

THE EFFECT OF PARENTING TO MOTIVATION TO LEARN PAI AT SMPN 2 PRAMBON NGANJUK

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Abstract

Islam requires parents to educate their children morals and values as well as to motivate them to learn. This study aims to test the theory of Eva Latipah and Hamzah B. Uno and the theory of Mangun Budiyo by examining the influence of Mother Care Pattern towards the Motivation to learn PAI at SMPN 2 Prambon Nganjuk. Data collection techniques in this study are documentation and questionnaire. The population is all students of class VII SMPN 2 Prambon Nganjuk with the total number of 297 students. The number of samples in this study was 158 respondents, consisting of students and their mothers. The data analysis used is Kendall's tau. The results of this research are: firstly, mother care pattern to her children at SMP Negeri 2 Prambon is categorized good; secondly, the motivation to learn PAI is also good; thirdly, mother care pattern does not influence the motivation to learn PAI at SMP Negeri 2 Prambon Nganjuk.

Keywords: *Maternal Care Pattern, Learning Motivation, PAI*

ملخص

إن حث الإسلام على تربية الأولاد ونمط تربية الوالدين في بناء أخلاق الأولاد، له تأثير في حافز تعلم الولد. ويهدف هذا البحث إلى اختبار نظرية إيفا لطيفة وحمزة ب أونو ونظرية مانجون بوديانطو، بدراسة تأثير نمط تربية الأم نحو حافز تعلم تربية المواد الإسلامية في المدرسة الثانوية الحكومية الثانية ببرامبون نجانجوك. وطريقة جمع البيانات في هذا البحث هي التوثيق والاستطلاع. ومجتمع البحث هم جميع الطلبة من الفصل السابع بالمدرسة المتوسطة الحكومية الثانية ببرامبون نجانجوك،

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وعدددهم 297 طالب وطالبة. وعدد عينة البحث 158 مستطلع، تتكون من الطالب/ والطالبة وأمه/ها. ويستخدم هذا البحث منهج تحليل تو كندال. ونتائج هذا البحث هي: الأول: يعتبر نمط تربية الأم للولد في المدرسة المتوسطة الحكومية الثانية ببرامبون جيداً، والثاني: وحافز الولد على تعلم تربية المواد الإسلامية جيد. والثالث: نمط تربية الأم ليس له تأثير على تعلم الولد لتربية المواد الإسلامية بالمدرسة المتوسطة الحكومية الثانية ببرامبون نجانجوك. مفتاح الكلمات: نمط تربية الأم، حافز التعلم، تربية المواد الإسلامية

Abstrak

Anjuran Islam dalam mendidik anak dan pola asuh orang tua dalam membentuk moral dan akhlak anak, serta pola asuh orang tua berpengaruh terhadap motivasi belajar anak. Penelitian ini bertujuan untuk menguji teorinya Eva Latipah dan Hamzah B. Uno serta teorinya Mangun Budiyanto dengan meneliti Pengaruh Pola Asuh Ibu Terhadap Motivasi Belajar PAI di SMPN 2 Prambon Nganjuk. Teknik pengumpulan data dalam penelitian ini adalah dokumentasi dan angket. Sedangkan populasinya adalah seluruh siswa kelas VII SMPN 2 Prambon Nganjuk yang berjumlah 297 siswa. Jumlah sampel dalam penelitian ini ada 158 responden, yang terdiri dari siswa dan ibunya. Sedangkan teknik analisis yang digunakan adalah kendall's tau. Hasil dalam penelitian ini yaitu: pertama, Pola Asuh Ibu terhadap anaknya di SMP Negeri 2 Prambon dikategorikan baik, kedua, motivasi belajar PAI anak di katakana baik, ketiga, Pola Asuh Ibu tidak berpengaruh terhadap motivasi belajar PAI anak di SMP Negeri 2 Prambon Nganjuk.

Kata Kunci: *Pola Asuh Ibu, Motivasi Belajar, PAI*

Introduction

Education can be obtained anywhere, in school, in the community, and in the family. But the most basic education is gained in the family. As the smallest community, the family has important and strategic significance in community development. A harmonious family

life needs to be built on the basis of a conducive interaction system so that education can proceed well. Therefore, it takes a good parenting pattern from parents to their children.

