

# THE ROLE OF FISHERMEN AND FARMERS IN INCREASING THE LEARNING MOTIVATION OF SDN 2 BINONTOAN STUDENTS

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## ABSTRACT

**Abstract:** Penelitian ini bertujuan untuk mengetahui peran orang tua dalam meningkatkan motivasi belajar siswa kelas II SDN 2 Binontoan, Kecamatan Tolitoli Utara, Kabupaten Tolitoli. Metode yang digunakan dalam penelitian ini adalah kualitatif deskriptif dengan teknik pengumpulan data melalui observasi, wawancara, dan dokumentasi. Subjek penelitian terdiri dari orang tua siswa kelas II, guru kelas, serta siswa sebagai objek utama penelitian. Hasil penelitian menunjukkan bahwa kurangnya perhatian orang tua terhadap pendidikan anak, keterbatasan waktu dalam membimbing belajar di rumah, serta minimnya komunikasi dan kerja sama dengan guru menjadi faktor utama rendahnya motivasi belajar siswa. Selain itu, kebutuhan dasar seperti ketersediaan ruang belajar yang nyaman, pola makan yang teratur, serta dukungan emosional juga berpengaruh terhadap motivasi belajar anak. Faktor-faktor yang memengaruhi motivasi belajar meliputi lingkungan keluarga, dukungan emosional, pengawasan dan bimbingan orang tua, serta motivasi intrinsik siswa. Orang tua berperan dalam enam aspek utama, yaitu memberikan dorongan belajar, memberikan penghargaan, menciptakan lingkungan belajar yang kondusif, mengatur jadwal belajar, memberikan dukungan agar anak tidak mudah menyerah, serta berkomunikasi dengan guru mengenai perkembangan akademik anak. Namun, terdapat kendala dalam menjalankan peran ini, seperti keterbatasan ruang belajar yang memadai serta keterbatasan sumber belajar dan sarana prasarana. Oleh karena itu, diperlukan kerja sama yang lebih erat antara orang tua dan pihak sekolah guna meningkatkan motivasi belajar siswa secara optimal.

**Abstract:** This study aims to determine the role of parents in increasing the learning motivation of grade II students of SDN 2 Binontoan, North Tolitoli District, Tolitoli Regency. The method used in this study is descriptive qualitative with data collection techniques through observation, interviews, and documentation. The subjects of the study consisted of parents of grade II students, class teachers, and students as the main objects of the study. The results of the study showed that the lack of parental attention to children's education, limited time in guiding learning at home, and minimal communication and cooperation with teachers were the main factors in low student learning motivation. In addition, basic needs such as the availability of a comfortable study room, regular eating patterns, and emotional support also affect children's learning motivation. Factors that influence learning motivation include the family environment, emotional support, parental supervision and guidance, and students' intrinsic motivation. Parents play a role in six main aspects, namely providing learning encouragement, giving rewards, creating a conducive learning environment, arranging learning schedules, providing support so that children do not give up easily, and communicating with teachers about children's academic development. However, there are obstacles in carrying out this role, such as limited adequate study space and limited learning resources and infrastructure. Therefore, closer cooperation is needed between parents and schools to optimally increase students' learning motivation.

## A. BACKGROUND

The role of parents in the world of education is very important and is one of the factors that affect

student learning achievement (Febriana 2022). In addition, the student's immediate environment, namely their family, has a significant influence on the

growth and development of the child. In this context, parents function as motivators for learners, who are supposed to provide support in all student activities. For example, giving attention, rewards, or rewards when students succeed in learning (Ningrum Lilia Kusuma 2019). By providing motivation like this, students will feel encouraged to be more active in learning. Thus, education serves as a means to create individuals who have adequate abilities and provisions to live life (Manalu and Nainggolan, 2021).

As it is revealed that parents are the first and main source of education for children. In the context of learning, parents are the first adult figures responsible for the child's education process, especially in the early phases of life where children are under the guidance of father and mother (Febriana 2022). The role of parents in the world of education is very crucial and is one of the factors that determine the success of the child's learning process. (According to Ningrum Lilia Kusuma 2019), the child's immediate environment, which is heavily influenced by parents, plays an important role in their growth and development, the high or low motivation can determine the high or low enthusiasm of a person to do activities, and of course the high and low enthusiasm will determine the results obtained.. (Sari and Ain 2023) stated that the role of parents is one of the key factors in motivating students to learn. According to (Sahara and Isro'i 2020), parental support in educating, guiding, and motivating children is very important to achieve optimal learning achievement. Thus, parents are expected to function as substitutes for teachers at home. Various studies show that the role of parents is very vital in the process of student development and learning. Unfortunately, there are still some parents who underestimate their responsibility in motivating their children's education, As a result, many students have to learn independently and complete tasks without guidance from parents.

