The Dynamics of Students' Learning Readiness in Primary Schools: A Portrait of Schooling in Rural Areas

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Abstract

This article aims to describe the learning readiness of students in rural areas. With the setting at SDN Pehanggo, the aspects that are explored include: student learning readiness, learning motivation, and parental attention. Through a qualitative approach with a narrative method, this study finds that: first, isolated geographic conditions do not hinder the student's education process, this condition has been going on for generations. The students showed high readiness in learning. Second, the success of the previous people motivated students to achieve success and even obsessed with achieving higher success. Limited learning facilities and facilities do not reduce their enthusiasm for learning, they are even considered a challenge to face. Third, parents pay very high attention to their children's education, as evidenced by their focus on the educational success of their children. As an implication of this study, it is important to point out that isolated geographical conditions in an area are not always a barrier to educational progress. Local communities need to be good models for school-age children to emulate. Likewise, the attention of parents plays an important role in preparing children to learn at school. Children's motivation to learn can be grown from the family by creating a good climate for learning, meeting the learning facilities needed. This study confirms that learning readiness is influenced by learning motivation and parental attention.

Keywords: Learning Readiness, Motivation, Attention of Parents, Rural Areas

Dinamika Kesiapan Belajar Peserta Didik di Sekolah Dasar: Sebuah Potret Persekolahan di Daerah Pedalaman

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Abstrak

Artikel ini bertujuan menggambarkan kesiapan belajar siswa di daerah pedalaman. Dengan setting di SDN Pehanggo, aspek-aspek yang didalami mencakup: kesiapan belajar siswa, motivasi belajar, dan perhatian orang tua. Melalui pendekatan kualitatif dengan metode naratif, kajian ini menemukan bahwa: pertama, kondisi geografis yang terisolir tidak menghambat proses pendidikan siswa, kondisi itu telah berlangsung selama beberapa generasi. Para siswa menunjukkan kesiapan yang tinggi dalam belajar. Kedua, kesuksesan orang-orang terdahulu menjadi penyemangat siswa untuk meraih kesuksesan dan bahkan terobsesi untuk meraih kesuksesan yang lebih tinggi. Keterbatasan fasilitas dan sarana belajar tidak menurunkan semangat belajar mereka, bahkan dianggap sebagai tantangan untuk dihadapi. Ketiga, perhatian orang tua terhadap pendidikan anak sangat tinggi, yang dibuktikan dengan focus mereka untuk keberhasilan pendidikan anak-anak mereka. Sebagai implikasi dari kajian ini, penting dikemukakan bahwa kondisi geografis yang terisolir pada suatu daerah tidak selalu menjadi penghalang untuk kemajuan pendidikan. Masyarakat setempat harus menjadi model yang baik bagi anak-anak usia sekolah untuk dicontoh. Demikian pula perhatian orang tua memegang peranan penting dalam menyiapkan anak untuk belajar di sekolah. Motivasi belajar anak dapat ditumbuhkan dari keluarga dengan menciptakan iklim yang baik untuk belajar, memenuhi fasilitas belajar yang dibutuhkan. Kajian ini menegaskan bahwa kesiapan belajara dipengaruhi oleh motivasi belajar dan perhatian orang tua.

Kata Kunci: Kesiapan Belajar, Motivasi, Perhatian Orang Tua, Daerah Pedalaman

Introduction

This article is a development of the previous article entitled "The relational variables of students 'learning readiness at the primary school level", which highlights several variables related to students' learning readiness. (Jumasrin, 2019). As in this article, it is further developed on the conditions of students in rural areas. Taking the setting at SDN Pehanggo, in East Kolaka Regency, this article intends to present a portrait of the dynamics of student learning readiness in remote areas. From a geographical perspective, SDN Pehanggo is located in Pehanggo Village, one of the villages in the hinterland cluster in East Kolaka. The village is crossed by the upstream Konaweeha river and mountains, causing this area to be quite isolated. This condition also affects the schooling in this area, which is run with simplicity.

The conditions above are in stark contrast to the optimism of education that "Education is one of the main assets in facing challenges in this era of globalization. Education is a conscious and planned maturation process to optimize the potential of students, so that character, character and personality are formed as whole humans. Good education is expected to be able to improve and develop all the potential of students so that they become better human beings " (Rinawati, 2015).