Eva Latipah in her book entitled *Pengantar Psikologi Pendidikan*, stated that:

Secara bahasa, pola asuh terdiri dari dua kata, yaitu "pola" dan "asuh". Pola yaitu suatu bentuk, keteraturan dari suatu hal, sedangkan asuh berarti suatu sikap mendidik. Pola asuh adalah suatu kegiatan yang dilakukan secara terpadu dalam jangka waktu yang lama oleh orang tua kepada anaknya, dengan tujuan untuk membimbing, membina dan melindungi anak.¹

The meaning of parenting by parents in an integrated parenting is done together by both parents. There is no difference in attitude between father and mother. For junior high school age, where this period coincides with adolescence that attracts a lot of attention, then a parent should provide the appropriate parenting pattern because students at this time need motivation in learning, both intrinsic and extrinsic motivation.

Related to motivation, in his book *Teori Motivasi dan Pengukurannya: Analisis di Bidang Pendidikan*, Hamzah B. Uno explains:

Motivasi dan belajar merupakan dua hal yang saling mempengaruhi. Belajar adalah perubahan tingkah laku secara relatif permanen dan secara potensial terjadi sebagai hasil dari praktek atau penguatan yang dilandasi tujuan untuk mencapai tujuan tertentu. Sedangkan motivasi dapat dikatakan sebagai keseluruhan daya penggerak di dalam diri seseorang yang menimbulkan kegiatan belajar, yang menjamin kelangsungan dari kegiatan belajar dan yang menimbulkan arah pada kegiatan

¹ Eva Latipah, *Pengantar Psikologi Pendidikan* (Yogyakarta: Pedagogia, 2012), 240-241.

belajar, sehingga tujuan yang dikehendaki oleh individu dapat tercapai.²

Therefore, parents should be very careful in choosing treatment that is imposed on their children, whether related to education, suggestions, gifts, punishments, and patterns of daily communication. All of them will form into certain patterns that shape and give a big influence to the children. According to his analysis, educational scholars Budiyanto also agreed with this that:

Para ahli ilmu pendidikan juga sepakat bahwa pola asuh orang tua dalam mendidik anak sangat besar pengaruhnya terhadap motivasi belajar anak di dalam lingkungan masyarakat. Selain itu Rasulullah sendiri secara tegas telah banyak memberikan peringatan terhadap setiap orang muslim akan betapa besar tanggung jawabnya terhadap pendidikan anak-anak mereka.³

Considering the importance of parenting in educating children who will be able to form good personality or noble character in children, every parent should create conditions of each family environment into a pedagogical-religious environment that is full of religious values.

Islam continuously encourages family in this case mother to become the main base of education for all members of society. It is also reflected in the spirit of Islamic teachings that recommend that household life is calm, stable, and harmonious.⁴ The role of mothers is very important in family education, "because they are figures imitated

² Hamzah B. Uno, *Teori Motivasi dan Pengukurannya: Analisis di Bidang Pendidikan* (Jakarta: Bumi Aksara, 2007), 23.

³ Mangun Budiyanto, *Ilmu Pendidikan Islam* (Yogyakarta: Griya Santri, 2011), 174-176.

⁴ "If in a household has created a harmonious atmosphere that will create a family full of peace. A harmonious, peaceful family will be a mirror while interacting with the community. "Powell Hopson, Darlene, et al., *Menuju Keluarga Kompak* (Bandung: Kaifa, 2002), 143-144.

by children."⁵ But often education in the family is considered unimportant.

True ethics must be taught to children from early age, so that when they grow up they will behave well. In educating children to behave well, of course parents should set a good example to children. If since childhood a child is taught something good and right then the family will be harmonious. Therefore, family will shape good personality. From a harmonious family the child will get support and motivation that can improve the child's ability to learn.

The above background can lead to the research questions. 1) What is the pattern of mother's care for her child at SMPN 2 Prambon Nganjuk? 2) How is the motivation of children to learn PAI at SMPN 2 Prambon Nganjuk? And 3) Is there any influence of mother's care pattern to motivation to learn PAI at SMPN 2 Prambon Nganjuk?

