

PARENTS' SOCIAL SUPPORT AND ADJUSTMENT TO STUDENTS' LEARNING MOTIVATION IN JUNIOR HIGH SCHOOLCOUNTRY 18 CENTRAL MALUKU

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Keywords:

*Motivation to learn
Parental Social Support
Adjustment*

ABSTRACT

The decrease in learning motivation was caused by students not being consistent in studying at home, besides that students paid less attention to the teacher's explanations because students did not understand the material presented by the teacher which was caused by inadequate internet network access, lazy doing assignments and delaying in submitting assignments. The purpose of this study was to test empirically the relationship between parental social support and adjustment to student learning motivation at SMP Negeri 18 Central Maluku, with a total of 170 students. This study uses population research. Data collection used a learning motivation scale, parental social support scale, and self-adjustment scale. The data analysis used in this study used multiple linear regression analysis with an assumption test. The results showed that there was a very significant relationship between parental social support and adjustment to student learning motivation with a significance value of 0.000 ($p < 0.05$), the higher parental social support and self-adjustment was able to increase student learning motivation.

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1. INTRODUCTION

Covid-19 has become a global pandemic and its spread is so worrying that the government has issued a policy for all citizens to practice social distancing or maintain distance and work from home (WFH).[1]. The outbreak of the Covid-19 virus has affected all sectors, especially the education sector, which has experienced a decline in quality[2]. This also has an impact on the teaching and learning process which was originally carried out face-to-face in class and is now online from home[3];[4];[5]. The implementation of the teaching and learning process through online teachers are required to be able to provide good teaching, create a conducive classroom atmosphere creatively and innovatively using interesting learning media so that students can understand learning material and learning objectives can be achieved[6];[7].

Ironically, many obstacles are faced by schools, teachers and students and parents during online lessons, one of which is that children are not ready for online learning so that children are less focused and have difficulty understanding the subject matter delivered by the teacher due to limited communication between students and teachers.[8];[9]. This resulted in decreased student achievement, as well as decreased motivation to learn[10];[11];[12].

Learning motivation is the tendency of students to carry out learning activities that are driven by the desire to achieve the best possible achievement or learning outcomes and is a need to develop self-ability optimally, so as to be able to do better, achieve and be creative[13]. Learning motivation is an internal and external

encouragement in students who are learning to make changes in behavior[14].

Based on the results of the researcher's interview on February 4 2021, with one of the teachers at SMP Negeri 18 Central Maluku, the result was that there was a decrease in learning motivation, this was marked by a lack of students participating in learning, namely students paying less attention to the teacher when explaining lessons, often talking about other things outside of the subject being followed, often being late in submitting assignments, not coming to study groups when the teacher is not looking for them, and student learning outcomes are lacking when doing exercises after learning.

The results of the questionnaire in the form of open questions to 13 students on April 22, 2021, also showed that there was a decrease in learning motivation in 9 out of 13 students. This is indicated by students who are less consistent every day studying at home, lazy to pay attention to the teacher when he is explaining during study hours because the material provided cannot be understood and network constraints, lazy to do assignments and do not submit on time because of the buildup of assignments given by the teacher .

The behavior of the students above shows the phenomenon of low student motivation, this is a problem for the teaching and learning process of students at school. Low student learning motivation will have an impact on a feeling of lazy learning, so students do not have the effort to increase knowledge which will

become the provision for the future of the students themselves[15], students who have low learning motivation tend to be easily discouraged because they feel they do not have the ability to master learning material and lack confidence in obtaining good learning outcomes[16]. The low learning motivation experienced by a student should get special attention for parents and school officials, especially teachers who teach subjects[17];[18];[19].

One of the extrinsic factors that affect the motivation to learn for a student is the existence of social support from parents[14]. Under normal conditions, parents are the closest subjects to children[20]. The support provided by parents will greatly affect the motivation in the child. Parental social support in question refers to the comfort, care, self-esteem, or assistance available to students from other people or a group[21]. Social support is physical and psychological comfort provided by friends, people around the environment or family members[22]. Students who get social support from their parents during the learning process will be more motivated to carry out learning activities[23].

