

## The Role of Socio-Emotional Parenting on Children's Studying Motivation and Interest During the Covid-19 Pandemic in Sambas, West Kalimantan

Zulkipli Lessy<sup>1</sup>, Mabid Barokah<sup>2</sup>, Miftahur Rohman<sup>3</sup>

Corresponding Author: [zulkipli.lessy@uin-suka.ac.id](mailto:zulkipli.lessy@uin-suka.ac.id)<sup>1</sup>

[mabidbarokah26@gmail.com](mailto:mabidbarokah26@gmail.com)<sup>2</sup>, [miftahur1rohman@gmail.com](mailto:miftahur1rohman@gmail.com)<sup>3</sup>

Sekolah Pascasarjana UIN Sunan Kalijaga Yogyakarta<sup>12</sup>

Sekolah Tinggi Ilmu Tarbiyah Bustanul 'Ulum Lampung Tengah<sup>3</sup>

### Abstract

*This study examines the influence of socio-emotional parenting towards children's motivation for, and interest in, studying. More particularly, the parental influences were observed while the children studied at home during the Covid-19 pandemic. The sample (n = 66) was drawn from the population of students in the sub-district of Sambas, in the West Kalimantan region of Indonesia. Data was examined to assess parental influences on improvement in children's motivation and interest. This quantitative research applied simple regression analysis to the data. The analysis implementation uses the classical assumption test and hypothesis test with the assistance of SPSS for Windows version 26. The research results show that (1) there was a significant influence of 7.3% of the socio-emotional parenting role towards children's motivation to study at home during the Covid-19 pandemic; (2) there was a significant influence of 18.4% in the role of socio-emotional parenting towards a child's interest in studying at home during the Covid-19 pandemic; and (3) there was a significant influence of as much as 64% on a child's interest in studying at home during the Covid-19 pandemic.*

**Keywords:** *socio-emotional, parenting, children, motivation, Covid-19*

### Abstrak

Penelitian ini menguji pengaruh sosio-emosional orangtua terhadap motivasi anak-anak untuk, dan minat mereka dalam, belajar. Secara khusus, pengaruh-pengaruh pengasuhan ini telah diobservasi ketika anak-anak belajar di rumah selama pandemi Covid-19. Sample (n = 66) diperoleh dari satu sub-distrik dari populasi siswa di Sambas, Kalimantan Barat. Data diuji untuk mengukur pengaruh-pengaruh pengasuhan atas perkembangan motivasi dan minat anak-anak. Penelitian kuantitatif ini menggunakan analisis regresi sederhana dalam pengolahan data. Implementasinya menggunakan asumsi klasik test dan uji hipotesis dengan bantuan SPSS for Windows versi 26. Hasilnya menunjukkan bahwa (1) terdapat pengaruh yang signifikan sebesar 7.3% dari peran pengasuhan sosio-emosional terhadap motivasi anak-anak selama belajar di rumah ketikan pandemi ini; (2) terdapat pengaruh yang signifikan sebesar 18.4% dalam peran pengasuhan sosio-emosional terhadap minat anak-anak ketika belajar di selama pandemi ini; dan (3) terdapat pengaruh yang signifikan sebesar 64% pada minat mereka di rumah ketika belajar di musim pandemi ini.

**Kata-kunci:** *sosio-emotional, pengasuhan, anak-anak, motivasi, Covid-19*

## INTRODUCTION

Humans receive early education within the family. According to Wulandari (2020), the primary teachers within families are the parents, who instill positive values within their children, which is the parental responsibility. A parent is under instruction from God to nurture each child, and their parental efforts will be accounted for on judgment day. Accordingly, parents must present and implement excellent values to and with the child, especially for spirituality and religion. These values are needed for children to internalize, in order to develop themselves as persons with noble character and useful skills (Setiadi & Muhyani, 2020). Parents are the first teachers to children, setting a basis in early nurture, education, and skill development, as the child develops physically and spiritually prior to formal education.

During the Covid-19 pandemic, the influence of socio-emotional parenting took on an extended role. Parents became increasingly vital for ensuring children's motivation to study at home and their interest in studying at home. Teachers still had responsibilities, but lacked their usual direct interactions with students. Due to the Covid-19 precautions, parents became supervisors of much teaching-learning activity conducted at home by online methods. Therefore, the education quality while students “worked from home” was affected by the parents' involvement. Social interaction experiences within the family could exert potentially positive and possibly negative influences on the child's way of studying. Furthermore, general factors within the family might have varied impact in determining a child's learning behavior. Hence, parents role are essential in responding to the implementation of 'studying from home' policy. Parents also must instill a child's awareness in carrying out their obligation when studying and working on the assignment.

