

The Role of Parents Based on Their Type of Work: How to Motivate Children's Learning

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Abstract

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The role of parents is pivotal in shaping a child's educational journey, particularly in motivating their learning. This research aims to explore how parental occupations influence their roles in motivating their children's learning, focusing on Honggosoco Village. Employing qualitative methods, data were collected from five families, revealing significant impacts of parental occupations on their roles in educating their children. Parents with flexible work schedules tend to be more effective in providing encouragement, guidance, and appreciation to their children. Conversely, parents with demanding work schedules face limitations in time and energy, affecting their ability to support their children adequately. This study underscores how parental roles in children's education are influenced by their occupational choices, consequently influencing children's learning motivation. The findings highlight the importance of parental understanding and awareness of their roles in their children's education. Training programs for parents are recommended to enhance their skills and knowledge in supporting their children's education. Empowering parents is acknowledged as a solution to enhance children's motivation and academic achievements. Thus, enhancing parental involvement in education can significantly contribute to the positive development of children's education in Honggosoco Village and potentially in other regions.

INTRODUCTION

The role of parents within the family setting plays a crucial part in achieving students' educational achievements. Parents' influence serves as a significant external factor shaping students' motivation to learn. Regardless of whether the motivation is high or low, it is profoundly affected by the role parents play in their children's educational journey. Novrinda (2017) defines parental involvement as the behavior involving parents in specific roles within the family, acting as caregivers, guides, and educators for their children.

Motivation, as stated by Hero & Sni (2018), can be either internal or external impetus compelling individuals to undertake actions aligned with specific goals, be it conscious or subconscious. Blok et al. (2013) assert that extrinsic motivation can guide the initial stages of learning and overcome potential obstacles. However, as learning progresses towards autonomy, extrinsic incentives no longer hold the primary sway, making intrinsic and extrinsic motivation mutually complementary. Learning necessitates both internal drive (intrinsic motivation) and external drive (extrinsic motivation) as students strive to meet parental expectations, additional goals, and specific incentives. Learning motivation acts as the intermediary between external stimuli and individual responses. In other words, learning motivation is an individual learner's perception of a concept influenced by diverse views on the need for different knowledge (Lin et al., 2017; Nadila et al., 2023).

Learning motivation encompasses students' intentions or desires to engage in specific learning activities and their efforts in doing so, driven by their personal choices (Koff & Mullis, 2011; Larasati et al., 2023). Learning motivation is an internal belief guiding individual learning goals, fostering consistent learning behavior, reinforcing cognitive processes, and enhancing learning outcomes (Hardiyanto & Salsabila, 2023; Karim, 2012). Gruzd et al. (2012) argue that students might initially be motivated by extrinsic incentives, but this motivation can transform into intrinsic motivation through learning experiences. Extrinsic motivation involves rewards or punishments from others based on specific behavior, while intrinsic motivation is more autonomous, enduring, and values-driven. Nonetheless, environmental factors can influence motivation, necessitating ongoing external support and incentives (Im et al., 2011).

One of the extrinsic factors influencing children's learning motivation is the role of parents. Parents serve as children's initial source of education, making the quality of parenting significantly impact children's education (Jamaludin, 2013). Parents stand as central figures in a child's life, being the primary social environment known to the child, determining a child's quality of life, and being physically and psychologically closest to them. Wahidin (2020) asserts that parents' role, serving as educators, guides, motivators, and facilitators, greatly influences the success of their children's education. However, challenges arise when parents have full-time jobs, as work schedules are intertwined with time and income.

In this context, the observations and interviews conducted in Desa Honggosoco indicate that parents with full-time jobs tend to have sufficient income to meet their children's needs, yet they have limited time available to support their children's learning process. Conversely, parents with more flexible work hours have more time to spend with their children, even though their income might be limited.

This study aims to investigate the various roles of parents concerning their occupations in motivating children's learning in Desa Honggosoco. The research focuses on parents and children residing in RT 1 RW 5 Desa Honggosoco. By understanding the impact of parents' occupations on children's learning motivation, this study seeks to provide in-depth insights into this dynamic. The research findings are expected to offer a better understanding of how parents can maximize their roles in supporting their children's learning motivation, despite the challenges arising from their occupations.