Based on the results of an interview with one of the teachers, the result was that social support from parents given to children was very low. This is marked by the lack of parental involvement during online learning in guiding and accompanying children, parents often busy themselves with other work, assistance provided by the government such as free credit for student quota needs is not considered at all. Meanwhile, the results obtained from students were that their parents often did not accompany them in

the online learning process, were busy with other work, did not provide rewards, and lacked parental knowledge to provide additional information to children related to their studies.

Previous studies have shown that parental social support and students' perceptions of teacher pedagogic competence play a significant role in learning motivation[24]. This means that if parents' social support and students' perceptions of teacher pedagogic competence are good, student learning motivation will be good, conversely if parental social support and student perceptions regarding teacher pedagogic competence are low, student learning motivation will also be low. This is in line with the results of other studies which state that children will have good learning motivation if parents provide full support for the child's learning process.[9].

In addition to extrinsic factors, there are also intrinsic factors that influence learning motivation, one of which is self-adjustment[14]. Self-adjustment is a process in which individuals or students understand and are able to see the needs within themselves and their environment to gain comfort and feel accepted both from within themselves and the surrounding environment or school.[25]. Adjustment is a person's ability to live and socialize naturally with his environment so that he feels satisfied with himself and his environment[26].

The observation results show that self-adjustment to students in JUNIOR HIGH SCHOOL Negeri 18 Central Maluku shows that, when doing online and offline learning, most students

experience difficulties and feel disturbed, this is because they have to do learning not as usual. Online learning students feel that their learning facilities are inadequate because not all children have cellphones, then the network is often disrupted when the teacher is explaining lessons, and the process of receiving material by students becomes more difficult because they are used to learning directly. Offline learning is carried out outside the room by forming study groups, namely in the yard of one of the students' homes, a non-conducive learning environment makes it difficult for students to receive lessons and lack concentration.

An individual is required to be able to adapt to new environments and situations that are out of the ordinary[27]. A person is said to have good adjustment when he is able to respond to something appropriately, efficiently and satisfactorily, and can overcome conflict, frustration, personal and social difficulties without disturbing things that are outside the problem, so that he will have interpersonal relationships and mutual happiness. with other people in their environment. Someone who is less able to make adjustments to their environment tends to show inefficient and unsatisfactory reactions[28].

Previous studies have shown that there is a positive relationship between self-adjustment and students' learning motivation, meaning that the better the individual's self-adjustment, the higher the learning motivation[29]. This also applies vice versa, the lower the adjustment, the lower the motivation to learn. This is also in line with the results of other

studies showing that there is a significant relationship between adjustment to the school environment and learning motivation, meaning that the better the adjustment of students' self-adjustment, the higher their learning motivation, conversely, if the adjustment of students' self-adjustment is low, the student's learning motivation is also low[30].

Based on the previous explanation, the researcher formulated the problem, namely, is there a relationship between parental social support and self-adjustment with students' learning motivation at SMP Negeri 18 Central Maluku? The purpose of this study was to test empirically the relationship between parental social support and self-adjustment to students' learning motivation at SMP Negeri 18 Central Maluku.

2. METHODS

This research uses quantitative research methods. The research design that will be used is a correlational research design. The correlational research design is a research design that aims to describe and measure the degree between two or more variables[31].

The stages of the research carried out include the researcher testing the measuring instrument with the aim that the scale used can represent the variable to be measured. The scale that has gone through the professional judgment stage will then go through the questionnaire distribution stage which will be carried out by distributing the questionnaire directly to the subject. This research using population research. The subjects in

this study totaled 170 students, while for the scale trial subjects, the researchers took another school, namely SMP PGRI MAWAH, Leihitu District, Central Maluku Regency with a total of 40 students in class IX, namely classes IX.1 and IX.2.

The data collection instruments in this study were the parental social support scale, self-adjustment scale, and learning motivation scale. This research has gone through the stages of testing the content validity of the measuring instrument as a whole. This stage is accompanied by professional judgment so that the grammar on each statement scale item is a reflection of what will be measured.

A data analysis in this study using multiple linear regression analysis. Multiple regression is a data analysis that can be used by researchers, when researchers want to predict the condition (up and down) of the dependent variable (criteria) and the presence of manipulated predictor factors (increase in value) for two or more independent variables[32].