Forms of parenting do influence children's emotional development. If parents implement positive parenting in the right environment, the child's attitude will likely be positive. Without parental guidance, this will be less likely. Social behavior in children also affects abilities to cooperate, compete, be generous, try to adapt socially, exhibit sympathy, have empathy, balance their dependency with independence, behave in

friendly and unselfish ways, be participatory, and have appropriate attachment behaviors (Syukur, 2015). Parents are the external factor that influences the emerging of children's motivation. The parents should create a supportive family environment to increase children's studying motivation, by assisting, fostering, and guiding children in completing their studying assignments (Mustolikh & Shalihati, 2014).

Being led to have an interest in learning exerts an influence on gaining the benefits of studying. Motivation and interest are thus closely connected. The emergence of motivation builds from an existing interest. Interest is defined as a person's spirit, or attitude, which comprises three functions, namely cognition, conation, and emotion. When positive, these factors lead to a strong feeling of connection. In short, interest is "a person's intention to conduct something, or a certain activity carried out happily, without any order from other people" (Chen et al., 2014). Intention and interest go hand in hand.

Interest is a primary key in studying activity. When a child is interested in something, or likes something, he will feel enthusiastic and try to learn maximally towards achievement. The significant role of interest triggers a child to find something more he or she wants to know and to find it by reading, comprehending, and asking questions (Heriyati, 2017; Lessy & Sabi'ati, 2018). Unfortunately, the reality shows that in many situations there can be a lesser outcome when the parent, teacher, or children themselves lack support and encouragement. Many parents do not focus on their child's education, but rather feel responsible only for providing food, arranging for classroom schooling to be provided outside the home, and furnishing such necessities as clothing and meals (Supriyati, 2018). Later on, disharmony in some households leads to disputes or even divorce, which further impacts character-building in the child and the positive parenting needed to encourage children's self-motivation for studying.

Even in a harmonious home setting, a sustained policy of studying from home, rather than at school, may decrease a child's interest in learning, especially if there is a lack of individual motivation or of parental supervision. Furthermore, when studying at home, there can be distractions if some children use their time to play games online or in person with their peers, instead of studying. Even for a dedicated student, the learning

material and assignments may not be as helpful when done at home online rather than in a school setting. Children have less guidance when not present in a classroom to elicit teacher's explanations. And the lesser supervision that may exist at home allows students to be lazy. They may use mobile phones more for playing games than for learning purposes. To prevent such lapses, effective parenting patterns are needed for building the motivation and interest in studying. This is especially the case amid the Covid-19 pandemic.

Another issue for studying at home is the situation of parents with regard to their own abilities for using technology. The reality is that many parents in the Pemangkat sub-district of West Kalimantan are only elementary school graduates. Moreover, by having limited experience with online systems and no experience in using Zoom or WhatsApp, these parents have notable difficulty in assisting with or monitoring their children's assignments. This negatively affects their socio-emotional parenting role and detracts from their ability to boost their children's motivation and interest for studying at home during the Covid-19 pandemic.

Research related to Covid-19 pandemic effects on the learning process has been done by Purwanto et al. (2020), obtaining information on difficulties during distance learning and obstacles dealt with by students, parents, and teachers while implementing online learning. Many still lack knowledge in using technology. Also, expenses increase, as compared to pre-pandemic costs, due to the necessity to pay for internet access. Schedules become difficult with the additional task for parents to supervise and guide children who are spending many more hours at home. Communication and socialization among teachers, students, and parents are diminished. The teacher's working hours are consumed by implementing adjustments in how they provide information to parents, students, and peer teachers. Zaharah et al. (2020) have done studies revealing these effects and other Covid-19 impacts on learning activities. They expose many problems that Covid-19 has caused in the learning process. The issues negatively affect social and cultural paradigms and, most severely, they cause economic problems.

