

The Influence of Parents' Education Level and the Provision of Tutoring on Learning Motivation of SDN Students in Kosiwo District, Yapen Islands Regency

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Abstract

This research is based on that learning motivation is influenced by parental education and tutoring factors. This research aims to (1) obtain an overview of the level of parental education, the provision of tutoring, and learning motivation (2) The effect of parental education level on students' learning motivation (3) The effect of providing tutoring on students' learning motivation (4) The influence of parents' education level and the provision of guidance Simultaneous learning on the learning motivation of students at SDN Kosiwo District, Yapen Islands Regency. This type of research is Ex Post facto research. The dependent variable in this study is learning motivation and the independent variable is the level of parental education and tutoring. The population in this study were all students of SDN Kosiwo District, Yapen Islands Regency with a sample of 153 fifth grade students taken randomly. The data analysis technique used is path analysis. The results showed that the description of the level of parental education was mostly in the Bachelor's degree, the provision of tutoring was in the high category and learning motivation was in the motivated category. There is a positive and significant effect of parental education level on students' learning motivation at SDN Kosiwo District, Yapen Islands Regency.

Keywords

parents' education level;
tutoring; learning motivation



I. Introduction

Education is a means of increasing the potential for the quality of every human being so that they grow into quality and character human beings. It is the quality of human resources that will improve the quality of a country's education. Education is intended for all people with the main concern for people who experience difficulties in the family economy. This is intended so that every citizen can develop his potential and quality. As stated in Law no. 20 of 2003 Article 3, namely National education functions to develop capabilities and shape the character and civilization of a dignified nation in the context of educating the nation's life, aiming at developing the potential of students to become human beings who believe and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, become a democratic and responsible citizen.

The family environment, in this case the parents, is the first and foremost education center for a child. Family is one of the determinants of successful learning. According to Slameto (2013: 61) "The family is the first and foremost educational institution. A healthy

family means big for education in small sizes, but it is for determining education in large education, namely the education of the nation, the state, and the world. Attentive parents will not allow children to do things on their own, but parents must accompany and provide guidance until they reach an age sufficient to be responsible. The guidance includes personal, social, and career guidance. Tutoring should be given to parents from an early age. Early age is a golden opportunity for children to learn (golden age). Therefore, this opportunity should be utilized as well as possible for the child's learning process. However, one thing needs attention, that the real learning orientation of children is to develop a sense of learning responsibility.

Parents have a full obligation to support student learning success because parents have a greater responsibility in guiding students towards learning success. For this reason parents and teachers should participate in conversations and social play with children to avoid conflicts such as there are children who choose to talk to friends and playmates they want and there are still children who feel afraid to talk and play if not accompanied by his mother (Febrianti, 2020). The involvement of parents is very important in order to support the success of teachers in shaping the morale and personality of students well (Waluyandi, 2020). In addition, parents and the family environment are the first social institutions known to children. Parents' obligations for students include financing the student's education process, motivating students in every learning activity, supervising student learning activities and helping students understand the material being studied.

These obligations of parents will be more easily fulfilled if parents are able to provide time, money, energy, and thoughts for students in the learning process both at school and at home. The provision of time to assist students in learning and provide guidance, the provision of funds to meet the material needs of students and the provision of energy and thoughts to meet non-material needs, are very much needed by students in dealing with problems related to the learning process and socialization in schools.

Based on the results of the initial observations of researchers at the SDN Kosiwo District, Yapen Islands Regency on August 8, 2021, it was found that most of the parents' education levels were low and students' learning motivation was also low. Most of the parents work as traders, farmers, construction workers, and some are fishermen in the morning until the evening. The busyness of parents in making a living to meet all these needs results in the unavailability of time to accompany, guide, and motivate students in learning.

The importance of providing parental guidance to students' learning motivation in order to improve student learning achievement, can be applied through giving attention and advice, monitoring learning, providing motivation and rewards, and fulfilling learning facilities. Because with guidance from parents, students will be more active and more enthusiastic in learning because they know that they are not the only ones who want to progress, but their parents too. Because the good or bad achievements of students will have an influence on the development of further education.

