

INSTITUT PANGERAN DHARMA KUSUMA



EFFORTS TO INCREASE FATHERLESS STUDENTS' LEARNING MOTIVATION THROUGH A PSYCHOSOCIAL SUPPORT-BASED LEARNING APPROACH IN PRIMARY SCHOOLS

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INTRODUCTION

1.1 Background

- Fatherless students, or those who grow up without the physical or emotional presence of a father, often face unique emotional and social challenges.
- The absence of a father figure can have a major impact on students' motivation to learn, affecting their engagement and achievement in school.
- The phenomenon of fatherlessness is increasing in Indonesia, especially due to cases
- There needs to be an approach that supports the emotional and social development of students without fathers.
- Identifying the role of psychosocial support in increasing the learning motivation of students without fathers.
- Examining how teachers and schools can provide effective emotional support

LITERATURE REVIEW

FATHERLESS

2.1 Definition

In the context of this study, what is meant by fatherless students are students who grow up without the presence of a father, either physically or emotionally. Father figures often play an important role in a child's development, so their absence can have a significant impact.

2.2 Impact on Emotional and Social Development

Studies show that the absence of a father figure has a profound impact on students' emotional and social development. Many fatherless students face challenges such as low self-esteem and a tendency to feel isolated in social settings. As a result, they also struggle with academic engagement, due to the lack of emotional support that fathers typically provide.

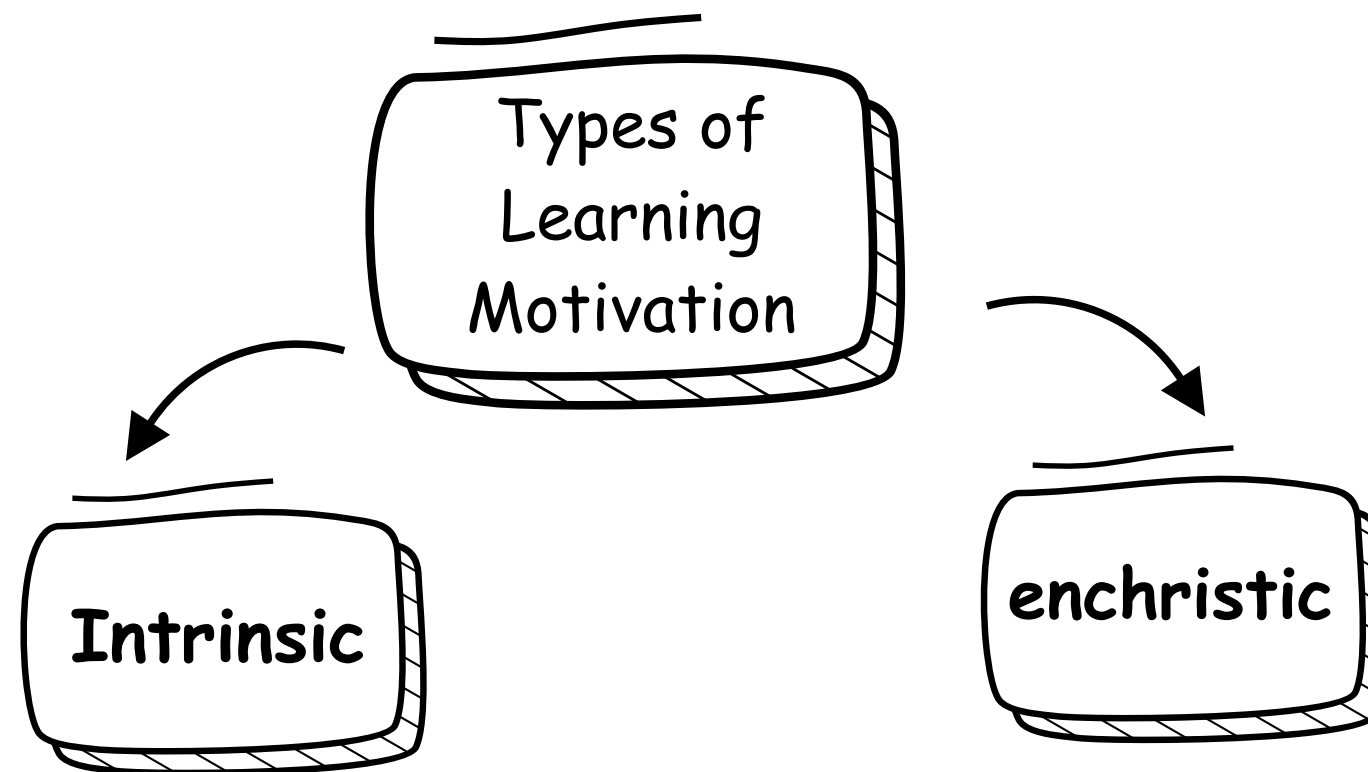
2.3 Related Studies

Many studies support this finding. The results of the study showed that fatherless students often have difficulty in achieving optimal academic achievement. In addition, without the support of a father figure, their emotional well-being also tends to be lower than other students. Therefore, it is important to find an effective approach to support them to be more motivated in the school environment.