That most students have difficulties in learning. The person in charge revealed that the main obstacle for grade II students is the lack of motivation to learn from parents, they only get encouragement to learn from teachers. According to him, low motivation to learn causes students to become lazy. He emphasized the importance of the role of parents in encouraging children to be diligent in school and study. Teachers

added that often parents take their children out of town in the middle of the learning period, and only come back during exams. The learning process often makes parents feel pressured, especially when they are faced with the demand to be more involved in accompanying their children. Many parents often think that the responsibility of education rests entirely with teachers in schools, which contributes to low student learning outcomes. This situation is difficult to avoid, considering that there are still many parents who are not aware of how important their involvement is in motivating their children to learn. Realizing this problem, the author felt compelled to conduct more in-depth research in the environment of SDN 2 Binontoan regarding the Role of Parents in Increasing the Learning Motivation of Grade II Students at SDN 2 Binontoan.

In the literature review, there has been no research that specifically discusses the role of fishermen and farmers in increasing the learning motivation of grade II students. Most previous studies have focused more on the role of parents in the context of education in general or in non-specific situations. For example, a study conducted by Irawan et al. (2023) examined how the role of parents can increase students' motivation to learn, but the study only included grade V students and did not specifically discuss the background of fishermen and farmers. In addition, another study by Sari and Ain (2023) emphasizes the importance of parental assistance in children's education, but does not explore the factors that affect parental involvement, especially in terms of work and time constraints. Because there has been no research that has in-depth examined the role of parents with work backgrounds as fishermen and farmers on the learning motivation of grade II students, this study offers uniqueness and new contributions in the field of education. This study examines the role of fishermen and farmers' parents in supporting the learning motivation of grade II students, which is still rarely discussed. Limited time and resources hinder their involvement in children's education. The study also highlights the importance of basic needs such as food, learning environment, and emotional support, which are often overlooked despite having a major effect on

learning motivation. The lack of communication between parents and teachers is also a factor in low student motivation. The latest of this research lies in, Focus on Fishermen and Farmers' Parents, with unique challenges in supporting children's education, Maslow's Needs Theory Approach, which links basic needs with learning motivation, Lack of Communication between Parents and Teachers, which hinders children's educational collaboration, This research provides new insights into the socio-economic impact and parenting style on learning motivation and can be the basis for schools and the government to increase parental involvement.

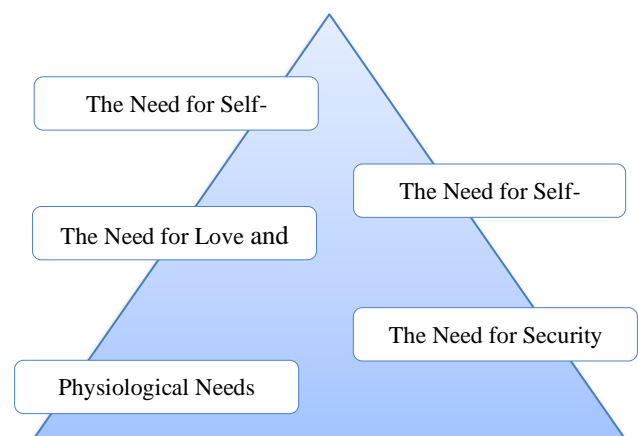
This research is important because of the low learning motivation of grade II students of SDN 2 Binontoan which is influenced by the lack of parental involvement, especially those who work as fishermen and farmers. Many parents do not have enough time to accompany their children to study, lack communication with teachers, and do not provide a conducive learning environment. As a result, students become less enthusiastic in learning, have difficulty concentrating, and have difficulty understanding the subject matter. In addition, basic needs such as irregular diet, lack of emotional support, and lack of appreciation for children's achievements also have an impact on their motivation to learn. Without adequate attention and support from parents, children tend to be lazy to learn and have no drive to excel. The urgency of this research lies in the need to deeply understand the role of parents in increasing children's learning motivation and finding solutions to overcome existing obstacles. With this research, it is hoped that effective strategies can be found that encourage closer cooperation between parents and schools to improve the quality of student education.

