

## Learning Motivation of Children: Viewed from the Socio-Economic Aspect

Sabarno Dwirianto <sup>1✉</sup>, Sri Wahyuni<sup>2</sup>

<sup>1</sup> Susqa State Islamic University Riau: [patientno.dwirianto@uin-suska.ac.id](mailto:patientno.dwirianto@uin-suska.ac.id)

<sup>2</sup> Lancang Kuning University; [sriwahyuni91@unilak.ac.id](mailto:sriwahyuni91@unilak.ac.id)

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### Abstract:

The poverty rate of Pekanbaru city increases every year. As a result, the dropout rate is increasing. Students experience a decrease in the value of learning outcomes due to helping parents at work. This results in students being less motivated to go to school due to the socio-economic demands of their peers at school. The tendency of students who come from poor families to have a low assessment of their happiness in life (subjective welfare). This study aims to describe the learning motivation of students who come from poor families and how the implications of counseling services in increasing the learning motivation of children who come from poor families. This study uses a descriptive quantitative approach. The population of the study was students from children who received assistance from poor students in 2015 with a sample of 152 students, who were selected by using multistage random sampling technique. The instrument used is a scale of student motivation from poor and reliable families with Cronbach's Alpha value of 0.923. Data were analyzed by descriptive statistics. The research findings show that students' learning motivation is in the high category. Based on the research findings, there are several implications for guidance and counseling services in schools, namely: Information Services, Content Mastery Services, Individual Counseling Services, Group Guidance Services and Group Counseling Services.

**Keywords:** Learning Motivation, Children from Poor Families, Counseling Services

### PRELIMINARY

According to (Ahmadi and Supriyono, 2004) poor economic conditions will lead to: 1) lack of learning tools, 2) lack of funds provided by parents, and 3) not having a good place to study. There is a relationship between family economic conditions with student motivation in learning. Poverty factors can affect students' learning motivation. This is in accordance with the opinion of (Sagala, 2003), motivation is a factor that has a very large influence on the student learning process. Without motivation, the student learning process will be difficult to run smoothly. Among the most dominant characteristics of students in determining the success of a person (in this case students) in learning is their learning motivation.

Furthermore (Muhibin, 2010) states that, "The characteristics of students that can affect student learning activities include: 1) background knowledge and level of knowledge,

2) learning style, 3) chronological age, 4) maturity level, 5) spectrum and spheres of interest, 6) socio-economic environment, 7) environmental and cultural barriers, 8) intelligence, 9) alignment and attitude, 10) learning achievement, and 11) learning motivation.” Based on this opinion, it is clear that poverty and learning motivation affect student learning outcomes.

Contrary to the phenomenon that the researchers found at SMPN 25 Pekanbaru when conducting field practice guidance and counseling, there were still many students who came late to school, were absent, and left the classroom. This indicates that students' motivation to learn is still low. Supported by (Rahmi, 2012) research results students' learning motivation of 15.5% is in the high category, the medium category is 69.2%, and the low category is 15.5%. This means that there are still students who have low learning motivation because of the lack of attention and desire to learn which is seen from the low motivation of students to do homework.

Next, (Winkel, 1983) reveals that students who are strongly motivated will have a lot of energy, both thoughts, time, and attitudes to carry out activities in learning, but not all students who come from poor families have low learning motivation.

According to (Sobur, 2011) in families whose economic conditions are relatively less, it may be the cause of students' malnutrition and students' needs may not be met. In addition, the factor of economic deficiency causes the atmosphere at home to be gloomy which in turn causes the loss of enthusiasm for students to learn.

The theory explains that another factor that can affect children's learning motivation is the level of happiness of children with their family conditions. Such as parental attention, facilities, and so on that students have. The tendency that occurs is that students who come from poor families have a low assessment of the happiness of their lives. The level or level of happiness felt by one individual will be different from another individual. This is influenced by things that make the individual happy such as a harmonious family, friends or a warm environment, socioeconomic status, and so on. But often a person's happiness is only measured based on the fulfillment of basic needs such as the need for clothing, food, and housing (social economic status). According to (Maslow, 1943) hierarchy of needs:

“undoubtedly these physiological needs are the most pre-potent of all needs. What this means specifically is, that in human being who is missing everything in life in an extreme fashion, it is most likely that the major motivation would be the physiological needs rather than any others. A person who is lacking food, safety, love, and esteem would most probably hunger for food more strongly than anything else”.

Needs at a higher level (the need to feel safe and protected from harm, the need to feel accepted and loved, the need for self-esteem and being independent, the need for information, the need to understand and understand, the need to appreciate beauty, and the need to develop oneself optimally and as much as possible) will not be felt and lived if the

needs at the lower stage are not satisfied satisfactorily (physiological needs which poor families find it difficult to fulfill). Based on this opinion, it can be concluded that poor families do not feel happy. However, the reality found in the field is that many class IX.1 students at SMPN 25 Pekanbaru City who are recipients of the Poor Student Assistance Program (BSM program), have satisfactory learning outcomes in terms of the mid-semester test scores.

