Parental Support for Independent Learning and Student Learning Motivation in The Post Pandemic Era

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ABSTRACT
This research aims to explore the impact of parental guidance on students' learning motivation in the context of self-directed education after the COVID-19 pandemic. It investigates whether parental involvement remains consistent and influential as students transition between online and offline learning modes. The study employs a quantitative approach with a descriptive-analytical correlational method. Data is collected through questionnaires distributed to students. The statistical analysis is performed using SPSS software to determine the correlation between parental guidance and students' learning motivation. The research findings indicate a strong correlation (r = 0.90) between parental guidance and students' learning motivation. This demonstrates that parental involvement significantly influences students' motivation to engage actively in self-directed learning. The study highlights the importance of parents' continuous support in maintaining high levels of learning motivation in students, especially during the shift between online and offline learning modes. The suggestion for other research is about exploring parental involvement strategies in enhancing students' learning motivation.

Keywords: Parental Guidance, Self-Directed Learning, Motivation, Students’ Engagement

INTRODUCTION
Many problems arise with the implementation of distant learning, not only for teachers but also for students. Students frequently encounter challenges with limited quotas and signals (Marlina, 2022). In fact, it is not uncommon to find pupils who lack adequate communication equipment (handphones), which impedes acceptance of the teacher's lessons.

Aside from that, pupils require parental assistance to be successful in distant learning. Since the occurrence of Covid-19, there have been many changes in roles and advice that parents must understand when supporting their children in
learning, which began offline and subsequently transitioned to independent learning activities with an online system.

The policy of implementing learning from home, as represented in the remote learning program, underlines the role of parents as primary educators for their children. All learning activities are carried out from home online via communication technology, with parents serving as substitute teachers. Students are inseparable from the difficulties that exist in the school climate and are routinely able to be owned by students in the interaction of learning in the school environment, one of which is boredom in learning so that students do not be motivated in these independent learning activities.

However, is parental guidance still practiced after the epidemic and the implementation of offline learning? This is why this study is being conducted to determine how far parental advice is still practiced and influential.

Another factor influencing students' learning motivation is a lack of rest time, which causes students to be unable to respond to the material presented, to lose interest in the teacher, to become bored with the learning process, which is always flat (no creativity) in teaching and learning activities, and to be overwhelmed by the number of assignments assigned by the teacher, both during online learning and currently when learning is offline.

Parents who support children in studying must be able to nurture motivation so that they are always passionate about learning. Parents must be engaged and creative people capable of designing a variety of learning activities. This is done to avoid boredom, preventing youngsters from being motivated to learn at home.

Understanding the need of providing study direction to children is not shared by all parents, allowing for boredom and unmotivated learning in youngsters. When their children experience learning saturation, most parents lack the expertise and strategies to deal with it. Conditions like this demand prompt treatment so that parents are not burdened by the new task of giving learning help to children with all their difficulties.

Some parents with school-age children do not yet grasp their job, and parental direction is required to overcome the saturation of children's learning during the Covid-19 pandemic, so that children are always eager to learn independently. Understanding ways for overcoming learning saturation is critical for parents because it will affect their children's learning achievement. As a result, this serves as a lesson for parents in keeping their children's motivation long after the pandemic has passed.

The word "guidance" derives from the word Guidance, which derives from the word to guide, which means to show, guide, guide, or help. In general, advice can be understood as aid or guidance, according to the phrase.
This counsel assists the individual in developing independence and self-sufficiency. The following principles can be deduced from the various definitions of the principles described above:

1. Guidance is a continuous process that provides support in a methodical, planned, ongoing, and goal-oriented manner.
2. Orientation is a technique of assisting people.
3. During the development stage, this help is provided to all individuals who require it.
4. Guidance service support is designed to assist individuals in reaching their greatest potential.
5. The goal of education is for individuals to attain autonomy, which includes optimal development and the ability to adapt to their surroundings. (Su’ainah, 2017)

Based on expert interpretations of guidance, it is possible to conclude that mentoring is a process of continual support from a mentor who has been prepared for those who require it to maximize their potential in using various types of media and learning approaches in a specific way. Individuals gain from a loving and normative environment to achieve independence and benefit both themselves and their environment.

