

# Contribution of Parent Support and Student Achievement Motivation on the Implementation of Learning in the Time of Covid-19 Kinali State 5 Junior High School

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## ABSTRACT

This paper is the result of research on parental support and student achievement motivation in learning during the covid-19 period. Three things were studied, namely: 1) the contribution of parental support to the learning process during the Covid-19 period; 2) the contribution of student achievement motivation to the learning process during the covid-19 period; 3) the contribution of parental support and student achievement motivation together to the learning process during the covid-19 period. This type of quantitative correlational research. The population in this study were students of SMP Negeri 5 Kinali, totaling 194 people with a sample of 64 people obtained using the stratified proportional random sampling technique. The instrument used is a questionnaire with a Likert scale that has been tested for validity and reliability. Research findings: 1) parental support contributes to the learning process during the covid-19 period SMP Negeri 5 Kinali with a contribution of 17.1%; 2) achievement motivation contributes to the learning process during the covid-19 period in the amount of 14.6%; Meanwhile, 3) parental support and achievement motivation together contributed to the learning process during the COVID-19 period by 20.6%. Thus, the determinant factors for improving the learning process during the Covid-19 period are good and ideal, namely parental support and achievement motivation.

**Keywords:** Parental Support, Achievement motivation, Learning from Covid-19 Period

## 1. INTRODUCTION

The Covid-19 period and the rapid development of technology in the Industrial Revolution Era 4.0 require teachers and students to be active in online learning [1]. The learning approach is based on the needs in the education unit as one of the strategies in implementing the learning process to achieve learning objectives, where learning focuses on mastering specific knowledge and skills as well as attitudes that are in accordance with the needs in the field of work.[2]. The 21st century as a young generation, of course, physically and mentally ready to answer the various challenges that lie ahead[3]. Students should be part

of the solution by contributing positively to the country[1]. Thus every school must be able to carry out the learning process in accordance with the demands of the curriculum so that the graduates produced are truly in line with expectations. To realize the demands of the curriculum, parental support and student achievement motivation are important factors in determining the success of learning implementation during the Covid-19 period.

The case that occurred during the implementation of the covid-19 period at SMP Negeri 5 Kinali, West Pasaman Regency, there were pros and cons among parents against the home study program due to the covid-19 pandemic. The

learning from home program is a new program in schools. Because educational institutions usually only use conventional learning through face-to-face at school with additional assignments to be done at home.

However, the outbreak of COVID-19 that has hit Indonesia has led the government to issue a study policy at home[4]. The government hopes that this program can run well and have the same effectiveness as learning activities in schools[5]. On the other hand, parents feel that this program is not effective to implement, which will only make children more stupid and lazy to study. The statement was made by the parents of students because the duration of distance learning is relatively short so that children spend a lot of free time playing. In addition, the internet network constraints that can be experienced by students cause the transfer of knowledge process cannot run optimally. The learning process that is less than optimal forces parents to repeat the learning material that has been delivered by the teacher. This activity also cannot run smoothly due to the lack of knowledge that parents have of learning materials. This condition stresses the parents of students.

This is also felt by several schools in Indonesia. Reporting from republica.co.id, the Indonesian Child Protection Commission (KPAI) received complaints from a number of parents who complained about the tasks that teachers distributed to their children online. The children experience stress due to the tasks assigned by the teacher every day with a working time of approximately one hour. Children also often feel lazy and bored with distance learning that uses the same method. They said they missed studying at school and wanted to meet their friends. Parents can do nothing but persuade him to keep studying by promising to buy him a snack after attending the lesson. Therefore, it requires the support and active participation of all elements involved in it, including parents. The vital role of parents (guardians) is one of the keys to success in online learning in addition to teacher creativity and children's learning motivation[6]. Parents are teachers' companions in providing knowledge or information to children. Because parents have unlimited time with their children [7]. The power to learn during Covid-19 period is thought to be determined by the synergistic role of parents.

