

<https://doi.org/10.29013/EJHSS-23-4-45-52>

Debby Maurits,

Aan Widodo,

Faculty of Communication Sciences
Bhayangkara Jakarta Raya University

COMMUNICATION OF PARENTS AND CHILDREN IN INCREASING LEARNING MOTIVATION ONLINE

Abstract. During online learning children have low learning motivation, this is seen from the decline in learning outcomes in children. Interpersonal communication between parents and children has a role in increasing learning motivation. This study aims to explain interpersonal communication between parents and children in increasing the learning motivation of grade 2 children at SD Negeri Teluk Pucung I North Bekasi. This study used the concept of interpersonal communication. This research uses a qualitative approach with a descriptive method. Researchers conducted interviews with 5 informants including parents, teachers, and students. The results of this study show that children's learning motivation increases due to interpersonal communication between parents and children. Increased learning motivation seen from the tasks that are done and collected on time, understanding the material delivered, and increasing learning outcomes in children. Interpersonal communication between parents and children involves 5 aspects of interpersonal communication such as aspects of openness where parents and children always tell the truth during the process communication, an aspect of empathy where parents and children have a great sense of empathy for each other, aspects of support where parents always provide support in the form of support Moral and material but the support given by children to parents is less visible, aspects of positive attitudes where parents and children have a positive view of Each other so that two-way communication occurs, and aspects of equality where parents and children have similar functions such as being listeners and speakers.

Keywords: Interpersonal communication, learning motivation, online learning, elementary school, bay.

Introduction

Coronavirus Disease 2019 or commonly known as Covid 19 is an outbreak that infects almost all countries in the world. Covid 19 is a virus that causes respiratory problems and is known to have first appeared in Wuhan City, China in December 2019. This virus spreads rapidly through the air to cause several countries to be affected by Covid 19, in March 2020 the WHO (*World Health Organization*) determined Covid 19 as a pandemic that spread globally (Detik Health 2020).

According to the Indonesian Ministry of Health, the first case of a positive Covid-19 patient in In-

donesia occurred on March 2, 2020. At that time, the government announced that there were two patients infected with Covid-19 in Indonesia. On March 15, 2020, the Ministry of Health announced that there were 117 cases of patients infected with Covid 19 (Indonesian Ministry of Health 2020). This made the President of the Republic of Indonesia, Joko Widodo give an appeal to all Indonesian people to carry out social restrictions to prevent the spread of the Covid-19 virus. On March 31, the Government of Indonesia officially issued a Large-Scale Social Restrictions (PSBB) policy in response

to the Covid-19 pandemic (Mail Presidential Decree 2020).

Large-scale social restrictions limit community activities such as limiting religious activities, limiting activities in public places or facilities such as offices, schools/campuses, and others. These restrictions have a major impact on several sectors in Indonesia such as the economic, social, tourism sectors, and especially in the education sector. Education is one of the most affected sectors in Indonesia. According to UNESCO, there are 1.6 billion students around the world disrupted learning activities due to closed schools, as many as 192 countries have closed schools to reduce transmission virus [2].

Through the circular letter of the Ministry of Education and Culture Research and Higher Education No. 4 In 2020, the government banned face-to-face teaching and learning activities in schools and campuses and urged the learning process to be carried out at home *online*. This is the right step to reduce and break the chain of transmission of Covid-19. Teaching and learning activities that are usually carried out in schools are forced to be carried out at home with an online system (*online*) for a long time. Online learning utilizes the internet as a support. Students can interact with teachers or other students through several applications such as Google Classroom, Zoom Meeting, Google Meet, and social media such as Whatsapp to access group chats. Online learning is also carried out with 2 methods, namely the synchronous online learning method and the asynchronous online learning method. Synchronous online learning is an online learning method that is carried out simultaneously with *real time* such as *video chat* while asynchronous online learning is carried out asynchronously or synchronously Postpone such as giving material or assignments through chat applications. The asynchronous method requires students to learn independently in understanding the material that has been given [8].

