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RESEARCH ARTICLE

An Overview of The Learning Motivation of Early Adolescent Student Raised by Single Parent

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Abstract: This study aims to describe the learning motivation of early adolescent female student raised by single father. Respondent in this study were early adolescent individual who were raised by one parent, namely a single father because of the death of the mother. The significant other in this study is the father of the respondent. This study uses a qualitative method with a case study approach with data collection techniques, namely interviews and documentation. The results of data analysis in this study indicate that respondent have optimal learning motivation. Respondents set goals, maintain commitment and initiative in learning. The optimal respondent's learning motivation is influenced by the father's involvement in education as a guide, motivator, and facilitator. Respondents also received social support from grandmother and friends who helped respondents during the learning process. This research is expected to provide knowledge to single fathers regarding involvement in children's learning processes, especially in their early teens.

Keywords: Adolescent, Learning Motivation, Single Parent

1. Introduction

Parents play an important role in building students' learning motivation. Rina (Utami, Ismaya & Ardianti, 2022) explains the task of parents as motivators, which means that parents make various ways and efforts to raise children to be better people, provide support through words and rewards or gifts. According to Amponsah, Milledzi, Ampofo, and Gyambrah (2018) several things that can be indicators of parental involvement in the learning process, namely parents providing assistance with homework, conducting discussions related to school-related issues, showing high expectations for students to encourage learning success, and providing good and comfortable facilities for learning.

However, in reality, not all students have complete parents. Families can also consist of only one parent or a single parent. Some of the factors that cause single-parent families to exist are divorce, different areas of residence with spouses and death. After the death of one of the parents, the role of the father or mother doubles or increases. Students who live with single parents often get less supervision. This also has an impact on their education.

For children who feel the death of the mother and live with the father as a single parent, it is likely that they do not spend time with their single parents due to the father's role as the backbone of the family. The results of research from Lestari and Amaliana (2020) show that single fathers have a large and heavy responsibility because they need to carry out the role of father and mother roles for children such as accompanying when studying and doing homework together. But the results of the same study show that not all fathers accompany



their children while studying. As for single fathers who choose to leave the role of mentoring to their parents such as grandparents.

Research conducted by Hidayatulloh (2011) shows that some adolescent students who feel the divorce of parents or the death of one of the parents often complain and cry, are lazy to go to school, until there is a desire not to continue school. 56 percent (9 out of 16) of students who felt the death of one of their parents said they felt sad and had no motivation to learn, and the remaining 44 percent felt motivated and wanted to excel in school.

Learning motivation is not only influenced by external factors, namely parents, but also by gender. In a study from Saragi and Suryani (2018) showed the results of female adolescent students' learning motivation had a higher average score than males. The same results were shown in Malini and Fridari's study (2019) where female adolescent students had a greater learning motivation score than male students. Thus, female adolescents or female students have high learning motivation than male adolescents. But not all female students have high learning motivation, especially for those who experience the death of one of their parents.

Generally, schoolgirls who have single parents are adversely affected by their education, because single parents who usually cannot fully divide their time between work and fulfill their duties as caregivers or educators in the family (Octaviani, Husin, & Hakim, 2018). Especially in early adolescence because it is around the age of 12-15 years. Branje and Meeus (Emeralda & Kristiana, 2018) found differences that in early adolescence individuals have a higher view of parental support. It is not uncommon for students to feel a loss of enthusiasm and motivation in learning. The impact of decreased learning motivation makes students show reluctance, get bored quickly and avoid learning activities which leads to poor learning outcomes (Jannah, Mudjiran & Nirwana, 2015).

2. Literature Review

2.1. Learning Motivation

Chernis and Goleman (2001) suggest that learning motivation is a tool to achieve goals with persistence and enthusiasm to do learning activities. McDonald (Hamalik, 2013) says, learning motivation is a drive from within a person that is seen from feelings and reactions in order to achieve goals. According to Priansa (Hakim & Syofyan, 2017) learning motivation is a driver that will show students' attitudes and behavior in learning. According to Winkel (Sari, 2014) learning motivation is a motive that arises during the learning process with the overall psychological drive in students that triggers the emergence of learning activities, ensuring the learning process takes place in order to achieve a goal.