In addition, another determining factor suspected of contributing to achieve learning outcomes during the Covid-19 pandemic period is student achievement motivation. Achievement motivation is a curiosity that can be developed during the learning process, an attitude that builds and encourages learning outcomes, so that

achievement motivation will affect student learning outcomes. The existence of encouragement from within students to succeed, work hard, achieve better learning outcomes and the existence of efforts to avoid failure in learning, students increase confidence and learning activities to achieve better learning outcomes.[8]. To increase student achievement motivation during the Covid-19 period, with the ability of students to master information technology. Today's children and youth are the original inhabitants of the digital world. They are surrounded by computers, smartphones, and the internet every day. They take advantage of technological developments such as social media applications, blogs, vlogs, to support the learning process during the COVID-19 period[9].

Therefore, there are cases and realities that occur in schools in Indonesia, especially at SMP Negeri 5 Kinali, the purpose of this study is to find out how much parental support and achievement motivation contribute on the implementation of education during the Covid-19 pandemic for students of SMP Negeri 5 Kinali.

## **2. METHODS**

The research was conducted at SMP Negeri 5 Kinali. This study uses quantitative methods that are descriptive and correlational[10]. Data processing uses statistical tests that vary on parental support and achievement motivation as independent variables and the process of learning throughout the covid-19 period as the dependent variable. Information obtained from the results of filling out the questionnaire. The data that has been collected from the results of the study were analyzed using correlation and multiple regression techniques[11]. This technique can be used to see the relationships between the independent variables (X1 and X2) and the dependent variable (Y).

## **3. RESULTS**

### ***3.1. Data Description***

The data of this study consisted of three variables, namely the variable data on the education during the covid-19 pandemic, the variable of parental support, the variable of achievement motivation. The data is described the following:

### 3.1.1 Education During The Covid-19 Pandemic

**Table 1.** Respondents' Level of Achievement for Each Indicator Learning Implementation Covid-19 period

<i>Indicator</i>	<i>Ideal Score</i>	<i>Average</i>	<i>% Achievement Rate</i>	<i>Category</i>
<i>Readiness before teaching</i>	65	47.7	73.4	Enough
<i>Learning Activities</i>	70	48.9	69.9	Enough
<i>Learning evaluation</i>	70	49.7	71	Enough
<i>Utilization of human resources</i>	65	46	70.7	Enough
<i>Overall score</i>	270	192.3	71.2	Enough

In general, the achievement level of the learning implementation score for the COVID-19 period at SMP Negeri 5 Kinali (71.2%) of the ideal score. In Table 1 it can be seen that the level of achievement of a high indicator (73.4%) is on the Readiness indicator before teaching, the second indicator of the level of achievement (71%) is on the learning evaluation indicator, the third indicator with an achievement level (70.7%) is sufficient at indicators for the use of human resources, the fourth indicator with the level of achievement (69.9) being the indicator of learning activities.

### 3.1.2 Parental Support

**Table 2.** Level of Achievement of Respondents each Indicator Parental Support

<i>Indicator</i>	<i>Ideal Score</i>	<i>Average</i>	<i>% Achievement Rate</i>	<i>Category</i>
<i>Emotional Support</i>	70	58.4	83.4	Well
<i>Instrumental Support</i>	50	40.9	81.9	Well
<i>Information Support</i>	65	52.3	80.5	Well
<i>Award Support</i>	45	35.6	79.1	Enough
<i>Overall Score</i>	275	222.3	80.8	Well

In Table 2 it can be seen that the level of achievement of the parental support score of SMP Negeri 5 Kinali students overall score is 80.8% of the ideal score. The highest analysis is on indicators of emotional encouragement 83.4% in the good type and the second part is instrumental encouragement with an achievement level of 81.9% in the good type, the third marker is data support with an achievement level of 80.5% in the good type. Furthermore, the fourth marker is appreciation support with an achievement level of 77.9% in the appropriate category.