Then, this research become interesting. This research tried to analyze the influence of mother's care pattern to motivation to learn PAI at SMPN 2 Prambon Nganjuk. The hypothesis⁶ that is proposed is mother's parenting affects learning motivation of children. This hypothesis can be understood, when mother's care pattern high, then motivation to learn PAI is also high. Similarly, when mother care's pattern is low, then the motivation to learn PAI is also low. The purpose of this research is to test the theory of Eva Latipah and Hamzah B. Uno and Mangun Budiyanoto which contains about the suggestion of Islam in educating children and parenting pattern in shaping morals of children, and parenting patterns affect the motivation of children's learning.

⁵ Tim Pustaka Familia, *Warna-warni kecerdasan Anak dan Pendampingannya* (Yogyakarta: Kanisius, 2006), 282.

⁶ The hypothesis is a tentative answer to the research problem still to be tested empirically. Sumadi Sukrabrata, *Metodologi Penelitian* (Jakarta: Raja Grafindo Persada, 2002), 69.

Concept of Parenting

The researcher would start from a variety of parenting definitions. According to Petranto, parenting patterns are "pola perilaku yang diterapkan pada anak dan bersifat relatif konsisten dari waktu ke waktu."⁷ In line with Petranto's opinion, Tarmudji also defined that "pola asuh merupakan interaksi antara anak dan orang tua selama mengadakan kegiatan pengasuhan. Pengasuhan ini berarti orang tua mendidik, membimbing dan mendisiplinkan serta melindungi anak untuk mencapai kedewasaan sesuai dengan norma-norma yang ada dalam masyarakat."⁸ A slightly broader definition is also proposed by Wahyuning in his book *Mengkomunikasikan Moral Kepada Anak*. She stated "pola asuh merupakan seluruh cara perlakuan orang tua yang diterapkan pada anak."⁹ Syaiful Bahri Djamarah further clarifies and reinforces Wahyuning's opinion. He said that "pola asuh orang tua adalah pola perilaku yang diterapkan pada anak dan bersifat relatif konsisten dan persisten dalam menjaga dan membimbing anak dari sejak dilahirkan hingga remaja."¹⁰

Furthermore, parenting is actually the same as educating, while education is a very important and fundamental. Syaiful Bahri Djamarah argued that, "pendidikan dalam keluarga memiliki nilai strategis dalam pembentukan kepribadian anak. Sejak kecil anak sudah mendapat pendidikan dari kedua orang tuanya melalui keteladanan dan kebiasaan

⁷ Ira Petranto, *Rasa Percaya Diri Anak adalah Pantulan Pola Asuh Orang Tuanya* (<http://www.Buletin DWP PTRI jenewa.com/psikologi/artikel/htm>, diakses 2 April 2015).

⁸ Tarsis Tarmudji, *Hubungan Pola Asuh Orang Tua dengan Agresivitas Remaja* (<http://www.Depdiknas.co.id/2001/pdf.htm>, diakses 2 April 2015).

⁹ Wahyuning, *Mengkomunikasikan Moral Kepada Anak* (Jakarta: Alex Media Komputindo, 2003), 126.

¹⁰ Syaiful Bahri Djamarah, *Pola Asuh Orang Tua dan Komunikasi dalam Keluarga* (Jakarta: Rineka Cipta, 2014), 51.

hidup sehari-hari dalam keluarga."¹¹ Parents have two functions, namely serving as a keeper and protector and as educators in the family. "¹²

Parents in the family have a responsibility in the education of children, especially the mother.¹³ Mothers play an important role in educating their children, especially in infancy. Education here is not just in a narrow sense. Education in the family can mean broad, i.e, faith education, morals, physical, intellectual, psychological, social, and sexual education.¹⁴ The role of mothers in educating their children is distinguished into seven important tasks: "ibu memenuhi kebutuhan fisiologis dan psikis, merawat dan mengurus keluarga dengan sabar dan konsisten, pendidik yang mampu mengatur dan mengendalikan anak, sebagai contoh dan teladan bagi anak, sebagai manajer yang bijaksana, memberi rangsangan dan pelajaran, ibu sebagai istri."¹⁵

Learning Motivation

According to Mc. Donald; "Motivation is energy change within the person characterized by effective or cause and anticipatory goal reactions." This argument is then quoted by Oemar Hamalik and Syaiful Bahri Jamarah, that; Motivation is a change of energy in a person characterized by the emergence of feeling and traversed with a response to the existence of a goal.¹⁶ Meanwhile, according to M. Riskel, in Muhamad Thobroni and Arif Musthofa, that "*Motivasi is a pedagogical sense, as the conscious effort on the teacher to establish in student motives*

¹¹ Ibid., 53.