Children who already have the motivation to learn will certainly be more active in learning, while children who do not have the motivation to learn are those who experience learning disorders. According to Sardiman (2014: 75) "Learning motivation is a non-intellectual psychological factor". There are several factors that influence learning motivation. These factors are factors that come from within the child's body (internal) and factors that come from outside (external). Internal factors include psychological, physical, and physical maturity of the child. External factors include everything that comes from

outside the child, such as the learning environment and parental guidance. Based on this description, the researcher is interested in conducting a study with the title "The Influence of Parents' Education Level and the Provision of Tutoring on Learning Motivation of Students at SDN Kosiwo District, Yapen Archipelago Regency".

Research Purposes

Based on the formulation of the problem, the purpose of this research is to obtain an overview of:

1. The level of parental education, the provision of tutoring, and the learning motivation of students at SDN Kosiwo District, Yapen Islands Regency.
2. The effect of parental education level on student motivation at SDN Kosiwo District, Yapen Islands Regency.
3. The effect of providing tutoring on learning motivation of students at SDN Kosiwo District, Yapen Islands Regency.
4. The influence of parents' education level and the provision of tutoring simultaneously on the learning motivation of students at SDN Kosiwo District, Yapen Islands Regency.

II. Research Methods

2.1 Types of Research

The type of this research is ex post facto research. Ex post facto research is often referred to as after the fact, meaning that research is carried out to find out the causes of events that have occurred. Where is Ex Post Facto, which is a study that looks for causal relationships that are not manipulated or treated by researchers to determine whether there is an influence of parental education level and provision of tutoring on learning motivation of students at SDN Kosiwo District, Yapen Islands Regency..

2.2 Research Variable

As for the variables in this study are: The level of parental education as an independent variable (independent), this variable is given the symbol X1. The provision of tutoring as an independent variable (free), this variable is given the symbol X2. Learning motivation as the dependent variable (the dependent variable). This variable is symbolized by the letter Y.

2.3 Variable Operational Definition

1. The level of parental education is the last level of school education that parents have ever taken (father/mother/guardian) either until graduation or not, starting from SD/MI, SLTP/MTs, SLTA/MA, Undergraduate, and Postgraduate.
2. The provision of tutoring is assistance given by parents to their children in learning in the form of direction, support, and motivation. The provision of tutoring in this study is a student's perception of the provision of tutoring given by parents to students.
3. Learning motivation is the driving force for the emergence of internal and external encouragement so that they can continue to learn to achieve better learning outcomes. These drivers are wants, needs, expectations, appreciation, interest, and environmental support. Learning motivation in this study is learning motivation perceived by students as internal and external encouragement received by students.

2.4 Population and Sample

The population in this study is fifth grade students of SDN Kosiwo District, Yapen Islands Regency. The number of fifth grade students at SDN Kosiwo District, Yapen

Islands Regency is 528 students. Based on the existing research topics, the sampling procedure in this study used multi-stage random sampling. Multi-stage random sampling is a sampling technique that is carried out sequentially in two or more hierarchical levels. This technique does not require a complete list of members / sections of the population to be studied. This can be used to save costs in sampling. The research sample used was 153 students of SDN Kosiwo District, Yapen Islands Regency.

2.5 Data Collection Technique

Data collection technique is a process of collecting primary and secondary data in a study. Data collection is a systematic procedure (Siregar, 2013). Meanwhile, according to Sugiyono (2016) data collection aims to obtain the data needed in a study. The data collection technique used in this research is a questionnaire (Questionnaire). Questionnaire to measure the education level of parents where the level of parental education is ordinal data. Questionnaire to measure the provision of tutoring using a Likert rating scale. Questionnaire to measure students' learning motivation using a Likert rating scale.

2.6 Research Instruments

The research instrument is a tool used by researchers to collect several sources of data as a basis for consideration. In order to compile a good questionnaire and obtain accurate data, it is necessary to determine the measurement scale of the instrument. In this study, the Likert scale was used to measure the level of parental education, the provision of tutoring, and student motivation.

2.7 Data Analysis Technique

The data analysis technique used in this research is the processing of descriptive statistical analysis techniques and inferential statistical analysis techniques which aim to examine the research variables. Analysis of the data used follows the requirements of correlational research with the following steps:

1. Descriptive Statistical Analysis

Descriptive statistical analysis was carried out by developing the conditions of each variable. This method is used to examine the variables of providing guidance (X1) and parental education level (X2) in this study. These variables consist of several indicators that are very supportive and then these indicators are developed into a questionnaire (questionnaire).