Syukur (2015) compares how the caregiver becomes a surrogate role for parents in orphanages. The strategy to build a child's socio-emotional attitude is by speaking continuously. The orphanage keeps on giving advice moderately and as acceptable for the kids. However, there are constraints in building a child's socio-emotional attitude when they have to adjust to the new environment and follow the orphanage's schedule. Kumbarini (2020) has written on what kind of roles are carried out by parents when they are spending so much time with their children during the Covid-19 pandemic. The writers have shown that overall the parents' role intensifies as a guide, educator, guardian, developer, and supervisor for each of the child's activities. In line with that study, Cahyani et al. (2020) has research aiming to reveal parents' roles amid the need to have so many learning activities at home, as part of the measures put in place to contain the Covid-19 pandemic. The conclusion is that parents think it could make their relationship closer with their kids, beneficially enable parental effect on the children's learning progress, and ensure that the children learn their lessons well at home. Rohman et al. (2020) concluded that parents play a deeper role in shaping the character of the child to become a complete human being, namely acting as an educator, facilitator, motivator, companion and supervisor, as well as as a figure imitated by a child (*al-uswah al-hasanah*). In addition, parents have more challenges in guiding and supervising children during the learning period from home due to the use of gadgets that are sometimes abused by children.

Several research studies regarding learning interest and motivation, such as Fauziah et al. (2017), considered the various aims of uplifting students' studying motivation, gaining knowledge about students' learning activities, observing teacher competency to encourage learning, and finding students' study responses through lesson study in Class V of the State Elementary School in Lampageu Aceh Besar. The study revealed that learning using lesson-study strategy makes the students immensely enthusiastic and passionate in the class, particularly in the State Elementary School in Lampageu Aceh Besar. Likewise, Nurhasanah and Sobandi (2016) undertook a study to find the influence of interest in learning on students' learning outcomes. In their regression-test evaluation, the result shows a significant influence of learning interest on

studying outcome. The finding was that when a student's learning interest is high, the studying outcome is also maximal.

These studies are interesting and informative even for normal situations. Meanwhile, however, an overall literature review reveals that only a few research efforts have specifically examined such issues with reference to the Covid-19 pandemic and its effects. Our study therefore sought to examine socio-emotional parenting related to a child's studying interest and motivation at home during Covid-19. Research Hypotheses is a significant influence of socio-emotional parenting towards child's motivation while studying at home during the Covid-19 pandemic; there is a significant influence by socio-emotional parenting's role towards the child's interest while studying at home during the Covid-19 pandemic; and there is a significant influence of motivation towards a child's interest while studying at home during the Covid-19 pandemic.

## RESEARCH METHOD

This study uses a quantitative research approach with a specific focus on the effects of educational arrangements made in response to the Covid-19 outbreak. Moreover, this research differs from the prior studies due to our focus on three variables in the parental effects on home study, namely motivating children to study, creating interest in studying, and being effective amid Covid-19 alterations in daily schooling. A research population is the total of all objects or individuals with specific characteristics, precise, and complete, which are under consideration. The population in this research comprises the families having school-age children and situated among the 290 overall family households of Lonam Village Pemangkat, Sambas, West Kalimantan, Indonesia. The sample was a representative subset of the population studied. The sample used in this research is a *purposive sampling*, which is a form of the nonprobability sampling technique. Of the population of 290 families, there were 66 chosen by purposive sampling for having children aged 12 to 15 years old and currently undergoing online learning.

The data collection technique used in this research was the questionnaire. In this instrument, both positive and negative statements (assertions) were presented. In line with Neuman (1997), for each statement there were four response choices, namely Strongly Agree, Agree, Disagree, Strongly Disagree. Also, each statement was written to be either a positive or a negative assertion. Subsequent analysis of data used the Likert scale, by means of assigning a numerical value to responses as appropriate for each statement's positive or negative nature. Positive statements (favourable) and negative statements (unfavourable) accordingly had reversed scoring. Thus the responses are weighted as follows. Strongly Agree (SS) has a weight of 4 for a favourable statement, or 1 for an unfavourable statement. Agree (S) has a weight of 3 for a favourable statement, or 2 for an unfavourable item. Disagree (TS) is weighted 2 for a favourable item, or 3 for an unfavourable item. Strongly Disagree (STS) is weighted 1 for a favourable item, or 4 for an unfavourable item.

#### *Data Analysis*

Two stages were used in implementing data analysis. 1) The first analysis stage was a Classical Assumption Test with three components, as follows. (a) The Normality test component functioned to find a regression model's residual score and determine whether it was distributed normally or not. The normality test in this research used the *Probability Plot* test and *Kolmogorov-Smirnov* method with a 0.05 significance level. (b) The Linearity test component, aimed to find out whether two variables were shown to have a linear correlation. (c) The Heteroscedasticity test component examined variance similarity, or non-similarity, as exhibited by the residual of one observation with another observation, within the regression model (Hinkle et al., 2003). 2) The second stage of analysis, namely the Hypothesis Testing, used an F-test to determine whether the model analyzed had a high level of model feasibility, i.e., that the variables used can explain the analyzed phenomenon (McBurney et al., 2003). Subsequently, a test was used to show whether independent variables individually significantly influenced the dependent variable (Hinkle et al., 2003).