Based on the description above, the purpose of this study is to explain the role of parents in increasing the learning motivation of grade II students, especially for fishermen and farmer families. This study highlights how limited time, resources, and lack of communication with teachers affect children's motivation to learn. In addition, this study links the fulfillment of basic needs, such as food, learning environment, and emotional support,

with learning motivation using the Maslow Needs Theory approach. The results of this study are expected to provide insights for schools and the government in increasing parental involvement in children's education.

## B. RESEARCH METHODS

This research was carried out at SDN 2 Binontoan, which is located in Timbolo Village, North Tolitoli District, Tolitoli Regency, Central Sulawesi Province. Using a qualitative descriptive research approach, the purpose of this study is to explore the role of parents in increasing students' motivation to learn in such schools. The subjects of the study consisted of parents, teachers, and students. Data collection is carried out through interview, observation, and documentation techniques, which aim to gain a deep understanding of the phenomenon being studied. To ensure the validity of the data, the researcher applied source triangulation, by involving parents, students, and teachers as sources of supporting information. The researcher also delved into related documents at SDN 2 Binontoan. In addition, triangulation techniques are applied to test the credibility of the data by comparing information obtained from the same source using different methods. The data that has been collected is then analyzed. This analysis process goes through two stages, namely data reduction and data presentation, before finally drawing conclusions. The analysis focuses on Maslow's Theory which discusses basic needs. (Mendari, 2010).



**Figure 1.** Basic Needs According to Maslow

In this study, the data obtained must be consistent, therefore the validity of the data is carried out through triangulation of related sources in parents, students, and teachers and triangulation techniques

to test the credibility of the data using Maslow's theory of needs.

### C. RESULTS AND DISCUSSION

The phenomenon was found that the role of parents in increasing children's learning motivation still varies. There are parents who are very supportive of their children in various ways, such as providing verbal encouragement, providing learning facilities, and giving gifts when children excel. However, there are also those who are not able to pay attention for various reasons, such as busy work or economic limitations.

Based on the results of interviews with parents, it is clear that many of them are aware of how important their role is in children's education, but there are obstacles that make them unable to maximize their role. For example, most children do not have a dedicated study room at home, so they study in a place that they find comfortable, such as the living room, kitchen, or even on the terrace of the house. In addition, some parents admit that they rarely accompany their children when studying because they are busy working or lack understanding of the subject matter. This makes children have to learn on their own, which sometimes lowers their enthusiasm.

If we relate it to Maslow's Hierarchy of Needs theory, children's motivation to learn is greatly influenced by how well their basic needs are met. Maslow said that human needs are multi-leveled, starting from the most basic (physiological) to the highest needs (self-actualization). Well, in this study, we can see that the learning conditions of children at SDN 2 Binontoan are also influenced by this hierarchy of needs.

#### a. Physiological Needs

Most parents (10 out of 17 respondents) Parents need to make sure that their children have basic necessities such as food and a comfortable place to study. Research shows that many students do not have a dedicated study room, so they have to study in an uncondusive place. This can affect their concentration and comfort while studying and children are not eating regularly, for example, there are children who eat in the morning, then dinner

causes the child to have no eating rules, which the child should eat three times a day.

#### b. Security Needs (Stability, Sense of Security)

Some parents cannot always be at home to accompany their children to study, whether due to work or other busyness. This can make children feel less attention, which ultimately affects their motivation to learn. In addition, because there is no dedicated study space, children study in places that may be less comfortable and disturbed by the surrounding environment of Social Needs (Support and Compassion). A sense of security and comfort when studying is also very important.

#### c. Award Needs

Praise and appreciation from parents serve to meet the social needs of students. When parents give praise, children feel valued and motivated to learn better. However, not all parents routinely give this award, which can reduce children's enthusiasm for learning. Children who feel supported by their parents are usually more eager to learn. For example, there are some parents who regularly ask about their children's schoolwork and give encouragement. But, there are also those who lack attention, so that children feel that learning is not important, In this case, parents play the role of motivators.

#### d. The Need for Self-Actualization

If students' basic needs are already met, they can focus more on achieving their academic goals. However, limited time and support from parents are often a hindrance. When parents cannot take the time to accompany their children to study, children's motivation to learn tends to decline and children who receive full support from parents and the surrounding environment tend to have higher confidence in learning. They can explore lessons more freely and are not afraid of failure. Unfortunately, for children who lack this support, they often feel that learning is a burden, not something fun.