2. Inferential Statistical Analysis

Inferential statistical analysis aims to analyze sample data and the results are applied to all populations. Inferential statistics are used to test hypotheses. Hypothesis testing is intended to determine whether or not there is an effect of providing guidance and parental education level on the learning motivation of fifth graders at SDN Kosiwo District, Yapen Islands Regency.

To find out how much influence providing guidance and parental education level to the learning motivation of fifth graders at SDN Kosiwo District, Yapen Islands Regency, can be determined by using the following inferential statistical analysis:

1) Data Normality Test

The normality test aims to test whether the two regression models of the dependent variable and the independent variable both have a normal distribution or not.

2) Linearity Test

The linearity test is a step to find out whether two variables have a linear relationship or not significantly, then a linearity test is carried out using the Test of Linearity at a significance level of 0.05. Two variables are said to be linear if the p-sig is greater than 0.05 or 5%. The test was carried out with the help of SPSS 20.00 for windows.

3) Homogeneity Test

The homogeneity test aims to provide confidence that the data set that is manipulated in a series of analyzes does come from a population that is not much different in use as a test criterion, if the significance value is more than 0.05, it is said that the variance of two or more data groups is the same.

In the homogeneity test of the data (attached) it is known that the significance value obtained is 0.512 greater than 0.05 ($0.512 > 0.05$), so it can be concluded that the data being tested is said to be the variance of two or more data groups are the same or homogeneous.

4) Multicollinearity Test

This test aims to determine the presence or absence of independent variables in a model to detect the presence or absence of multicollinearity by looking at the tolerance value and VIF inflation variance. Tests were carried out using SPSS software with a level of 5%. Two or more independent variables studied are said to have multicollinearity symptoms if tolerance is <0.1 and $VIF > 10$. On the other hand, multicollinearity symptoms do not occur if tolerance > 0.1 and inflation variance < 10 .

In the multicollinearity test of the data (attached in appendix 8) it is known that the significance value obtained is 1.004 greater than 0.01 ($1.011 > 0.05$), and not greater than 10 ($1.004 < 10$) so it can be concluded that the tested data is said to have no multicollinearity problem. So that hypothesis testing can be done.

5) Multiple Regression Analysis Test

Regression analysis is used to describe the relationship between two or more variables and to estimate the value of the dependent variable based on a certain value of the independent variable. Multiple regression formula according to Sugiyono (2010: 224):

$$\hat{Y} = \gamma_{x1} x_1 + \gamma_{x2} x_2 + \gamma_2$$

Description:

X1	: Parents' Education Level
X2	: Providing Tutoring
Y	: Motivation to learn
ε	: Mark <i>error</i> .
R^2_{yx2x1}	: Coefficient of determination
r_{12}	: Correlation coefficient between x1 and x2
ρ_{yx1}	: Path coefficient x1 to y
ρ_{yx2}	: Path coefficient x2 to y

6) Hypothesis Testing

a. T-test or Partial Test

Hypothesis testing is used to test the significance of the partial coefficients. The t-test was carried out with the SPSS program. If the significance of $t < 0.05$, then the hypothesis H1 for the variable providing guidance and H2 for the level of parental education partially affects the dependent variable (learning motivation). On the other hand,

if the significance value of $t > 0.05$, then the hypothesis H1 and H2 are rejected. This means that the independent variables (guidance and parental education level) partially have no effect on the dependent variable (learning motivation).

b. F Test or Simultaneous Test

To prove the truth of the hypothesis, the F test was conducted. The F test was conducted to determine the extent to which the independent variables (guidance and parental education level) used were able to explain the dependent variable simultaneously. This test is carried out using the SPSS program by looking at the significance value. If the significance or probability value is < 0.05 , then the decision is to accept the H3 hypothesis. This means that statistically all independent variables together have an influence on the dependent variable (learning motivation).

