AL-ULUM
JURNAL PENDIDIKAN ISLAM
Vol. 4, N0. 1 (2023) | |ISSN 2723-5459 (Online)

# The Relationship between Children's Learning Motivation and Early Childhood Learning Outcomes

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***Abstract:*** This study aims to determine (1) parental support of children. (2) children's learning motivation (3) the relationship between parental support and motivation to children's learning outcomes. This research is included in quantitative research. The population of this study were all parents in the school, totaling 33 people. Determination of the sample using the saturated sample method, where all the population is sampled. Data collection techniques used in this study were observation, questionnaires or questionnaires and documentation. The data analysis technique in this study used statistical test data with SPSS ver. 23.0 for windows.

***Keywords:*** Parental Support, Motivation, Learning Outcomes, Early Childhood

***Artikel Info***
***Received:***
November 11, 2022
***Revised:***
December 04, 2022
***Accepted:***
February 02, 2023
***Published:***
February 20, 2023

***Abstrak:*** Penelitian ini bertujuan untuk mengetahui (1) dukungan orang tua anak. (2) motivasi belajar anak (3) hubungan dukungan orang tua dan motivasi terhadap hasil belajar anak. Penelitian ini termasuk dalam penelitian kuantitatif. Populasi penelitian ini adalah semua orang tua yang ada disekolah yang berjumlah 33 orang. Penentuan sampel menggunakan metode sampel jenuh, dimana semua populasi dijadikan sampel. Teknik pengumpulan data yang digunakan dalam penelitian ini adalah observasi, angket atau kuesioner dan dokumentasi. Teknik analisis data pada penelitian ini menggunakan uji statistik data dengan SPSS ver. 23.0 for windows.

***Kata Kunci:*** Dukungan Orang Tua, Motivasi, Hasil Belajar, Anak Usia Dini

## A. Introduction

Based on the National Education System Law no. 20 of 2003 concerning the National Education System Chapter 1, Article 1, point 14, Early childhood education is a coaching effort that is shown to children from birth to the age of six which is carried

out through educational stimulus learning to help physical and spiritual growth and development so that they have readiness to enter further education (National Education System Law, 2003).

Early childhood is children aged 0-6 years or Golden Age. The Golden Age is a golden age where all aspects of a child are developing rapidly and play an important role in the next period of child development. Every child has different characteristics, unique, dynamic, always exploring, great curiosity and own characteristics according to their age stage (Susanto, 2015). Children learn by playing. In this golden age, the role of parents is very important, especially in supporting and helping children.

Parents are one of the factors outside the child's self that can influence children's interest in learning, where support from parents can be in the form of emotional support (such as caring), appreciation support (such as giving rewards), instrumental support (such as learning facilities), and support information (such as giving advice) (Fadlilah, 2021).

Early childhood education is a level of education prior to basic education which is an effort to provide physical and spiritual stimulation so that children are ready to enter further education through formal, informal and non-formal channels (Madyawati, 2016).

Parental support is an effort and responsibility made by parents with regard to positions in family institutions that function as caregivers, mentors and educators for children (Novrinda, et al. 2017). Parental support, namely attitudes, actions of responsibility in educating children by providing assistance to children to meet children's needs such as affection, attention, feeling safe and comfortable (Sartika, 2016).

With the support provided by parents, it is a solution that can help children. Parental support refers to the pleasure felt, appreciated, cared for and received support from parents (Sarafino & Smith, 2011). The support provided by the family will be a strength and motivation for children to learn (Bakar, 2011).

Parental social support is assistance provided by parents to their children which makes individuals have self-confidence and positive feelings about themselves (Wijaya & Pratitis, 2012).

One of the efforts of parents, namely by being a good example for their children, is of course a challenge for parents because early childhood behavior is a reflection of their parents (Agustina, et al, 2021).

One way for children to achieve the desired achievement is with the support of parents in disciplining children's learning. Attention and support from parents can be in the form of emotional, motivational, paying attention, providing assistance when studying, managing study time and facilitating learning. That way the child will be motivated and excited to learn and more confident.

One of the functions of motivation in learning is to find out the differences in the treatment given to a class. Through an analysis of learning motivation and learning outcomes, teachers can find out which methods and strategies are suitable to be applied in the classes they teach (Su and Cheng, 2015).

Motivation is a condition that is formed because of a pusher in the form of urges, motives, needs and desires to get certain things. With motivation, we feel we have an additional enthusiasm that forces us to be able and ordinary (Sukmadinata, 2007). Learning motivation can be interpreted as a series of efforts to provide certain conditions, so that someone wants to do something (Sadirman, 2011).