¹² Ibid., 46.

¹³ Singgih D. Gunarsa, *Psikologi Praktis Anak, Remaja dan Keluarga* (Jakarta: BPK Gunung Mulia, 2004), 31.

¹⁴ In the hands of mothers the success of their children's education although of course the participation of father cannot be ignored.

¹⁵ Ibid.

¹⁶ Oemar Hamalik, *Psikologi Belajar Mengajar* (Bandung: sinar baru 1992), 173.

leading to sustained activity forward the learning goals."¹⁷ Motivation is a conscious effort by teachers to cause the motives in the learners themselves or students who support activities towards learning purposes.¹⁸

Still on the motivation to learn, the above explanation talks about motivation, and here the researcher also defined her own learning definitions. According to T. Rakajoni quoted by Mahfud Sholahudin *Teori Mengajar dan Psikology Belajar*. Learning is "perubahan tingkah laku sebagai hasil pengalaman kecuali perubahan tingkah laku yang disebabkan oleh proses menjadi matangnya seseorang atau perubahan instinkuif." According to H. Carl Witherington in his book *Educational Psychology* quoted by Mohammed Thobroni, "belajar adalah suatu perubahan di dalam kepribadian yang menyatakan diri sebagai suatu pola baru daripada reaksi yang berupa kecakapan, sikap kebiasaan, kepandaian atau suatu pengertian."¹⁹ Then according to Jamal Ma'mur Asmawi quoted from Cronbach, in the book *Educational Psychology* "belajar adalah mengalami dan dalam mengalami itu pelajar mempergunakan panca inderanya."²⁰

After seeing the definition of motivation and learning, the researcher tried to accomodate learning motivation according to Sardiman, namely;

"..... keseluruhan daya penggerak dalam diri siswa yang menimbulkan kegiatan belajar, yang menjamin kelangsungan dari kegiatan belajar dan memberikan arah pada kegiatan belajar,

¹⁷ Muhamad Thobroni dan Arif Mustofa, *Belajar dan Pembelajaran* (Jakarta: Ar-Ruzz Media, 2012), 10.

¹⁸ Ibid., 108.

¹⁹ Ibid., 5.

²⁰ Jamal Ma'mur Asmawi, *Tips Aplikasi Pembelajaran Pakem* (Jogyakarta: Diva Press, 2012), 2.

sehingga tujuan yang dikehendaki oleh subyek belajar itu dapat tercapai.”²¹

Motivation is influenced by many factors, both internal and external factors of students. In the teaching and learning activities, the role of both intrinsic and extrinsic motivation is necessary.²² With motivation students can develop activities and initiatives, can direct, and maintain persistence in learning activities. Thus it can be said that the motivation to learn is a process of behavior through education or more specifically through training procedures. The change itself gradually begins with something unfamiliar, then to be mastered or replicated and used up to a time to be evaluated by those experiencing the learning process.

Indicators that are often used by various studies on learning motivation refer to the indicators according to Hamzah B. Uno. First, the desire to succeed. Secondly, there is encouragement and need in learning. Third, the hope and ideals of the future. Fourth, there are interesting activities in learning. Fifth, the appreciation in learning. Sixth, the existence of a conducive learning environment that allows students to learn well.²³

Islamic Religious Education (a theoretical review)

Education is “suatu aktivitas untuk mengembangkan seluruh aspek kepribadian manusia yang berjalan seumur hidup.”²⁴ Religious education is an effort for the students to have a religious soul or morals.

²¹Sardiman, *Interaksi dan Motivasi Belajar Mengajar* (Jakarta: Raja Grafindo, 2005), 75.

²² Ibid., 84.

