



Strategies to Increase Early Childhood Learning Motivation Through the Role of Parents and Teachers: A Descriptive Study

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Abstract. The problem in this research originates from the author's observation of increasing learning motivation in early childhood through the role of parents and teachers. This study aims to determine the role of parents and teachers in increasing learning motivation in early childhood. This research was included in the type of quantitative descriptive research, and the form of this research was descriptive because the results are presented with systematic calculations. The sample in this study amounted to 30 people using purposive sampling. Data collection techniques in this study used survey methods via questionnaires. Data analysis uses descriptive analysis by analyzing data or material and then describing the results of the information that had been collected and the information obtained for research. The research result shows that the role of parents in learning can increase children's learning motivation. The strategy for increasing early childhood learning motivation through the role of parents and teachers is in the "strongly agree" category, which is equal to 58.62% (17 people), "agree" which is equal to 37.93% (11 people), "disagree" which is equal to 3.45% (1 person), "strongly disagree" which is equal to 0.00%. Based on the average rating of 69.9, the strategy for increasing early childhood learning motivation through the role of parents and teachers is in the "strongly agree" category. However, it is necessary to carry out further studies related to student characteristics to improve motor skills and studies related to the physical quality characteristics of students.

Keywords: Learning Motivation · The Role of Parents · Early Childhood

1 Introduction

In the learning environment, learning is a process of interaction between students, teachers, and learning resources [1]. The curriculum, which includes learning objectives, materials, methods, students, teachers, media, and evaluation, is an important part of learning [2]. The sport, health, and physical education aim to improve body fitness, motor skills, social competence, moral action, reasoning, critical thinking, emotional stability, prospects for a healthy lifestyle, and identification of hygienic areas with physical activities [3].

Physical education is teaching that applies to sports, where the main form of physical activity is to achieve learning objectives, and the main activities are sports [4].

According to the Ministry of National Education (2003), education is the most important thing a person can have. The right to education must belong to every human being. According to the 2020–2024 Ministry of Education and Culture Strategic Plan, being educated is very important because education generally develops every human being to live life. Family, school, and community education is the first source of education. As a result, parents and other adults must prioritize their children's education from an early age.

Enis and Sulindra [5] explain that the role of parents is determined by the strategies they apply and their perspective on the responsibilities that accompany and raise children. A child will achieve high when they have high spirits and cannot be separated from the help of their parents, but many do not understand this [6]. Nowadays, parents are prioritizing their profession over caring for children. Many parents are worried about their careers. This can be seen from increased overtime or working hours outside of normal to increase income. As a result, children often experience neglect and a lack of love from parents [7].

Children will always be allowed to participate in new activities by people who know the importance of giving them love and attention. Children who do a lot of outdoor activities also gain life experience and accelerate the development of high self-confidence, which is beneficial for their development. There are many ways to give children a pass to the world, especially by participating in valuable and positive activities, but parents know nothing about these.

Based on the observations that have been carried out, there are still many parents who have not played an important role for a child to increase children's learning motivation, so there are still many children who do not have the desire to learn because of a lack of support and motivation from their parents.

2 Method

2.1 Research Method

This research belongs to the quantitative research category because the results are presented through systematic calculations [8]. From the beginning to creating a research plan, quantitative research method specifications are planned, structured, and systematic. This study also followed a descriptive format [9]. Descriptive research is conducted without making connections or comparisons with other variables to determine the value of each independent variable, either one or more [8].

2.2 Data Collection Techniques

This research applied data collection methods by asking respondents questions or statements, which must be responded to according to their circumstances. This data was collected using a questionnaire.

Questionnaires were distributed to parents of students who became the focus of this research as a data collection method. During school hours, these observations were made

Table 1. Criteria Scores Using Norm Reference Rating

No	Value	Category
1	4	Strongly Agree
2	3	Agree
3	2	Disagree
4	1	Strongly Disagree

directly outside the classroom. Observations were made to see how the role of teachers and parents can be utilized to foster early childhood learning motivation.

2.3 Data Analysis Techniques

This research data analysis technique used quantitative data that processed numerical data. This data analysis used descriptive analysis by analyzing the data and then describing the results of the data that had been collected and was needed for research. The data was obtained regarding strategies to increase early childhood learning motivation through the role of teachers and parents. The relative frequency percentage was obtained using the formula to calculate the data analysis.