METHODS

This study employs a qualitative methodology with a descriptive data analysis approach based on Miles and Huberman's model (1994), involving the processes of data reduction, display, and conclusion drawing verification. The research was conducted in Desa Honggosoco, RT 01 RW 05, starting from December 3, 2021. The primary focus of this research is to analyze the role of parents in motivating elementary school children's learning, emphasizing the parents' occupations.

The research process comprises several stages, including observing the field conditions, gathering literature reviews, designing problem-solving strategies, conducting research involving parents and children, data collection, data analysis, drawing research conclusions, and evaluating and following up on the study.

Data sources in this research are categorized into two types: primary data and secondary data. Primary data is obtained through direct observation and interviews with parents and elementary school children. On the other hand, secondary data is gathered from research documentation, journals, and other supporting materials. Data collection techniques include observation to assess direct behavior and interactions, interviews to gain insights and experiences from parents and children, and documentation to obtain relevant written data.

By employing qualitative methodology and diverse data collection techniques, this study aims to thoroughly investigate the role of parents in motivating elementary school children's learning, considering the various occupations of the parents. The research findings are expected to provide a

better understanding of how parents' occupations can influence their methods of motivating their children in the learning process. Consequently, this study can offer valuable guidance for more effective educational approaches in the future.

RESULTS AND DISCUSSION

The success of a child's education is determined by the role of parents (Wahidin, 2019). The factors contributing to a child's educational success are influenced by parents acting as educators, motivators, facilitators, and guides. In achieving educational success, parents are expected to provide motivation to their children. Purwanto (2013) states that motivation or drive is an effort to influence someone to take action until a specific goal is achieved. In this context, parents are expected to provide learning motivation to their children. If a child has high motivation, it facilitates their ability to attain educational success.

Occupation refers to actions carried out directly or indirectly by entrepreneurs with the aim of continuously increasing quantity and quality. Every occupation can influence the role of parents in motivating or encouraging their children's learning. Ardhiyah (2019) mentions that parental occupation or socioeconomic status affects the learning process, starting from the parents' educational background, the availability of time affecting parenting styles, to the educational facilities and their quality at home. Parents, in fulfilling their role of motivating their children to learn, must allocate time to accompany their children in their studies and monitor their activities. The presence of parents significantly influences a child's development. Therefore, no matter how busy parents are in their daily activities, including their jobs, they must have the availability of time as parents who play a role in motivating their children's learning. This aligns with Alfarisi's (2021) perspective, highlighting the dual responsibilities of parents, where after returning from work, they bear a substantial responsibility at home, especially in the realm of education, involving caring for and guiding their children.

Based on the research conducted in Desa Honggosoco, involving interviews with parents and children regarding the parents' role in motivating their children's learning, especially considering their occupations, the findings can be summarized as follows:

1. Parental Role as Educators

Parents play an influential role in supporting children's education (Jony & Sultana, 2023). In their role as responsible educators, most parents fulfill their duties well. However, parents who are exhausted from work might not exhibit ideal behaviors. For instance, some parents merely instruct their children to study, while others accompany their children while multitasking, such as watching TV. In some cases, parents are so busy that they cannot spare time to assist their children with their schoolwork. Children feel valued when parents show concern, affecting their motivation to learn positively. This aligns with the study by Nisa & Abdurrahman (2023), which indicates that children are often neglected due to busy working parents. Thus, study time and completing assignments are postponed until the parents return from work.

2. Parental Role as Guides

Interviews in Desa Honggosoco revealed that parents with less exhausting jobs guide their children well by studying together at home and assisting them when they face difficulties. In contrast, parents with busier schedules are less effective in providing study support. Amanul (2019) emphasizes the crucial role parents play, especially in elementary school, where children still need parental guidance in their studies. The role of parents is exceedingly crucial in aiding a child's learning development. If parents provide or guide their children toward unfavorable directions, it can result in a lack of success in their learning process (Rizkiyana & Kodri, 2023).