### 1. Family Environmental Factors

Parents of students say that if their child invites his child to study, the child likes many reasons and also the child is lazy to learn, so their parents invite their child to learn to be angry and do rude actions, resulting from the child becoming the parent emotionally increased. Even though their parents like to improve their emotions but they still do not despair, some parents make special schedules by their children such as some children who study during the

day, play in the afternoon, and study at night, but there are also children who have a study day, play in the afternoon, and study night schedules, meaning that their parents are not desperate, so that their children become active in learning even though some parents are busy with their work.

According to the 2nd grade homeroom teacher, some parents of students do not care about their children's education, their parents leave all education to the school, parents should also support their children's education, parents and the school should work together on how to make their children get proper learning, because parents are completely at home while teachers only have a few hours. Teachers invite parents to attend a meeting about their child's learning process at school, but it turns out that only some of their parents come while others are just busy working, their parents will be present if the principal invites the parents of students to the end of semester meeting, but only some of them come to the meeting.

## **2. Emotional Support Factors**

Eight parents said that they gave awards or praise if their child got good grades, while two parents did not give praise or appreciation for the reason of pampering the child, even though awards and exams are a form of parental care for the child or giving reward, but both parents do not give awards or praise to their children. So that the child becomes lazy. Then parents help their children if they have difficulties, parents follow the learning process and teach them how to solve problems, even though there are parents who do not understand their lessons.

Then the teacher says that the student's parents rarely communicate with the teacher, the teacher wants to communicate many things with the student's parents about the child's learning process at home and at school, but the parent does not respond to the teacher, the parent says that the parent is busy working, only one parent should actively communicate with the teacher about their child's development, And teachers always give advice related to the learning process. Unfortunately, often parents do not pay enough attention to this.

## **3. Supervision and Guidance Factors**

Parents say that they limit their playing time and use children's gadgets, Then their children have been limited in the use of gadgets but there are those who secretly take the gadgets and as for parents who do not let their children use gadgets on the grounds that

they do not have a mobile phone and play time, people also limit children's play time, children can only play in the afternoon the rest of the time reciting, naps and study at night and parents also rarely communicate with teachers because they are busy with their work, there is only one parent who always communicates with the teacher to improve the child's development at home and at school, so that the child is active in learning, but the nine parents do not have time or time to discuss with the teacher about development, Their parents are very indifferent to education.

According to teachers, there are parents who care more enthusiastically, helping their children do homework, but there are parents who only let their children learn on their own or their parents let go of their hands, even though it is their right and obligation as parents to improve their learning, as it was said at the beginning of parents there is very minimal in the name of education, so they do not care about the development of children's learning.

## **4. Intrinsic Motivational Factors**

Parents also say that there are those who are most motivated in the process of learning hard, parents motivate by mentioning whether they have goals, so parents associate the process of learning with goals and also parents have challenges in providing motivation and there are also parents who do not get the challenge by their children, but there are also parents who get challenges, Because the child is lazy in learning, even though parents have tried to give the enthusiasm for learning to the child but from another child who is lazy to learn. Then parents give encouragement to learn to their children, such as if you want to get your dreams, you have to study hard or to achieve success, it is important for us to be diligent in learning and have a passion for pursuing knowledge. Unfortunately, there are some parents who do not give enough encouragement to their children in this process, so children are lazy in learning, well that parents do not care about their children's education, they are just busy with their work.

The teacher said that there are parents who have differences in providing motivation to their children, for example, children whose parents care about them are usually diligent, have good grades, are active in class, while those who are left alone are difficult to learn, lazy and do not do assignments, so

as a person do not only care about work but care about the future of children or children's education. The most effective way for parents to support is the way children are controlled to learn at home, given learning time, not only left unrestricted and teachers also see that their parents, many do not care, as it is said that parents fully entrust their children to the school, even though if there is no support at home, it is also difficult at school. In addition, there are six main aspects of the role of parents that are very important in increasing students' motivation to learn.

a. Provide a study space

Regarding the role of parents as providers of learning spaces, 10 parents There is no special study room provided for students. They usually study in the living room, in front of the house, or in another place that is convenient for them. All students are left to find a comfortable place for students. According to parents, students do not demand a study room. Some parents said that the obstacle they faced was the lack of a parental economy so that they could not provide a learning space.

In addition, the researcher also conducted interviews with all students involved in this interview. In the interview results, all students said that it is true that they do not have a special study room so that students study wherever they are comfortable to study.