Ki Hajar Dewantara stated that what is called education is a guide in the life of growing children. Every child will grow and develop into an adult, in this process a child needs guidance or guidance so that in the process it can grow well (Sugihartono, 2007). It cannot be denied that this is a tough task for educators. Educators are not only required to be able to teach knowledge but prioritize on educating and guiding children to become qualified human beings. So that educators have a big responsibility for success in the teaching and learning process. The whole learning process at school is the most basic and main activity. In this case, it means that the success or failure of learning depends on the learning process experienced by the child.

The teaching and learning process is a series of activities consisting of preparation, implementation and evaluation of learning. These three things are a complete series that cannot be separated. Teaching and learning preparation is the preparation of everything that is needed in the learning process which includes core competencies

and basic competencies, evaluation tools, teaching materials, learning methods, educational media / props, facilities, time, place, funds, expectations, student readiness and information devices needed to support teaching and learning implementation.

The success of educational programs through the teaching and learning process is influenced by several factors, namely: students, curriculum, educational staff, costs, facilities and infrastructure and environmental factors. If these factors can be met, it will facilitate the teaching and learning process, which will support the achievement of maximum learning outcomes. But in reality, not all factors are fulfilled. So that it causes problems in learning.

Previous findings show that students have problems with the indication that students are less enthusiastic about learning in class, do not do homework, and make noise by misbehaving with their friends. After further investigation, it turned out that these students received less attention from parents. Parents do not monitor learning activities, are indifferent to learning outcomes and do not pay attention to the needs of children's learning facilities. So that students' learning readiness is also low, with an indication that students do not bring textbooks, do not do homework, and are often late in coming to school (Bangun, 2008). It was also found that students were enthusiastic about learning, did not make noise in class, and obtained satisfactory learning outcomes. After further investigation, it turned out that the student got the attention of his parents. Parents always supervise learning activities, monitor learning outcomes and provide learning facilities that are needed by their children. So that these students have high learning readiness, with an indication of going to school on time, always doing homework, carrying textbooks, and having learning equipment (Kurniawan & Wustqa, 2014).

Method

The research was conducted at SDN Pehanggo, Kolaka Timur, Southeast Sulawesi, through a qualitative approach with a narrative method (Creswell, 2016). Data were collected through interviews, observations, and document studies (Rahardjo, 2011). After the data was collected, the analysis process was carried out using the stages introduced by Miles and Huberman, namely: data collection, data reduction, data display, and drawing conclusions (Wijaya, 2018).

Results and Discussion

Students at SDN Pehanggo have a very dominant agrarian family background, where their parents are farmers. The rest are government employees, traders, craftsmen and so on. Nevertheless, from this remote area there are quite a lot of educated people who currently occupy various positions in government and educational institutions. The limited conditions did not cause the generation in this area to lose their enthusiasm for going to school. More than that, it becomes a challenge to catch up with various disadvantages.

Currently SDN Pehanggo has become a government school, which began when East Kolaka became a new autonomous region. Even so, conditions have not changed much due to limited relations with the outside world due to transportation constraints. To reach this area, you can go through two routes, namely land and river. The land route is an emergency road which in the rainy season is very difficult to pass, even though it uses a machine vehicle. Likewise, river routes traversed by challenging currents.

With all simplicity, SDN Pehanggo continues to provide educational services. Even during the Covid-19 era, school learning was still ongoing, as if it was not affected by the global pandemic. Students carry out their duties regularly, as do teachers, staff and school leaders. Pandemics and isolated areas do not interfere with students' hopes of continuing to learn, as ladders for future change.

The success of previous people from this area motivated parents to pay attention to the education of their children. There is a view that "if in the past with limited conditions we could produce successful cadres, now it will certainly be even better". Therefore, the focus of parents is on sending their children from elementary to college.

The phenomenon of student learning loneliness at SDN Pehanggo can be viewed from the aspects of learning motivation and parental attention, which will be discussed as follows.

Motivation to Learn

"Motive" as an effort to encourage someone to do something. Starting from the word "motive", motivation can be interpreted as a driving force that has become active. Motivation can be said as a mental impulse that drives certain activities to achieve a goal (Sardiman, 2017). Motivation is the driving force / driving force to do

a job. Motivation is said to be the driving force, so that someone wants and wants to do something, and if he doesn't like it then he will try to get rid of that feeling of dislike. Motivation is the motivation contained in a person to try to make changes in behavior that better meet their needs.

