# The Correlation Study: Parental Attention and Learning Motivation of Students With Intellectual Disabilities

## Rezky Ultabaini[1], Grahita Kusumastuti[2*]

[1,2] (*Special Education, Padang State University, Indonesia*)

E-mail: *grahita.kusuma@fip.unp.ac.id,

**Abstrak**

*This study aims to determine the relationship between parental attention and learning motivation of mentally retarded students. This study uses quantitative methods with the type of correlation research. The population in this study were six children with mental retardation at the SMALB level. Saturated sampling technique or total sampling where all the population is sampled. The data collection technique used a questionnaire technique using the parental attention instrument which contained seven aspects with 22 items while on learning motivation there were six aspects with 17 statement items. The collected data is then searched for data analysis using simple linear regression analysis techniques. The results of the data analysis of this study indicate that there is a significant positive relationship between parental attention and learning motivation of mentally retarded children in the high category.*

**Keywords:** *Relationships, Attention, Learning Motivation, Mental retardation, SMALB*

## Introduction

Children with mental retardation are children who have intelligence below the average child in general and during their development period there is an inability to adapt behavior (Kustawan, 2013). Children with mental retardation have limitations in thinking, low attention and memory skills, have difficulty thinking abstract things, have difficulty controlling their emotions, and find it difficult to think logically.

The limitations of these mentally retarded children have resulted in them having such academic barriers that they need assistance both from external and internal aspects. On external needs, namely needs sourced from outside that help children in learning, such as learning media, learning methods, learning models, etc. While internal needs are needs that come from within in the form of encouragement or motivation, moods, interests and learning habits of children. Based on

the explanation, it can be seen that motivation is an important part needed by mentally retarded children.

Learning motivation is an urge that comes from within and from outside the child who is learning to cause behavioral improvements, which are generally supported by several indicators and elements (Uno, 2016).

Parental support also has a big impact in providing encouragement and enthusiasm for learning for children. This support can be in the form of attitudes, concerns, and interests of parents. have an influence on learning motivation, including: ideals/inspiration, children's skills, children's circumstances, children's environmental conditions, dynamic components in lessons and learning, and the efforts made by teachers in teaching children (Dimyati & Mudjiono, 2013).

Motivation that arises from within the child with the support of parents, allows the process of

learning activities and children's learning achievement to be better. Parents need to know exactly what kind of motivation is right to pass on to their children, because there are many types of motivation and each type of motivation is different. In mentally retarded children, the attention given by parents is expected to cause encouragement or motivation in the child to face something that makes it difficult for him, go to school, study, do assignments, and so on. Parental attention can also lead children to know whether something is right or wrong.

During the field study, the researcher made initial observations to find out the work background of the children's parents, especially for six children with mental retardation at the SMALB level at SLB N Kota Sungai Penuh. The children's parents come from different occupational backgrounds. Starting from farmers, civil servants, entrepreneurs and IRT. In addition, judging from the results of observations, it is known that there are six mentally retarded children at the SMALB level who have different classifications, of which there are three people with mild mental retardation and three people with moderate mental retardation.

When observations and interviews with teachers were conducted, it was found that on average children with mental retardation at the SMALB level at SLB N Sungai Penuh City lacked motivation to learn at school, this was indicated by the minimal level of attendance at school, children rarely did the assignments given by the teacher, children rarely want to actively participate when learning except when asked by the teacher, and children's learning equipment is not complete. This results in a decline in children's academic achievement due to the lack of children's attendance and participation while at school.

When asked to the school what things are being done to optimize children's attendance at school, the school, especially the classroom teacher, said that the teacher had tried to contact the child's parents but the response of the old parents and the presence of the child did not appear to have changed. When asked to the teacher what methods and media are used by teachers to teach children, the teacher said that at school teachers use the lecture method, question and answer, discussion, experience, observation, games and are also given assignments. As for the media used to teach children at school, it depends if the child who attends one teacher prefers face to face learning with the support of concrete media or images adapted to the learning material, if one class is present the teacher continues to use media such as pictures or concrete media such as puzzles. figures and miniature human skeletons when learning about the body skeleton but with lecture and practice methods.