It was recorded that there were 68.8 million students (elementary, junior high, and high school) affected by their education due to Covid-19. The

provision of heavy assignments and short processing time is also a complaint of students during this online learning period. Some students claim to be bored with online learning methods that are considered less effective so they often do not listen and receive material from teachers / teaching staff. Because of this, students often get unsatisfactory learning results [8].

Ideally, teaching and learning activities are carried out by teachers and students face-to-face at school, but during the Covid-19 pandemic, teaching and learning activities in schools changed to distance learning online at home that involves parents in the process of teaching and learning activities. According to research conducted by Latifhatun Nimah in "The Decline in Student Learning Outcomes Due to Online Learning During the Covid-19 Pandemic", online learning methods are considered not as effective as face-to-face learning. In general, due to lack of readiness from the school and students, this method is a new learning method that has never been done by schools or students before. Because of this, students often struggle during the online learning process which ultimately has an impact on student learning outcomes. According to this study, during online learning student learning outcomes decrease, decreasing student learning outcomes during online learning can occur due to several factors, wrong One is the lack of motivation to learn in children. According to Sadirman (2016), learning motivation is the overall driving force within students that causes learning activities, which ensures the continuity of learning activities and give direction to learning activities, so that the desired goals of the learning subject can be achieved. Every child has different learning motivation, some have high learning motivation and some have low learning motivation in during online learning. Uno (2017: 23) said that learning motivation is an internal and external drive in students who are learning to make behavior changes, generally with several supporting indicators or elements. In this case, parents as external supporters

must provide support to children in order to create learning motivation in children.

Children's learning motivation can be formed and improved through interpersonal communication between parents and children according to research conducted by Meti and Yayah N in the Role of "Interpersonal Communication of Parents and Children in Providing Learning Motivation", interpersonal communication between parents and children can increase children's learning motivation. This study states that good interpersonal communication between parents and children is familiarity, parents and children must also have agreement, parents must also have a good response. Right towards the child, and parents must also use the right tone of speech towards the child. In addition, children's learning motivation will arise if parents convey messages straightforwardly and repeatedly. One form of support from parents to increase children's learning motivation according to research conducted by Cahya Maulida in the Pattern of "Communication Between Parents and Teachers to Increase Learning Motivation Grade 6 students at MIN7 Ponorogo for the 2020/2021 academic year" are by giving praise to children's learning outcomes. In this study, parents usually also like to give children favorite gifts as rewards for what has been done by the child. This study also involved interpersonal communication between parents and teachers at school in increasing children's learning motivation.

Meanwhile, according to research conducted by C. Puspitasari, et al regarding "Family Communication Intensity in Motivating Learning for Elementary School Children" (2021) shows that lack of communication intensity between parents and children can reduce motivation child's learning. The lack of communication intensity is influenced by several factors, including factors such as busy parents due to work, TV watching habits and excessive use of gadgets in the family, and Quiet attitude of children because they are comfortable with the habit of playing online games. The intensity of communication between parents and children can also affect the level of motivation to learn children.

Based on the results of some of the studies above, it can be concluded that interpersonal communication between parents and children can increase children's learning motivation. Forms of interpersonal communication carried out by parents with children such as giving praise, giving gifts, conducting discussions to produce agreement, and often giving and repeating messages straightforwardly can increase children's learning motivation. This is related to the understanding of interpersonal communication according to Efendi (2003), namely interpersonal communication is communication between communicators and communicants that is effective in changing attitudes, opinions, or a person's dialogical behavior in the form of conversation. Alex S. Tan (1981: 71) also mentioned that interpersonal communication is the most effective communication to change one's attitude and behavior. Communication that occurs when parents accompany children to learn online can be referred to as interpersonal communication between parents and children. When accompanying children parents have conversations to help children learn, sometimes parents also discuss with children about tasks and things other.