To obtain valid results, the researcher then observes the students' learning rooms. Indeed, all students are not provided with a special study room so that students are free to study anywhere as comfortable as students. At the time of observation, it was seen that student 1 studied more often and comfortably in front of the house, without using a table and chair, while 9 students studied more often in the living room, kitchen or in the TV room.

According to (Emda, 2018) Learning motivation can be interpreted into two, namely intrinsic motivation (a state of circumstances that come from within the student himself that can encourage him to do learning actions) and extrinsic motivation (a state that comes from outside the individual student that encourages him to carry out learning activities). The existence of learning motivation greatly affects the success of student learning. Success in learning will be achieved if there is a willingness and encouragement to learn.

According to (Khotimah, 2023) Learning resources can be interpreted as all sources in the form of data, people and certain forms that can be used by students in learning, either separately or in combination, making it easier for students to achieve learning goals or achieve certain competencies. In particular, this learning resource refers to facilitating learning activities and improving performance in the context of teaching and learning. With the availability of complete learning resources, students' enthusiasm for learning at home will increase. The role of parents is only needed to provide support and guidance. Providing used books from siblings and story books, because students have not received books from the school and students' parents have not been able to buy them due to economic factors and there are also parents who do not consider it important to have textbooks at home.

b. Complement learning resources

The student's parents have provided learning facilities from their respective parents in the form of a theme book or story book, the book is an old book from the student's brother and then given to the student to be used for learning even though the book is not in accordance with the book at school, but there are some students who do not have books to use for learning at all, So the student can learn, namely reading or reworking the questions that have been given by the teacher at school. The obstacles faced by some parents are only in the price of books that are variable and also the difficulty of the parents' economy so that students learn to use makeshift books only. The parents also only consider this education to be just an ordinary thing even though the parents have enough or it can be said that the parents can afford to buy books, but it's just that parents do not care about the facilities needed by students.

In addition, the researcher also conducted interviews with 10 students involved in this interview. There are some students who say that students only use books at school, because school books cannot be taken down to the house and some parents of students do not buy books due to economic factors, but some students interviewed said that they use books from their brothers, the books are not related to the subjects at school at this time.

To obtain valid results, the researcher then made observations about the students' learning resources, which is true that in the 10 students only

two students were given supporting learning resources such as storybooks, in students 1 and 8 parents did not provide learning resources.

According to Mahbengi (2021), the provision of two types of rewards is expected to motivate children and increase their enthusiasm for learning. In this process, the role of parents becomes very important, especially through the provision of rewards in the form of praise and gifts. The prizes given do not need to be expensive items, but they can also be in the form of objects that support the child's learning process, such as books, pencils, pens, or other reading materials that have positive and useful values. The praise given to students also contributes to the improvement of their enthusiasm for learning. In addition, parents can also give awards or gifts and create a conducive and comfortable environment to support children's learning activities.

a. Give compliments

Parents of students about giving praise  
Researchers found that parents are happy to give praise to students. In parent 1 has given students praise examples of praise given by parents such as the word child mama smart, great mama child, parents give praise to students when students learn, students can answer questions and also give praise to students when students manage to get good grades and get a squeak in class. Then the 2nd parent also often gives praise to students. Like a mother's child is very smart when students succeed in doing their assignments and when students get a squeak.

Then parent 3 gave praise to the student, such as "I'm so proud of you, kid! This good value did not come by chance. You have tried hard and shown your best ability. I love you and have so much confidence in you!". Then parent 4 gave praise to the student, such as "good son, if you want to achieve your goals, you have to study hard". Then parent 5 gave praise to the student, such as "You did it! Keep trying!". Then the parent of 6 gave praise to the student, such as "Your achievements make me very happy!". Then parent 7 gives praise to the student, such as "You are so smart and talented!". For parents of 8, 9, and 10 do not give praise to students too often, only once in a while if the student gets a good score the praise given is like good next time like this again, because the 3rd parent is not at home too often.

b. Giving rewards or rewards when successfully studying

Parents about giving gifts or rewards when students succeed in learning. In parents 1 and 2, parents give students gifts in the form of notebooks and stationery, it can be seen that after being given gifts, students are more enthusiastic about learning and happy because students really like to learn. Then in parents 3 and 4, parents give gifts to students in the form of students' favorite foods if students manage to get good grades, students will also be more enthusiastic about learning if they are promised to be given gifts. Parents 5 and 6, Parents of students give students gifts in the form of toys that have been determined by the student, students will learn if promised with gifts. Parents 7 and 8 give gifts by inviting students to go out of town, so that students are more active in learning to get good grades if promised. Meanwhile, parents of 9 and 10 do not give students gifts, on the grounds that they will pamper the students.

c. Provide sufficient lighting in the study room

Parents of students about providing adequate lighting in the study room. In parents 1, 2, 3 and 4, parents feel that they have given students very sufficient lighting. Parents 5, 6, and 7 have also ensured that the lighting for students to study is sufficient. Then in parents of 8, 9 and 10, the parents feel that the students are comfortable with the lighting at home.