III. Results and Discussion

3.1 Results

a. An Overview of Parents' Education Level, Providing Tutoring and Learning Motivation for Students at SDN Kosiwo District, Yapen Islands Regency

1. Overview of Parents' Education Level at SDN Kosiwo District, Yapen Islands Regency

Table 1. Parents' Education Level at SDN Kosiwo District, Yapen Islands Regency

No	Education Level of Father/Mother/Guardian	Score	Frequency	Percentage
1	No school	1	10	6.54
2	SD/MI	2	22	14.38
3	SLTP/MTs	3	41	26,80
4	SMA/MA	4	33	21.56
5	Bachelor	5	47	30.72
Total			153	100

2. Overview of Providing Tutoring for Students at SDN Kosiwo District, Yapen Islands Regency

The level of providing tutoring for students at SDN Kosiwo District, Yapen Islands Regency was measured using an instrument in the form of a questionnaire totaling 21 statement items to 153 students. The research data obtained are the results of questionnaires providing tutoring for students at SDN Kosiwo District, Yapen Islands Regency.

Table 2. Results of Questionnaires Providing

interval	Tutoring Level	Number	
		Frequency	Percentage
89-105	Very high	44	28.75
72-88	Tall	62	40.53
55-71	Currently	47	30.72
38-54	Low	0	-
21-37	Very low	0	-
Amount		153	100

3. Overview of Student Motivation in SDN Kosiwo District, Yapen Islands Regency

Table 3. The Results of Learning Motivation in SDN Kosiwo District

interval	Level of Student Learning Motivation	Number	
		Frequency	Percentage
127-150	Very Motivated	19	12.42
103-126	Motivated	62	40.52
79-102	Enough Motivated	58	37.91
55-78	Less Motivated	13	8.50
30-54	Not motivated	1	0.66
Amount		153	100

b. The Effect of Parents' Education Level on Students' Learning Motivation at SDN Kosiwo District, Yapen Islands Regency

The influence of parents' education level on students' learning motivation will be described through path analysis. The description of the hypothesis test obtained is as follows:

To determine the effect of parental education level on student motivation at SDN Kosiwo District, Yapen Islands Regency, through inferential statistical analysis to test the truth of the hypothesis proposed in this study using simple regression analysis. Hypothesis testing is carried out with the provisions according to the table value interpretation guidelines by looking at the pearson correlation r value in the correlation table.

Table 4. Pearson Correlation r Value

Model	t	Sig.
1 (Constant)	9.409	.000
Tingkat Pendidikan Orangtua	11.023	.000

Sumber: olah data SPSS 20.0 for windows

Based on the table above, it can be explained that the influence of parental education on student motivation at SDN Kosiwo District, Yapen Islands Regency, obtained a t-count value of 11.023. This value shows a positive influence between X1 and Y. This means that there is a unidirectional influence between the levels of parental education on the learning motivation of students at SDN Kosiwo District, Yapen Islands Regency.

c. The Effect of Guidance on Learning Motivation of Students at SDN Kosiwo District, Yapen Archipelago Regency

The effect of providing tutoring on learning motivation will be described through path analysis. The description of the hypothesis test obtained is as follows:

To determine the effect of providing tutoring on learning motivation of students at SDN Kosiwo District, Yapen Islands Regency, through inferential statistical analysis to test the truth of the hypothesis proposed in this study using simple regression analysis.

Hypothesis testing is carried out with the appropriate provisionst value interpretation guidelines by looking at the value of t table.

The following presents the effect of providing tutoring on student motivation at SDN Kosiwo District, Yapen Islands Regency, which is presented in the form of a table of SPSS 20.0 data processing results for windows. For more details can be seen in the following table.

Table 5. The Effect of Providing Tutoring on Students Motivation

Model	t	Sig.
Pemberian Bimbingan Belajar	1.903	.005

Sumber: olah data SPSS 20.0 for windows

Based on the table above, it can be explained that the effect of providing tutoring on student motivation at SDN Kosiwo District, Yapen Islands Regency, obtained a value of $t = 1.903$ which is greater than t table 1.333. This value shows a positive influence between X_2 and Y . This means that there is a unidirectional effect between the provisions of tutoring on learning motivation of students at SDN Kosiwo District, Yapen Islands Regency.

d. The Influence of Parents' Education Level and the Provision of Tutoring on Learning Motivation of Students at SDN Kosiwo District, Yapen Archipelago Regency

The effect of parents' education level and learning motivation on students' learning motivation will be described through path analysis. The description of the hypothesis test obtained is as follows:

1. The Effect of Parental Education and Tutoring on Learning Motivation of Students at SDN Kosiwo District, Yapen Archipelago Regency

To determine the effect of parental education and the provision of tutoring on student motivation at SDN Kosiwo District, Yapen Islands Regency, through inferential statistical analysis to test the truth of the hypothesis proposed in this study using multiple regression analysis. Hypothesis testing is done by looking at the correlation number (r) which is simultaneously (together) between the parental education level variable (X_1) and the learning motivation variable (X_2) and student learning motivation (Y).