One of the parents of a mentally retarded child at the Special High School level at SLB N Kota Sungai Penuh with the initials WH said that he was more busy with work. So here it is necessary to know the aspects that can motivate the learning of mentally retarded children.
This research is important to do so that mentally retarded children have learning motivation that is obtained from the attention of parents. Previous research by Rini (2016) explained that parental attention can motivate regular children. This study adds to existing studies on the relationship between parental attention and children's learning motivation, especially children with mental retardation. Therefore, researchers are interested in researching "The Correlation Study: Parental Attention and Learning Motivation of Students With Intellectual Disabilities at SLB N Sungai Penuh City".

**Method**

This study uses a quantitative approach with the type of research used, namely correlation research, which means that this research is useful for determining whether there is a relationship and level of relationship between two or more variables by involving data collection actions.

The population in this study were six children with mental retardation at the high school level at the SLBN of Sungai Penuh City. This study takes a sample based on the elements you want to examine. Therefore, the saturated sampling technique or total sampling was used in this study. Total sampling is a sampling technique in which all populations are sampled (Sugiyono, 2019). So, the sample for this study were six children with mental retardation at the special high school level at SLB N Sungai Penuh City.

Data collection techniques using questionnaires and interviews. This study uses interview techniques during pre-study to obtain information from teachers and parents regarding learning motivation variables, and is used to find out and analyze problems that exist in schools.

This study uses a questionnaire instrument belonging to Rini (2016). This study uses a closed questionnaire in which the answers to questions or statements in the questionnaire are already available. Based on the answers given, the parents' attention questionnaire uses a direct questionnaire while the learning motivation questionnaire for mentally retarded children uses an indirect questionnaire. In the parental attention variable there are seven indicators with 22 statements, while the learning motivation variable has six indicators with 17 statements.

The measurement scale used in the questionnaire on parents' attention and learning motivation is using a Likert scale with 4 alternative answers, namely Often (S), Sometimes (K), Rarely (J), Never (TP).

In this study, a simple linear regression analysis technique was used, because there were only two variables involved, including the parental attention variable (X) and the child's learning motivation variable (Y).

**Results and Discussion**

**Results**

**Tests of Normality**[b,c,d,e]

| | Motivation to learn | Kolmogorov-Smirnov[a] | | | Shapiro-Wilk | | |
|---|---|---|---|---|---|---|---|
| | | Statistic | df | Sig. | Statistic | Df | Sig. |
| Parents Attention | 49 | .253 | 3 | . | .964 | 3 | .637 |

This research was conducted by collecting data on parents' attention and learning motivation of mentally retarded children. The results of data collection are described as follows:

Table. 1 Data on Parental Attention and Learning Motivation

| No | Attention | Motivation |
|---|---|---|
| 1 | 69 | 49 |
| 2 | 79 | 55 |
| 3 | 73 | 49 |
| 4 | 61 | 49 |
| 5 | 61 | 42 |
| 6 | 74 | 51 |
| Amount | 417 | 295 |
| Average | 69,5 | 49,16 |

Based on Table 1, it is known that the highest parental attention score is 79 and the lowest parental attention score is 61, while for the overall average parental attention of mentally retarded children is 69.5. Meanwhile, the highest learning motivation value is 55 and the lowest learning motivation value is 42, while the overall average learning motivation of mentally retarded children is 49.16.

Before conducting a correlation analysis, it is necessary to test the analysis prerequisites first to meet the assumptions of grouping research data analysis
.

**1. Analysis Prerequisite Test**

Prerequisite test of analysis conducted on research data that has been collected is to ensure that the data is normally distributed and the data is homogeneous.

a. Normality Test

The normality test of the data was carried out on the data of parents' attention and learning motivation of mentally retarded students using the Shapiro-Wilk test. The results of the normality analysis of the data can be seen in the Test of Normality table with the following results:

Table 2 The results of the normality test of parents' attention and learning motivation

Based on Table 2, it is known that the value of Sig. Shapir-Wilk of 0.637. This value is greater than 0.05 (significant level), so it can be concluded that the data is normally distributed.

b. Homogeneity Test

The homogeneity test was carried out on the data of parents' attention and learning motivation of mentally retarded students using the One Way Anova test. The results of the homogeneity analysis of the data can be seen in the Test of Homogeneity of Variances table by obtaining the following results

Table 3. The results of the homogeneity test of parents' attention and learning motivation

**Test of Homogeneity of Variances**

| Attention and motivation | | | |
|---|---|---|---|
| Levene Statistic | df1 | df2 | Sig. |
| .653 | 1 | 12 | .435 |

Based on Table 3, it is known that the value of Sig. One Way Anova is 0.435. This value is greater than 0.05 (significant level), so it is concluded that the data is homogeneous.