### 3.1.3 Achievement motivation

**Table 3.** Level of Achievement of Respondents Markers of Achievement Motivation

<i>Indicator</i>	<i>Ideal Score</i>	<i>Average</i>	<i>% Achievement Rate</i>	<i>Category</i>
<i>Work hard</i>	45	35.6	79.1	Enough
<i>Tend to take risks</i>	45	36.6	80.8	Well
<i>Feedback</i>	25	19.4	77.7	Enough
<i>Observing opportunities/opportunities</i>	25	20.5	82	Well
<i>Hang out more to gain experience</i>	50	39.2	78.4	Enough
<i>Enjoy challenging situations</i>	25	18.6	74.5	enough
<i>Tend to look for unique ways</i>	25	20.1	80.3	Well
<i>creative</i>	35	28.5	81.4	Well
<i>Ideal score Party motivation</i>	275	218.8	79.3	Enough

In general, the level of achievement Student party motivation SMP Negeri 5 Kinali with a score of 79.3% of the ideal score. In Table 3 it can be seen that the indicator Observing opportunities/opportunities of high achievement rate (82%) is in good category, the second indicator is creative (81.4%) in good category, the third indicator tends to take risks (80.8%) in good category, indicator the four tend to look for unique ways (80.3%) in the good category, the indicator of working hard (79.1%) in the sufficient category, the feedback indicator (77.7) with the sufficient

category and the lowest indicator (74.5% ) with indicators Enjoy challenging situations.

**3.2 Testing Requirements Analysis**

**3.2.1 Normality test**

The normality test of the data was carried out using the Kolmogorof Smirnov test (KS test), by setting a significance level of 5% or = 0.05 [12]. The results of the test data are normally distributed with a significant level (Asymp.Sig) > 0.05, the results of the examination can be seen in this Table 4.

**Table 4.** Normality Test Results for Variables X1, X2 and Y with test Kolmogrov Smirnov

Variable	KS	Asymp Sig	Test	Information
Parental Support (X1)	0.755	0.618	0.05	Normal
Achievement motivation (X2)	0.697	0.717	0.05	Normal
Learning Implementation Covid-19 Period (Y)	1,241	0.92	0.05	Normal

**3.2.2 Homogeneity Test**

**Table 5.** Homogeneity of Variables (X1), (X2), and (Y)

	Levene Statistics	df 1	df2	Sig.
Parental Support	0.762	2	31	0.475
Achievement motivation	3,468	2	31	0.044
Learning Implementati on Covid-19 period	1,897	2	31	0.167

Table 5. shows that the magnitude of Levene Statistics Parental Support (X1) is 0.762 while the probability or significance is 0.475, Achievement motivation (X2) is 3.468 while the probability is 0.044 greater than 0.05, Learning Implementation (Y) ie 1.897 there is a probability of 0.167 so the null hypothesis (Ho) considered, it means that the assumption of population variance (homogeneous) is accepted.

**3.2.3 Linearity test**

The results of the linearity test, it was found that between the variables of parental support for

the implementation of learning during the Covid-19 period, it was linear with the significant value on Linearity X1 against Y is 0.640 because the significance is > 0.05. Meanwhile, between the variables of student achievement motivation on learning during the Covid-19 period, it was linear with a significant value on Linearity X2 against Y of 0.676 because the significance was > 0.05. Therefore, it is concluded that between the variables (X1) and (X2) contributing on the implementation of education during the Covid-19 pandemic (Y) there is a linear relationship.

**3.2.4 Variable Independence Test between Independent Variables**

Variable independence testing was conducted to determine whether each independent variable was not contaminated with other variables (independent). The results of the independent variables can be seen in this Table 6.