3. Parental Role as Facilitators

Parents provide sufficient facilities to support their children's learning, but the comfort and peace necessary for studying at home are compromised due to the lack of a dedicated study space and table. Moreover, additional learning support, such as tutoring, is not provided. Yugiswara (2019)

emphasizes that parents must understand students' learning needs, including providing a suitable study environment, reading materials, and writing tools.

4. Parental Role as Motivators

Interviews in Desa Honggosoco reveal that some parents serve as effective motivators by dedicating time to support their children's learning, appreciating their achievements, and advising them in case of poor grades. On the contrary, parents with long working hours motivate their children using incentives or promises, lacking the time to assist them directly. This may lead to children becoming dependent on material rewards, hindering their intrinsic motivation to learn. Harmaini (2013) suggests that parents should spend quality time with their children, even if it's just 1 or 2 hours, emphasizing the importance of parental involvement in the learning process. parents should create enough time with their children especially in the area of communication concerning school activities, expectations of academic performance, the importance of achieving good results and they should always ask, and give encouragement to the children about the importance of homework (Olokooba & Owoyale-Abdulganiy, 2022).

In summary, the study illustrates the diverse ways in which parents fulfill their roles as educators, guides, facilitators, and motivators in motivating their children's learning, influenced by their work commitments. It emphasizes the need for parents to balance their work responsibilities with active involvement in their children's education to enhance their motivation and overall learning experience. The results of interviews with 5 sources of parents conducted by researchers in Hongogosoco Village are presented in table 1.

Table 1 illustrates insights gathered from interviews investigating the diverse roles parents assume in their children's education. Each row corresponds to a distinct parent identified by initials along with their occupation and the roles they adopt in their child's educational journey, encompassing Educator, Mentor, Facilitator, and Motivator. SAA, a Teacher by profession, embodies a comprehensive educational approach. Serving as a disciplinarian in learning, this parent extends guidance, ensures adequate study facilities, and provides essential emotional support and encouragement to the child. Contrastingly, IT, a Housewife, focuses extensively on consistently guiding and supporting the child's learning process, primarily concentrating on actively accompanying the child during studies. While offering limited facilities, this parent emphasizes direct involvement in the child's educational pursuits. SBY, an Employee, instills discipline by structuring a study routine for the child. Although providing some material support, this parent lacks control over daily activities, employing a combination of motivational strategies that involve both rewards and punishments.

In comparison, BC, a Trader, encourages studying but falls short in setting an example due to personal fatigue and work commitments. While providing adequate facilities, active guidance is lacking, and the motivational approach includes offering advice, gifts for good grades, and occasional scolding for poor performance. Lastly, S.A, a Businessman, offers minimal assistance due to late work commitments. With limited guidance, this parent relies on external support, directing the child to seek help from an older cousin. Basic supplies are provided, and motivation primarily hinges on promises of rewards for achieving good grades. In essence, these distinct parental approaches in education reflect a range of involvement, guidance levels, and motivational strategies, largely influenced by their respective occupations and personal circumstances.

Overall, each parent showcases a distinct approach to their children's education, varying in levels of involvement, guidance, and motivational strategies, largely influenced by their occupations and personal commitments. This aligns with the statement by Alejandro (2021) that the type of job held by parents affects the level of attention parents give to their children to enhance their school performance. The table also shows that parents working as teachers, employees, and homemakers have fulfilled their roles well, each in their own way. Some of these parents educate their children by dedicating time, reminding and assisting them in their studies, guiding them when they face difficulties, and motivating them through active involvement, appreciation, and, in some cases, appropriate punishments, such as confiscating their children's gadgets to instill a sense of discipline

and enhance their motivation to learn. Discipline becomes an aspect of parenting that affects children's behavior and academic performance (Hambala et al., 2023).