During online learning, communication between teachers and parents also continues to be established. This is done to report student learning outcomes to parents. Not only teachers who report but parents also report about the condition of children at home when learning online, this was conveyed by Ibu Maesaroh who is the homeroom teacher 2b at SD Negeri Teluk Pucung I North Bekasi. He also said that during the online class he as a homeroom teacher always communicates with parents regarding children's learning outcomes and other things, if the child's learning outcomes "Down he appealed to parents to be more helpful and accompany children studying at home so that learning outcomes do not decline during online learning" ... the conditions are different now, right Online classes, many children like not to pay attention when I zoom and sometimes when I give questions on zoom, the average student likes not to be able to answer the questions At the

same time, sometimes I don't understand what I explained, many students also look male, so it's not excited when zooming, well, if it's already rich, I usually "Chat in the parent group to pay attention to their children and please also help their children when studying online, usually also if I chat in a group of people old, his son became diligent".

The appeal from teachers to parents can help parents regarding online learning conditions, this was said by Mrs. Anggi one of the parents of grade 2 students at SD Negeri Teluk Pucung I North Bekasi, he also said "when my son is online, sometimes he likes to feel that he is on holiday, so when I am ready to go to class via zoom he likes to be discouraged Then if I tell him to do homework, he likes to procrastinate, he said that later I want to play games, go to sleep, there is a reason".

Based on the results of short interviews and observations conducted by researchers with teachers and parents of grade 2 students at SD Negeri Teluk Pucung I North Bekasi during the pre-research period, researchers found problems at the location. During online learning, children's learning motivation decreases, this is seen from the decline in children's learning outcomes, lazy to take online classes, lazy to do assignments, and lack of understanding related to the material delivered by the teacher. The appeal from teachers to parents makes parents give encouragement to children, another thing that parents do is to discuss with children so that children want to learn and do his chores. Communication carried out by parents to children makes children want to learn and does not delay in doing their tasks. This problem makes researchers want to examine how parents increase the motivation to learn for grade 2 children through interpersonal communication at SD Negeri Teluk Pucung I North Bekasi. This study focuses on interpersonal communication between parents and children in increasing children's learning motivation during online learning at SD Negeri Teluk Pucung I North Bekasi How does interpersonal communication between parents and children increase learning motivation in children?

Interpersonal Communication

Interpersonal communication or interpersonal communication is a communication process that occurs between two people directly or face-to-face that produces feedback in reaction to the message conveyed. According to [3], interpersonal communication is the process of delivering a message by one person to the recipient of a message by another person or a small group of people with various impacts and with opportunities to get feedback soon [4]. States that interpersonal communication is communication between communicators and communicants, this communication is considered the most effective in changing mindsets, attitudes, opinions or behavior a person, because of his dialogical nature is conversational. Changes in attitudes, opinions, or behavior can occur if the communication that occurs is communicative in which both the communicator as *an encoder* and the communicant as a *decoder* there is a change in function During the communication takes place as feedback which is an important role in interpersonal communication.

The effectiveness of interpersonal communication can be seen through a humanistic point of view that determines relationships between people. This point of view emphasizes 5 aspects of DeVito's (2005) rut menu, namely:

a) Openness

Openness is the willingness to disclose information that would normally be hidden provided that self-disclosure of this information does not conflict with propriety. In this aspect, individuals can open themselves in action with other individuals, openness is also characterized by honesty in responding to all communication stimuli. According to Husein Umar (2005), openness is the desire to be open and willing to respond honestly from the interlocutor.

b) Empathy

Empathy is a person's ability to feel and understand everything and feelings felt by others and be able to understand problems from another person's point of view. In the aspect of empathy, each individual can

permeate themselves in order to understand the feelings / emotions and intellectuals of other individuals.