**Table 6.** Results of Independent Analysis of Variables X1 and X2

Correlation	r1.2	ρ	Information
X1 with X2	0.055	0.000	Independent

The calculation results in Table 6 show that the correlation coefficient between X1 and X2 (r1.2) is 0.055 with p = 0.055>α = 0.05, this means that the variable parental supportnot significantly correlated with the achievement motivation variable or in other words the two variables are independent of each other. Thus the independent variable requirements have been met

**3.3. Hypothesis test**

**3.3.1 First Hypothesis**

The first hypothesis is parental support contribute to learning during the covid-19 period, to test this hypothesis, a correlation analysis was carried out, which can be seen below.

**Table 7** Summary of Correlation Analysis Results (X1) (Y)

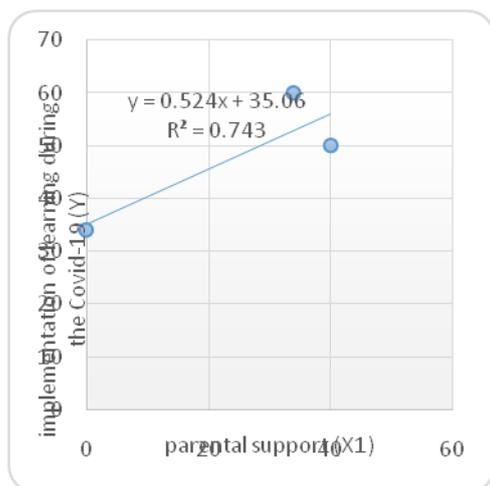
Correlation	Correlation Coefficient (r)	Coefficient of Determination	□
(ryl)	0.414	0.171	0.158

The calculation results in Table 7 show that the correlation coefficient between parental support with learning during the covid-19 period is = 0.414 with  $p < \alpha(0.02)$ . Based on the results of this calculation, it can be explained that parental support contribute to education throughout the Covid-19 period, and in its relationship is positive with a coefficient of determination = 0.171. Furthermore, the significance of the regression coefficient was tested. The summary of the results of the analysis can be seen in table 8.

**Table 8.** Testing the significance of the Regression Coefficient X1 against Y

Source	Coefficient	T	Sig.
Constant	34,919	0.797	0.428
Parental Support	0.705	3,580	0.001

On Table 8 it can be seen that the t value of the regression coefficient is 0.797 and the significance level is 0.001. This means that the regression coefficient = 0.705 is very significant and can be used to predict the implementation of learning. The regression model above explains that every 1 scale parental support will contribute to the implementation of learning by 1,279 scales, and the existing learning implementation scale of 23,609. For more details can be seen in the graph below:



**Figure 1.** Regression Equation (X1)

Based on the test results above, all of them are significant, so the hypothesis which states that parental support contributes on the implementation on the education during

the covid-19 pandemic can be accepted with a 95% confidence level and a large contribution of 17.1%.

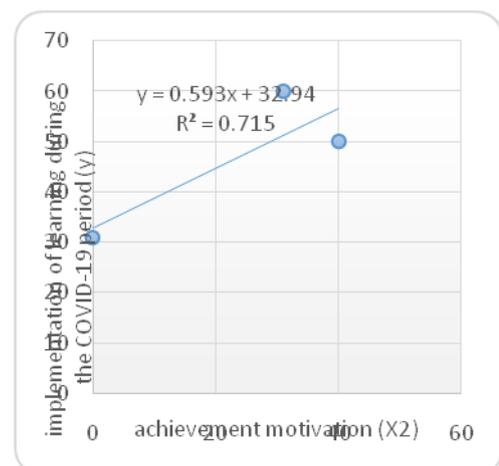
### 3.3.2 Second Hypothesis

The second hypothesis tested in this study is that achievement motivation contributes on the implementation on the education during the covid-19 pandemic, to test this hypothesis, a correlation analysis is carried out, which can be seen below.