3. RESULTS AND DISCUSSION

The results of simultaneous correlation statistical data analysis show a significant explicit correlation. In this study, the normality assumption test is in table 1.

Table 1. Normality test

Variable	KS-Z	asympt. Sig (2 tailed)	Information
Motivation to learn	0.883	0.417	Normal
Parental Social Support	0.788	0.564	Normal

Adjustment	1,568	0.015	Normal
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The normality test shows that the unstandardized residuals of the three variables have an Asymp value. Sig (2-tailed) learning motivation, amounting to 0.417 ($p > 0.05$), parental social support 0.564 ($p > 0.05$), and self-adjustment 0.015 ($p > 0.05$), so it can be concluded that the data are normally distributed.

Table 2. Linearity test

Variable	<i>Linearity</i>		<i>Deviation of linearity</i>		Ket.
	F	Sig (ρ)	F	Sig (ρ)	
Learning Motivation with Parental Social Support	23,650	0.000	1,642	0.024	linear
Motivation to learn with self-adjustment	34,147	0.000	1,392	0.104	linear

The results of the linearity test between the variables of learning motivation and parental social support show a significance level of p (linearity) of 0.000 ($p < 0.05$) and a significance level of p (deviation from linearity) of 0.024 ($p > 0.05$), which means that the two variables have a strong correlation linear.

The table above also shows that motivation to learn with self-adjustment shows a significance level of p (linearity) of 0.000 ($p < 0.05$) and a significance level of p (deviation from linearity) of 0.104 ($p > 0.05$) so that it can be interpreted that the two variables have a strong correlation linear.

After that, a multicollinearity test was carried out using a regression technique and was carried out by looking at the tolerance value and variance inflation factor (VIF). The results of the multicollinearity test can be summarized in the following table:

Table 3. Multicollinearity Test

Variable	<i>Tolerance</i>	VIF	Ket.
Parental Social Support	0.570	1,756	Not occur multicollinearity
Adjustment	0.570	1,756	Not occur multicollinearity

The results of the multicollinearity test on social support and self-adjustment obtained a tolerance value of 0.570 for each variable with a VIF value of 1.756, thus it can be said that multicollinearity does not occur for each independent variable.

Hypothesis testing was conducted to determine the relationship between the independent variables (parental social support and adjustment) to the dependent variable (learning motivation). The calculation results can be seen in the following table:

Table 4. Multiple regression analysis test results

hypothesis	R	R square	Sig (ρ)	Information
Parental social support and adjustment to learning motivation	0.410	0.168	0.000	Very significant

Based on the table above shows an R value of 0.410 with a significance value of 0.000 ($p < 0.01$). This shows that the hypothesis is accepted, namely that there is a very significant influence

between parental social support and adjustment to learning motivation.

The degree of influence between parental social support and self-adjustment to learning motivation is included in the moderate correlation shown with an R value of 0.410 in the interval 0.40 – 0.599[32]. While the contribution of the independent variables or the effective contribution together with the dependent variable is R square = 0.168 (16.8%) and the remaining 83.2% is related to other factors not examined in this study.

The second hypothesis is the minor hypothesis. It examines the relationship between parental social support and motivation to learn and the relationship between self-adjustment and motivation to learn. The analysis is shown in the following table:

Table 5. Results of Minor Hypothesis Analysis

hypothesis	Zero orders (r)	Sig (p)	Information
Parental Social Support With Learning Motivation	0.332	0.189	Not significant
Self Adjustment With Learning Motivation	0.400	0.001	Very significant

Based on the results of testing the relationship of each independent variable to the dependent variable, it shows that parental social support with learning motivation obtained a score of $r = 0.332$ with a value of $p = 0.189$ ($p > 0.05$) so that the first minor hypothesis is not rejected. This shows that there is no positive relationship between parental social support and learning motivation. The relationship between self-adjustment variables and

learning motivation obtained a score of $r = 0.400$ with a value of $p = 0.001$ ($p < 0.05$) so that the second minor hypothesis can be accepted. This shows that there is a very significant positive relationship between self-adjustment and learning motivation.