Motivation is a driving force that converts the energy within a person into tangible activities to achieve certain goals (Djamarah, 2008). Motivation is a state contained in a person that encourages him to carry out certain activities in order to achieve a goal. Motivation can also take the form of efforts that can cause someone to be moved to do something because they want to achieve the goal they want or get satisfaction with their actions (Djaali, 2011). Motivation to learn is the tendency of students to carry out learning activities driven by the desire to achieve the best possible achievement or learning outcomes (Nashar, 2004). Motivation to learn is a non-intellectual psychological factor. Its role is in terms of growing passion, feeling happy and enthusiastic about learning. Students who have a passion for learning will more easily understand the learning material, so that learning objectives will be achieved (Sardiman, 2017). Motivation to learn is an encouragement / activator and selector of actions in learning. The motivation that a person has can determine the actions that must be done or what must be abandoned in order to achieve the desired goals. Motivation to learn as a mental strength that encourages learning. This mental strength is in the form of desire, attention, will or aspiration. There is a desire or aspiration, then students will be serious in following the learning. Students will pay attention to the explanation from the teacher and participate actively in the learning process.

Based on some of these opinions, the researcher concluded that learning motivation is an impetus that arises from within a person to carry out learning activities in order to achieve optimal learning achievement..

There are several principles of motivation in learning, namely : First, motivation as the basic driving force for learning activities. Someone will do learning activities because someone encourages it. Motivation is the basic driving force that encourages someone to learn. If someone is motivated to learn, then he will carry out learning activities within a certain period of time. So that motivation is said to be the basic driving force for one's learning activities. Second, intrinsic motivation is more important than extrinsic motivation in

learning. Students who have intrinsic motivation will have a strong enthusiasm for learning. He studied not because he wanted to get praise or a prize but because he wanted to get as much knowledge as possible. Meanwhile, students who get extrinsic motivation without intrinsic motivation will easily weaken their enthusiasm for learning. Because he lacks self-confidence, has a hopeful mentality and is easily influenced. He studied solely for the prize. Third, motivation in the form of praise is better than punishment. Praising means giving appreciation. Praise will encourage children to improve their learning achievement. Whereas punishment is given with the aim of stopping negative behavior in children. Fourth, motivation is closely related to the need for learning. The needs that cannot be avoided from students are the need to fulfill their curiosity, the need for appreciation, and attention. Therefore students learn. As an experienced teacher, he is wise enough to take advantage of the needs of students, to provoke the enthusiasm for learning of children by giving appreciation for students' achievements. Fifth, motivation can foster optimism in learning. Students who are motivated to learn are always confident that they can complete their assignments well. In him there is a sense of self-confidence. Even if the other friend cheated on the test, he would not be affected and remained calm in answering the problem. Sixth, motivation creates achievement in learning. Students who enjoy certain lessons will study them diligently and happily. The learning results obtained will be satisfying. So that the level of motivation affects the learning achievement of students.

There are three important elements in motivation, namely : First, that motivation initiates energy changes in each individual. Since motivation concerns changes in human energy, its appearance will involve human physical activities. Second, motivation is characterized by the emergence of feelings / feelings, one's affections. Motivation is relevant to psychological, affection and emotional issues that can determine human behavior. Third, motivation will be stimulated because of a goal. Motivation arises from within a person, but it arises because it is stimulated by other elements, in this case, the goal (Sardiman, 2017).

Motivation has an important role in learning activities. No motivation means no learning activities. In order for the role of motivation to be more optimal, the principles of learning motivation are not just known, but need to be applied in the learning process.

There are several motivational principles as described from several of the opinions above, namely motivation as a basic driving force that encourages someone to learn, motivation in the form of praise is better than punishment, motivation can foster optimism in learning, motivation breeds achievement in learning, and motivation arises for a purpose.

Increase Learning Motivation

Some students are not actively involved in the learning process. Sometimes some students actively learn together and some with various attitudes and behaviors apart from learning activities in class. This contradictory situation illustrates the less conducive class conditions. As a teacher, you must not remain silent in dealing with classroom conditions like this. The role of both intrinsic and extrinsic motivation is needed in the learning process. As a teacher, it should be able to motivate students in the right way.