In the following, the effect of parental education level and the provision of tutoring on student learning motivation at SDN Kosiwo District, Yapen Archipelago Regency is presented which is presented in the form of a table of SPSS 20.0 data processing results for windows.

Table 6. Data Processing Results

Model	R	R Square
1	.679a	.461

Source: SPSS 20.0 data processing for windows

Based on the tableabove, it can be explained that the influence of parents' education level and the provision of tutoring on learning motivation at SDN Kosiwo District, Yapen Islands Regency or the simultaneous correlation (together) between the variable parental education level (X_1) and the variable providing tutoring (X_2) on learning motivation student (Y) obtained a value of $r = 0.679$. This value shows a positive influence between

X1 and X2 with Y, so it is evident that there is an effect of parental education level and the provision of tutoring on learning motivation of students at SDN Kosiwo District, Yapen Islands Regency. The large influence of parental education level and the provision of tutoring on student motivation at SDN Kosiwo District, Yapen Islands Regency, can be seen in the r square value of $0,461 \times 100\% = 46.1\%$.

2. Contribution of Parents' Education Level and Provision of Simultaneous Tutoring to Learning Motivation of Students at SDN Kosiwo District, Yapen Archipelago Regency

The joint influence or coefficient (parental education level) X1 and (providing tutoring) X2 on Y or the coefficient of the determinant and residual factors can be described in accordance with hypothesis testing and described in table 7 as follows:

- 1) H_0 is accepted if the value of 0.05, it means that the level of parental education and the provision of student guidance together (simultaneously) has no effect on students' learning motivation.
- 2) H_a is accepted if the value of <0.05 , it means that the level of parental education and the provision of student guidance together (simultaneously) affect students' learning motivation.

Table 7. Hypothesis Testing
Model Summary^b

Model	Change Statistics					Durbin-Watson
	R Square Change	F Change	df1	df2	Sig. F Change	
1	.461	64.198	2	150	.000	.858

Sumber: data SPSS 20.0 for windows

Based on the summary data in table 7, the sig F change value is 0.000, where $0.00 < 0.05$ (sig F change value is smaller than the p value), then the decision is H_0 is rejected and H_a is accepted so it is evident that the education level of parents and the provision of learning guidance together (simultaneously) has an effect on learning motivation.

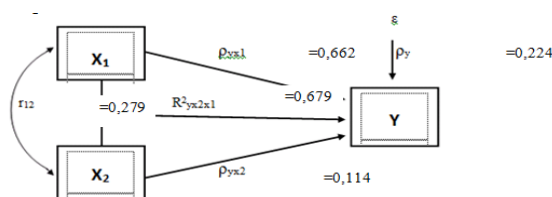
The research results can be found inconcise inside path analysis table as follows:

Table 8. Inconcise Path Analysis Table

Variabel	Koefisien Jalur	Kontribusi			Kontribusi Bersama
		Langsung	Tidak Langsung	Total	
X ₁	0,662	0,438	-	43,8%	-
X ₂	0,114	0,0129	-	1,29%	-
ε	0,224	0,050	-	5%	-
X ₁ dan X ₂	-	-	-	-	46,1%

Sumber: Data hasil olah data SPSS 20.0 for windows

Based on the table, it can be described in the path analysis as follows:



Gambar Model Struktural Pengaruh Antar Variabel

Figure 1. Structural Model of the Influence between Variables

From the structural model of the influence between these variables, it can be concluded that the level of parental education (X1) as measured by student learning motivation has a positive and significant contribution to the high and low learning motivation of students at SDN Kosiwo District, Yapen Islands Regency. Thus, the level of student learning motivation is explained by the level of parental education. The contribution of parents' education level which directly contributes to students' learning motivation is $(0.662)^2 = 43.8\%$. The provision of tutoring (X2) as measured by student learning motivation has a positive and significant contribution to the level of student learning motivation in SDN Kosiwo District, Yapen Islands Regency. Thus, the level of student learning motivation is explained by the provision of tutoring.