Most people are motivated because of the prizes that will be given if their wishes are achieved. Motivation in learning is everything that is intended to provide encouragement and encouragement to someone who is doing a learning activity so that he can be more active in obtaining learning outcomes (Prawira, 2013).

Learning outcomes are changes in behavior in a person that can be observed and measured in the form of knowledge, attitudes and skills (Hamalik, 2007). With the existence of learning outcomes can determine the level of success achieved by children after participating in learning activities (Dimyati & Mudjiono, 2009).

Learning outcomes or learning achievements are the maximum results that a person can achieve after learning, namely trying to master a knowledge, skill or attitude as expected (Mulyaningsih, 2014). Learning outcomes are patterns of behavior, values, appreciation and skills as a result of interactions in learning (Widayanti, 2014).

According to Winkel, learning is all activities that take place in an environment, which produce changes in a person (Winkel, 2009). These changes are relatively permanent and cause changes in behavior that are different between before and after learning.

Learning outcomes are results and evidence of a person's learning process with changes in behavior (Setiawan & Masitah, 2017). According to Harfiani, said that learning outcomes are the end result of one's learning with a change in behavior. The ability that a person has will appear in every change, both from one aspect or several (Harfiani, 2017).

However, in cases where there are many parents who do not understand and are aware of their role in their children's education, including their students' learning motivation. However, the problem faced in the field is the lack of parental support for the learning outcomes their children get at school. Parents are still lacking in giving time to guide and provide full learning support to their children. This is because parents are busy with their work affairs. In addition to parental support, it turns out that teacher support can also influence children's learning motivation. There are still many children who are less motivated in terms of learning because there is a lack of giving rewards to children. Many children are bored with learning that is done repeatedly and the learning that is done is still monotonous.

It also happens, where researchers make observations, it appears that parental support and motivation for learning outcomes is still low which is characterized by several problems encountered such as: parents who are busy working so they pay less attention to children's learning activities, lack of motivation to learn from parents parents in children, there are children who feel bored because of monotonous learning, some children seem to disturb their friends while studying, there are children who do not do homework because parents are busy, parental support is not optimal so that it affects children's learning outcomes.

Based on the description of the problems above, the authors are interested and willing to conduct research on these problems, by setting the research title Parent Support and Children's Learning Motivation on Early Childhood Learning Outcomes

where this research aims to determine parental support and children's motivation on early childhood learning outcomes.

## B. Methods

This research method uses quantitative research methods. The population in this study were all kindergarten children in the school, totaling 33 children, consisting of 13 girls and 20 boys. The time of this research was carried out in the 2022 academic year. The sampling technique in this study was a saturated sampling technique, in which the entire population was used as a sample. Data collection techniques are observation, questionnaires and documentation.

The data generated after being processed from this study will be processed and analyzed according to the research statement. After obtaining the desired data, the data is analyzed by conducting a hypothesis test (t-test). Before carrying out the t-test, first carry out the normality test, correlation test and homogeneity where the test is used to find normally distributed data and homogeneous data.

## C. Results and Discussion

### 1. Results

#### a. Validity test

Instrument items will be considered valid if the results of the validity test can be expressed by comparing the calculated r values with r tables. If r count > r table then declared valid, and vice versa. In this study, questionnaires were given to 33 parents of students who were respondents in this study. Found r table of 0.344. Validity test was carried out using the help of Microsoft Office Excel 2010 and SPSS version 23.0 for windows.

1) Parental Support Variable Test Results

   Items before being tested on variable X1 were 20 statement items and 13 valid items fulfilling the requirements r> 0.344. And the number of invalid items is 7 items.

2) Learning Motivation Validity Test Results

AL-ULUM
JURNAL PENDIDIKAN ISLAM
Vol. 4, N0. 1 (2023) | |ISSN 2723-5459 (Online)

Items before being tested on variable X2 were 15 statement items and 11 valid items fulfilling the requirements r> 0.344. And the number of invalid items is 4 items.

3) Results of Learning Outcome Validity Test

Items before being tested on the Y variable were 15 statement items and 9 items that were valid fulfilled the requirements of r> 0.344. And the number of items that fell as much as 6 items.

**b. Reliability Test**

To find out if the questionnaire is reliable, a questionnaire reliability test will be carried out. The reliability test is determined by the Cronbach Alpha value > 0.60, which means that a variable is said to be reliable if the value shows Cronbach Alpha.