According to Sardiman (2007), there are 2 types of learning motivation, namely: 1. Intrinsic motivation is motives that become active or function already within the individual as a driving force in doing something. 2. Extrinsic motivation is motivation that exists because there is a stimulus from outside the individual. The stimulus can be in the form of objects or support from the family or community environment. Here parental attention and involvement can be a factor in the emergence of learning motivation.

2.2. Single Parent

Hurlock (1999) suggests that single parents are parents who become widowers or widows, both fathers and mothers, assumed to be responsible for caring for children after the death of their spouse, divorce or the birth of a child out of wedlock. Based on Gunawan (2006), a single parent is a person who performs the task of being a parent (father or mother) alone due to the loss or separation of their partner. According to Layliyah (2013), single parents are parents who care for and raise their own children without the help of a partner, be it a husband or wife.

2.3. Early Adolescence

Piaget (Hurlock, 1990) says psychologically adolescence is the age at which individuals integrate with adult society, the age when children no longer feel below the level of their elders but are at the same level. According to Monks (2008) adolescence is a transition period from childhood to adulthood. Adolescence is divided into three parts, namely early adolescence with a range of 12-15 years, middle adolescence from 15-18 years old and late adolescence from 18-21 years old (Monks, Knoers and Haditono, 2002).

3. Research Method and Materials

3.1. Research Type

This type of research uses qualitative methods with a case study approach. Based on Azwar (2015) qualitative research emphasizes more analysis at the inference stage on the dynamics of the correlation between observed phenomena, aims to answer research questions using scientific logic and formal and argumentative thinking.

Creswell (2014) suggests a case study is a research strategy to carefully investigate something through collecting complete information using various data collection procedures. Case studies are used in research to obtain an in-depth definition and analyze things related to individuals, groups or situations more intensively (Alsa, 2014). Azwar (2015) argues that this more intensive and in-depth case study research aims to obtain a complete picture of the subject under study, which covers the whole life or several specific aspects.

3.2. Unit of Analysis

The subjects in this study were selected using purposive sampling technique, which is determining the sample through certain considerations (Sugiyono, 2016). According to Creswell (2014) purposive sampling is the selection of subjects or places that can help understand an event. The criteria for subjects or respondents in this study are:

- a) Early adolescent girls (aged 12-15 years)
- b) Experienced the loss of a mother due to death since childhood
- c) Living with father since mother's death
- d) Single fathers or fathers who experienced the death of a spouse as a significant other.

3.3. Data collection techniques

There are four methods of data collection in qualitative research proposed by Creswell (2014), namely interviews, observation, documentation, and audio and visual materials. The data collection methods used in this research are interviews and documentation.

- a) Interview

In this study, researchers conducted semi-structured interviews. The researcher first prepared an interview guide based on theory but still allowed the development of questions carried out during the interview. Interviews were carried out by researchers asking respondents based on interview guidelines that had been made by researchers.

The interview process was preceded by making an agreement with the respondent regarding the availability of time and place to conduct the interview. The interview was conducted by asking questions according to the interview guidelines. Researchers developed questions outside of the interview guidelines with open questions but were still limited by the theme which aims to build a sense of comfort for respondents so that the interview runs smoothly.

b) Documentation

Sugiyono (2015) defines documentation as a method used to obtain data and information in the form of books, archives, documents, written numbers and images that are included with information that can support research. In this study, the documentation used was the mother's death certificate from the respondent and photos during the interview process with the respondent.

3.4. Data analysis technique

Research data analysis in this study uses descriptive analysis after collecting data. Creswell (2015) states that data analysis in qualitative research begins with preparing and organizing data, text data such as transcripts or image data such as photos for analysis, then reducing the data into themes through the code summary stage, then presenting the data in the form of charts, tables, or discussions.