## METHOD

This research uses a descriptive quantitative approach to see the picture of student motivation from poor families. The research population includes children who receive poor student assistance (BSM). The research sample amounted to 152. The instrument used was a psychological measurement scale, namely the Likert model scale. The analysis technique is to determine the assessment criteria for each data obtained which refers to the limits proposed by (Syaifuddin Azwar, 2010), namely:

**Table 1. Assessment Criteria for Student Learning Motivation Data**

| Categorization | Norm Formula   |
|----------------|--|
| Very High (ST) | $(\mu + 1.5 \text{ SD})$ to $X_{\max}$               |
| Height (T)     | $(\mu + 0.5 \text{ SD})$ to $(\mu + 1.5 \text{ SD})$ |
| Medium (S)     | $(\mu - 0.5 \text{ SD})$ to $+ 0.5 \text{ SD})$      |
| Low (R)        | $(\mu - 1.5 \text{ SD})$ to $(\mu - 0.5 \text{ SD})$ |
| Very Low (SR)  | $X_{\min}$ to $(\mu - 1.5 \text{ SD})$               |

## RESULTS AND DISCUSSION

The results of the descriptive analysis show that the learning motivation of students from poor families is in the high category with an average score of 100. Children who have high learning motivation should get full support from the government, especially in terms of continuing education. Of course, children whose learning motivation is high, if they are not supported by skills or education costs, will simply perish, swallowed up by modernization, which requires children to prioritize earning money to meet the necessities of life. So the education is neglected. This triggers many of the nation's children who are unskilled and become unemployed.

### a. Persevering in the Face of Tasks

The condition of motivation of students who come from poor families in terms of their perseverance in facing assignments, the average student is in the high category with a score of 27.3. Diligence in learning and students' tasks, one example is that the student can work continuously for a long time, if his work in learning has not been completed, the student never stops. This is very necessary for students in learning, because if it does not exist in students then success in learning will not be achieved.

b. Tenacious in Facing Learning Difficulties

Every individual is not the same. This individual difference also causes differences in learning behavior among students. According to Ahmadi and (Supriyono, 2004) learning difficulties are conditions in which students cannot learn properly. This difficulty is not always caused by low intelligence factors but can also be caused by other factors. Students who have high learning motivation tend to be able to overcome the problems or difficulties they face in learning.

c. Shows High Interest in Learning

Of all students who became the research sample, the average learning motivation in terms of interest in learning was in the high category. Students who are motivated in learning will continue to work even though the teacher leaves the class, does additional assignments, does not want to waste time, actively does school work outside of class hours and looks for activities related to learning. Decreased motivation to learn in students will cause individuals to be less enthusiastic about participating in the learning process.

d. Independent Work

Students' learning motivation in terms of independence, the average student is in the high category with a score of 22.92. Economic conditions may make children tend to be independent in learning because they are used to without parental help or awareness of economic conditions that make them able to be independent. Some students who come from poor families have high learning motivation because they believe that the work they are doing independently at the present time will make them accustomed to being independent. In this case the child considers independent learning or working independently can produce positive effects for him.

e. Likes to work on problems and is not easy to let go of what he believes in.

The average score of students' learning motivation who comes from poor families is seen from the aspect of fun in doing questions and not easily letting go of things that are believed to be in the very high category, which is 19.3. This proves that students' learning motivation is very high related to the aspect of having fun working on questions and not easily letting go of what they believe in. This indicates that students are optimistic and never give up in learning. In general, people who are optimistic about the future feel happier and more satisfied with their lives. Individuals who evaluate themselves in a positive way will have good control over their lives, so they have positive dreams and hopes about the future.

Schneider (Ariati, 2010:4) states that psychological well-being will be created if the optimistic attitude of the individual is realistic.

Problems related to learning motivation of students who come from poor families are the work area of BK teachers in schools. BK teachers should be able to increase students' learning motivation so that student learning outcomes are maximized even though the students come from poor families or poor families.

Based on the research findings, there are several implications for guidance and counseling services in schools.

a. Information Service

Of the many services that exist in guidance and counseling, BK teachers can take advantage of information services as one of the services that can help students who have low learning motivation.

b. Content Mastery Service

With content mastery, individuals are expected to be able to meet their needs and overcome the problems they experience, including learning problems so that their learning outcomes are good.

c. Individual Counseling Service

This counseling service can be carried out by the BK teacher by calling the student concerned or who is experiencing problems, this can be seen from the information of the subject teacher in question. By knowing the problems experienced by students, especially those related to subjective well-being and learning motivation, it is easier for BK teachers to improve subjective well-being and students' motivation to learn.

d. Group Guidance Service

This guidance service can help BK teachers related to the results of research on subjective well-being and learning motivation by providing task topics such as tips to increase learning motivation, good learning methods to obtain good learning achievement.

e. Group Counseling Services

Through group counseling, BK teachers can assist students in improving and alleviating student learning problems, particularly in increasing student motivation and subjectively assessing their well-being.

## CONCLUSION

Student learning motivation belongs to the high category. This means that there is an internal drive for students to learn in order to achieve learning goals even though they come from poor families.

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