In addition, the researcher also conducted interviews with three students involved in this interview. Students 1, 2, 3, and 4 felt quite comfortable with the existing learning and lighting places. Then in students 5, 6, 7 and 8, students feel comfortable with the lighting in the rumha to study. Students 9 and 10 are quite comfortable with the lighting at home.

Furthermore, the researcher made observations on the three parents and students. In parents 1, 2, 3, and 4, lighting in the house is very sufficient with house lights. Parents 5, 6, 7 and 8 lights at home are enough for students to study. Parents 9 and 10 home lighting is very good for students to learn because the lights used are white. It can be seen that the lighting used in each student's house is suitable for students to study, because a good lighting for learning is a white lamp so that students' eyes do not hurt.

According to Mahbengi (2021), by providing two types of rewards, it is hoped that children can be



motivated and enthusiastic in learning. Parents can play an active role in the child's learning process by giving awards, both in the form of praise and gifts. The prizes given do not have to be gifts that can be in the form of material valuables, but can also include objects that support the learning process, such as books, pencils, and other stationery that provide positive value and benefits for children. In addition, giving praise to students can also increase their enthusiasm for learning. When students succeed in learning, parents often give praise, which of course varies depending on how the parent observes the child's success.

According to (Mahbengi, 2021) giving rewards in the form of praise parents can also give rewards in the form of gifts to measure the level of ability that children have, when parents give reward rewards, children will learn as much as possible to get these rewards. Recognition through praise can boost students' self-esteem, allowing them to build a resilient mindset and increase motivation. By providing recognition, students will feel that their efforts are worthwhile, which can further increase their enthusiasm for learning.

#### d. Creating a calm learning atmosphere

Parents of students about creating a calm learning atmosphere. In parents 1, 2, 3, 4 and 5, parents let students find a place to study as comfortable as students and if there are disturbing noises, it will be turned off and students are told to study in the room. Then parents 6, 7, and 8 If the atmosphere of the house is noisy, parents will tell students to study in the room, it is difficult to ensure that the environment is always calm because students live in rented houses whose houses are close to each other. In parents 9 and 10, if the environment is noisy, parents will tell students to study in the room or stop first because indeed students still live with their grandmothers, so many students play in the house.

In addition, the researcher also conducted interviews with three students involved in this interview. In students 1, 2, 3, 4 and 5 students sometimes study in the room and students do not feel disturbed by these sounds. Then in students 6, 7 and 8, students are told to study in their rooms so as not to be disturbed by noisy noises from outside. Students 9 and 10 If the atmosphere is noisy to study, then students are told to study in the room or stop first.

Then the researcher made observations. In parents 1, 2, 3, 4 and 5, parents do not pay much attention to the noisy noises around the house environment because indeed students can learn even though the atmosphere is not too calm. Then parents of 6, 7 and 8 students were told to study in the room if the environment was too noisy. Parents 9 and 10 parents just let it go if it is noisy at home because indeed students live with their other siblings.

One of the important elements in creating a comfortable and conducive learning environment is creating a calm atmosphere. When there are no distractions, students tend to feel more comfortable and can focus on learning. However, the challenge for parents is to ensure the atmosphere at home is always peaceful and supportive, especially since many students live in noisy areas, such as roadsides or adjoining rental houses. However, students have often adapted to these conditions, so that it does not interfere with their learning process too much.

On the other hand, parents can play an active role by providing a special schedule to accompany the learning process, as well as limiting the use of gadgets during playtime. In addition, the support provided so that students do not give up quickly is also very important. Parents' involvement in communicating with teachers can increase students' overall learning motivation.

