

# Development of Smart Online Learning Media (Smart Booklet) for Class 4 Students Post-New Normal Pandemic Covid-19 as A Means of Increasing Learning Motivation

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**Abstract:** This study aimed to investigate the impact of the development of smart online learning media (smart booklets) For class 4 students post-new normal pandemic COVID-19 as a means of increasing learning motivation among fifth-grade students in the Sultan Agung Gugus, Guntur District, and Demak Regency. The study used ANOVA with a sample size of ninety-four. The findings of the study indicated that parenting styles significantly influenced the learning outcomes in civic education, student learning motivation had a significant impact on learning outcomes, and the combination of parenting styles and student motivation accounted for 83.50% of the variance in student learning outcomes, with the remaining 16.50% attributed to external factors not considered in this study.

**Keywords:** Parenting, learning motivation, learning outcomes

## 1. Introduction

Parenting parents have a considerable influence on the success of learning. Parents who pay attention to children's learning activities enable the child to get good learning outcomes (Mensah & Kuranchie, 2013). On the other hand, parents who have poor parenting and are indifferent to their children's education will find it difficult for children to get good learning outcomes (Kong & Yasmin, 2022).

According to Law No. 20 of 2003 concerning the national education system, Civics is an effort to equip students with basic knowledge and abilities related to citizen relations and education that is the precursor to defending the State to become citizens who can be relied on by the nation and the State. From the definition and characteristics of Civics, it is interpreted that Civics is a subject that aims to shape the aspects of citizens in terms of, especially, building the nation and State by relying on basic knowledge and abilities from Civics subjects with the primary material being political democracy or the role of citizens in aspects of life.

Motivation is one of the most important factors to encourage students' enthusiasm for learning. In Motivation, there are also solid desires and ideals (Herian et al., 2022). So that students who have learning motivation will understand the goal of education; besides that, the condition of students who are good at learning will cause these students to be enthusiastic about learning and able to complete tasks well (Lin et al., 2017). Student learning motivation is strongly influenced by parenting style. Parents who support their children to learn will usually complement their children's school needs and provide the best learning facilities for their children to succeed (Osman et al., 2023; Wahono et al., 2022).

To see the originality and novelty of this research plan, the researcher presents the results of research carried out by other researchers, namely: First, the research conducted by Brown & Iyengar (2014). This study uses a literature review or literature study. The results of this study indicate that the results of this literature review prove that there is an influence of parenting styles on students' learning achievement. Good parenting from parents will majorly impact student achievement in school. Based on the three types of parenting parents, the democratic kind of parenting is considered the most appropriate and dominant in its influence on learning achievement.

Based on the observations of fifth-grade students of Elementary School No. 2 Bumiharjo, students' learning motivation is still lacking. This is evidenced by the declining learning outcomes of 36 students in the class; 10 students do not complete Civics learning. This is influenced by parents who do not participate actively in student learning at school. According to one statement, the student said his parents never checked the school's learning outcomes book. His parents are busy working in the fields, which affects the learning outcomes of these students who get poor learning outcomes at school.

The Sultan Agung Cluster, Guntur District, Demak Regency, combines several elementary schools. The Sultan Agung Cluster in Guntur District, Demak Regency, has a pretty good achievement in school. For this reason, researchers want to examine the factors that influence learning outcomes, including parenting. The family environment has a significant role in motivating students to excel in school.

The aims of this study were (1 to determine the effect of parenting on the learning outcomes of fifth-grade students in the Sultan Agung Gugus, Guntur District, Demak Regency, (2 to determine student learning motivation on student learning outcomes in fifth-grade students in the Sultan Agung Group, Guntur District, District. Demak, (3 to find out the effect of parenting and student motivation on the learning outcomes of fifth graders in the Sultan Agung Group, Guntur District, Demak Regency.