**Table 9.** Summary of Variable Correlation Analysis Results (X2) against (Y)

Correlation	Correlation Coefficient (r)	Coefficient of Determination	$\square$
(ryl)	0, ,146	0, ,132	0.000

The calculation results in Table 9. show that the correlation coefficient between achievement motivation and learning during the covid-19 period is = 0.146 with  $p < \alpha(0.05)$ . Based on the results of this calculation, it can be explained that achievement motivation has a very significant correlation with implementation on the education during the covid-19 pandemic, relationship is positive with a coefficient of determination = 0.132. Furthermore, to determine the form of the relationship between achievement motivation (X2) and learning during the covid-19 period (Y), whether it is predictive or not, a simple regression analysis was carried out. From the results of the analysis obtained the regression equation =  $31,573 + 0,729X2$ . For more details, see the image below:



**Figure 2.** Regression Equation Line

### 3.3.3 Third Hypothesis

The third hypothesis tested in this study is that parental support and achievement motivation jointly contribute on the implementation education during the covid-19 pandemic. To test this hypothesis, multiple correlation analysis was performed. Partial correlation in following table:

**Table 10.** Summary of Partial Correlation Analysis

Correlation	R	r <sup>2</sup>	ρ
r <sub>1, y-2</sub>	0.242	0.053	0.000
r <sub>2, y-1</sub>	0.414	0.171	0.000

The partial correlation of parental support (X1) on the implementation of learning during the covid-19 period (Y), if achievement motivation (X2) is in a constant state is 0.242 and determination is 0.053 with  $p < \alpha$  (0.00). This means that parental support contributes very significantly to education during the covid-19 pandemic by 23.8%.

Furthermore, achievement motivation (X2) implementation education during the covid-19 pandemic (Y). If parental support (X1) is in a constant state of 0.414 and determination is 0.171 with  $p < \alpha$  (0.000). This means that achievement motivation (X2) contributes very significantly implementation education during the covid-19 pandemic by 29.6% if parental support is constant.

## 4. DISCUSSION

The results of the analysis state that, 1) parental support contributes to the learning process during the covid-19 period SMP Negeri 5 Kinali with a contribution of 17.1%; 2) achievement motivation contributes to the learning process during the covid-19 period in the amount of 14.6%; Meanwhile, 3) parental support and achievement motivation together contributed to the learning process during the COVID-19 period by 20.6%. This means that parental support and achievement motivation can improve the learning outcomes of SMP N 5 Kinali students during the covid-19 period. Through parental support and encouragement of student achievement motivation, it can improve the learning process during the Covid-19 period. The learning process at school is a complex and comprehensive process. Indicators of the implementation of learning are also included in the sufficient category. This finding is the same as the initial assumption based on pre-survey observations that the implementation of learning is still sufficient because the results of the study show that based on descriptive analysis, the achievement

level of the four indicators is included in the sufficient category. Thus, parental support and achievement motivation is a teacher companion in providing knowledge or information to children. While achievement motivation is a curiosity that can be developed during the learning process, an attitude that builds and encourages to achieve learning outcomes, so that achievement motivation will affect student learning outcomes. The existence of encouragement from within students to succeed, work hard, achieve better learning outcomes and the existence of efforts to avoid failure in learning, students increase confidence and learning activities to achieve better learning outcomes. Therefore, the creation of a better and more enjoyable learning implementation, parents who provide support and encouragement in the form of achievement motivation to students are certainly able to make students learn better to achieve better learning outcomes so that good learning implementation can be achieved and student learning outcomes improve well.

## 5. CONCLUSION

Based on the description of the data, it can be concluded that the process of implementing learning during the COVID-19 period is largely determined by parental support and student achievement motivation. Parents who provide full support for their children in the learning process during the Covid-19 period, of course, improve student learning outcomes. Thus, the vital role of parents (guardians) is one of the keys to success in online learning in addition to teacher creativity and children's learning motivation. Likewise, achievement motivation, an internal drive for students to succeed, work hard, achieve better learning outcomes and efforts to avoid failure in learning, students increase confidence and learning activities to achieve better learning outcomes.

Therefore, parental support and achievement motivation can be linked as determinants of the success of the learning implementation process during the COVID-19 period.

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