#### a. Always provide a special schedule for studying, Gadget Use and playtime

Parents about giving students a special schedule to study. Parents create a regular study schedule every day, usually in the afternoon or evening after the children have finished other activities, such as playing or helping with homework. The learning time provided ranges from 1-2 hours, depending on the child's concentration level. Some parents also set a special time to repeat school lessons or do assignments. Almost ten parents have a special schedule to accompany students to study at home, but there are some parents who do not often carry out such a special schedule because the parents of the students say that they are busy with their work, so the students do not think about studying. Parents have arranged a special schedule, namely in the afternoon when they play and at night when they study.

In addition, the researcher also conducted interviews with ten students. Students said that they had a special schedule set by their parents. One



student said: "I usually study every night from seven to eight o'clock. If there is homework, my mother helps me do it. So the next day I am not afraid if the teacher asks about homework." Others say that the study schedule allows them to continue playing at other times without worrying about the lessons: "When I finish studying, I can play again. So, I'm happy to have a study schedule."

To obtain maximum results, the researcher then conducted observations of all parents involved. Parents said they always supervised the student's time in learning, from that some parents made a special schedule for students and students were also very happy with the creation of a special schedule. Parents of students also said that sometimes these students are difficult to study with, but as parents, parents make efforts so that students want to learn.

Parents about giving restrictions on the use of gadgets and playtime. In 9 parents, parents limit the use of gadgets and play, most parents only tell students to study, the time for using gadgets and playing by students is about 1 hour of gadget use and playing only in the afternoon. So the student has to study at night. However, there is one student who is not limited by people in the use of gadgets and play. So the student is just comfortable.

In addition, the researcher also conducted interviews with students. The student said that they were given restrictions to use gadgets and play, but this student said that this student was not given restrictions on gadgets and play so this student was lacking in learning, even though his parents had given a special schedule for learning at home.

To obtain maximum results, the researcher made an observation that the student's parents had given the student a time allowance. For the parents of one student, there are no restrictions on the use of gadgets and play. This parent just let this student play as he pleased.

According to (Nugroho, 2022) Parents can limit their children's time in using gadgets so that they don't forget time for their needs, such as eating, studying, bathing, and so on. By limiting time, children will not be addicted to using it, especially for early childhood, therefore do not often give gadgets if parents are busy in their activities.

Parents have given a special schedule for students, the time is like afternoon play and evening to study. Parents of students also limit shiva in the use

of gadgets and play. Even though there are some parents who do not provide restrictions on the use of gadgets. According to (Arini, 2022) the use of technological media such as gadgets needs to be restricted and supervised by parents when children use gadgets anywhere, and the average form of gadget use in children is only for playing games, and watching youtube, in contrast to adults whose form of using gadgets is for browsing, chatting, Thus the role of parents is to limit the use of gadgets to increase children's interest in learning or other creativity.

b. Always provide support and guidance, Give advice so that you don't give up easily

Parents have an important role in providing support and guidance to students. For parents 1, 2, 3, and 4, the attention they showed was in the form of questions about the students' assignments. If students have difficulties in learning, parents are ready to help them. Meanwhile, parents 5, 6, and 7 routinely remind their children of the assignments given by teachers at school, as well as encourage them to do homework and study for a while before bed. On the other hand, parents of 8, 9, and 10 are no less active in reminding students of their assignments and encouraging them to study at home. Often, students feel that they do not understand the material taught by the teacher, so they need to study again at home with the help of their older brother. Parents have an important role in providing support and guidance to students. For parents 1, 2, 3, and 4, the attention they showed was in the form of questions about the students' assignments. If students have difficulties in learning, parents are ready to help them. Meanwhile, parents 5, 6, and 7 routinely remind their children of the assignments given by teachers at school, as well as encourage them to do homework and study for a while before bed. On the other hand, parents of 8, 9, and 10 are no less active in reminding students of their assignments and encouraging them to study at home. Often, students feel that they do not understand the material taught by the teacher, so they need to study again at home with the help of their older brother. To obtain maximum results, the researcher then made observations. Parents 1, 2, 3, and 4 pay attention to parents such as asking students about their assignments and helping students if they have difficulty doing their assignments. Then in parents 5, 6 and 7 parents always help students in doing assignments and often ask if students have

homework or not. Parents 8, 9, and 10 parents only ask about students' assignments and the rest of the students are accompanied by their older brothers while studying.

Parents about giving advice so as not to give up easily. In parents 1, 2, 3, and 4, parents rarely advise students because indeed students are very happy to learn, so parents only help students when they have difficulty doing assignments and accompany students to study occasionally. Then in parents 5, 6, and 7, parents only often remind students with homework because students often neglect to use cellphones and also remind students of their study hours. In parents 8, 9 and 10, parents will remind them to do their homework and tell students to be more active in learning because students often play cellphones and games.