Guidance is provided by competent adults, in this case parents. While the father and mother are the first people accountable for the physical, spiritual, and social well-being of their children. Parents must teach, nurture, and guide their children to various stages that will prepare them for social life. (Kartika MR, 2018)

Because their children are the first to get an education, parents are the primary educators for their children. Thus, the initial type of education can be found in family life. (Agus, 2018)

Every child’s hope is based on his or her parents. A child receives affection and tenderness from the two of them, as well as care and upkeep. Children will make their parents a place to vent about all their issues. (Sukamti & Widiastuti, 2022)

As a result, parental guidance is a method for parents to educate their children. Parental guidance is the process of providing continuous and systematic assistance to individuals in resolving problems in order to achieve the ability to understand themselves (self-understanding), accept themselves (self-acceptance), direct themselves (self-direction), and realize themselves (self-realization) in accordance with the potential or ability to achieve adjustment to the family, school, and community environments. (Saputri et al., 2021)

Based on the foregoing, it may be inferred that parental guidance includes any help/effort given by parents in providing moral and material assistance to their children. Morally, such as guidance, affection, and direction, offering settings, and if
possible, providing support in completing their children’s learning chores, and materially providing children’s learning needs/facilities.

In At-tahrim verse 6, it is stated that both parents must stand up to carry out their commitments to their children in the form of care, supervision, and proper education, so that they can later become good generations that can help parents and other Muslims. This demonstrates that the goal of parental guidance is for the person being guided to be valuable to himself, his family, and society.

The guidance has numerous qualities, including a) Counseling is an ongoing procedure. Each counseling activity is a continuous one. This is determined by how successful the individual is at attaining his goals and adjusting. b) Counseling is the process of assisting persons without coercion. Mentoring does not push individuals to advance towards the mentor’s aims, but rather assists or accompanies them in achieving the goals that best suit their capabilities. c) Help is available to anyone who needs a solution to a problem or is building something. As a result, it is apparent that counseling may assist anyone who overcomes their challenges. d) We help each person attain their full potential. e) People are guided so that they can adapt to their surroundings, families, and society. (Safrida, 2018)

According to the preceding viewpoint, the features of parental leadership include continuous action to achieve goals and adaptation, not imposing, but steering to optimally appropriate goals, assisting in problem resolution, self-development, and adaptability to the environment. (Cossio et al., 2012)

Parental guidance of youngsters is difficult. Because leading and training them necessitates candor, warmth, respect, concern, and comprehension. Methods for guiding and directing children to good behavior, encouraging children to overcome mistakes, and encouraging children not to repeat mistakes and mistakes committed a second time, as well as how parents should respond to children's demands.

Parents must be able to direct and guide their children for them to live a life that is consistent with religious principles. Some of the methods used by parents to educate and guide their children include advising, modeling, habituation, and supervision.

Self-directed learning is a peer education learning approach that takes place independently of face-to-face or tutored learning. Independent learning is a learning process that students engage in both within and outside of the classroom by reading, researching, and comprehending subject-specific knowledge. Residents study independently and in groups through the framework of resource and multimedia components such as newspapers, the internet, television, and social communities relevant to school subjects. (Karatas & Arpaci, 2021)

Self-directed learning, also known as independent learning, refers to a person’s readiness or willingness to learn independently, and it consists of attitudes that take the initiative to learn with or without the assistance of others, and it consists of components of attitudes that can formulate learning objectives, identify
learning resources, select, and implement appropriate learning strategies, and evaluate learning objectives. This leads to the conclusion that independent learning is a decision to pursue academic goals that are directed by intentions or reasons to understand complex problems and have competence.

Based on the foregoing, it may be inferred that an independent learner can establish his or her own learning objectives to master competency. There are numerous relevant aspects in setting learning objectives. Among them are the ability to learn, the power of learning motivation, and the availability of learning materials. In general, the stronger the motivation to study, the greater the ability to learn, and the greater the availability of learning resources. In general, this condition signifies the prospect of higher quality learning activities and the acquisition of more and more competencies.

Motivation in learning activities can be defined as the overall driving force inside pupils that gives rise to learning activities and maintains the continuity of learning activities so that the learning subject’s desired goals can be reached. (Rini et al., 2019)

Motivation to learn as a driving force that translates one's inner energy into a kind of real activity to reach certain goals. In other terms, motivation is a psychological condition that urges someone to perform something. While learning motivation is a psychological phenomenon that encourages someone to learn (Hartati & Wae, 2019). Internal and external student encouragement emerges because of internal and extrinsic variables. Intrinsic variables include a desire or desire to succeed, encouragement in learning needs, and expectations of the goals to be attained, whereas extrinsic factors include awards, a suitable learning atmosphere, and interesting teaching and learning activities. (Amaliyah & Marlina, 2023)

As a result, it is possible to deduce that motivation is required for individuals to change their behavior to improve. Specifically in the learning process, to suit the demands of students to get better results.