#### *Validity Test Instrument*

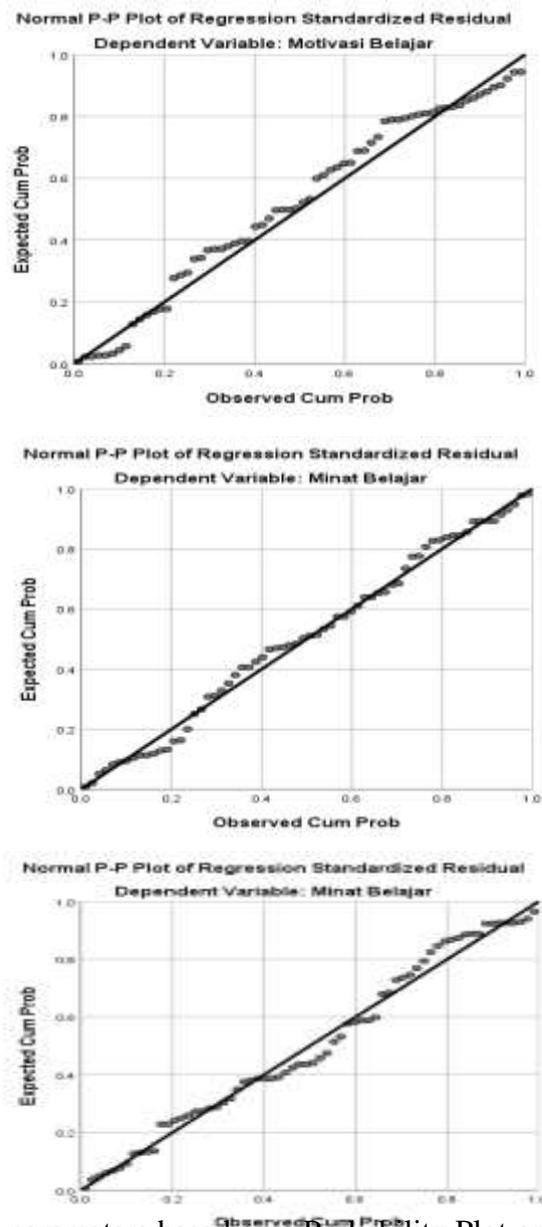
An instrument validity test used the product-moment correlation formula from Pearson, as applied within IBM SPSS software version 26. The r-value of the product moment is searched in an r-value table distribution, based on df value (*degree of freedom*) using the  $N-2$  formula, for 5% significance. Hence, it was obtained from the r-value table for  $66-2=64$  degrees of freedom, with the sample (respondent) amount of 5% significance being as much as 0,242. The grounds for decision-making in the validity test are as follows: 1) If r-count value  $>$  r-table value, the item is declared valid. 2) If r-count value  $<$  r-table value, or r is negative, the item is declared not valid. The study also compared significance (Sig.) value (2-tailed) with 0.05 probability, for the three possible results. 1) For Sig. value (2-tailed)  $<$  0,05 and *Pearson Correlation* positive, then the items in the questionnaire are valid. 2) For Sig. value (2-tailed)  $<$  0,05 and *Person Correlation* negative, then the items in the questionnaire are not valid. 3) If Sig. value (2-tailed) is  $>$  0,05, then the questionnaire items are not valid (Abu-Bader, 2006; Pagano, 2017). The questionnaire tabulation data yielded an r-count value for overall variables in *Pearson Correlation* column  $>$  r table (0.242) at the 5% significance level, with Sig. value (2-tailed) on the second column smaller than 0.05 and all of the *Pearson correlations* being positive, and thus valid.

#### *Reliability Test Instrument*

According to Wiratna, reliability parameter results, using the *Cronbach Alpha* technique, are categorized as follows: 1) If the *Cronbach Alpha* value is  $>$  0.60, the questionnaire is declared reliable. 2) If the *Cronbach Alpha* value is  $<$  0.60, the questionnaire is stated not reliable. From the calculation result, this study obtained a Cronbach's Alpha score, on all variables, that exceeded 0.60, thus being reliable. The Cronbach's Alpha score on the independent variable (X) is 0.789; so this r-value for reliability is high. In addition, the *Cronbach's Alpha* value for the dependent variable (Y1) is 0.840, so the r-value for reliability is very high. Lastly, the *Cronbach's Alpha* value on the dependent variable (Y2) is 0.771, so this coefficient r-value (reliability) is also high.