Simultaneously, the education level of parents (X1) and tutors (X2) contributed significantly to students' learning motivation (Y) by 46.1%. The remaining 53.9% is an external influence from other factors.

3.2 Discussion

The description of the level of parental education in SD Kosiwo District, Yapen Islands Regency is described by measuring the level of parental education where the level of parental education is ordinal data. Ordinal data is data that has levels so that respondents can be ranked according to variable ownership. In this study to facilitate the calculation, the data on the level of parental education was scored according to the level of parental education of each graduate. Fathers/mothers/guardians in the category of not attending school got a score of 1, SD/MI graduates got a score of 2, junior high school/MTs graduates got a score of 3, high school/MA graduates got a score of 4, Bachelor graduates got a score of 5.

Based on the results of data analysis on the level of parental education at SDN Kosiwo District, Yapen Islands Regency, it was found that the highest percentage was at the parental education level with Bachelor's graduates with a percentage of 30.72%.

Efforts for parents to have high knowledge, one of which is through formal education because the higher the level of parental education, the higher knowledge that affects children's learning motivation. Article 7 paragraph (2) of Law no. 20 of 2003 concerning the national education system, it is stated that, "Parents of compulsory school age children are obliged to provide basic education to this family environment as the first place for their children's growth and development".

Based on the explanation above, it can be concluded that the higher the level of parental education, the more knowledge they have. Parents who have different educational backgrounds, each will have a different influence in how to guide their children to learn. Because the level of formal education obtained by parents will determine the amount of knowledge possessed which will affect the development and motivation to learn.

The provision of tutoring for students at SDN Kosiwo District, Yapen Islands Regency is described by measuring the level of providing student tutoring using a questionnaire with 21 statement items using a Likert scale ranging from 1-5 with alternative answers for the positive question/statement category, namely always (S), often (SR), sometimes (KK), rarely (J), and never (TP). The score of each statement depends on the form of the statement.

Based on the results of data analysis on the provision of tutoring for students at SDN Kosiwo District, Yapen Islands Regency, it was found that most students were in the high category with an interval of 73-89 or with a percentage of 40.53%. Guidance is one of the steps taken by parents in providing feedback to their children at home. Definition of guidance according to Mudyahardjo (2014: 203-204) is Guidance is one of the elements in educational activities in addition to teaching aimed at the growth of the Indonesian

human personality which can play its role appropriately in the future in the life of society, nation and state.

Guidance is a process of providing assistance by a mentor who has a good personality and adequate education (extensive knowledge) to individuals or groups face-to-face, systematically and continuously to overcome difficulties or problems so that he is able to direct himself in solving problem solving.

Students' learning motivation at SDN Kosiwo District, Yapen Islands Regency was collected with a questionnaire totaling 30 statement items. Each item is equipped with five answer options, namely: very appropriate (SS), appropriate (S), and somewhat appropriate (AS), not appropriate (TS).), and highly inappropriate (STS). The score of each statement depends on the form of the statement given to 153 students SDN Kosiwo District, Yapen Islands Regency.

Based on the data analysis of students' learning motivation SDN Kosiwo District, Yapen Islands Regency it was found that most students are in the good category with an interval of 103-126 or with a percentage of 40.52%.

To find out the effect of parental education level with student learning motivation at SDN Kosiwo District, Yapen Islands Regency obtained by using simple regression analysis. Hypothesis testing was carried out by looking at the Pearson correlation r value based on the results of the SPSS 20.0 for windows data processing (attached) that had been analyzed.

The effect of parental education on students' learning motivation at SDN Kosiwo District, Yapen Islands Regency, obtained a t -count value of 11.023. This value shows a positive influence between X_1 and Y . This means that there is a unidirectional influence between the levels of parental education on the learning motivation of students at SDN Kosiwo District, Yapen Islands Regency.