**METHOD**

Due to the quantitative character of the research, this study employs a correlational analytic descriptive methodology. In descriptive analysis, facts, and features about a population or about a specific subject are carefully and accurately described. The data are then methodically analyzed and presented such that they are simpler to grasp and draw conclusions from. To understand how parental supervision in autonomous learning affected children's motivation to learn at SMA Muhammadiyah 12 Jakarta in the post Covid-19 pandemic, the study's objective was to examine this relationship. Learning quality and learning media serve as the independent and dependent research variables in this study, respectively. The population of students at SMA Muhammadiyah 12 Jakarta was studied in this study. According to data from the 2022-2023 academic year, the total population is
351 students. The sample is non-probability purposive sampling, which consists of two classes with the consideration that students are taught by the same teacher and get the same material.

To acquire the following data and information for the research stages: 1) See (observation). In terms of data collection, gaze directly at the object of study to observe the phenomena that occur and meticulously document the data obtained. 2) Conduct an interview. In terms of data collecting, it can be done through interviews with persons who are deemed to be data sources, which can then be fully studied. 3) Questionnaire.

In terms of data collection, a questionnaire can be used to acquire the necessary information. (Paul & Barari, 2022)

In giving value weights, researchers use Likert scale measurements, the weights given to positive statements are:

Strongly agree (a) = 5, agree (b) = 4, undecided (c) = 3, disagree (d) = 2, strongly disagree (e) = 1. Meanwhile for negative statements, namely: Strongly agree (a) = 1, agree (b) = 2, undecided (c) = 3, disagree (d) = 4, strongly disagree (e) = 5. (Vonglao, 2017)

Data regarding the influence of parental guidance in independent learning after the Covid-19 pandemic on students’ learning motivation was taken from the results of the questionnaire answers given to 40 students.

The researchers used the data in the table above to analyze data on the impact of parental guidance in autonomous learning after the Covid-19 epidemic on the learning motivation of pupils at SMA Muhammadiyah 12. The researcher next follows the steps below to create a frequency distribution table.

Step 1. Finding the Largest (H) and Smallest (L) Scores of X and Y Variables
The biggest scores of variables X: 100 and Y: 100
The smallest scores of variables X: 75 and Y: 78

Step 2. Finding the Class Range (R)
Variable X → R = 100 – 75 = 25
Variable Y → R = 100 – 78 = 22

Step 3. Looking for Many Classes of X and Y Variables (BK)
BK = 1 + 3.3 log n
= 1 + 3.3 log 40
= 1 + 3.3 (1.602059)
= 6.28679 → 6

Step 4. Finding the Length of the Class Interval (i)
Variabel X → i = \( \frac{R}{BK} \) = \( \frac{25}{5} \) = 5
Variabel Y → i = \( \frac{R}{BK} \) = \( \frac{22}{4.4} \) = 4,4 → 4
RESULTS AND DISCUSSION

Results

According to the graph above illustrates that filling out the questionnaire on variable X (parental guidance) shows that the score that has the highest frequency is in the range of real values 80-84 and 85-89 for each of 11 respondents. And the smallest frequency is in the range of real values 75-79 by 2 respondents. 95-99 as many as 1 respondent. And the value of 100-104 as many as 10 respondents.

Based on the graph above illustrates that filling out the questionnaire on variable Y (learning motivation) shows that the score that has the highest frequency is in the range of real values 78-81 and 98-101 for 12 respondents. And the smallest frequency in the range of real values 94-97 is 0 respondents.

Find the Average (Mean)

Based on the table data in the appendix, the average value of the two variables above can be seen using the formula:

\[ M_x = \frac{\sum X}{N} \]

It is known that \( \sum X = 3565 \), dan \( n = 40 \); jadi: \( M_x = \frac{3565}{40} = 89 \)

\[ M_y = \frac{\sum Y}{N} \]

It is known that \( \sum Y = 3587 \), dan \( n = 40 \); jadi: \( M_y = \frac{3587}{40} = 90 \)
Search for $r_{xy}$

$$\begin{align*}
\sum XY - (\frac{\sum X \sum Y}{N}) \\
\sqrt{[\left(\sum X^2\right) - (\frac{\sum X^2}{N})][\left(\sum Y^2\right) - (\frac{\sum Y^2}{N})]} \\
n_{xy} = \frac{321980 - \frac{3565 \times 3587}{40}}{\sqrt{[\left(320259\right) - \frac{3565}{40}]\left[324227 - \frac{3587}{40}\right]}} \\
\sqrt{321980 - 319691,375} \\
n_{xy} = \frac{2288,6}{\sqrt{(2528,4)(2562,8)}} \\
n_{xy} = \frac{6479783,52}{2288,6} \\
n_{xy} = \frac{2545,5}{2545,5} = 0,90
\end{align*}$$

The above data calculation is an examination of the Pearson product moment correlation, which is used to determine the correlation based on data fluctuations. A person's correlation lends itself well to parametric statistics. Because Pearson is used for parametric statistics. The author will then compare the results of these calculations using SPSS non-parametric calculation results with the results of the following calculations.