²³ Dimiyati dan Mujiono, *Belajar dan Pembelajaran* (Jakarta: Dep Dikbud, 1994), 97-100.

²⁴Zuharini, et. al., *Filsafat Pendidikan Islam* (Jakarta: Bumi Aksara, 1995), 149.

Therefore, there is a need for different understanding between education and teaching, although both have close relationships.

Based on the above explanation, it can be concluded that Islamic religious education has the meaning of systematic and pragmatic efforts in helping students to live in accordance with the value of Islamic teachings. Islamic education has a direction to the formation of a personal, knowledgeable and charitable Muslim. The goal of Islamic religious education is “mendidik akhlak dan jiwa mereka, menanamkan rasa *fadilah* (keutamaan) membiasakan mereka dengan kesopanan yang tinggi, mempersiapkan mereka untuk kehidupan yang suci seluruhnya ikhlas dan jujur”.²⁵ Islamic education is education through the teachings in the form of guidance and effort to the students in order to understand, live and practice the teachings of Islam that has been believed thoroughly and make the teachings of Islam as a view of life for the benefit and welfare of life in the world and hereafter.²⁶

Religious education is a very important part of education concerning aspects of attitudes and values, among others, behaviors and religious things. Therefore religious education is also the responsibility of family, community and government.

Research method

This research uses a quantitative approach with correlational design. The research design is intended to get a description of a reality, then test the relationship between the fact that already existed or has occurred on the subject called correlation. It uses correlation analysis.

²⁵ M. Athiyat al-Aqrasy, *Dasar-dasar Pokok Pendidikan Islam* (Jakarta: Bulan Bintang, 1987), 1.

²⁶ Zakiyah Darajat, *Ilmu Pendidikan Islam.*, 86.

1. Population

Sudjana, quoted by Suryawati in his book Riduwan stated that “populasi adalah totalitas semua nilai yang mungkin, baik dari hasil menghitung ataupun pengukuran, kuantitatif maupun kualitatif dari karakteristik tertentu mengenai sekumpulan obyek yang lengkap dan jelas yang ingin dipelajari sifat-sifatnya.”²⁷ In addition, Sangaji and Sopiah explained that “populasi adalah wilayah generalisasi yang terdiri atas: subyek atau obyek dengan kualitas tertentu yang diterapkan oleh peneliti untuk dipelajari dan kemudian ditarik kesimpulan.”²⁸

Therefore, it can be concluded that the population in the study include everything that will be the subject or object of research desired by the researcher. The population in the study were all students of class VII SMPN 2 Prambon Nganjuk with the total number of 297 students.

2. Sample

Nazir quoted by Ali Anwar stated that gave the sense that “sampel adalah bagian dari populasi.”²⁹ Ali Anwar argues that “sampel tidak hanya bagian dari populasi, tetapi yang terpenting sampel harus mencerminkan karakteristik dari populasi.”³⁰ Since the population in this study were 297 students, then to determine the sample size, Simple random sampling technique was used. It provides equal opportunity for everybody to be selected as sample.³¹

²⁷ Riduwan, *Metode dan teknik Menyusun Proposal Penelitian* (Bandung: Alfabeta, 2010), 94.

²⁸ Jonanthan Sarwono, *Metodologi Penelitian Kuantitatif dan Kualitatif* (Yogyakarta: Graha Ilmu, 2006), 94.

²⁹ Ali Anwar, *Statistika untuk Penelitian Pendidikan dan Aplikasinya dengan SPSS dan Excel* (Kediri: IAIT Press, 2009), 24.

³⁰ Ibid.

³¹ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek* (Jakarta: Rineka Cipta, 2003), 236.

To determine the sample size, the researcher used Issac and Michael formula as follows:

$$S = \frac{x^2 \cdot N \cdot p \cdot q}{d^2 \cdot (N - 1) + x^2 \cdot p \cdot q}$$

To make it easier to determine the size of the sample, application of the above formula Issac and Michael into the krecjie table was needed, as quoted by Sugiono with a 5% error rate so that the sample obtained has a degree of confidence 95% of the population. Since the number of population of 297 does not exist, the number of population 290 was used by taking sample 1 application of Issac and Michael formula that is 158 respondents.