c) Support

In this aspect, each individual can provide encouragement to other individuals as a form of support to change attitudes and behaviors. Support in this case means supporting the content of the conversation and not attacking or criticizing the content of the conversation (Husein Umar, 2005).

d) Positive Attitude

Positive attitudes are shown in the form of attitudes and behaviors that parties involved in interpersonal communication must have positive feelings and thoughts instead of prejudice and suspicion. In the aspect of action chosen is that which is relevant to the purpose of interpersonal communication, that is, helping other individuals to understand the message of communication. Every individual who communicates must also have positive feelings or views to judge themselves, others, and situations without negative feelings and views to create effective interpersonal communication.

e) Equality

In this aspect, each individual who communicates (communicator & komunikan) has a similar position in the sense that there is no dominance from one individual and the flow of messages occurs in a two-way manner. Husein Umar (2005) also stated that interpersonal communication will be more effective if it occurs in a common atmosphere because in this way there is expected to be recognition so that there is a sense of mutual respect and mutual respect.

Interpersonal communication has elements in it, such as sender, receiver, message, media or channel, effects and feedback. Based on the understanding of the experts above, researchers draw conclusions that interpersonal communication is a process of delivering messages directly from communicator to communicant both verbally and non-verbal that generates immediate feedback.

3. Methodology

This research uses a qualitative approach with a descriptive method. The paradigm in this study is

the Post-Positivism paradigm which views the social world as patterned and that cause-and-effect relationships can be found and tested. Based on this, researchers see the relationship related to the problem of this research can be tested. The subjects of research or informants in this study are parties who are used as sources of informants in a study. In this study, the subjects of the study were parents and grade 2 children at SDN01 Teluk Pucung Bekasi City. The determination of informants in this study uses purposive sampling, where the samples taken have been selected with specific intentions and purposes. Researchers choose someone to be a sample because they are considered able to meet and can provide the information needed by the researcher. The Key Informant criteria in this study is one of the parents of students in grade 2, both father and mother at SDN01 Teluk Pucung Bekasi City who are during online learning. Get an appeal from the homeroom teacher to help his child in improving children's learning outcomes. Based on this, researchers conducted interviews with 5 informants including parents, teachers, and students. Researchers carry out several stages in collecting data, the stage in question is an in-depth interview, and documentation. In this study, researchers chose the triangulation of sources in validating the data obtained. According to Patton (1987: 331) source triangulation compares the degree of confidence of a data obtained through different times and tools.

4. Results and Discussion

Interpersonal Communication Between Parents and Children in Improving Children's Learning Motvasi

In this discussion, researchers will discuss interpersonal communication between parents and children in increasing children's learning motivation. Interpersonal communication is the process of delivering a message by one person to the receiver of a message by another person or a small group of people with various impacts and with opportunities for immediate feedback (DeVito, 2005). According to Effendi (2003) interpersonal communication is the

most effective communication in changing a person's nature, attitudes, behavior and opinions because it is dialogical in the form of conversation. In this case, interpersonal communication between parents and children is a process in shaping children's learning motivation, providing information, and ideas directly so that there is a change in attitude from the child.

During online learning, interpersonal communication between parents and children occurs when parents accompany children to learn. During online learning, children will ask parents about learning or material that is not understood and parents will respond by re-explaining the material that is not understood. has been delivered by the teacher. Communication also occurs between parents and teachers, in this case both parents and teachers will communicate via *WhatsApp* about difficulties during online learning, children's learning outcomes, and other information. When children experience a decrease in learning outcomes, teachers will give an appeal to parents to be more helpful or provide motivation so that there is a change in children's learning outcomes afterwards. This is supported by the statement made by Tuti's informant, as follows:

"If I don't know that my child's grades are bad or the next day his child becomes his enthusiasm for learning, which usually collects his duties like to drag, this is not trs when I ask when zooming can answer".