Furthermore, to determine the effective contribution of each independent variable to career decision making, $SE = \text{Standardized Coefficients Beta} \times \text{Zero Order} \times 100\%$. Based on the formula is obtained parental social support with motivation to learn by 4.09%. The contribution to the variable of self-adjustment to learning motivation is 12.76%. The results showed that the self-adjustment variable had a greater effective contribution than the parental social support variable with learning motivation.

Based on the descriptive analysis, it is known that the variables of student learning motivation are in the medium category with an interval range of 51 to 63. Students who have moderate learning motivation are students who do not exert their energy to achieve their maximum goals, lack the effort to get high achievements, do not strive to complete assignments so that they are on time, are less enthusiastic in learning to gain new knowledge. So students with moderate learning motivation will get less than optimal results. Low student learning motivation will hinder the achievement of educational goals and must be handled appropriately [33].

Strategies in cultivating learning motivation can be used by teachers to provide stimulation so that students are productive in learning by maintaining a sportsmanlike environment, difficulty

level conditions, meaningful conditions and use of meaningful strategies, expectations for success, teaching objectives, external rewards containing gifts, competence positive, the value of learning outcomes[14].

Previous research results argues that the teacher's efforts to increase learning motivation are, (1) Giving Rewards. Efforts that can be made by teachers to increase student learning motivation, one of which is giving rewards. Rewards here are not only in the form of goods but can also be in the form of praise, applause, giving numbers or symbols for what students have done.[34]. This is also in line with the opinion of experts that appreciation is the easiest and most effective way to increase learning motivation[14]. (2) Create a comfortable learning atmosphere. Creating a comfortable and friendly atmosphere can make students feel valued and can increase student participation during learning.[34]. (3) Collaboration with parents Collaboration with parents in question is the teacher providing counseling to parents/guardians of students to always supervise and support the learning process of students while in the home environment[34]. There is a need for cooperation in supervision between teachers and parents and students can be one of the determining factors for the success of learning objectives[35].

Descriptive analysis on parental social support variables shows that students are in the medium category with an interval range of 53 to 70. This shows that students tend to receive less social support from parents. Parents' social support is very

important in the success of student learning, one way that can foster student learning motivation is the attention of parents[36]. Parents' attention is a form of awareness of the responsibility to educate and foster students continuously by providing assistance from parents to students to meet the basic needs of students in the form of giving attention, feeling safe and comfortable, and affection for student education, will foster activity students as a very valuable potential to face the future.

In line with research before getting results that the support given by parents to students can increase a positive behavior because all his behavior always gets enthusiasm and attention[37]. Parents who have free time to pay attention to student development will have a good effect on student development.

Parents are the first figures who will become models for children, if the figures observed are able to provide support and comfort then the child will tend to feel valued and considered. Conversely, if the child does not get the first figure of parents, the child will tend to be discouraged and lazy to carry out learning activities.

Descriptive analysis on the adjustment variable shows that students are in the moderate category with an interval range of 48 to 60. Students who have moderate adjustment tend to be annoying, want to win alone, and find it difficult to form friendly relations with their new friends, which can affect student learning outcomes. low and difficult to socialize with the environment.

Previous research has shown that self-adjustment can be improved through classical guidance services[38]. Students who experience difficulties in adjusting and students who are able to adapt can communicate or interact in solving a problem between group members and together by unifying answers through thinking about various backgrounds that underlie student opinions both from experience, knowledge, talents, and skills thinking that arises from the empathy of each member of the group, as well as from the emergence of new ideas or ideas which are later expected to provide an increase in students regarding self-adjustment. Through this guidance service they can practice new behaviors, learn to adapt to others, give and take and learn to solve problems based on input from other members.

Based on the results of the regression analysis, it shows that there is a very significant relationship between parental social support and adjustment to learning motivation. Learning motivation is a change in behavior from within a person for the sake of creating the desired learning goals. Learning motivation is a relatively permanent change in behavior and potentially occurs as a result of practice or reinforcement (reinforced practice) based on the goal of achieving certain goals.[14]. Learning motivation is influenced by factors within the individual (internal) and the surrounding environment (external)[14].