Table 1. Results of Correlation Analysis of Variable X to variable Y

<table>
<thead>
<tr>
<th>Descriptive Statistics</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parental Guidance</td>
<td>40</td>
<td>89,13</td>
<td>8,052</td>
</tr>
<tr>
<td>Learning Motivation</td>
<td>40</td>
<td>89,68</td>
<td>8,106</td>
</tr>
</tbody>
</table>

Valid N (listwise) 40

Source: Spss

Based on calculations using SPSS 22, the average (mean) value of the two variables above is the X variable of 89.13 and the Y variable of 89.68.

Tabel 2. Analysis R coefficient

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.899</td>
<td>.808</td>
<td>.803</td>
<td>3,595</td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), Parental guidance

b. Sources: SPSS
The R number in the table above the correlation coefficient describes the strength of the association between the independent variable X and the dependent variable Y. According to the table above, the correlation coefficient is 0.90, indicating that parental guidance in autonomous study after the Covid-19 epidemic has had a 90% influence on learning motivation pupils.

This means that the variation in influencing parental guidance in independent learning is 80% due to students' learning motivation and the remaining 20% (100% - 80%) is influenced by other variables not studied in this study, such as the influence of teacher competence, environment, place of residence, parental education, and so on, or in other words, the magnitude of the influence of parental guidance in independent learning on student learning after the Covid-19 pandemic.

**Discussion**

This study looks at the impact of parental counseling on pupils' learning motivation after the Covid-19 pandemic. As a reference, this research uses numerous ideas, which are limited to a few indicators in the research instrument. This study includes two parental advice instruments (X) and a learning motivation instrument (Y). There are four signs in the parental guidance variable (X). The first indicator is that parents trust their children, the second is that they pay attention to their children, the third is that they assist with learning issues, and the fourth is that they give credit to their children. There are four indicators in the learning motivation variable (Y). The first sign is to pique students' interest, the second is to foster a pleasant learning environment, the third is to foster competitiveness and cooperation, and the fourth is to provide assessment and reward.

Based on the interpretation of the data in the preceding table, parental advice is effective in enhancing students' learning motivation in SMA Muhammadiyah 12 schools. The association is significant/very strong, ranging from 0.899 to 1.00. As a result, it is understandable why parental counsel has an 89% effect on student motivation. This demonstrates that parental supervision in autonomous studying following the Covid-19 epidemic has a very substantial association with students' learning motivation.

The Product Moment "r" Value Table is used to interpret the "r" Product Moment Correlation Index Figures. To investigate the effect of variable X on variable Y, the researcher develops an alternative hypothesis (Ha) and a null hypothesis (Ho), as follows; It is widely acknowledged that parental guidance in autonomous learning has a significant impact on pupils' learning motivation following the pandemic. Consider the table below.
Table 3: Correlation Analysis of Variable X to Variable Y Results

<table>
<thead>
<tr>
<th></th>
<th>Parental guidance</th>
<th>Learning Motivation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parental guidance</td>
<td>1,899*</td>
<td></td>
</tr>
<tr>
<td>Pearson Correlation</td>
<td>1</td>
<td>.899*</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.000</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>40</td>
<td>40</td>
</tr>
</tbody>
</table>

Based on the correlation output, it can be found that the resulting correlation value is 0.899 or 89%, indicating that parental guidance in independent study after the covid-19 epidemic has an influence on the learning motivation of students at SMA Muhammadiyah 12.

CONCLUSION

The research concludes that there is a substantial and positive correlation (r = 0.90) between parental guidance and students' learning motivation in the context of self-directed education after the COVID-19 pandemic. This indicates that parental involvement remains a significant and consistent factor in influencing students' motivation to actively participate in self-directed learning, even as they transition between online and offline learning modes. The study underscores the vital role of parents’ ongoing support in sustaining heightened levels of learning motivation among students, particularly during the shift between different modes of learning. As a suggestion for future research, it could be valuable to delve into exploring specific parental involvement strategies aimed at enhancing students' learning motivation. Investigating the effectiveness of various strategies in different educational contexts could provide further insights into how parents can effectively contribute to their children's motivation for learning.

CONFLICT OF INTEREST

There is no conflict between the authors and the sponsors.

REFERENCES