Interpersonal communication that is often carried out by parents to children in the form of discussions with the aim of increasing learning motivation in children. This is considered effective

because during the discussion both parents and children become listeners and speakers so that the goals of both can be achieved. Interpersonal communication carried out by children to parents is also similar, children will discuss with parents about what they want and make agreements with parents so that children motivated to learn. The agreement made by the child with the parent will encourage the child to learn so that the child gets what he wants such as traveling, getting gifts, and other similar things. However, parents will sometimes be more dominant in encouraging children to learn if the child is in a bad mood, such as fearing children not Upgrade, threatening, and other similar things. This can make children have learning motivation, but children will learn with compulsion. The decrease in learning motivation in children is seen from the decline in learning outcomes and the lack of understanding of children on the material provided by the teacher. Interpersonal communication carried out by parents makes children have high learning motivation, as seen from the increase in learning outcomes in children, children understand the material that given by the teacher, and the child who does not delay doing the tasks given.

According to DeVito (2005), to create effective interpersonal communication must involve 5 aspects in it such as openness, empathy, support, positive attitude, and equality. The form of interpersonal communication between parents and children can be seen in the table below:

Aspects of Interpersonal Communication	Parents	Child
1	2	3
Openness	<ul style="list-style-type: none"> - Oold people say that they are busy withtheir work. - Parents say when they are tired. Parents honestly ask children to obey their words.	The child says that he feels bored when studying. <ul style="list-style-type: none"> - Children say they feel lazy to learn from their parents. - The child expresses his desire to get something to his parents.

1	2	3
Empathy	<ul style="list-style-type: none"> - Parents understand the <i>mood</i> state of the child. - Parents will give gifts when the child's mood is not good. Parents will tell children to rest and play when children are bored and tired while learning.	Children understand the condition of parents by obeying the words of parents if parents are tired. <ul style="list-style-type: none"> - Children will not disturb parents if parents are busy working.
Backing	<ul style="list-style-type: none"> - Parents give <i>rewards</i> as a form of appreciation to children. - Parents buy new cellphones when children's cellphones are damaged to support online learning. 	<ul style="list-style-type: none"> - Children get good learning results. - Children follow online learning well. - Children do their tasks well.
Positive Attitude	<ul style="list-style-type: none"> - Parents always say that their children are good children. - Parents always say that their children are obedient children because they always obey the words of their parents. Parents do not judge children when children express their opinions.	Children always feel loved and cherished by their parents. Children feel that their parents are good parents because they always give the children what they want.
Equality	Parents become communicators and communicants when communicating with children. Parents listen to children's opinions when discussing with children. <ul style="list-style-type: none"> - Parents provide input to children. Some parents will be more dominant when discussing with in certain situations and not listening to children's opinions.	Children become communicators and communicants when communicating with parents. <ul style="list-style-type: none"> - Children will listen to parents' opinions. Children are allowed to argue when communicating with parents.

5. Conclusion

Based on the results of interpersonal communication research between parents and children in increasing online learning motivation in children, the conclusion is as follows. During online learning, parents make efforts to help children learn. The efforts made by parents are seen from parents who always accompany children to learn and always communicate with teachers regarding children's learning outcomes. The appeal conveyed by the teacher to parents makes parents approach children through interpersonal communication to find out the difficulties or obstacles experienced by children so that parents can help to increase his learning motivation. Interpersonal communication that occurs is proven effective in increasing children's learning motivation because there are 5 aspects in it. Both parent and child are always open during discussions so that they can respond appropriately. The existence

of a strong sense of empathy from parents to children makes interpersonal communication run well between the two. Parents always provide support to children in the form of moral and material support so that children have encouragement in learning. Parents and children also have a positive view of each other so that communication that occurs can run well. Equality occurs during the process of interpersonal communication because both parents and children are both listeners and speakers so as to create communication 2 direction. Interpersonal communication between parents and children is considered effective because it prioritizes 5 aspects of interpersonal communication according to DeVito (2005) in it. This effectiveness of interpersonal communication makes children's learning motivation increase so that children's learning outcomes during online learning also increase.