The same explanation was also put forward by Miles and Hubermann (Kutsiyyah, 2021) where the data was analyzed through 4 stages, namely:

- a) Data collection using interview and documentation methods, the results of which will be analyzed.
- b) Data reduction is the process of summarizing data obtained from the field in the form of important and main things that have been found. The data obtained in the field is grouped before being described.
- c) Presentation of data is presented in narrative text descriptions. Researchers present the findings in descriptive or narrative form related to the phenomenon under study.
- d) Drawing conclusions and verification, namely selecting important data from the literature regarding the focus of the research and narrating descriptively then drawing conclusions.

3.5. Validity of the data

The validity test or credibility test in the study was carried out to increase confidence in the findings and show the degree of trustworthiness of the research results. The data validity test used in this study is data triangulation and using reference materials.

Data triangulation is a strategy in collecting data through various sources so that the results of interviews, observations, and documentation can be fully analyzed (Creswell, 2014). Data triangulation is a combination of various other data sources, such as researchers, theories, and methodological techniques in a study. The purpose of triangulation is to increase the theoretical, methodological, and interpretative power of qualitative research, while reference materials in the form of interview data and recordings during interviews are carried out to prove the authenticity of the data obtained by researchers.

4. Results and Discussion

The description of the role of the respondent's father was very illustrated in the interview with the respondent. As a mentor, the respondent also helped the respondent in doing the assignment when the respondent felt difficult in doing the assignment and asked her father for help. The respondent's father also made sure the respondent did the assignment and completed the homework, and reminded the respondent to study before the exam. Furthermore, as a facilitator, the respondent's father tried to buy the learning facilities needed by the respondent such as books, stationery, study tables and cellphones both when the respondent asked and when the respondent did not ask, namely when entering the semester change and grade promotion. Respondents' fathers were also involved in helping respondents with school administration. As a motivator, the respondent's father did not give praise but rather played a role in providing material support. This support is carried out both before the respondent learns, such as the respondent being given the opportunity to

enjoy the desired facilities, namely watching videos, which aims to make the respondent more enthusiastic about learning because the respondent's wishes are fulfilled. In addition, the respondent's father provided support such as providing snacks when the child was studying and providing support by giving examples from his experience in school, so that the respondent was encouraged to achieve the same thing. This is in line with research conducted by Lestari and Amaliana (2020) showing that fathers as single parents carry out the role of motivating, guiding, and accompanying children in learning.