### Normality Data Test

Normality testing using SPSS-26 resulted in the significance value of X with Y1 being 0.200, and of Y1 with Y2 being 0.200. These significance values are each greater than the 0.05 significance level, so that based on *Kolmogorov-Smirnov*, the research data residuals are normally distributed. In addition, the researchers applied the *Probability Plot* technique using SPSS-26, with results shown graphically:



The normality parameters based on a Probability Plot are assessed as follows: 1) if the data plot follows a diagonal line, the residual values are confirmed to be normally

distributed; 2) if the data values stay away from a linear-diagonal pattern, or are widely scattered, then the study data values are not normally distributed. As seen in the figures displayed above, with the dots lying along diagonal lines, the residual values confirm a normal distribution of the study data (Pagano, 2012)

#### *Linearity Data Test*

Test values for linearity versus non-linearity of data are categorized as follows. 1) If the significance value for *deviation from linearity* is  $> 0.05$ , there is a significant linear correlation between independent and dependent variables. 2) If the value of *deviation from linearity* is  $< 0.05$ , there is a significant non-linear correlation between the variables. Using SPSS-26 for this study's data, the *deviation from linearity* for the socio-emotional parenting role (X) with learning motivation (Y1) obtained a significance of 0.428 ( $> 0.05$ ). The *deviation from linearity* value for socio-emotional parenting role (X) with learning interest (Y2) had a significance value of 0.138 ( $> 0.05$ ). And the *deviation from linearity* value of learning motivation (Y1) with learning interest (Y2) had a significance value of 0.183 ( $> 0.05$ ). These results confirmed significant linear (rather than non-linear) correlations of socio-emotional parenting with learning motivation and with learning interest, as well as a significant linear correlation between motivation to learn and interest in learning.

#### *Linear Regression Analysis*

Evaluation by simple regression testing uses two methods, namely comparing t-value with t-table standards, or comparing the t-value significance level to a standard 0.05 probability decision. 1) When using a t-table, a) if experimental t-value is less than t-table decision value, then the independent variable is considered to be an influence on the dependent variables; or b) if the t-value is greater than the t-table value, then the independent variable does not influence the dependent variables. 2) For the second method, the experimental t-value is compared to a 0.05 probability. Then a) if t-value is less than 0.05, the independent variable is considered to have a significant influence on the dependent variables; otherwise, b) if t-value is more than 0.05, the independent variable is not considered to be an influence on the dependent variables.

**Table 1. Hypothesis Testing**

No	Variable	R	R <sup>2</sup>	F	t	Sig.	Sig.
1	Socio-emotional; Learning Motivation	0,270	0,073	5,033	2,243	0,028	Sig<0,05
2	socio-emotional; Interest in Studying	0,429	0,184	14,438	3,800	0,000	Sig<0,05
3	Learning Motivation; Interest in Studying	0,800	0,640	114	10,677	0,000	Sig<0,05

The table shows the correlation value (R) and large percentage of influence of the independent variable towards dependent variable, which is called the coefficient of determination (R<sup>2</sup>), is the square of R. It is obtained respective coefficient determination (R<sup>2</sup>) of 0,073, 0,184 and 0,640. This means that the influence of the independent variable towards the dependent variable is 7,3%, 18,4% and 64%, while the rest is affected by other variables.

The tabel also shows a significant influence of the socio-emotional parenting role towards the child's motivation. This can be observed from F-count value which is 5,033 > f tabel 3,99 and t-count value is 2,243, thus larger than t-table value, which is as much as 1,999 with 0,028 < 0,05 significance; so Ho is rejected and Ha is accepted. The conclusion is that the correlation between the parenting role and the child's interest reflected in F-count value is 14,438 > f table 3,99 and t-count value = 3,800 > 1,997 with significance 0,000 < 0,05, so Ho is rejected and Ha is accepted. So there is a significant influence between socio-emotional parenting towards the child's interest. The result of analysis between motivation and learning interest is F-count value which is 114 > f-tabel 3,99 value and t-count is 10,677 > 1,997 with 0,000 < 0,05 significance, so Ho is rejected and Ha is accepted. Therefore, there is a significant influence of motivation towards the interest of the child's learning at home during the Covid-19 pandemic.