3. Data Collection Techniques

a. Questionnaire

Questionnaire is "suatu penyelidikan mengenai suatu masalah yang umumnya menyangkut kepentingan umum yang dilakukan dengan jalan mengeluarkan suatu daftar pertanyaan berupa formulir-formulir yang diajukan secara tertulis kepada sejumlah subyek untuk mendapatkan jawaban atau tanggapan tertulis seperlunya."³²

This method is aimed at the students who become the object of research to explore the types of data related to student learning motivation.

b. Documentation

Sarwono states that documentation is to find data about things or variables in the form of books, magazines, inscriptions, minutes, newspapers, diaries and so forth.³³ This method is used

³² Kartini Kartono, *Pengantar Metodologi Riset Sosial* (Bandung: Mandar Maju, 1996), 217.

³³ Sarwono, *Metode Penelitian.*, 225.

to obtain data types that include: student data, parent data, and other data supporting this research.

1) Research instrument

a) Parenting

Data generated from questionnaire is ordinal scale using Likert scale as proposed by Jonathan Sarwono using scale 1 - 5 with alternative answers as follows:

5 = Very Good

4 = Good

3 = Enough

2 = Less Good

1 = Very Not Good³⁴

Instrument matrix of variables

Variable	Indicators	Statement		
		Favourable	Unfavourable	Total
Mother's care parenting	Providing affection	1, 21	11,31	4
	Providing model	2, 22	12, 32	4
	Providing guidance	3, 23	13, 33	4
	Providing motivation	4, 24	14, 34	4
	Providing time to communicate	5,25	15, 35	4
	Providing chance to develop	6, 26	16, 36	4
	Providing reward.	7, 27	17, 37	4
	Providing Punishment.	8, 28	18, 38	4
	Training to be independent.	9, 29	19, 39	4
	Providing chance to socialize	10, 30	20, 40	4

³⁴ Riduwan, *Metode dan Teknik*, 68.

Total			40
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b) PAI Learning Motivation

Data generated from questionnaire ordinal scale using Likert scale as proposed by Jonathan Sarwono using scale 1 - 5 with alternative answers as follows:

5 = Very Good

4 = Good

3 = Enough

2 = Less Good

1 = Very Not Good³⁵

Instrument Matrix of PAI Learning Motivation

Variable	Indicators	Statement		Total
		Favourable	Unfavourable	
Motivation to learn PAI	Avaibility of drive to be successful	1, 13, 25	7, 19, 31	6
	Avaibility of encouragemenet to learn	2, 14, 26	8, 20, 32	6
	Avaibility of future expectation	3, 15, 27	9, 21, 33	6
	Avaibility of reward in learning	4, 16, 28	10, 22, 34	6
	Avaibility of interesting activities to learn	5, 17, 29	11, 23, 35	6
	Conduasive learning environment	6, 18, 30	12, 24, 36	6
	Total			36

³⁵ Ibid.

Hypothesis testing

There is 1 hypothesis to be tested in this research. The decision-making process is carried out by the following procedures:

Ho accepted: Probability (sig score) > real level (α) (0.05).

Ho is rejected: Probability (sig score) \leq real level (α) (0.05).

The result of hypothesis testing (the influence of mother's care pattern on learning motivation of PAI) done with SPSS 21 program, then the test result is:

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Mother's care Ibu	158	100.0%	0	0.0%	158	100.0%
Motivation to learn PAI	158	100.0%	0	0.0%	158	100.0%

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Mother's care Ibu	.058	158	.200*	.992	158	.491
Motivation to learn PAI	.091	158	.003	.966	158	.001

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The above output shows that the sample size is 158. The table above is to know normality by using the Sig score which is the results of Kolmogorov-Smirnov. When the number Sig. greater than or equal to 0.05, it is normally distributed, but if it is less than that, the data is not normally distributed. Because Sig. for maternal pattern variable (X) 0.200 bigger than 0.05 then the data of mother care system is in normal distribution. Sig. for the variable of learning motivation of PAI (Y) 0.003 which is smaller than 0.05 then the learning motivation data of PAI is not normally distributed.