One of the external factors in this study is parental social support. As the results of the first minor hypothesis test show that there is no significant relationship between parental social support

and student learning motivation. The reason can explain the rejection of this research hypothesis, namely students experience changes in the period of self-standardization, namely children looking for identity in the field of sexuality, age and activities.[39]. The role of parents as a primary source of protection and value begins to decline. The role of the group or peers is higher. Teenagers usually spend two to three times as much time with their peers as they do with their parents or other adults[40]. Adolescents indicate dependence on their peers rather than their parents or siblings. Social support received by a person can be obtained from various sources such as parents, teachers, family, friends, and the community. Individual relationships with family experience a decrease in intensity during adolescence, followed by an increase in the intensity of relationships with figures outside the family such as peers.[21].

In line with the results of this study, it shows that peer relations affect students' academic achievement so that social support from friends is more accepted by students[41]. Also in line with Previous studies found that there was a significant positive relationship between peer groups, and parental support and students' academic performance[42]. The thing that might be the reason for this significant relationship is because students interact with the right peers so that it positively influences students' interest in learning and this can always motivate them to learn and improve their academic performance at school.

The results of previous studies stated that there was a positive and significant influence between peer support on students' learning motivation[43]. Other studies have found that students will receive full support from peers and be motivated to learn if students associate with peers who behave well and have an interest in learning.[44]. On the other hand, if students associate with friends who are lazy to learn, students will experience a decrease in interest in learning due to low learning motivation. So choosing peers will have an influence on student life in the future, both positive and negative influences.

The second factor that can affect learning motivation is self-adjustment. The results of the second minor hypothesis analysis state that there is a very significant relationship between self-adjustment and learning motivation. In line with the results of previous studies, it was found that self-adjustment has a positive relationship with learning motivation. These results can be said that the higher the adjustment, the higher the learning motivation, and conversely the lower the adjustment, the lower the student's learning motivation[45]. In line with previous studies, it was found that the more students have the skills to adapt, the more motivation to learn will increase in these students, conversely the more students do not have the skills to adapt, the motivation to learn decreases.[46][47][48][48].

Good adjustment can increase student learning motivation. Thus it can be said that self-adjustment can play a role in increasing learning motivation. Adjustment is a process when individuals try

to overcome or master their inner needs, tensions, frustrations and conflicts, with the aim of achieving harmony and harmony between the demands of the environment in which they live and the demands within themselves.[49].

Research has found that students who have good self-adjustment will also have good learning motivation[45]. This means that if the student sees that he is someone who is able to master himself, is able to suppress emotions, does not blame other people and circumstances, admits failure and tries again to achieve goals, does not have feelings of helplessness, feels hopeful, is able to organize thoughts, have behavior and feelings, use experience to start the learning process, be able to analyze the factors that cause problems, think rationally, and be able to assess situations according to facts then these students will be motivated in participating in lessons and activities at school. Self-adjustment is a force that exists within students to arouse their learning motivation. This motivation leads students to study more seriously and for a longer time than students who have low self-adjustment.

Based on the results of the calculation of the determinant coefficient, the highest and most dominant independent variable in contributing to learning motivation is self-adjustment having an effective contribution of 12.78%, then parental social support is the lowest and less dominant variable in contributing to learning motivation with an effective contribution of 4.09.%. Adjustment to learning motivation makes a higher effective contribution, this can be interpreted that students who have adjustments can know their

abilities and have confidence in their own abilities so that students' learning motivation is likely to increase.

Meanwhile, parental social support has no relationship to learning motivation and has a low effective contribution. This can be interpreted that the social support received from parents does not affect the occurrence of a decrease in students' learning motivation.

4. CONCLUSION

Based on the results of research data analysis and discussion of parental social support and adjustment to learning motivation, it can be concluded as follows: 1) There is a very significant relationship between parental social support and adjustment to learning motivation in students of SMP Negeri 18 Central Maluku with an effective contribution by 16.8%. 2) There is no positive relationship between parental social support and learning motivation in SMP Negeri 18 Central Maluku with an effective contribution of 4.09%. 3) There is a very significant positive relationship between self-adjustment and learning motivation in students of SMP Negeri 18 Central Maluku with an effective contribution of 12.78%.

THANK-YOU NOTE

The authors thank all research subjects who have agreed to fill out the scale, and do not forget the authors also thank the school principals who have allowed researchers to conduct research in Middle Maluku 18 Public Middle School.

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