## FINDINGS AND DISCUSSION

### Definition Socio-Emotional Parenting

Socio-emotional development comprises a child's achievement of abilities in two complementary arenas. The first is social competency related to the person's degree of independence and socializing ability. The second is emotional maturity related to the person's abilities for expressing opinions, knowledge, and empathy (Kusramadhanty et al., 2019). Baumrind states that bonding between parent and child is essential for a child's emotional and social development. Parents are the primary formative agents for a child's social development, social competence, and life-long adaptability. Success in these developmental arenas depends on parenting patterns and parental affection (Morss, 2017).

Socio-emotional development guides the child's sensitivity to understanding other people's feelings in daily life interactions. It means that children must have sensitivity, for instance, towards their environment, as well as an understanding that in interactions people have differences, yet also have aspects in common. Development of socio-emotional maturity will influence the way that the child's interacts when facing types of problems that arise in their daily lives (Assingkily & Hardiyati, 2019).

Parents are the first teachers and the first role models for their children. Children will tend imitate and follow parents' behaviors. This parental role is pivotal for the earliest education of a child, which sets the stage for later phases of the child's development. The renowned figure John Locke (1632-1704) adhered to "Tabula Rasa" empiricism, a Latin term that means "blank sheet". The theory sees each child as a fresh sheet of paper upon which formative experiences will be written. This view emphasizes the important effects of experience, environment, and education in human development. The parental role in educating a child during studying at home is vitally formative. Accordingly, World Health Organization (WHO) issued guidelines on parenting for constructively accompanying a child's activities at home during the Covid-19 pandemic, so that the learning could be meaningful and positive (Nurlaeni & Juniarti, 2017). In the beginning, a parent's task is to guide personal attitudes along with basic principles such as introductions to faith, societal rules, and group customs. But now with much home-

based education, the additional parental task is to be an academic educator. Implementation of education is not just an institutional responsibility, but also is the parent's and the society's responsibility.

Similarly, Chen et al. (2014) state that parental role comprises many individual applications as needed for implementing tasks or responsibilities. It means the role of parents has many obligations and responsibilities to the child, such as formal or non-formal, which will make a child better in facing difficulties to achieve success. Furthermore, parenting practices should be applied based on the child's needs, including honing, loving, and nurturing. The term "honing" denotes giving psychosocial stimulation in developing intelligence, independence, creativity, religion, morality, attitudinal outlook, and personality (Chen et al., 2014). The view of loving includes the ways that parents provide affection and warmth in caring for and about the child. Nurturing includes parental obligation to fulfill the child's physical health and growth needs, such as shelter, nutrition, medical care, and similar basics.

A significant parenting pattern is a discipline. This is society's way to teach children to behave normally, meaning exhibiting behaviors that are acceptable within the community (Hurlock, 2000). The objective in discipline is to tell the child about good and bad things and to encourage the good actions that are best according to applicable regulations within their society. Parenting involves shaping children's behavioral patterns and making adjustments as needed from time to time. Patterns impact children's socialization either positively or negatively. The patterns may depend on parental viewpoints. Amin and Harianti (2018) note that parenting includes the ways that interactions occur between parents and children, the ways that parents themselves act, and how they respond to their children. Accordingly, parenting is comprised of permissive, authoritarian, and democratic:

#### *Permissive*

Permissive parenting occurs when the parental behavior is to allow children to do whatever they want to do without constraints. Permissive parenting does not apply strict rules or even any rules. This extreme lack of parental guidance also occurs if the parents are absent or silent when it comes to supervising and shaping their children.

This kind of parenting creates a disobedient personality in the child, who then is likely to behave against general societal rules (Amin & Harianti, 2018). Permissive parenting, according to Diningrat et al. (2016) by being the lack of parental guidance and supervision, allows children to take their own decisions and do whatever they please.

#### *Authoritarian*

Authoritarian parenting is the implementation, by parents, of a set of rules for their children to obey without question. Whenever children do not comply, they are punished by the parents. According to Amin and Harianti (2018), children who are nurtured with this pattern usually have hardened personalities, poor communication skills, and overt or internal fearfulness amid social settings. Even so, they may develop to become independent and assertive.

The characteristics of authoritarian parenting are that the children must follow parental will; that parental supervision is stringent; that children rarely get a compliment; and that, when a child fails to meet a standard set by parents, there will be harsh punishment. Such parents control everything without giving children a chance to express a question or to start a discussion (Diningrat et al., 2016). Authoritarian parents usually do not accept compromise and do not engage in proper communication. Thus the rules enforce the parents' will and do not allow discussion.