The findings of this study can illustrate that the level of parental education has a positive influence on learning motivation. This is evidenced by the role of parents as the first parents in the student/child environment. So it should be that students' learning motivation can grow and develop through directives and from his parents.

To find out the effect of providing tutoring on students' learning motivation at SDN Kosiwo District, Yapen Islands Regency, was obtained using simple regression analysis. Hypothesis testing was carried out by looking at the Pearson correlation r value based on the results of the SPSS 20.0 for windows data processing (attached) that had been analyzed.

The findings of the study indicate that there is a positive effect of providing tutoring on students' learning motivation at SDN Kosiwo District, Yapen Islands Regency. The effect that occurs is a unidirectional influence between the provisions of tutoring on students' learning motivation. This indicates that there is an influence where if there is an increase in the provision of tutoring it will increase students' learning motivation.

The provision of tutoring can basically have an impact on student learning planning. This is in accordance with Brown's opinion in Sumarwiyah (2009: 2) defining tutoring as a form of tutoring service with indicators "Setting study time, how to study teaching materials, learning motivation, setting study time with other activities, efforts to find supporting information, preparation face the test/exam". From these indicators it is hoped that it can foster student motivation to learn. These indicators are closely related to efforts to provide tutoring to students.

Good learning success will be achieved if there is a desire to learn. This desire will arise with the motivation within the student as well as from outside the student. In line with the statement of Djamarah (2011), someone who carries out learning activities continuously without any external motivation is an intrinsic motivation that plays a very

important role in learning activities. However, if someone does not have the desire to learn, then extrinsic motivation is expected to play a role in learning activities.

To determine the effect of parental education level and the provision of joint tutoring on students' learning motivation at SDN Kosiwo District, Yapen Islands Regency through inferential statistical analysis to test the truth of the hypothesis proposed in this study using multiple regression analysis and described through path analysis. Hypothesis testing is done by looking at the correlation number (r) which is simultaneously (together) between the parental education level variable (X_1) and the variable providing tutoring (X_2) with student learning motivation (Y).

The results of the research findings based on the analysis of the processed data, it was found that there was a positive influence on the level of parental education and the provision of learning guidance together (simultaneously) on students' learning motivation at SDN Kosiwo District, Yapen Islands Regency. Parents' education level (X_1) and learning motivation (X_2) contributed significantly to students' learning motivation (Y) by 46.1%. The remaining 53.9% is an external influence from other factors.

The level of parental education as an extrinsic factor and accompanied by the provision of tutoring as an extrinsic factor is a combination in increasing their learning motivation. Forms and ways to grow student learning motivation are by giving points, prizes, rivals/competitions, ego-involvement, giving tests, knowing the results, praise, punishment, desire to learn, interests, and recognized goals. For parents, things that can be done by children to be more motivated in learning are to pay attention, punishment, rewards and rewards for the success of children, as well as punishments that educate so that children become more active in learning. Parents with higher education levels are expected to understand that student learning motivation is not only carried out by teachers, but can also be done by parents when their children study at home.

Parents certainly know various ways to foster children's learning motivation. One of them is by providing good guidance so that children are motivated to study harder, both at home and at school.

IV. Conclusion

4.1 Conclusion

The results of the study on the effect of the level of parental education and the provision of tutoring on the learning motivation of students at SDN Kosiwo District, Yapen Islands Regency can be concluded as follows: 1) The description of the level of parental education is mostly in Bachelor's graduates, the provision of tutoring is in the high category and learning motivation is in the high category. 2) There is a positive and significant influence on the level of parental education on students' learning motivation at SDN Kosiwo District, Yapen Islands Regency. 3) There is a positive and significant effect of providing tutoring on the learning motivation of students at SDN Kosiwo District, Yapen Islands Regency. 4) There is a positive influence on the level of parental education and the provision of tutoring together (simultaneously) with the learning motivation of students at SDN Kosiwo District, Yapen Islands Regency.

4.2 Suggestions

In connection with the conclusions of the research above, the following suggestions are proposed: 1) With the results of this study, it is recommended that parents of students at SDN Kosiwo District, Yapen Islands Regency can provide attention and guidance to their children as extrinsic encouragement for the progress of their learning outcomes. 2) Teachers and school principals should design lessons that can increase student learning

motivation. 3) Future researchers to be a reference material for further research in connection with the title of this study.

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