Because the data of mother's parenting variable (X) is normally distribution, while the learning motivation data of PAI (Y) in this research is not normally distributed, so to test the hypothesis the researcher uses non parametric analysis that is Kendall's tau.³⁶

Correlation between Maternal Care Patterns with PAI Learning Motivation

Descriptive statistics of Mother Care Pattern and PAI Motivation Learning variables:

	N	Mean	Std. Deviation
Pola Asuh Ibu	158	4.1149	.29549
Motivasi Belajar PAI	158	4.0909	.28733
Valid N (listwise)	158		

³⁶Ali Anwar, *Statistika untuk Penelitian Pendidikan dan Aplikasinya dengan SPSS dan Excel*, 108.

The table above means that the average parenting pattern is 4.1149 with a standard deviation of 0.29549. While the average learning motivation of children is 4.0909 with standard deviation of 0.28733. The samples studied were 158.

Correlation between Mother's Care and PAI Learning Motivation

		Pola Asuh Ibu	Motivasi Belajar PAI
Kendall's tau_b	Correlation	1.000	-.031
	Coefficient		
	Mother's care Sig. (2-tailed)	.	.582
	N	158	158
	Correlation	-.031	1.000
	Motivation to learn PAI Coefficient		
	Sig. (2-tailed)	.582	.
	N	158	158

Based on the above output, it can be seen the probability number (Sig) mother care pattern (X) with learning motivation PAI (Y) is 0.582. H_0 is accepted if the probability number > real level (α) of 0.05 and H_0 is rejected if the probability number \leq real level (α) of 0.05.³⁷ Thus H_0 is accepted and H_a is rejected because the probability number is greater than the real level (α) / tolerable error that is equal to ≤ 0.582 . So it can be concluded that the pattern of mother's care did not affect the motivation to learn PAI at SMP Negeri 2 Prambon Nganjuk.

³⁷ Ibid., 136.

Research Findings

Based on the findings about the influence of mother's care pattern on learning motivation of PAI at SMPN 2 Prambon Nganjuk, it can be answered that mother's care does not have a positive effect on children's learning motivation. Theoretically this can be because children aged 12-14 years is subjective. The child turns to his own world, his life begins to agitate, hesitate, arise the past life, his feelings are not harmonious.³⁸ In mother's side that mother is given responsibility to educate her children, but to educate children is not only the mother's duty, but also father. Even according to Nasaruddin Umar, there is no single verse in the Qur'an that explicitly commands women to educate their children, but it is the father who is commanded to preserve and protect his family from all that can lead them to destruction.³⁹

This proves opposite conclusion with Eva Latipah who argues that for junior high school age, where this time coincides with adolescence that attracted much attention, then a parent should provide the pattern of care because students at this time is in need of motivation in learning both intrinsically or extrinsically.⁴⁰

Practically, the results of this study can be used as input for the mother as the closest to the child. They should still give sufficient attention to their children and understand the needs required by their children according to the age level he, so as to improve the motivation to learn PAI. As a guide, for parents have to provide education to their

³⁸ Abu Ahmadi, Munawar Sholeh, *Psikologi Perkembangan* (Jakarta: Rineka Cipta, 2005), 115.

³⁹ Nasaruddin Umar, *Argumen Kesetaraan Jender Perspektif al-Qur'an* (Jakarta: Dian Rakyat, 2010), 30.

⁴⁰ Eva Latipah, *Pengantar Psikologi Pendidikan* (Yogyakarta: Pedagogia, 2012), 241.

children well, because parents are a critical determinant of success of children later.

Conclusion

Based on the findings about the influence of mother's care pattern on learning motivation of PAI at SMPN 2 Prambon Nganjuk, it can be concluded as follows:

1. Parenting pattern of mother to her child at SMPN 2 Prambon Nganjuk of academic year 2015/2016 is categorized good with average value of 4.1149.
2. The motivation to learn PAI of children at SMPN 2 Prambon Nganjuk of 2015/2016 is categorized well with an average rating of 4.0909.
3. Maternal parenting does not affect the motivation to learn PAI at SMPN 2 Prambon Nganjuk. When viewed from the calculated score the parenting pattern of the mother with the motivation to learn PAI equal to -0.031 with a score of significance of 0.582 greater than the real level, 0.05 . so H_0 is accepted and H_a is rejected.

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