#### *Democratic*

In democratic parenting, parents allow and respect appropriate freedoms for their children, while also supervising and guiding them. These parents explain logically and objectively why various intentions and opinions either are, or else are not, acceptable (Adawiah, 2017). According to Amin and Harianti (2018), implementation of this democratic parenting type will raise children to have high social competency, strong optimism, good communication skills, friendliness with peers, and understanding of the value of self-esteem.

The characteristics of democratic parenting are to nurture the child and to guide the child to become independent and to develop internal self-control. Such parents acknowledge children as individuals who must gradually take on increasing responsibilities. Democratic parents communicate clear rules for children's activities.

They also allow and encourage the children to be involved in making age-appropriate decisions; they show appreciation for children's successes; and they motivate children to usefully express their opinions and questions.

### *Motivation*

Motivation is an encouragement that emerges in an individual consciously or unconsciously to do an action. Motivation influences the perception of a person to try performing the activity that other people can see. In education, motivation is useful for the encouragement of a child's learning process, ensuring the continuity of learning activities, and providing direction for those activities. The goal of such motivation is for children to achieve targeted educational objectives. According to Heriyati (2017), optimizing full potential within the child is a kind of learning motivation that boosts encouragement.

The individual who is motivated will always make an effort towards a goal, be persistent, and pay attention to each current assignment. Such a child will also have a purpose, intention, aspiration, enjoyment of the activity, and a strategy to achieve the purpose. An individual who is motivated develops behaviors, feelings, cognition, etc., which are invisible to the unmotivated individual. Sudarwan states that motivation is an encouragement within oneself, or within a group, to attain achievement by means of intentionality toward a requirement or chosen goal, with passion, impetus, and a healthy psychological mechanism (Suprihatin, 2015). Motivation is also considered as the strength of a person to have increased intentionality in performing activities. The intention comes from within (intrinsic motivation) or outside of (extrinsic motivation) the individual. The quality of a person can be seen by how great their motivation is in the context of learning, working, or other aspects of life. Motivation also includes but not limited to curiosity, passion, independence, readiness, enthusiasm, encouragement, persistence, and confidence.

### *Interest*

Interest is an affinity that emerges from within a person. Interest can evolve into motivation, which then influences studying outcome. Interest is the high excitement and tendency, or strong will, toward something. Slameto (2010) and Heriyati (2017) assert

that interest is acceptance of a relation between oneself with something outside of oneself. The stronger such a relation is felt to be, then the higher also the interest would be (Slameto, 2010).

Heriyati (2017) conveys that learning interest is the psychological aspect which influences studying outcome. A feeling of enjoyment in learning material, or the enthusiasm shown by a teacher, can improve studying interest. This interest gives strength that will encourage children. Children who have interest in a lesson will continuously feel encouraged to study diligently. In observing a person who has learning interest, one can see their seriousness in paying attention during the lesson. Slameto (2010) asserts that learning interest comprises such indicators as happiness, feeling free to to learn, active involvement, having interest in subjects, and children's attentiveness.

### **Relationship of Parenting with Studying Motivation**

In obtaining learning achievement, the parents' role is vital because it can, directly and indirectly, provide guidance and motivation in studying. And according to Hakim, similar influences also come from extrinsic factors, such as encouragement from siblings, peer friends, teachers, and people who have close and respected relationships with the student (Utami et al., 2017). Parenting is essential in all aspects of a child's life, and clearly in the learning process. Parents can help to increase children's learning motivation. Mustolikh and Sakinah (2014) have research similarly supporting the view of parenting as a significant influence on studying motivation.

Excellent parenting can not only empower an independent spirited child taking responsibility for study, but can also help to identify the child's learning interest. This opinion is supported by a relevant study conducted by Apritia and Barnadib (2015). They states that there is a positive and significant relationship between parenting and the students' learning interest, as examined in Bhakti Nusantara Vocational High School Demak of Central Java. According to Iswara , one of the influencing factors for learning interest is the parents' attention, such that right and proper parenting and attention will increase children's learning interest (Iswara, 2011).

Similarly, motivation is a factor that influences learning interest. The idea is similar to Prahmadita's (2014) theory that learning motivation and improvement of children's motivation will favorably influence learning interest (Fauziah et al., 2017). The importance of motivation to study is that it can encourage and empower a person to achieve a particular goal. Motivated children are likely to achieve their goals, but without motivation, a child will not be comfortable studying and will be less likely to engage in the learning process. Thus it is possible to enable the learning process to run smoothly by means of increasing a child's learning interest.

