
- 2) Analysing the questionnaire and choosing parents who have characteristics or characters that have many characteristics as research subjects.
- 3) Based on the results of the questionnaire, it was identified from the description of the subject teacher, attendance results, and the scale of students' English learning motivation.
- 4) Doing research on parents and students who were selected as research subjects.

The selection of research subjects was carried out by drawing lots so that subjects who met the criteria of having two parents who had a high role, one person who had a medium role, and two people who had a low role in motivating student learning.

Data collection methods used are the learning motivation scale, interviews, and observation. To test the validity of the learning motivation scale instrument in this study, the product-moment correlation technique was used, and the formula used to find reliability was the alpha formula. (Miles & Huberman, 1994) method of data analysis in case studies is content analysis, logical analysis, and comparative analysis, so the data analysis techniques in this study used descriptive qualitative data analysis using content analysis, logic analysis, and comparative analysis.

RESULTS AND DISCUSSIONS

Based on the results of the research above, it can be seen about the role of parents and learning motivation of each research subject: M is a student who has high learning motivation, this can be seen from several indicators of learning motivation, namely diligence in facing tasks (can work continuously for a long time, never stop before finishing), tenacious in facing difficulties (not easily discouraged), does not require external encouragement to achieve as well as possible, shows interest in various problems, prefers independent learning, gets bored quickly with routine assignments, can defend his opinion, does not easily let go of things he believes, likes to find and solve problems question.

While the role of M's parents in motivating student learning is high, this can be seen from several indicators of the role of parents in motivating student learning, namely parents always monitor student academic and learning development, parents always establish communication and visit M whenever they have time, parents always provide advice and motivation to M. parents work together with school teachers to monitor the development of M.

SH is a student who has low learning motivation in learning English, this can be seen from SH's discipline to keep going to school on time without being absent, and his desire to become a teacher and continue school, but the thing that becomes a problem for SH is laziness.

SH is a student who it very difficult when he has to study and do assignments, even though

SH is a student who has high discipline and good motivation to study but when faced with a task that he thinks is difficult, SH will experience a feeling of laziness and lack of enthusiasm. What's more with his habit of playing and rarely being at home, resulting SH rarely opens or studies lessons or material that has been delivered by the teacher at school, when there is an assignment and it is not done, SH usually chooses to cheat on his friends at school the next day.

Meanwhile, based on the results of the questionnaire, SH's parents have a high role in motivating student learning, but this is contrary to the results of interviews which show the role of parents in motivating student learning is still lacking. This can be seen from the results of the interviews which showed a lack of control over children's learning time and learning methods, not knowing children's academic development, knowing children's attitudes, lack of collaboration with schools or teachers in monitoring children's academic and study hours, lack of motivation children, more emphasis on work, awareness of education is still lacking.

Hospitals are students who have high learning motivation, this can be seen from several indicators that Hospitals have, namely being diligent in facing tasks (can work continuously for a long time, never stop before finishing), tenacious in facing difficulties (not easily discouraged), does not require external encouragement to achieve as well as possible, shows interest in various problems, prefers independent learning, gets bored quickly with routine assignments, can defend his opinion, does not easily let go of things he believes, likes to find and solve problems.

Meanwhile, the role of hospital parents in motivating student learning is high, this can be seen from indicators related to the role of parents in motivating student learning, namely controlling study time and children's learning methods, monitoring the development of children's academic abilities, monitoring personality development which includes attitudes, morals, and behaviour of children.

WA includes students who have moderate learning motivation based on the results of the

learning motivation scale but based on interviews, WA includes students who have low learning motivation. This can be seen from several indicators of motivation to learn, namely often being absent from school, being lazy to do assignments, giving up when faced with difficulties, depending on others, lack of interest in various problems, relying more on group learning (easy to cheat), less able to learn to their own homework, get bored quickly with various assignments given by the teacher, can defend their opinions, do not like challenges, high lazy learning time and how to study children, monitoring the development of children's academic abilities only from report cards, not monitoring children's attitudes and behaviour, not giving motivation to children, not having cooperation and communication with the school or teachers at school, lack of awareness of education.

PP includes students who have low learning motivation based on interview results, this can be seen from several indicators of motivation to learn, namely often being absent from school, not paying attention to the teacher while studying, lack of enthusiasm/sluggish appearance, being alone and not sociable, tends to be a quiet person, feel always depressed, less able to express opinions.

Meanwhile, the role of PP parents in motivating student learning is low. This can be shown from several indicators of the role of parents in motivating student learning, namely parents are busy with their work, parents do not know about student activities and school hours, parents do not monitor student learning outcomes, parents impose wishes on students, parents do not work with teachers or the school in monitoring students at school, parents spoil children too much.

Based on the results of the research above, it can be seen that the tendency for parents to have a high role in motivating student learning is to monitor student learning time and methods, get involved in student learning time and methods, provide encouragement and appreciation to students, monitor academic development, attitudes and behaviour of

students, establish cooperation with the school or teachers in monitoring academic development, attitudes and behaviour of students.

Meanwhile, the tendency for the role of parents to have a moderate role in motivating learning is that parents can still carry out their role in motivating student learning (Purnama et al., 2019), for example advising, providing encouragement, and instructing them to study. But for other things related to controlling the time and method of student learning, being involved in the time and method of student learning, monitoring academic development, and collaborating with schools or teachers in monitoring academic development, attitudes and behaviour of students at school cannot be done by parents, so parents only part of the role played by parents in motivating student learning (Rachmawati et al., 2020).

While the tendency of parents who have a low role in motivating learning is that parents tend to have less control over the time and method of student learning, parents do not control students' academic development, parents do not monitor the development of attitudes, morals, and behaviour of students, parents do not establish cooperation and communication with the school or teachers at school judge more on success from the material and place more emphasis on work. Parents tend to feel prouder when their children work than their children go to school.

Meanwhile, based on research results related to student learning motivation, it shows that parents who have a high role in motivating student learning are also followed by high student learning motivation as well. While the role of parents who tend to be low in motivating student learning is also followed by low student learning motivation. Based on the results of this study, it can be concluded that the role of parents in motivating student learning has a relationship with student learning motivation where the role of parents tends to be high, student learning motivation also tends to be high. (Rehman et al., 2014) adds the role of parents tends to be low, student learning motivation also tends to be low.

Based on the results of the research above, it can be seen that the reason parents carry out this role is the low awareness of parents about the importance of education for their children, parents' perceptions of education that higher education is mostly only for the rich.

The educational background of the family and parents is still low which is passed on to their children, the economic conditions of parents who are in the lower middle line, parents' low assessment of children's abilities, attitudes of parents who place more emphasis on work than education, there is no cooperation or communication that exists between parents and schools or between parents and teachers, parents assume that education or teaching tasks are the teacher's full responsibility while parents are only trying to be responsible for sending school and paying school fees, attitude parents who are more proud and think that children are successful if they can work and help their parents, in other words, parents value muscle strength more than academic ability.

CONCLUSION

Based on the research results and the formulation of the problem of the role of parents in motivating student learning (a case study of junior high school students in the Ganesha Course tutoring. On the role of parents in motivating learning the five research subjects in subjects one and fourth tendency of the role of parents who have a high role in motivating student learning followed by high student learning motivation, on subject three the tendency of the role of parents who have a moderate role in motivating learning followed by students' learning motivation that is also moderate, meanwhile subjects two and five the tendency of parents to have a low role in motivating learning, also has low learning motivation.

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