There are several ways that can be done to motivate students in learning activities at school, namely: (1) giving numbers, in this case numbers as a symbol of the value of learning activities; (2) gift; (3) rivals / competitions, competition both individually and in groups can motivate students to excel; (4) Ego-involvement, by raising awareness of the child in order to feel the importance of the task and accept it as a challenge is one very important form of motivation; (5) giving a test, students will be active in studying if they know there will be a test; (6) knowing the results, knowing the learning outcomes especially if there is progress will motivate students to study hard; (7) praise, with praise will increase passion for learning and raise self-esteem; (8) punishment, punishment as negative reinforcement but if given appropriately and wisely can be a motivational tool; (9) desire to learn, means that there is an element of intent and there is a purpose to learn; (10) interest, the learning process will run smoothly if accompanied by interest; (11) recognized goals, students will be motivated to learn if they know the purpose / importance of the material he will study (Sardiman, 2017).

There are four efforts that can be made by the teacher as a teacher related to how to maintain and increase the learning motivation of students, namely :

a. Teachers must be able to excite students.

Teachers should avoid monotonous and continuous activities in the learning process, causing students to feel bored. Teachers must nurture students' interest by giving certain freedom in learning situations and using interesting learning methods.

b. Give realistic expectations.

Teachers need to have sufficient knowledge about the academic success or failure of each student. So that teachers can maintain students' realistic expectations and modify expectations that are less or unrealistic.

c. Giving Incentives.

Teachers are expected to give gifts to students who experience success in the form of praise, good numbers, and so on.

d. Directing the behavior of students

Directing students is the teacher's job. Teachers are required to be able to respond to students who are passive, do not participate in learning, noisy students by giving wise and wise warnings.

Several ways that teachers can increase student motivation, namely :

a. Generating interest in learning.

Generating interest in learning can be done by the teacher by linking learning with student interests and showing that the knowledge learned is very beneficial for students. Thus it will increase curiosity and increase students' intrinsic motivation.

b. Encourage curiosity.

Skilled teachers will be able to use methods to arouse and maintain student curiosity in learning activities. Increasing students' curiosity can be done through stories, and using learning media.

c. Using a variety of interesting presentation methods.

Increasing students' intrinsic motivation can be done through the use of interesting learning materials and the use of a variety of presentation methods. Varied learning methods will increase student motivation and will not make students bored quickly.

d. Helping students in formulating learning goals.

The basic principle of motivation is that children will learn hard to achieve goals if those goals are formulated by themselves, not by others. Therefore, teachers should encourage and help students to formulate and achieve their own learning goals.

Given the importance of motivation for students in learning activities. So the teacher is expected to arouse student motivation.

Based on the description above, the researcher concludes that there are many ways that teachers can arouse student learning motivation, namely by using a variety of learning methods, fostering student curiosity, arousing interest in learning, giving gifts, praise, and helping students formulate learning goals..

Function of Motivation in Learning

Every activity that is carried out must be based on motivation, and motivation is related to the goal. In this connection there are three functions of motivation, namely : (a) Encouraging humans to act, motivation in this case is the driving force of every activity to be carried out; (b) Determining the direction of the action, that is, towards the goal to be achieved; (c) Selecting actions, namely determining what actions must be done to achieve the goal, by setting aside actions that are not useful for that goal (Sardiman, 2017).

There are several functions of motivation, namely: (1) Encourage behavior or an action. Without motivation, there will be no action such as learning; (2) Motivation serves as a guide. Motivation directs actions toward achieving desired goals; (3) Motivation serves as a driving force. The size of the motivation will determine whether a job is fast or slow, in this case learning activities (Hamalik, 2013).

Based on the description above, it is known that motivation has an important function in learning activities. Apart from being a motivation for someone to carry out an activity, motivation also functions as a direction that directs one's actions to achieve one's goals.

Student Motivation Indicators

Motivation that exists in a person has different strengths. Strong motivation usually comes from oneself (intrinsic). The strongest motivation is the motive that is the main cause of individual behavior at any given moment. Weak motives have almost no effect on individual behavior.

There are several indicators that can be used to determine the strength of learning motivation, namely:
a. Diligent in facing the task.
b. Resilient in facing difficulties (not easily discouraged).
c. Shows interest in various adult problems.
d. Prefer to work independently.

e. Quickly get bored of routine tasks.
f. Can defend his opinion.
g. It is not easy to let go of that belief .
h. Enjoys finding and solving problems. (Handoko, 2010).