### **Influence of Socio-Emotional Parenting toward Learning Motivation**

The hypothesis proposed that the role of socio-emotional parenting does influence significantly towards learning motivation. After being analyzed, the study obtains regression coefficient value of 0.233 with the significance of  $0.028 < 0.05$  and  $t_{\text{count}}$  value is  $2.243 > t_{\text{table}} 1.997$ . Thus,  $H_0$  is rejected, and  $H_a$  is accepted; namely, the hypothesis that socio-emotional parenting's role does influence significantly towards learning motivation. This result indicates that with better parenting in accompanying the child studying during the Covid-19 pandemic, the child's motivation was increased and vice versa. The varied parents' answers in the questionnaire reflect the result. For example, some children were enthusiastic in doing assignments and in participating in online learning, but other children slacked off during use of the online system. The better result was influenced by implementing good parenting, be it authoritarian parenting, authoritative (democratic) parenting, or permissive parenting. This was a small yet significant effect, and considering that R-squared for X towards Y1, was only 7.3%, there are other variables that could have had coordinating or competing influences on motivation.

### **Influence of Socio-Emotional Parenting towards Learning Interest**

Supporting the hypothesis proposed was the finding that socio-emotional parenting role does have influence significantly towards learning interest. After conducting analysis, the study obtained a regression coefficient value of 0.317 with a significance at  $0.000 < 0.05$  and a  $t_{\text{count}}$  value at  $3.800 > t_{\text{table}} 1.997$ . So  $H_0$  is rejected

and  $H_a$  is accepted. As a result, there is evidence that socio-emotional parenting's role influences learning interest significantly.

The research identifies that when the parenting role better accompanied the child during the Covid-19 pandemic, then the child's learning interest also increased. Lesser presence of the parenting role yielded lesser learning interest. This was seen in the parents' answers in the questionnaire by such contrasts as the child actively participating in a lesson and the child working on an assignment without being told to, versus the child being bored and complaining when given much homework in the online system. Responses were influenced by the parents' roles as being authoritative, democratic, and permissive parenting. The effects, according to R-squared value of X towards Y2, were at 18.4%, with other variables, not identified in this study, possibly having further influence.

### **Influence of Motivation towards Learning Interest**

The third hypothesis proposed that motivation significantly influences learning interest. After conducting analysis, the study obtained a regression coefficient value of 0.937 with the significance of  $0.000 < 0.05$  and  $t_{\text{count}}$  value of  $10.677 > t_{\text{table}} 1.997$ . Thus  $H_0$  is rejected and  $H_a$  is accepted, namely the hypothesis that motivation does have an influence on learning interest. Indeed, the  $R^2$  coefficient determination value on Y1 towards Y2 is notably 64%.

Intervariable relations are strong in which parents as key to the success of their child's study. Therefore, suitable parenting styles can trigger the increase of the child's motivation and interest for learning. Parents' attention and support will develop the child's spirit for studying so that he or she will be eager to assume the responsibility. In brief, the parenting style and the support of parents influence their child's motivation in learning. During the Covid-19 pandemic, three significant positive relationships were found for children's studying behavior. The effects of socio-emotional parenting were positive for children's interest in studying and for their motivation to study. There was also a positive relationship between children's motivation for studying and their interest in studying.

## CONCLUSION

Based on the regression test analysis, the study obtained a regression coefficient value of 0.233 with significance of  $0.028 < 0.05$  and  $t_{\text{count}}$  value of  $2.243 > t_{\text{table}} 1.997$ . Thus  $H_0$  is rejected and  $H_a$  is accepted. The conclusion is that there is a significant influence between socio-emotional parenting roles and the child's studying motivation at home during the Covid-19 pandemic with  $R^2$  value of 7.3%. A regression coefficient value of much as 0.317 with significance of  $0.000 < 0.05$ . The  $t_{\text{count}}$  value is  $3.800 > t_{\text{table}} 1.997$ , so  $H_0$  is rejected, and  $H_a$  is accepted. The conclusion is that there is a significant influence between socio-emotional parenting toward the child's interest while studying at home during the Covid-19 pandemic. with  $R^2$  value of 18.4%. A regression coefficient value of 0.937 with a significance of  $0.000 < 0.05$  and  $t_{\text{count}}$  value as much as  $10.677 > t_{\text{table}} 1.997$ . Thus  $H_0$  is rejected and  $H_a$  is accepted. As a result, there is evidence for a significant influence between child's motivation and child's learning interest while studying at home during the Covid-19 pandemic, with an  $R^2$  value of 64 %.

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