

THE CORRELATION BETWEEN PARENT'S ATTENTION AND CHILDREN'S MOTIVATION IN CONTINUING EDUCATION TO COLLEGE

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Abstract

Parents want success in the education of their children. This success certainly cannot be realized without the efforts and roles of the parents themselves. One of the roles of parents in the success of their children's education is to pay attention, especially attention to their learning activities at home. The purpose of this study, firstly to determine whether there is a relationship between the variables of parental attention and children's motivation to continue their education to college. Second, to find out how significant is the correlation between parental attention and children's motivation to continue education at Al-Hidayah islamic senior high school Tenggarang Bondowoso. The research method used is a quantitative approach. The data collection method uses a questionnaire to 30 respondents on each variable and a test of residual values. While the data analysis uses product-moment correlation analysis with the help of the IBM SPSS Statistic 25 application. The result of the research is that there is a very significant relationship between the variable of parental attention which is Providing guidance and advice, Supervision of learning, Providing motivation and rewards, Fulfillment of learning facilities, and the variable of children's motivation in continuing their education to college.

Keywords: *Children's Motivation, Education, Attention, Parents*

A. INTRODUCTION

Successful education for their children is what parents desire. Without the parents' own work and involvement, this success most definitely would not have been feasible. Paying attention, especially to their learning activities at home, is one of the roles that parents play in the success of their children's education (Lestari & Ayu, 2021). (Slameto, 2010) asserts that "The way parents educate their children has a huge influence on their children's learning," so the parenting style of the parents of the students also affects the students' achievement in school.

Attention according to (Suryabrata & Sumadi, 2018) is "focusing psychic energy on an object." Meanwhile, (Bimo, 2010) argues that attention is "the concentration or concentration of all individual activities directed to something or a group of objects" and adults need more attention. (Suralaga, 2021) stated the general reaction of the organism and consciousness that causes increased activity,

power of concentration, and limitation of consciousness towards one object". The psychological influence of parents' attention on children's learning activities is significant. With their parents' attention, children will be more active and enthusiastic about learning because they understand that they are not the only ones who want to progress, but their parents as well. Because children's achievements, whether good or bad, will influence his future educational development (Omar Hamalik, 2002: 104). The motivation to learn is one of the internal factors that affect learning achievement. According to Sardiman 2011:75), learning motivation can be said as the overall driving force of students who trigger learning activities, which guarantees the continuity of the learning activities and that gives direction to the learning activities, so that the objectives desired by the learning subjects can be achieved (Viviana Lisma Lestari, 2020).

Motivation is defined as our enthusiasm for doing something. It is the 'why' behind every action. Motivation is the reason – or reasons – for acting or behaving in a particular way (Hawthorne, 2021). It helps us to set a goal and reach it. The term 'motivation' is derived from the Latin verb 'movere', so quite literally, it's what keeps us moving. In education, motivation helps children and young people to focus their attention on a key goal or outcome. "The more complete the learning tools, the more people can learn as well as possible, conversely if the tools are not complete, then this is a disturbance in the learning process. (Ida, 2012) In doing so, they are unfazed by possible distractions and are therefore able to maintain their attention during longer periods of time. Students who are motivated display goal-orientated behaviours. They take initiative, show resilience, harness their curiosity, and care for and respect their work. They are equipped to orchestrate their own learning journey. (Hawthorne, 2021) Motivation contributes to a dynamic class environment. It increases interest in students in learning particular knowledge i.e. they pay more attention and exhibit eagerness to perform and activity again and again. Motivation even boosts up student's energy level contributing to the effort a student put forth. Educational psychologists say that motivation enhances the quality of learning in students i.e. they pay attention more and retain more information. Such motivate students not only create an engaging learning environment for themselves but also their eagerness helps them to develop a positive attitude towards teachers, who put their heart and soul in teaching, are as well encouraged. This, in turn, benefits the students, as enthusiastic teachers positively affect student learning (Shrestha, 2018).

Motivating students to learn in school is a topic of great concern for educationist today, and motivating students so that they can succeed in school is one of the greatest challenges of education. Student motivation is an essential element

that is necessary for quality education. (Filgona et al., 2020) Some of these factors cause the interest of students to continue their studies at tertiary institutions is not yet optimal. The suggestions they receive will form a view from within the students themselves about good opportunities and opportunities between continuing their studies to tertiary institutions or entering the world of work after graduating from high school. Parents of students who more or less will participate in shaping students' views about continuing their studies to tertiary institutions and also factors from these students, namely the learning achievements they have will be able to motivate or even become an obstacle for students to continue their studies to tertiary institutions.