## 2. Research Methods

This research uses ex post facto research with a quantitative approach. Expost facto research is a study conducted to examine events and then look back to determine the factors that can cause these events (Widarto, 2013). In the preparation of this study, the author uses an associative approach. The associative process is research that seeks a causal relationship between an independent variable (X) and the dependent variable (Y) using a hypothesis. Hypothesis testing is done using statistical calculations to test the variable (X) against the variable (Y). This research will be carried out in elementary schools in the Sultan Agung Cluster, Guntur District, Demak Regency, consisting of 3 State Elementary Schools in Guntur District. The elementary schools are Public Elementary School No. 2 Bumiharjo, Public Elementary School Turitempel, and Public Elementary School No. 1 Tlogorejo.

## 3. Result and Discussion

This study has variable X, namely parenting parents and learning Motivation, and variable Y, namely learning outcomes. The subjects of this study were fifth-grade elementary school students in the Sultan Agung Cluster, Guntur District, Demak Regency, which consisted of 3 public elementary schools in Guntur District. The elementary schools are Public Elementary School No. 2 Bumiharjo, Public Elementary School Turitempel, and Public Elementary School No. 1 Tlogorejo, with 94 students.

Data collection is done by using a questionnaire (questionnaires). Questionnaires are used to determine the parenting style of learning motivation and student learning outcomes. The method used in this analysis is one-way ANOVA. This is so that researchers can see the contribution of the independent variable (Parenting Parent and learning motivation) to the dependent variable (student learning outcomes). The following is a description of the analysis of the data for each of the variables studied:

### 3.1 Parenting

Parenting is an interaction between children and parents during the parenting process, meaning that during the parenting process, parents have a significant role in shaping the child's personality, educating, guiding, disciplining, and protecting children from reaching maturity by existing norms in society. In raising their children, parents tend to use certain parenting styles (Sayekti et al., 2022; Masni, 2017). Data on parenting styles were obtained from a questionnaire distributed to a predetermined sample. The number of questions in the questionnaire is eight questions with answers from 1 to 4. So descriptively, the value range is between 8 to 32. The smallest or minimum respondent value is 12, and the largest or maximum value is 32.

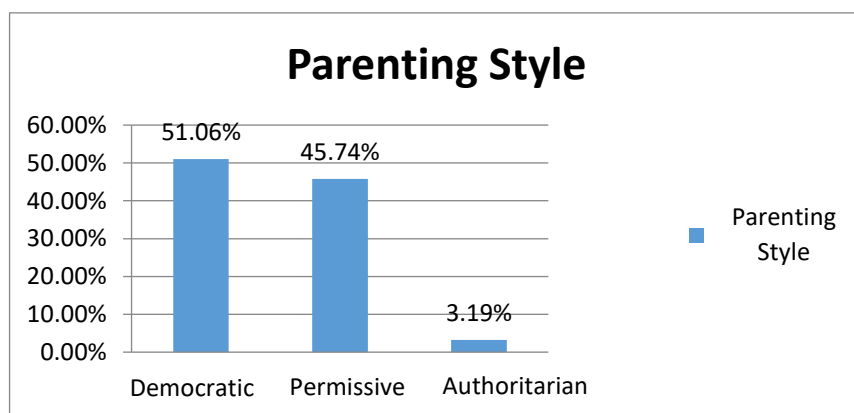


Figure 1. Parenting style

Based on the data above, it can be seen that the percentage of students who get democratic parenting, 51.06% (48 students), 45.74% of parents (43 students) are permissive, and authoritarian parenting is three students (3.19%). So, it

can be seen that the data on democratic parenting has the most frequency. Thus, it can be concluded that parenting styles are dominant in fifth-grade elementary school students in the Sultan Agung Cluster, Guntur District, Demak Regency.

### 3.2 Motivation to Learn

Motivation is a change in energy within a person, characterized by an impulse from a person to achieve goals. The need for achievement in life causes efforts and reactions. This gives individuals the effort, desire, and drive to achieve high learning outcomes (Prabowo et al., 2021; Mahajan & Singh, 2017). Learning motivation data was obtained from a questionnaire distributed to a predetermined sample. The number of questions in the questionnaire is 16 questions with answers from 1 to 4. So descriptively, the value range is between 16 to 64. The smallest or minimum respondent value is 16, and the largest or maximum value is 64.