The results of the normality and homogeneity tests carried out state that the data are normally distributed and homogeneous, so it can be continued by testing the correlation hypothesis using the Simple Linear Regression test.

c. Hypothesis Testing

The hypothesis test used in this study is a simple linear regression test using linearity test analysis techniques. The results of data analysis using linearity test are:

Table 4 Results of data analysis of parents' attention and learning motivation

**Correlationsª**

| | | | Parents Attention | Motivation to learn |
|---|---|---|---|---|
| Kendall's tau_b | Parents Attention | Correlation Coefficient | 1.000 | .849* |
| | | Sig. (2-tailed) | . | .024 |
| | Motivation to learn | Correlation Coefficient | .849* | 1.000 |
| | | Sig. (2-tailed) | .024 | . |
| Spearman's rho | Parents Attention | Correlation Coefficient | 1.000 | .893* |
| | | Sig. (2-tailed) | . | .016 |
| | Motivation to learn | Correlation Coefficient | .893* | 1.000 |
| | | Sig. (2-tailed) | .016 | . |
| *. Correlation is significant at the 0.05 level (2-tailed). | | | | |
| a. Listwise N = 6 | | | | |

Based on the results of data analysis obtained the value of sig. (2-tailed) of 0.024. The value of sig. (0.024) < the value of the

significance level (0.05). So, H0 is rejected, and Ha is accepted. The Correlation Coefficient value also shows the level of closeness of the relationship with a value of 0.849. This means that the correlation value is high/strong.

**Discussion**

Based on the results of the analysis of the data above, it is known that there is a relationship between parental attention and learning motivation of mentally retarded children at the SLBN of Sungai Penuh City. The level of relationship between parental attention and learning motivation is in the high/strong category, this is supported by the opinion of Setiani & Setyaningsih (2019) which explains that there is an influence of parental attention on children's learning motivation. In addition, Marbun (2021) also stated that a positive and significant effect was found between parents' attention to children's learning outcomes. The results of research from Febriany & Yusri (2013) also explain that there is a significant relationship between parental attention and children's learning motivation. Research related to parental attention with learning motivation explains that the part of parental attention that most influences children's learning motivation is the indicator of giving advice to children not to read while sleeping, paying attention to children when children have difficulty doing homework and reminding children to eat first before starting. learning at night. The same thing was conveyed by previous researchers who explained that parental support can increase the learning motivation of moderately mentally retarded children, namely in the form of emotional support in the form of attention, advice, accompanying and encouraging children when learning (Astuti, 2018).

Motivation is something that has an influence on the success of children's learning activities. If there is no motivation, optimum success in a series of learning activities will be difficult to achieve (Hamdu & Agustina, 2011). Learning motivation is important for mentally retarded children because this can encourage the emergence of behavior that can influence and change behavior in children (Hamalik, 2014). Research conducted by Kurvaliany (2022) illustrates that motivating parents and giving gifts to students who succeed in learning are efforts to

increase learning motivation for mentally retarded students. The indicators of learning motivation that most influence the attention of parents in this study are children learn to get good learning outcomes, children feel happy when the teacher explains learning material in class and children feel happy with learning in class. The attention given by parents can increase children's learning motivation, especially mentally retarded children whose learning motivation can create behaviors that can affect learning in the classroom. The higher the attention given by parents to children, this will make learning motivation in children also higher.

**Conclusion**

Based on the results of data analysis, it can be concluded that there is a significant positive relationship between parental attention and learning motivation of mentally retarded children at the SLBN of Sungai Penuh City in the strong/high category. So it is known that mentally retarded children can still be motivated to learn with the attention given by parents.

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**Author Profile**

Rezky Ultabaini was born in Kerinci Regency, Jambi province. The author began pursuing higher education at Padang State University in 2018 by taking S1 from the Department of Special Education and is now writing a thesis as a requirement for his final projec