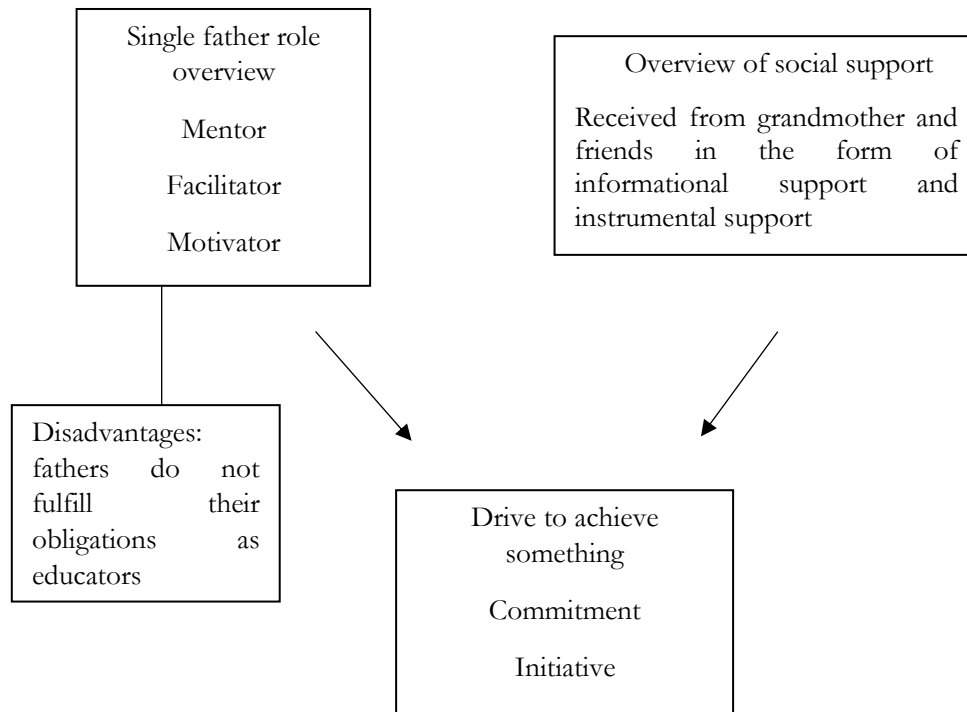


Figure 1. Research Result

The shortcomings of single father involvement lie in the educator aspect where in this aspect the role of parents is tasked with developing children's potential such as affective potential, cognitive potential, and psychomotor potential. However, the results of the research conducted show that the respondent's father indirectly directed the respondent not to participate in extracurricular activities at school because he was worried about the respondent's study time.

The respondent's learning motivation was illustrated in the interviews conducted. Respondents have a target to continue their education to the good junior high school they want. To achieve the target, the respondent made a plan to get 1st place in class because the highest rank the respondent had ever obtained was 5th place. The respondent was also encouraged by her father who often told her about his achievements at school. However, there were differences between the respondent and her father in achieving targets at the university level. The respondent was afraid to tell his father about his dreams because his father gave advice that was different from the respondent's wishes. The respondent had a desire to enter the Psychology department but was afraid to tell this because of the behavior of the respondent's father who told him his wish for the respondent to enter IT. The respondent's father's behavior was considered a prohibition by the respondent. However, on the other hand, the respondent's father considered that he gave freedom to the respondent regarding the respondent's aspirations.

Regarding commitment, the respondent tried to do all tasks both at school and homework even though it was hampered due to fatigue after carrying out roles other than learning at

home such as cleaning. Respondents considered that this role made them tired to carry out their commitments at school and felt that they were like helpers at home. On the other hand, the respondent's father considered that the respondent was a diligent and committed child. This can be seen from the respondent's behavior, which carried out every direction from her father. This is in line with the explanation in research by Ranny, Rianti, Novita, Amelia and Lestarina (2017) that adolescents often judge themselves negatively and have an incoherent self-concept due to the environment that provides judgment. Teenagers tend to see and explore themselves as others see them.

Furthermore, related to the respondent's initiative to make their own schedule. Respondents felt helped not only when taking the initiative to study but also when reminded to study by the respondent's father.

The respondent's social support came from her grandmother and friends at school. The respondent's grandmother helped the respondent in the learning process, such as providing knowledge related to subject matter that made it easier for the respondent to do assignments. Respondents were also helped by friends at school such as being told and given advice if the respondent made mistakes when doing assignments. Another form of support from the respondent's friend was lending the respondent a book and inviting the respondent to sit together while studying. This is in line with research conducted by Muzari'ah (2022) showing that there is a positive and significant relationship between peer social support and learning motivation.

5. Conclusion

Based on the results and discussion related to this study, it can be concluded that:

- a) the description of the role of single fathers on early adolescent girls' learning motivation shows that single fathers perform their duties as mentors, motivators, and facilitators. The shortcomings of the father's role in this study lie in the educator aspect where the single father indirectly directs the child not to participate in extracurricular activities.
- b) the description of the learning motivation of early adolescent girls with single fathers is optimal. Respondents fulfill aspects of learning motivation, namely the urge to achieve something where respondents have a target to get 1st place in class and continue their education to a good school that they want, commitment where respondents try to do all tasks at school and homework, and initiative where respondents make their own study schedule and choose the subjects they want to study.
- c) the description of social support for the learning motivation of early adolescent girls with single fathers obtained from grandmothers and friends of respondents in the form of:
Information support: Respondents get knowledge related to subject matter and direction from the respondent's grandmother. Respondents also get help from friends in the form of advice when doing assignments.

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