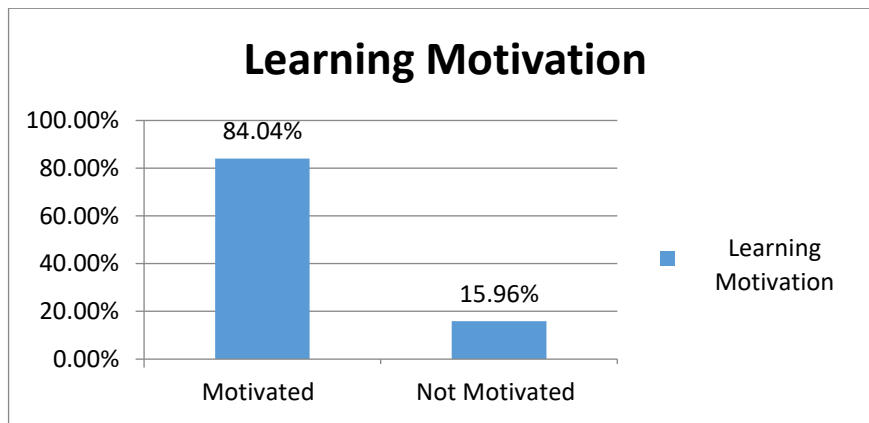


Figure 2. Learning motivation

Based on the data above, it can be seen that students who are motivated to learn from their parents are 79 students (84.04%), and the remaining 15 students, or 15.96% are not motivated to learn from their parents. Thus, it can be concluded that students get the motivation to learn from parents more dominant in fifth-grade elementary school students in the Sultan Agung Group, Guntur District, Demak Regency.

### 3.3 Learning Outcomes

Learning outcomes can be interpreted as the results individuals achieve after experiencing a learning process within a certain period. Learning outcomes are also defined as a person's maximum ability to succeed in an effort that produces knowledge or skill values. Learning outcomes data were obtained from questionnaires distributed to a predetermined sample. The number of questions in the questionnaire is 11 questions with answers 1 to 4. So descriptively, the range of values is between 11 to 44. The smallest or minimum respondent value is 11, and the largest or maximum value is 44.

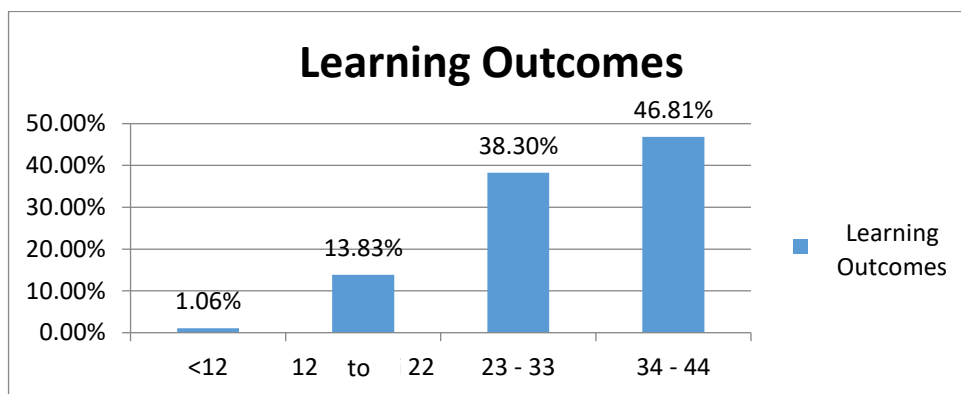


Figure 3. Learning outcomes

Based on the data above, it can be seen that the learning outcomes of students who are less than 12 are one student (1.06%), a score of 12-22 is 13 students (13.83%), 23-33 is owned by 36 students (38.30%), and the remaining 34 -44 students or 46.81%. So, it can be seen that the highest score of 34-44 has the most frequency. Thus, it can be concluded that students' learning outcomes with a score of 34-44 are more dominant in the learning outcomes of fifth-grade elementary school students in the Sultan Agung Cluster, Guntur District, Demak Regency.