Based on observations and experiences during the preliminary survey, it was found that student's interest in continuing their studies at tertiary institutions was also influenced by the level of parental attention and student achievement. Rezky Nurfayanti (2018) stated that students who want to continue their studies at collage to prepare themselves not only about the knowledge but also all aspects including parental attentions that can support the process of their study at college. Each parent's view of their child's education will tend to be different. There are parents who tend to think that graduating from high school is enough, but there are also those who think that education is enough when they reach college. Students with high academic achievement have an interest in continuing their studies to tertiary institutions, but sometimes students' high interest in continuing their studies to tertiary institutions is not always supported by their parents, one of which is due to their parents' views on education (Romadhon, 2015).

1. Factors Influencing Student Learning Motivation

Many factors can influence students' learning motivation. These factors can come from within the students themselves, or come from the environment. Factors that come from within students are often known as internal factors, while factors that come from outside (the environment) are known as external factors.

a. Internal Factors

Factors from within the learner itself are the biggest factors in determining learning motivation. Sometimes in one class, we meet students who really have a strong will and high interest in participating in learning. However, it is not uncommon for students who have low abilities to not even be interested in the learning presented. In fact, their learning environment and teachers are the same. The various characters of these students are strongly influenced by their respective traits, habits, and intelligence. Students who have an average or high level of intelligence will usually have high learning

motivation as well. But on the contrary, students who have a lower average intelligence level or even lower, usually have low learning motivation as well.

b. External Factors

Factors that are no less important influence on students' learning motivation are external factors. External factors are factors that come from outside. The learning environment also has a big influence on students' learning motivation. A conducive learning environment will encourage students to always be motivated in learning. But on the contrary, a learning environment that is not conducive will cause students to be lazy in learning.

The learning environment in this case can be in the form of a learning environment in the classroom, school, or even at the students' homes. The physical learning environment such as adequate buildings-maintained cleanliness, and neat arrangement of various facilities will cause students to feel at home and enjoy learning. Other learning environments, for example, schoolmates and the surrounding community who are orderly, will be able to influence students' learning motivation for the better.

B. METHOD

The approach used by researchers in this study is a quantitative approach, In understanding the quantitative methodology, it is pertinent to give an overview of what research is all about. Thus, research deal with the search for knowledge (Apuke, 2017) Quantitative research can be interpreted as a research method based on the philosophy of positivism used to examine certain populations or samples. Sampling techniques are generally carried out randomly, collecting data using quantitative research instruments.

Philosophy of positivity views that reality or phenomena can be classified as relatively fixed, correlative, measurable and the relationship of symptoms is causal, research is generally carried out on certain representative populations or samples, the research process is deductive in nature where concepts or theories are used to answer the problem formulation so that it can be formulated hypothesis. The hypothesis is then tested through field data collection, to collect data used research instruments. The data that has been collected is then analyzed quantitatively using descriptive or inferential statistics. (Sugiyono, 2016) This type of method focuses on survey research. Survey research is a form of activity that has become a habit in the community, and many of them are experienced with this research in one form or another.

Surveys produce information that is statistical in nature. Survey is a basic form of quantitative. "Survey research asks several respondents about beliefs, opinions,

characteristics, and behaviors that have occurred or are currently occurring. (Groves et al., 2011) In this study the independent variable is parental attention as variable X with the following indicators:

1. Providing guidance and advice
2. Supervision of learning
3. Providing motivation and rewards
4. Fulfillment of learning facilities

The dependent variable in this study is the children's motivation to continue on to college, which in this study is called the variable (Y).