Indicators of learning motivation are as follows :

a. Strong will to do.
b. The amount of time devoted to study.
c. Willingness to leave other obligations or duties.
d. Persistence in doing assignments. (Handoko, 2010)

Highly motivated individuals have the following characteristics:

a. Likes situations or tasks that hold personal responsibility for the results and not on the basis of chance, fate, or chance.
b. Choose realistic but challenging goals from goals that are too easy to achieve or too risky.
c. Looks for situations or jobs where he gets immediate and real feedback to determine whether or not the work is good.
d. Enjoys working alone and competing to outperform others.
e. Being able to postpone the satisfaction of his desires for a better future.
f. Not moved to simply get money, status, or other benefits, he will look for them if these are symbols of achievement, a measure of success. (Djaali, 2011).

The characteristics of learning motivation as above are very important for students in the learning process. If students have persistence, are not easy to give up, are responsible, are resilient in solving problems, have realistic goals, are independent in facing obstacles and have a strong will to learn, then learning will go well and get maximum results. Indicators to be discussed:

a. Diligent in studying.
b. Resilient in the face of adversity.
c. Prefer to work independently.
d. Enjoys finding and solving problems.
e. Strong will in learning.
f. The amount of time devoted to study.

Parents Attention

Attention is the amount of awareness that accompanies an activity that is carried out (Suryabrata, 2009). Mindfulness as a

psychic activity can be understood as an enhanced mental activity. The soul is solely fixed on an object (object or thing) or a collection of objects (Baharuddin, 2009). Mindfulness is concentration of mental energy on an object. Attention is an activity carried out by a person in relation to the selection of stimuli that come from his environment (Slameto, 2010). From this description it can be concluded that attention is the concentration of the soul's consciousness towards an object.

Attention is a vital activity in education. Attention can be obtained from anyone, it can be from teachers or parents. In this study, the attention referred to is the attention given by parents to their children. parents are elder people. However, in general, the understanding of parents is that of a father and mother who gives birth to a child and is obliged to nurture, care for, and educate the child to become a qualified human being. The first knowledge a child receives is from his parents. So parents have an important role in the education of their children. Parents are men and women who are married and ready to take on the responsibilities of being the father and mother of the children they bear.

Based on this description, it can be concluded that the attention of parents is the process of providing parental assistance to their children, providing study guidance at home, encouraging learning, giving direction on the importance of learning, paying attention to the needs of tools that support lessons for optimal learning achievement.

Form of Parental Attention

As parents who are responsible for their children, the parents play an important function and role in improving their children's education. Parents' attention can be seen from their efforts to provide adequate learning facilities. However, the completeness of children's learning facilities does not absolutely guarantee children's learning success if it is not followed by the attention of parents shown every day. An overview of the form of parental attention, namely:

a) Give a warning.

   The role of parents in this case is to provide warnings about their children's behavior. Parents give advice to children not to do deviant behavior.

b) Reprimand.

Parents rebuke the child's wrong actions and provide explanations to the child why it is wrong and show what is right. Parents have an obligation to control children's behavior and guide children when children make mistakes.

c) Pay attention to the provision of study facilities.

Study infrastructure is an important component in the learning process of children. If the infrastructure is insufficient, the children's learning process will be hampered. Parents have an obligation to provide the facilities and infrastructure needed by children to learn. So that the child's learning process runs smoothly.

Parents' attention can be shown in various forms, namely:

a) Provision and arrangement of children's learning time.

Time is something that is needed by children who are learning. Parents must provide time to accompany children's learning and give the best possible time so that the time used for learning is not used for other activities, or other activities are interrupted, so if this happens it will interfere with the child's learning process and will ultimately have an impact on children's learning achievement. . Parents can play a role in helping manage children's learning time by calculating the time each day, determining the time available each day, planning the lesson material to be studied, and determining the time that can be used for learning with the best results.

b) Help with problems.

What is meant by help in overcoming problems is helping to overcome problems faced by children when studying, both children's difficulties in reading, writing, doing homework, expressing opinions both written and oral.

c) Supervision of children's learning.

Children need supervision from parents so that adult attitudes and learning responsibilities grow in children. Parents should take time to supervise and assist children in learning. Children who do not get supervision from their parents will have a lot of learning difficulties.

d) Provision of Learning Facilities.

Facilities in the world of education mean everything that is physical or material in nature, which can facilitate the implementation of the teaching and learning process, for example by providing a place for learning equipment in the classroom, teaching aids, textbooks,

libraries, various laboratory practicum equipment and other things support the implementation of the teaching and learning process.