Parenting parents have a significant influence on student learning outcomes. Based on the results of the study, the parenting style of parents affects the learning outcomes of civic education for fifth-grade elementary school students in the Sultan Agung Gugus, Guntur District, Demak Regency, with the t-test results, namely the significant impact is 0.012 whose significance is below 0.05 or count 8.825 above table, which is 1.661 then  $H_a$  is accepted, that is, there is a substantial difference between parenting styles on learning outcomes.

This aligns with the research of Tiantong & Teemuangsai (2013) and Olaniyan-Shobowale et al. (2021), who researched the effect of parenting styles on student learning achievement. This research uses literature review research. The results of this literature review prove that there is an influence of parenting styles on students' learning achievement. Good parenting from parents will majorly impact increasing student achievement in school. Based on the three types of parenting parents, the type of democratic parenting is considered the most appropriate and very dominant in its influence on student learning achievement. The effect of learning Motivation on the learning outcomes of Civics for fifth-grade elementary school students in the Sultan Agung Cluster, Guntur District, Demak Regency

Learning motivation has a significant influence on student learning outcomes. Based on the results of the study, learning motivation affects the learning outcomes of PPKN students in grade 5 elementary school in the Sultan Agung Group, Guntur District, Demak Regency, with the t-test results, namely the significant impact is 0.000, which is below 0.05 or count is 9.136 above table, which is 1.661.  $H_a$  is accepted; there is a substantial difference between parenting styles and learning outcomes.

Research by Annisa et al. (2021) and Yuliastuti et al. (2019) studied parenting styles and learning Motivation. This research uses quantitative analysis. Based on the research on seventh-grade students at Christian Middle School 2 Salatiga, it is concluded that there is no significant effect of parenting style on the learning Motivation of seventh-grade students at Christian Junior High School 2 Salatiga. Parenting style only contributes 3.9% influence with Sig 0.097 > 0.050 on learning motivation. At the same time, the remaining 96.1% is influenced by other factors not examined in this study.

## 4. Discussion

### 4.1 Combined Effect of Parenting Style and Motivation on Learning Outcomes

Based on the explanation above, it can be concluded that the indicators of learning outcomes consist of cognitive, affective, and psychomotor domains. The three parts are used to measure the extent of student competence during learning activities. Learning outcomes are not only concerned with aspects of knowledge (cognitive), but learning outcomes also pay attention to changes in behavior that are better than students (affective) and have qualified skills or skills (psychomotor). However, the cognitive domain is a public domain that is the focus of attention—teachers in assessing learning outcomes.

One way ANOVA test above, it is known that the P-value of Parenting Motivation to learn is 0.000. This shows that the P-value is smaller than 0.05, namely  $0.000 < 0.05$ . Therefore, it can be concluded that  $H_0$  is rejected, which means that there is a significant difference between parenting and learning motivation on learning outcomes. And the results of the coefficient of simultaneous determination obtained the magnitude of the coefficient of R simultaneously of 0.916 and the value of Adjusted R Square of 0.835. This means that the parenting style and learning motivation variables affect student learning outcomes by 83.50%, while the remaining 16.50% is explained by other factors outside the variables included in this study.

In line with the results of research conducted by Nasir & Widiyono (2022); Nikmah et al., 2020), this research the influence of parents on student learning outcomes. This research uses quantitative analysis. The results showed that parenting contributed 11.6% to learning outcomes, permissive parenting contributed 20.5% to learning outcomes, and democratic parenting contributed 16.1% to learning outcomes. While the authoritarian, permissive, and democratic parenting style simultaneously affects student learning outcomes, the magnitude of the effect given is 19.6%, and the rest is influenced by other variables not selected in this study.

## 5. Conclusions

Based on the results of the study, it can be concluded that parenting patterns affect the learning outcomes of civics for fifth-grade elementary school students. Also, learning motivation affects learning outcomes for fifth-grade elementary school students in the Sultan Agung Cluster, Guntur District, Demak Regency. The combined effect of parenting patterns of parents and learning motivation simultaneously impact learning outcomes of 83.50% while the remaining 16.50% is explained by other factors outside the variables included in this study.

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