**Table of Reliability Test Results**

| Variabel | *Cronbach Alpha* | Koefisien Alpha | Status |
|---|---|---|---|
| Parent Support | 0,913 | 0,60 | Realibel |
| Motivation to learn | 0,758 | 0,60 | Realibel |
| Children's Learning Outcomes | 0,688 | 0,60 | Realibel |

**c. Normality test**

The normality test is one way to see if the data in the study is normal. In this normality test using SPSS. Data is normally distributed if the significance value or p > 0.05, otherwise if the p value <0.05 means the data is not normally distributed. The normality test in this study was assisted by using the SPSS version 23.0 for Windows program. Based on the results of the tests that have been carried out, the results can be seen as follows:

**One-Sample Kolmogorov-Smirnov Test**

| | | Unstandardized Residual |
|---|---|---|
| N | | 33 |
| Normal Parameters[a,b] | Mean | .0000000 |
| | Std. Deviation | 4.41603806 |

AL-ULUM
JURNAL PENDIDIKAN ISLAM
Vol. 4, N0. 1 (2023) | |ISSN 2723-5459 (Online)

| | | |
|---|---|---|
| Most Extreme Differences | Absolute | .093 |
| | Positive | .060 |
| | Negative | -.093 |
| Test Statistic | | .093 |
| Asymp. Sig. (2-tailed) | | .200[c,d] |

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. This is a lower bound of the true significance.

**d. Correlation Test**

The correlation test is a test to determine the closeness of the relationship between variables expressed by the correlation coefficient. This test uses the Pearson correlation formula, which aims to test whether or not there is a relationship and the direction of the relationship from two or more variable directions. It is said to be correlation if the significance value is <0.05 but if the significance value is > 0.05 then it is declared not correlated. The results of the correlation test can be seen as follows:

1) Correlation Test Results of X1 and Y

**Table of Parental Support Correlation Test (X1) and Children's Learning Outcomes (Y)**

**Correlations**

| | | Parent Support | Children's Learning Outcomes |
|---|---|---|---|
| Parent Support | Pearson Correlation | 1 | -.158 |
| | Sig. (2-tailed) | | .378 |
| | N | 33 | 33 |
| Children's Learning Outcomes | Pearson Correlation | -.158 | 1 |
| | Sig. (2-tailed) | .378 | |
| | N | 33 | 33 |

Based on the table above, it is known that the significance value is 0.378 where p> 0.05, which means that variable X1 and variable Y are not correlated. Furthermore, it can be seen in the table above, the value of the Pearson Correlation for each variable is listed as -0.158, where in the interpretation of the

AL-ULUM
JURNAL PENDIDIKAN ISLAM
Vol. 4, N0. 1 (2023) | |ISSN 2723-5459 (Online)

coefficient value that has been described the value of 0.195 is between the Pearson Correlation values of 0.00 - 0.20, which means that the interpretation is very low between variables X1 and Y. It is also known that the results of the value on the Pearson correlation are negative, so the meaning of the negative relationship is that the higher the X value, the lower the Y value, and vice versa. If related to this research then: the lower the parental support, the higher the learning outcomes.

2) Correlation Test Results of Learning Motivation on Children's Learning Outcomes

**Correlation Test Table X2 and Y**
**Correlations**

| | | motivation | results |
|---|---|---|---|
| motivation | Pearson Correlation | 1 | .195 |
| | Sig. (2-tailed) | | .278 |
| | N | 33 | 33 |
| results | Pearson Correlation | .195 | 1 |
| | Sig. (2-tailed) | .278 | |
| | N | 33 | 33 |

Based on the table above, it is known that the significance value is 0.278 where p> 0.05, which means that the X2 variable and Y variable are not correlated. Furthermore, it can be seen in the table above, the value of the Pearson Correlation for each variable is stated to be 0.195, where in the interpretation of the coefficient value that has been described the value of 0.195 is between the Pearson Correlation values of 0.00 - 0.20, which means that the interpretation is very low between variables X2 and Y.

2) Correlation Test Results of Parental Support and Learning Motivation on Children's Learning Outcomes

AL-ULUM
JURNAL PENDIDIKAN ISLAM
Vol. 4, N0. 1 (2023) | |ISSN 2723-5459 (Online)

Correlation Test Table X1, X2 and Y

**Model Summary**

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | Change Statistics | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | R Square Change | F Change | df1 | df2 | Sig. F Change |
| 1 | .203[a] | .041 | -.023 | 5.535 | .041 | .646 | 2 | 30 | .531 |

Based on the table above, it is known that the significance value of F change is 0.531, which means it is not correlated. Furthermore, to see the level of closeness of the relationship can be seen in the table above, it is stated that the value of R, namely the correlation coefficient, is obtained at 0.203 where in the interpretation of the coefficient value that has been described the value of 0.203 is between the Pearson Correlation values Pearson Correlation value 0.21 0.40, which means low interpretation between variables X1, X2 and Y.