References:

1. Bajari A. *Qualitative Research Methods (procedures, trends, and ethics)*. – Bandung: Simbiosis Rekatama Media. 2015.
2. Covid19.go.id. (2020, April 2). Government Regulation of the Republic of Indonesia, – No. 21 of 2020. Retrieved from Covid.go.id: URL: <https://gtk.kemdikbud.go.id/read-news/surat-edaran-nomor-4-tahun-2020-tentang-pelaksanaan-pendidikan-dalam-masa-darurat-penyebaran-covid19>
3. Devito A. *Communication between people*. Pearson International Edition. 2005.
4. Effendy O. *Communication Studies Theory and Practice*. – Bandung: PT Remaja Rosdakarya. 2011.
5. Enjang M. *Family Communication (Islamic Perspective)*.– Bandung: Simbiosis Rekatama Media. 2018.
6. Fadlurrahman N. A., & Widodo, A. Parents' interpersonal Communication in Supervising Children's Online Learning. *European Journal of Humanities & Social Sciences*,– (1). 2023.
7. Hamalik O. *Teaching and Learning Process*. – Jakarta: Bumi Aksara. 2016.
8. Ministry of Education and Culture. (2020, March 24). Circular Letter No. 4 of 2020 concerning the Implementation of Education in the Emergency Period of the Spread of Covid-19. Retrieved from gtk.kemdikbud.go.id: <https://covid19.go.id/p/regulasi/pp-no-21-tahun-2020-tentang-psbb-dalam-rangka-penanganan-covid-19>
9. Kurniawati R. N. *Interpersonal Communication*. – Yogyakarta: Graha Ilmu. 2014.
10. Liliweri A. *Interpersonal Communication*. – Kencana Predana Media Group. 2015.
11. Mohammad R. (2020, March 19). Education in the midst of the Corona outbreak. Retrieved from Detik.com: <https://news.detik.com/kolom/d-4945590/pendidikan-di-tengah-pusaran-wabah-corona>
12. Moloeng L. J. *Qualitative Research Methodology (Revised Edition)*.– Bandung: PT Remaja Rosdakarya. 2014.
13. Mukhtar M. *Practical methods of qualitative descriptive research*. – Jakarta: GP Press Group. 2013.
14. Mulyana D. *Qualitative Research Method*. Bandung: PT Remaja Rosda Karya. 2018.
15. Nurchayati Z. Family communication in increasing children's learning motivation. *Journal of Research Innovation*, 2018.– P. 144–155.
16. Oktaviani S. (2020, August 6). The spread of the Covid-19 virus according to WHO. Retrieved from Detik Health: <https://health.detik.com/berita-detikhealth/d-5122703/penyebaran-virus-corona-covid-19-menurut-who>
17. Priyadi R. J. S. Communication patterns of parents with children in the implementation of online learning. *Academia*, 2021. P. 1–26.
18. Puspitasari C. The intensity of family communication in motivating children's learning. *Journal of Research Innovation*, 2021.– P. 925–930.
19. Sadirman. *Interaction & Motivation for Teaching and Learning*. – Jakarta: Rajawali Press. 2009.
20. Sugiyono. *Qualitative Quantitative Research Methods and R&D*. Bandung: Alfabeta. 2016.
21. Sujarweni V. W. *Research Methodology (Complete, Practical and Easy to Understand)*. – Yogyakarta: Puatakabarupress. 2014.
22. Ukinisak C. M. Communication patterns between parents and teachers in increasing the learning motivation of grade 6 students at MIN7 Ponorogo for the 2020/2021 academic year. *Academia*, 2021.– P. 7–13.
23. Zain N. L. Persuasive communication strategies in increasing student learning motivation. *Nomosleca Journal*, 2017.– P. 596–602.