A questionnaire is a data collection technique that is carried out by giving a set of questions or written statements to respondents to answer, The questionnaire is a highly used tool of data collection as compared to interview and observation in empirical research (Rathi & Ronald, 2022). Questionnaires are an efficient data collection technique when the researcher knows exactly the variable to be measured and knows what can be expected from the respondent. One's high and low results is certainly influenced by factors of life experience, and experience in solving problems that is strongly influenced by environmental, family and educational factors (Suheri et al., 2021). The scale used in this study is the Likert scale, which is a scale used to measure attitudes, opinions, and perceptions of a person or group of people about social phenomena. With a Likert scale, the variables to be measured are translated into variable indicators. Then these indicators are used as a starting point for compiling instrument items obtained in the form of statements or questions, namely whether the question narrative is negative (Unfavorable) or the question narrative is positive (Favorable) (Sugiyono, 2016). The variables using the questionnaire are all variables, namely the parental attention variable (X), and the child's motivation variable in continuing education (Y). For this, researchers conducted research by taking a sample of 30 respondents.

To find out the validity and reliability of the data (score) obtained from each item, a preliminary test was conducted on the questionnaire to the respondents, then the data (score) was tested for validity and reliability. Before the questionnaire is used, it is first tested to find out whether the items used are valid or not. The formula used to measure the instruments in this study uses the product moment correlation formula. The formula is (Siregar, 2017) The trial was conducted on students' parents as research subjects. The trial was intended to determine the quality of the research questionnaire which can be seen from the level of validity and reliability of the questionnaire as a whole. Sugiyono stated that a data collection instrument was said to be valid if it was capable and able to reveal data or

information from a variable being studied accurately and was able to measure what was desired for the research.

The high or low coefficient of validity describes the ability to reveal data or information from these variables. Test the validity of the research instrument using Product Moment calculations, with the reason being that the scale of the data in this study includes interval data (Abdul, 2019). For statistical calculation interval data, Product Moment is appropriate, this is in accordance with Wijaya's opinion, that data with statistical measurement interval scale are the mean, standard deviation, Pearson correlation coefficient (Product Moment) and multiple correlation coefficients. (Price et al., 2020).

The technique used to measure validity is the correlation of Product Moment gross numbers from Karl Pearson using the SPSS 25 for windows computer program. The criteria for the questionnaire items are declared valid if the value of r count $> r$ table or it can be said to be valid if $r > 0.30$.

To facilitate the process of calculating the reliability test is carried out using the SPSS 16.00 for windows computer program using Alpha Cronbach, measurement is carried out by analyzing the reliability test of items using the alpha technique from Cronbach.

In this study the researchers also tried to make a research design from the start of the research plan, namely making and preparing research tools such as questionnaires and documentation tools. The preparatory stage for the implementation of research activities includes research permit activities for schools and class teachers in research.

Research path: Location Survey, Preliminary study and literature, Sample determination, time and research material, Instrument validity, Interview. Questionnaire filling, Data analysis, Conclusion.

C. RESULT & DISCUSSION

1. Parents' Attention to Children's Motivation in Continuing Education to Collage at Al-Hidayah Senior High School, Tenggara Bondowoso

The average quality of parents' attention to children's motivation in continuing their education to collage at Al Hidayah senior high school Tenggara, Bondowoso district, is 35.20. So the average parental attention to children's motivation in continuing their education to tertiary education is in the category of sufficient attention because the interval is between 26 - 54 (see the results of the category interval on documentary page). Thus, it can be concluded that in general, on average, parents pay enough attention to their children's motivation in continuing their education to tertiary

institutions, so that it can be said that parents' attention to their children's learning in continuing their education to tertiary institutions is quite good.

Parents provide attention and guidance and very good advice. Namely supporting their children whenever they want to study for higher education after high school. This is supported by the theory put forward by Ngalim Purwanto explaining that attention in learning is an absolute requirement for learning, motivation is very important. At school there are often children who are lazy, unpleasant, like truant, etc. In this case, it means that parents at home and teachers at school are not successful in providing the right motivation to encourage them to work with all their energy and mind (Ngalim, 2014).

Sumadi Suryabrata also said in theory that parents need to supervise their children's education, because without continuous supervision from parents it is likely that their children's education will not run smoothly. Parental supervision is in the sense of controlling or supervising all activities or activities carried out by children either directly or indirectly." Parents of students at Al – Hidayah senior high school Tenggarang, Bondowoso Regency often direct their children when choosing friends to hang out with, to choosing their education after graduating from With Al- Hidayah senior high school, parents always control children's activities and parents always guide their children in studying, reciting the Koran and studying at home.