What is meant by learning facilities are all the needs needed by students in order to facilitate, smooth and support learning activities at school. In order to be more effective and efficient, later students will be able to learn maximally and the learning outcomes are beneficial. Learning facilities or tools will be very important and dominant for children who are pursuing their studies. The state of the equipment such as pencils, ink, rulers, notebooks, textbooks, compasses and others will help smooth learning. Lack of these tools will hinder the child's learning process.

Based on the explanation above, it can be concluded that parents' attention can be given in the form of providing and managing children's learning time, giving warnings, giving warnings, helping children solve learning problems, monitoring children's learning and providing learning facilities.

Factors affecting parental attention

Attention is not always properly directed. This is because attention is influenced by several factors :

a. Judging from things that are objective, namely strong stimuli to get attention, the quality of stimuli affects attention, large objects attract attention, as well as stimuli that can attract attention.

b. In terms of subjective matters, namely matters related to the subject's person, for example: some stimuli in accordance with their talents attract more attention than others (Mawarsih & Hamidi, 2013).

There are two factors that influence attention, namely objective and subjective factors. The objective factors that can attract someone's attention are :

a) There is a strong stimulus.

b) Quality of stimulation.

c) The existence of a large object / area.

d) There is a new stimulus. (Baharuddin, 2009).

While the subjective factors that can attract attention are :

a. The existence of a stimulus that carries it contains attraction.

b. The existence of meaning or purpose in something can create attraction.

c. Uncertainty attracts attraction.

d. Fixed (habitual) emotions can determine attractiveness.

Based on the above opinion, it can be explained that the factors that influence parental attention, among others :

1. Objective factors which include :

a) Strong stimulation.

Parents have very sensitive feelings towards their children. If the child feels that he is looking different from his usual situation, then the parents get a very strong stimulus to immediately pay attention to the child in order to provide something that is needed. For example, the child looks gloomy, then the parents immediately pay attention so that the child can free from that gloom.

b) Quality of stimulation

Parents in giving attention to children are not continuous, but can choose if the child is in dire need of attention. This can happen when the child is facing a test, for example. So the parents saw that the situation at that time really needed attention so that children could study seriously. The situation is facing a test is one example of the quality of stimulation that makes parents pay attention.

c) Large objects or extraordinary stimulants.

Everyone has emotions or impulses that are stored in the heart, this can occur if there is an object that can attract attention suddenly unexpectedly, so that attention appears with a very strong or extraordinary impulse. For example, a parent has a desire in his heart so that his child can achieve high achievement, if the child can really fulfill the wishes of the parent, then the child will get greater attention.

d) New stimuli.

Children are expected to develop according to their potential. If in its development they have creativity towards positive things, then parents will also pay attention to support these activities.

2. Subjective factors which include :

a) The existence of a stimulus that contains attraction.

Children will easily remember when something catches their attention. Parents can take advantage of this to help the child's learning process at home. Parents can provide picture books,

interactive CDs or learning games that attract children's attention and are fun.

b) There is a meaning of intent that creates attraction

Generating child attraction can be done by using interesting words. Parents in providing study guidance and advice to their children can be done by using stories or fairy tales, so that children feel happy and easy to receive information conveyed by parents.

c) Uncertainty creates attraction.

Attracting children's attention can also be done by making children feel curious. Sometimes parents do not always have to answer what children ask, and fulfill everything the child wants. Make children wait in uncertainty and eventually the child will find answers on their own. This will make children independent, curiosity and challenges arise.

d) Emotions that can remain attractive

The state of feelings of parents is very influential on children's interest in learning. This can happen if the working parents feel happy to create a pleasant home atmosphere. On the other hand, parents who work with feelings of anger make the home atmosphere less pleasant so that their children's interest in studying decreases. Parents should always guard their emotions, especially in front of the children (Dwija, 2008).

Based on the explanation of the factors that influence parental attention, it can be concluded that parental attention can be influenced by two factors, namely objective and subjective factors. Objective factors tend to arise because of encouragement from within the individual, while subjective factors tend to arise from outside the individual. Both of these factors for parents can appear alone or together depending on the object at hand. The attention of parents given to their children greatly influences the development of the child, especially in learning interests and other activities that can make a positive contribution to the child.

Study Readiness

Readiness is the capacity / potential ability both physically and mentally to do something. Readiness is the overall condition of a person that makes him ready to respond / answer in a certain way to a

situation. Readiness gives a big contribution to students in receiving knowledge, because indirectly this condition has prepared the brain to respond (Mulyani, 2013).