Table 1. Results of Parental Role Interviews

No	Name	Work	The role of parents			
			Educator	Mentor	Facilitator	Motivator
1	SAA	Teacher	Discipline in learning.	Accompanying children in learning, helping to resolve children's difficulties by looking for references from books or the internet.	Sufficient facilities from equipment and supplies to study tables. Provide additional LES.	Always accompany your studies, give appreciation in the form of hugs and congratulations, and give advice and encouragement when your child gets bad grades.
2	IT	Housewife	Responsible for managing daily activities and always accompanying children to study without doing other activities apart from focusing on accompanying children to be more enthusiastic about learning.	Always guide by accompanying learning to encourage children to learn and help if they experience difficulties.	It only provides equipment and learning support facilities, there is no special room or study table.	Always spend time accompanying your child to study, give appreciation to your child when you get good grades and occasionally give gifts, give advice when your child gets bad grades.
3	SBY	Employee	Discipline children in a way that after evening prayers and reciting the Koran, they must immediately study and after studying they must pack books for school.	Take time to accompany children to learn. Helping resolve children's difficulties when studying but not having time to control children's daily activities.	Provide stationery, provide practice booklets.	Motivate by providing assistance when children are lazy about studying, giving gifts and appreciation if they get good grades, giving punishment when children get bad grades.
4	BC	Trader	They only tell their children to study, but they don't set an example because they accompany them in studying by watching TV and are also tired of working.	Lack of guidance because they are tired from working very long hours and do not have time to control the child's daily activities.	Children are provided with very complete facilities, but there are no special rooms or study tables.	Motivating is only by giving advice because parents have limited time to accompany their children. When a child gets good grades, whatever he wants, he will definitely be given it. When a child gets bad grades, he is advised and sometimes scolded.
5	S.A	Businessman	Just telling children to study without assistance from their parents because they have to work until night.	There is very little guidance for children because of busy work. If a child experiences difficulties, the child is told to ask his older cousin for help.	All children's equipment and supplies are provided except for a special room and study table.	Limited communication with children, only giving something so that children want to learn and the promise of prizes if they get good grades

In contrast, parents working as traders and entrepreneurs exhibit different behaviors. From the table, it is evident that these parents tend to instruct their children without providing examples, lack proper guidance, and motivate their children solely by offering material rewards, leading to their children becoming dependent on rewards for learning motivation. This corresponds with the statement by Rizkiyah (2019) that motivation doesn't have to be materialistic; it can also be provided through verbal encouragement and positive words. Greater parent awareness and importance predicted more parent-reported social skills improvement (Goolsby et al., 2019).

Regarding facilities, all parents provide equal support, although none of them have a dedicated study space. However, one teacher-parent does provide additional learning support, such as extracurricular lessons, and has set up a study table at home. Parents must provide opportunities and room for their children to continuously learn, while also consistently motivating and reminding students to be self-reliant, avoid dependency on others, and be capable of self-direction in the future (Hidayanti et al., 2023).

The active role of parents is crucial in supporting the learning process. Parents should guide their children effectively in their studies and provide them with the necessary resources (Pusparini et al., 2022). The effective execution of parental roles significantly impacts the children's motivation. Previously low-motivated children tend to improve their motivation when their parents actively participate in their learning process. Similarly, children who already possess high motivation tend to enhance their motivation further. On the other hand, parents who do not fulfill their roles properly adversely affect their children's learning motivation. Even children with intrinsic motivation may struggle when their parents do not actively participate in their education, and this situation worsens for children with low motivation. The active role of parents is crucial in supporting the learning process. Parents should guide their children effectively in their studies and provide them with necessary resources.

Interestingly, factors like parental education and age do not significantly influence the way parents fulfill their roles, as evident from Table 1. The predominant factor affecting parental involvement is the type of occupation. This observation is supported by the findings of Alexandro (2021), indicating that respondents' age and educational background do not affect parental attention towards their children. This phenomenon occurs due to individuals' lack of understanding about proper parenting methods.

CONCLUSION

The research findings indicate that parents' occupations play a crucial role in how they motivate and support their children's education. Parents with flexible work schedules tend to actively engage in their children's education, providing the necessary encouragement, guidance, and appreciation to enhance their children's learning motivation. On the contrary, parents with busy work schedules often face limitations in time and energy to effectively support their children, which can subsequently impact their children's learning motivation.

Therefore, there is a need for efforts to raise awareness and understanding among parents, especially those with demanding work schedules, about the significance of their role in their children's education. Parent training programs can help enhance their skills and knowledge in effectively supporting their children's education, regardless of the type of occupation they have. Moreover, an approach that emphasizes empowering parents to support their children's education can have a positive impact on their motivation and academic achievements.

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