**e. Homogeneity Test**

Homogeneity test is used to determine whether the measuring scale has the same character or not. The results of the homogeneity test are said to be significant if the significance value is > 0.05, then the sample data can be said to be homogeneous. Vice versa, if the significance value is <0.05 then the data sample is not homogeneous. The homogeneity test was carried out on the dependent variable data, namely parental support and learning motivation, and the independent variable, namely learning outcomes using SPSS v.23.0 for Windows, can be seen in the following table:

**Homogeneity Test Table**

**Test of Homogeneity of Variances**

HASILX1, X2 DAN Y

| Levene Statistic | df1 | df2 | Sig. |
|---|---|---|---|
| 1.251 | 1 | 64 | .268 |

From the table above it can be explained that the data has a homogeneous distribution which can be seen from the significance value. In accordance with the

AL-ULUM
JURNAL PENDIDIKAN ISLAM
Vol. 4, N0. 1 (2023) | |ISSN 2723-5459 (Online)

decision making guidelines, if the significance value is <0.05 then the data is not homogeneous and vice versa, if the significance value is > 0.05 then the data is declared homogeneous. Based on the results of the homogeneity test data, it is known that the significance value is 0.268 > 0.05, so it can be concluded that the sample data is homogeneously distributed.

**f. Hypothesis testing**

1) t-test

The t test is used to test how the effect of each independent variable is partially on the dependent variable. The t test is done by comparing the t count and t table or by looking at the significance value. This test was carried out on the dependent variable data, namely parental support and learning motivation, and the independent variable, namely learning outcomes using SPSS v.23.0 for Windows, can be seen in the following table:

**Test Table t**

**Coefficients[a]**

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|---|---|---|---|---|---|---|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 45.550 | 10.100 | | 4.510 | .000 |
| | X1 | -.143 | .116 | -.239 | -1.238 | .228 |
| | X2 | -.179 | .149 | -.232 | -1.203 | .241 |

Dependent Variable: total_Y

a). T test Variables X1 and Y

Based on the results above, it is known that the significance value of X1 to Y is 0.228 > 0.05 and the t count is -1.238 <t table 2.042, so it can be concluded that there is no relationship.

b) Test the variable X2 and Y

Based on the above results, it is known that the significance value of X2 to Y is 0.241 > 0.05 and the t count is -1.208 <t table 2.042, so it can be concluded that there is no relationship.

AL-ULUM
JURNAL PENDIDIKAN ISLAM
Vol. 4, N0. 1 (2023) | |ISSN 2723-5459 (Online)

2) F test

The F test is used to determine whether or not there is a simultaneous effect given by the independent variable (X) on the dependent variable (Y). if the sig value < 0.05, or F count > F table then there is a relationship between variable x simultaneously with variable Y, and vice versa, if the sig value > 0.05 or F count < F table then there is no relationship between variable x simultaneously with Y variable

**F Test Table**

**ANOVA[a]**

| Model | | Sum of Squares | Df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|
| 1 | Regression | 34.903 | 2 | 17.452 | 1.473 | .249[b] |
| | Residual | 284.282 | 24 | 11.845 | | |
| | Total | 319.185 | 26 | | | |

a. Dependent Variable: total_Y

b. Predictors: (Constant), total_X2, total_X1

Based on the data above, it is known that the significance value for the relationship X1 and X2 simultaneously to Y is 0.249 <0.05 and F count 1.473 > F table 3.30. Thus, it can be concluded that Ho is rejected and Ha is accepted, which means that there is no significant relationship between parental support and children's motivation for children's learning outcomes.

## 2. Discussion

Based on the results of research conducted at AlIkhlas Kindergarten with the research title Learning Motivation Against Early Childhood Learning Outcomes, the total sample in this study was 33 people.

Parental support, namely attitudes, actions of responsibility in educating children by providing assistance to children to meet children's needs such as affection, attention, feeling safe and comfortable. In addition to support, it turns out that the role of parents can make children feel that they are being cared for, namely by giving children motivation, especially when it comes to learning.

AL-ULUM
JURNAL PENDIDIKAN ISLAM
Vol. 4, N0. 1 (2023) | |ISSN 2723-5459 (Online)

Before conducting data analysis, researchers first tested the validity and reliability of the data. Where after testing the validity of each variable, there are statement items that fall. In the parental support variable (X1) there are 7 items that fall, namely 1, 2, 3, 4, 8, 9, 20. The learning motivation variable (X2) loses 4 statement items, namely numbers 3, 7, 9 , 11. And in the child's learning outcome variable (Y), 6 statements were dropped at numbers 4, 6, 8, 9, 12, 15. Meanwhile in the reliability test, which was determined by the Cronbach Alpha value in the parental support variable of 0.913 where is greater than 0.60. In the learning motivation variable, the Cronbach Alpha result is 0.758 which is greater than 0.60. And so it is with the child learning outcomes variable, obtaining a Cronbach Alpha value of 0.688 which is also greater than 0.60. And the results of the reliability test stated that the questionnaire on all of these variables was reliable.