The data collected in this method was to increase the motivation of parents and teachers in early childhood education. Data analysis used the following formula for determining the relative frequency percentage [9] (Table 1).

$$P = \frac{f}{n} \times 100$$

Description:

P: the percentage

f: the frequency

n: the number of respondents.

3 Result and Discussion

The results of the analysis of the strategy data increase learning motivation in early childhood through the role of teachers and parents (Table 2).

Descriptive statistical data from the results of this study regarding strategies to increase learning motivation in early childhood through the role of teachers and parents obtained the lowest score (minimum) of 45.0, highest score (maximum) of 80.9, average (mean) of 69.9, the standard deviation of 7.36. The following is presented in the form of a frequency distribution.

Based on the data in Table 3, strategies for increasing learning motivation in early childhood through the role of teachers and parents is presented in Fig. 1.

Table 3 and Fig. 1 show the strategy for increasing learning encouragement in early childhood through the role of teachers and parents in the “Strongly Agree” category

Table 2. Descriptive Statistical Results of Strategies to Increase Learning Motivation in Early Childhood through the Role of Teachers and Parents

Statistics	
N	30
Mean	69,9
Std. Deviation	7,36
Minimum	45,0
Maximum	80,9
Sum	2097,5

Table 3. Criteria for Strategies to Increase Learning Motivation in Early Childhood through the Role of Parents and Teachers

No	Description	Value	The number of samples	Percentage (%)
1	Strongly Agree	4	17	56,67%
2	Agree	3	12	40,00%
3	Disagree	2	1	3,33%
4	Strongly Disagree	1	0	0,00%
Total			30	100%

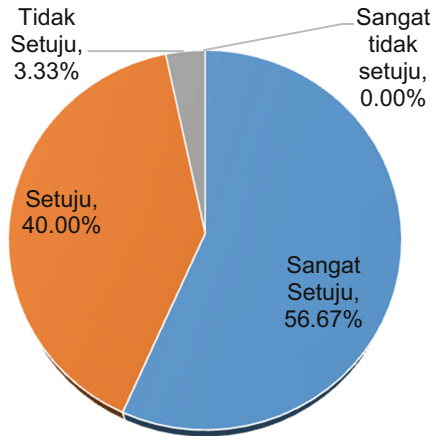


Fig. 1. Strategies for Increasing Early Childhood Learning Motivation through the Role of Parents

is 58.62% (17 people), “Agree” is 37.93% (11 people), “Disagree” is 3.45% (1 person), “Strongly Disagree” is 0.00%. The average result is 69.9 in the “Strongly Agree” category.

This study explains that the strategy for increasing early childhood learning motivation through the roles of parents and educators is in the “Strongly Agree” category. As a result, the findings of this study are supported by previous studies, which show that one of the supporting aspects of achieving each individual’s learning goals is a strategy to increase early childhood learning motivation through the role of parents. Individuals will be able to understand the purpose of the learning experience and actively contribute to its achievement with a healthy learning motivation balance [10]. Ways of communication can be used to motivate students. Persuasive communication is one method for teachers to communicate [11]. Students can avoid boredom and develop a strong motivation to learn by engaging in online learning with persuasive and on-point communication [12].

This suggests that academic achievement and children’s progress in school can be further improved with parental involvement, regardless of age or reasoning skill. Children can learn to be responsible for others and themselves by being given assignments. A child can become a soul or someone who feels neglected and useless and even tends to blame others for his behavior if parents and teachers do not play an important role. People who do not get help from their parents or teachers at school think their parents or teachers are indifferent to them, so they tend to keep their distance.

4 Conclusion

The conclusion from the results of this study which is equal to 58.62% or 17 people, shows that strategies to increase early childhood learning motivation through the role of teachers and parents are included in the “Strongly Agree” category. However, additional research is needed on increasing early childhood learning motivation through the involvement of teachers and parents and other supporting factors. The role of parents and teachers is essential for how children learn. Even though parents think that learning at home is more effective than at school, it does not mean learning at school is less effective than at home. This is because learning at home usually includes more tasks that can be guided and assisted by parents when at home. Children are encouraged to learn and excel when parents provide advice and guidance and supervise their education, teaching them discipline and respect.

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