In addition, the researcher also conducted interviews with three students involved in this interview. In students 1, 2, 3 and 4, parents help students in working on problems that students think are difficult by teaching first, then students work on the problems. Then in students 5, 6, and 7, parents always help students if it is difficult to do assignments from teachers at school. Students 8, 9 and 10 parents advised students to study more actively and not to play games too often.

Furthermore, the researcher made observations on parents and students. Parents 1,2,3 and 4 rarely advise students, students are more independent and know when to study and when to play. Then in parents 5, 6, and 7, parents only give encouragement so that students are diligent in learning because sometimes students are negligent if they have played cellphones. Parents of 8, 9 and 10 parents advised students not to always play games and to do their assignments.

According to (Wibowo, 2023) Support from parents has a significant psychological impact on the student learning process. Because they understand that their parents also want to progress, students who have parental support will be more engaged and enthusiastic about learning. Providing direction and attention to students is one of the ways parents show their attention to their children. According to the study, parents show attention to their children by reminding them of the homework teachers give them, offering help when needed, and reminding them to revisit concepts before bed or play.

According to (Oktamia Anggraini Putri, 2022) advice is the formation of faith, Preparing students' moral, spiritual, and social aspects is very important, because advice can open their hearts to various things and encourage them to have strong principles. To increase students' enthusiasm and activeness in learning, parents have an important role in providing advice. The advice includes reminders to be more enthusiastic about learning, avoid excessive play habits, and discipline your parents' commands, among many other things. In addition, parents can also give advice to their children in their leisure time, such as when playing, sitting together, or learning together, so that the interaction can be a meaningful and useful moment.

#### c. The Role of Communication between Parents and Teachers in Increasing Learning Motivation

Parents about the Role of Communication between Parents and Teachers in Increasing Learning Motivation. On 6 parents of students. Not communicating at all or rarely with students' homeroom teachers on the grounds that they are busy with their work. 6 Parents of students meet with teachers only during a meeting of students' parents, so parents do not want to spend their time to celebrate their development. But instead of that, 4 parents almost every week or every day ask their homeroom teachers about the progress of their students.

In addition, the researcher also conducted interviews with students. Students said that their parents were not the same or rarely met with their homeroom teachers and some students said that their parents always met with their homeroom teachers.

To achieve optimal results, the researcher made observations and found that communication between students' parents and homeroom teachers did not take place evenly. Some parents rarely interact with homeroom teachers, while others meet regularly to discuss their children's learning development, both at home and at school.

The role of communication between parents and teachers is very important in increasing students' motivation to learn. According to Rofiatun Nisa (2020), teachers and parents need to communicate with each other to discuss children's learning development. As stated by Anita, Martin Luther stated that to provide maximum provisions for children, cooperation between schools and families is very

necessary. The cooperation built between teachers and parents allows the exchange of information regarding various phenomena and events experienced by students in their daily lives. This exchange of information, which covers aspects of life in the school, family, and community environment, is very important for teachers and parents to pay attention to. This allows them to better understand and supervise students' daily activities, especially in the context of learning.

#### D. CONCLUSIONS AND SUGGESTIONS

The results of the study show that the role of parents in increasing student learning motivation at SDN 2 Binontoan is still not optimal. Parents tend to pay less attention to their children's education, have limited time to guide learning at home, and lack of communication and cooperation with teachers. Other influential factors include a lack of physiological needs such as nutritious food and adequate sleep, as well as a lack of security, appreciation, and encouragement for self-actualization. Factors that affect students' motivation to learn include: Family environment, Lack of conducive learning atmosphere and parental attention. Emotional support, lack of praise and appreciation make children lose enthusiasm. Supervision and guidance, parental involvement and communication with teachers are still low. Intrinsic motivation, Lack of encouragement to connect learning with children's ideals. Parents play a role in six main aspects: providing encouragement, rewarding, creating a conducive learning environment, arranging schedules, accompanying children, and communicating with teachers. The main obstacles in carrying out this role are the limitation of learning space and the lack of adequate learning resources and facilities. Therefore, close cooperation between parents and schools is needed to increase students' motivation to learn.

The next suggestion for researchers is to be able to use this work as a reference, and it is hoped to examine more sources and references related to the role of parents in improving student learning. Thus, it is hoped that the results of the research conducted can be better and more comprehensive.

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