Based on the normality test conducted to determine whether the sample under study is normally distributed or not. In this study, the normality test was performed on the SPSS version 23 for Windows program with a significant level of 0.05.

The first test is the normality test, which aims to determine whether or not the distribution of research data is normal for each variable. The data can be said to be normally distributed if the p value > 0.05. And vice versa, if the p value <0.05, then the data is not normally distributed. Based on the resulting data, it is known that the significant value is 0.200 > 0.05, which means that the data is normally distributed.

In the next test, correlation test. The correlation test on the variables X1 and Y has a significance value of 0.378 > 0.05, which means that the variables X1 and Y are not correlated. Furthermore, in the Pearson Correlation value there is a value of 0.195 between the Pearson Correlation values of 0.00 - 0.20, which means that the interpretation is very low between variables X1 and Y. In variables X2 and Y the significance value is 0.278 > 0.05, which means variable X2 and the Y variable is not correlated. The Pearson Correlation value is 0.00 - 0.20, which means that the interpretation is very low between variables X2 and Y. And in the correlation tests X1, X2 and Y there is an F change value of 0.531 which means it is not correlated. And the

R value is 0.203, where in the interpretation of the coefficient value that has been described, the value of 0.203 is between the Pearson Correlation values.

The next test is the homogeneity test, the homogeneity test is used to find out whether the two measurement scales have the same character or not. The homogeneity test was carried out on the dependent variable data, namely parental support and learning motivation, and the independent variable, namely learning outcomes. If the significance value is < 0.05, the data is not homogeneous, and vice versa, if the data is > 0.05, it is said to be homogeneous. From the results that have been carried out it can be obtained results in a homogeneous test, it is known that the significance value is 0.268> 0.05. So it can be concluded that the sample data is homogeneously distributed.

And the last test in this study is the hypothesis test with the t test and F test. The t test is used to test how the effect of each independent variable is partially on the dependent variable. The t test on the variables X1 and Y, it is known that the significance value of X1 to Y is 0.228 > 0.05 and the t count is -1.238 <t table 2.042, so it can be concluded that there is no relationship. In the variables X2 and Y, it is known that the significance value of X2 to Y is 0.241 > 0.05 and the t count is -1.208 <t table 2.042, so it can be concluded that there is no relationship.

The F test is used to determine whether or not there is a simultaneous effect given by the independent variable (X) on the dependent variable (Y). if the sig value < 0.05, or F count > F table then there is a relationship between variable x simultaneously with variable Y, and vice versa, if the sig value > 0.05, or F count < F table then there is no relationship with variable x simultaneously to variable Y. Based on the above data it is known that the significance value for the relationship X1 and X2 simultaneously to Y is 0.249 <0.05 and F count 1.473 > F table 3.30. Thus, it can be concluded that Ho is rejected and Ha is accepted, which means that there is no significant relationship between parental support and children's motivation for children's learning outcomes.

## D. Conclusion

Based on the results that have been done, it can be obtained from the results of the research on the correlation test on the variables X1 and Y that there is a significance value of 0.378 > 0.05, which means that the variables X1 and Y are not correlated.

Furthermore, in the Pearson Correlation value there is a value of 0.195 between the Pearson Correlation values of 0.00 - 0.20, which means that the interpretation is very low between variables X1 and Y.

Based on the results of the research that has been tested for correlation on the variables X2 and Y, the significance value is 0.278 > 0.05, which means that the variables X2 and Y are not correlated. The Pearson Correlation value is 0.00 - 0.20, which means that the interpretation is very low between variables X2 and Y.

The F test is used to determine whether or not there is a simultaneous effect given by the independent variable (X) on the dependent variable (Y). if the sig value < 0.05, or F count > F table then there is a relationship between variable x simultaneously with variable Y, and vice versa, if the sig value > 0.05, or F count < F table then there is no relationship with variable x simultaneously to variable Y. Based on the above data it is known that the significance value for the relationship X1 and X2 simultaneously to Y is 0.249 <0.05 and F count 1.473 > F table 3.30. Thus, it can be concluded that Ho is rejected and Ha is accepted, which means that there is no significant relationship between parental support and children's motivation for children's learning outcomes.

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