Learning readiness is very important as a foundation in the learning process. Without the readiness, the learning process will not be optimal. If students are ready to do the learning process, they will get good learning results. Conversely, if students are not ready to learn, good results will not be obtained. Therefore, learning should be done if individuals have readiness to learn (Wahyuni, 2005).

Readiness to learn is the conditions that precede the learning activity itself. Learning readiness is a person's ability to benefit from the learning experiences he finds. From the description above it can be concluded that what is meant by readiness to learn is a person's ability both physically and mentally to carry out learning activities.

Factors affecting readiness to learn

There are several factors that can affect student learning readiness. Learning readiness factors include: a) Physical conditions that are not conducive. For example, illness will inevitably affect other factors needed to study. b) Poor psychological condition. For example restless, depressed, etc. is an unfavorable initial condition for the fluency of learning. Explaining the condition of readiness includes 3 aspects, namely: a) Physical, mental and emotional conditions, b) Needs, motives and goals, c) Skills, knowledge and other understandings that have been learned.

Factors that shape learning readiness include: (a) Physiological growth and equipment; it concerns the growth of personal attributes such as the body in general, the sense organs, and intellectual capacities; (b) Motivation, which concerns individual needs, interests and goals to maintain and develop themselves (Nidhom, 2013).

The factors that affect learning readiness include:
a) Physical readiness (Halimah, 2010)

Physical readiness is closely related to health which will affect learning outcomes and individual social adjustment. Unhealthy individuals may lack vitamins, the body lacks energy to study. This can affect the smoothness of the learning process. Likewise, vice versa if the body is not sick (far from the disturbance of lethargy, drowsiness, and so on). This will make it easier to learn because there is no distraction from his physical condition.

b) Psychic readiness (Widyaningtyas & Radiyono, 2013)

Psychic readiness is related to intelligence, high memory, satisfied needs, desire or motivation to learn, can concentrate, and there is attention.

c) Material Readiness (Rahmattika, 2011)

Individuals in studying material, of course, must have materials that can be studied or worked on, for example reading books, textbooks from schools or other relevant textbooks used as study references, have notebooks etc. Supported by various reading sources, it will provide knowledge and will help students respond to questions from the teacher related to the lesson.

Based on the explanation above, it can be concluded that there are several factors that affect students' learning readiness, namely physical, psychological, and material readiness. Physical readiness is related to the condition of the student's body. Psychic readiness is related to intelligence, while material readiness includes the readiness of the tools needed in the learning process, namely: notebooks, textbooks, pencils, and so on.

The effect of learning motivation and parental attention on learning readiness

Learning readiness is a person's ability both physically and mentally to carry out learning activities. Learning readiness is influenced by several factors as expressed by several experts. Learning readiness is formed by two factors, namely (1) physiological equipment and growth, (2) motivation. Motivation to learn is the motivation in students to carry out learning activities in order to achieve optimal achievement. The higher the student's learning motivation, the higher the student's learning readiness. Students who have high learning motivation will prepare everything needed in the learning process (Fatchurrohman, 2011).

Students' readiness to learn is influenced by parental attention (Sulistyaningsih, 2005). Parents' attention is a process of providing parental assistance to their children, encouraging learning, giving direction on the importance of learning, paying attention to the needs of tools that support lessons for optimal learning achievement. At primary school age, children cannot prepare everything they need for their learning activities by themselves. This is where the role of

parents is needed to help children's learning readiness. The higher the parents' attention to their children, the higher the children's learning readiness.

Students who have motivation and get attention from their parents will have high learning readiness. Students who have high learning readiness will prepare everything needed in learning activities and are always ready to carry out the learning process. Students will participate in learning activities well and get satisfying learning results.

Conclusion

Students at the elementary school level need treatment in two domains, namely family and environment. The first educational institution a child recognizes is the family, through both parents. Parents' awareness of the educational phase of their children in the family environment must really be seen in educational activities. Completing the family environment will be a beautiful moment when the child steps into the school environment. The time that students spend in school is not commensurate with at home, but the school design is actually more systematic in the implementation of education and learning. The school climate was created to sustain student growth and development, especially learning readiness. Likewise, the role of teachers in making creative use of various school resources to spark students' enthusiasm for participating in learning activities.

This study is not the end of the discourse on learning readiness and its various relationships with the universe of students. Therefore the authors suggest the need for further investigations into the sociology of education in students in remote or hinterland areas.

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