This is also in accordance with Sumadi Suryabrata's theory which says advising children means giving suggestions to solve a problem, based on knowledge, experience and common sense. Advice and advice have a considerable influence in opening children's eyes to the awareness of the nature of things and encouraging them to do something good. (Suryabrata & Sumadi, 2018).

Motivation is clearly very necessary in learning activities. High motivation of students in participating in learning will give birth to optimal learning activities. This can also be seen from the enthusiasm of students in participating in learning activities. The existence of high curiosity will make them more serious and engrossed in understanding the subject matter presented by the teacher. Often, we hear that students' learning achievement is low for one reason, namely low motivation. Motivation can be an obstacle for students to achieve success both in learning and in life. Once the importance of motivation for someone to do and achieve something, efforts are needed to keep motivation stable or even as much as possible to be improved.

Every parent is also very concerned about their child's learning progress. Frequently asking the child's test results, always showing pride if the child gets a good PAI score, always reminding the child if he/she does something that is not good, and is not awkward to immediately meet the PAI teacher/homeroom teacher to consult and discuss if the child's grades drop.

2. The Significance of the Relationship Between Parent's Attention to Children's Motivation in Continuing Education to Collage at Al-Hidayah Senior High School Tenggara Bondowoso.

The relationship between parental concern and children's motivation in continuing their education to tertiary education can be seen from:

1. The results of the parental concern questionnaire answers to children's motivation in continuing their education to tertiary institutions. For parents' attention, namely in the form of providing guidance and advice, supervising children's learning, giving motivation and appreciation and fulfilling children's learning needs.
2. The results of the children's motivational questionnaire answers in continuing their education to tertiary institutions with indicators of intrinsic and extrinsic motivation.

Based on the results of the research and data analysis that has been done, it shows that there is a significant relationship between parents' attention to children's motivation in continuing their education to tertiary institutions. This can be seen based on the calculation results obtained that the value of $r_{ser} = 0.751$, while the t_{table} values are 0.304 and 0.393 respectively. Thus it turns out that the r_{ser} is greater than the table ($r_{ser} > t_{table}$), both at the 5% and 1% significance level.

Because r_{ser} is greater than in the table, the alternative hypothesis (H_a) reads "There is a significant relationship, between parents' attention to children's motivation in continuing their education to collage at Al Hidayah Senior high school Tenggara Bondowoso." accepted or approved and the null hypothesis (H_o) which reads "There is no significant relationship, between parents' attention to children's motivation in continuing their education to collage at Al-Hidayah senior high school Senior high school Tenggara Bondowoso." rejected.

This is supported by the results of joint interviews: Ms. Hamidah as the Deputy Principal of the Madrasah and the Counseling Guidance Teacher at Al Hidayah senior high school in Bondowoso that:

"It is very important for parents to pay attention to children's motivation in continuing their education. For this reason, I as a Counseling teacher always urge parents to always pay attention to their children in learning activities at home. Because as busy as parents are, of course, they must have time together with their children. Because with that the child will feel given an outpouring of love. If the child feels comfortable at home, of course it will be easier for parents to guide their child to study."

This is supported by the statement of Mr. Edi Purwanto as the representative of class XII students as follows

"Paying attention to children's motivation in continuing their education is the same as continuing to study which always provides sufficient learning facilities such as books and other learning tools. I do all of this for the sake of smooth learning, sometimes without attention children prefer to play." I play with friends and when I'm tired my children are too lazy to study. Every afternoon I also take the time to teach my children to learn Qur'an so that activities like this make the children have good habits and the children's character is well formed."

From these interviews, parents always provide motivation, guidance and advice so that their children do not stop learning after graduating from Al Hidayah senior high school, Tenggara, Bondowoso Regency.

D. CONCLUSION

The results of statistical calculations with the correlation formula obtained rser coefficient values (in rser calculations) of 0.751, and after consulting the r Product Moment table (reference table for comparing ser prices to tables), each table value is at a significance level of 5% or 1% of 0.361 and 0.463. Because the ser 0.751 is greater than the table (ser> rtable), both at the 5% and 1% significance level. So there is a significant relationship or correlation between parental attention and children's motivation in continuing their education to tertiary education at Al-Hidayah senior high school Bondowoso Regency.

Parents' attention, especially in terms of children's education is very necessary. What's more, what should be focused on is the attention of parents to the learning activities carried out by children every day in their capacity as students and prosecutors, who will be projected later as future leaders. Forms of parental

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