MOTIVATION TO LEARN

Motivation to learn is one of the most important factors in students' academic achievement. Without motivation, students may be uninterested or even reluctant to actively participate in teaching and learning activities. For students without fathers, motivation to learn is often a challenge, considering that they do not feel the support that father figures usually provide.



Without emotional support from a father figure, fatherless students often lose their motivation to learn. They may feel less confident or lack the drive to achieve academically. This makes support from the school environment, especially from teachers and friends, very important in helping to rebuild their motivation to learn.





PSYCHOSOCIAL

4.1 Understanding Psychosocial Support

Psychosocial support is a combination of emotional and social support provided to help students cope with challenges, particularly those arising from the absence of a father figure. This support includes ways to help students feel safe and accepted in the school environment.

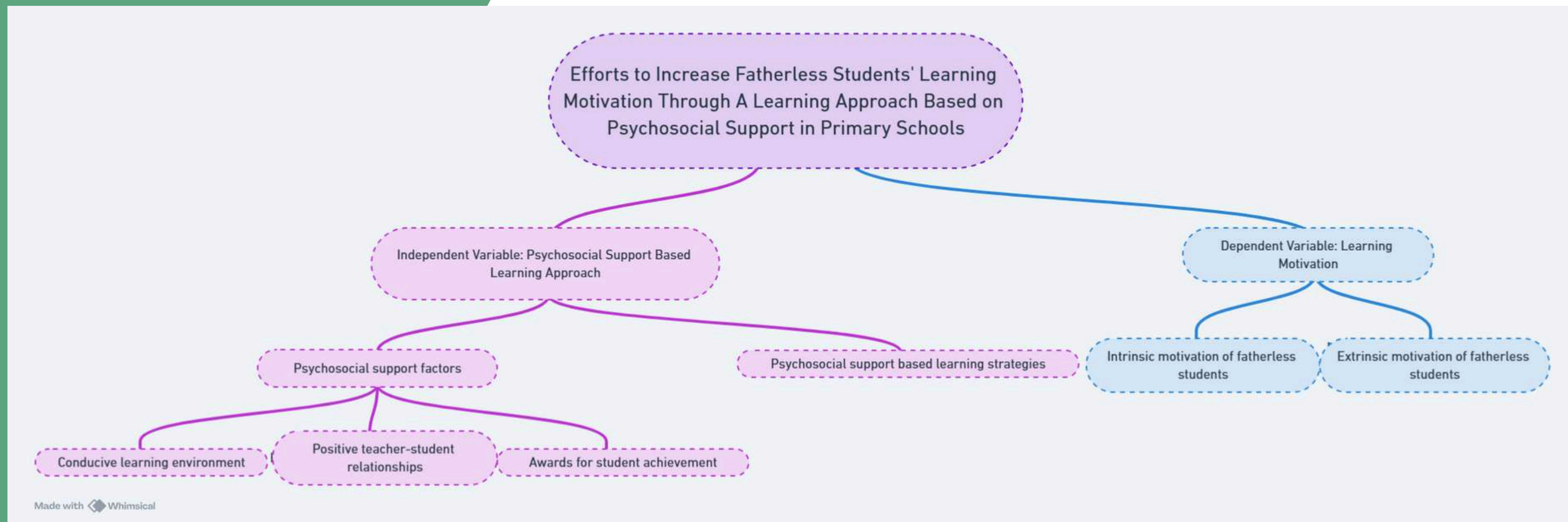
4.2 The Role of Psychosocial Support

Teachers and friends have an important role in providing this support. With the support of a positive social environment, fatherless students can increase their self-confidence and feel more involved in learning, which has a positive impact on their learning motivation.

4.3 Relevant Theory

Psychosocial theory suggests that these supports meet students' basic needs for autonomy, competence, and relatedness. When these needs are met, students are more likely to have strong intrinsic motivation to learn and be actively engaged in school.

THE RELATIONSHIP BETWEEN PSYCHOSOCIAL APPROACHES AND FATHERLESS STUDENTS' LEARNING MOTIVATION



This chart shows how a learning approach based on psychosocial support can influence the learning motivation of fatherless students. Here, we see that this approach relies on supporting factors such as a conducive learning environment, positive relationships between teachers and students, and appreciation for student achievement. All of these factors directly influence students' intrinsic and extrinsic motivation, ultimately increasing their engagement in learning.

THE IMPORTANCE OF A PSYCHOSOCIAL APPROACH

5.1 Implementation in Schools

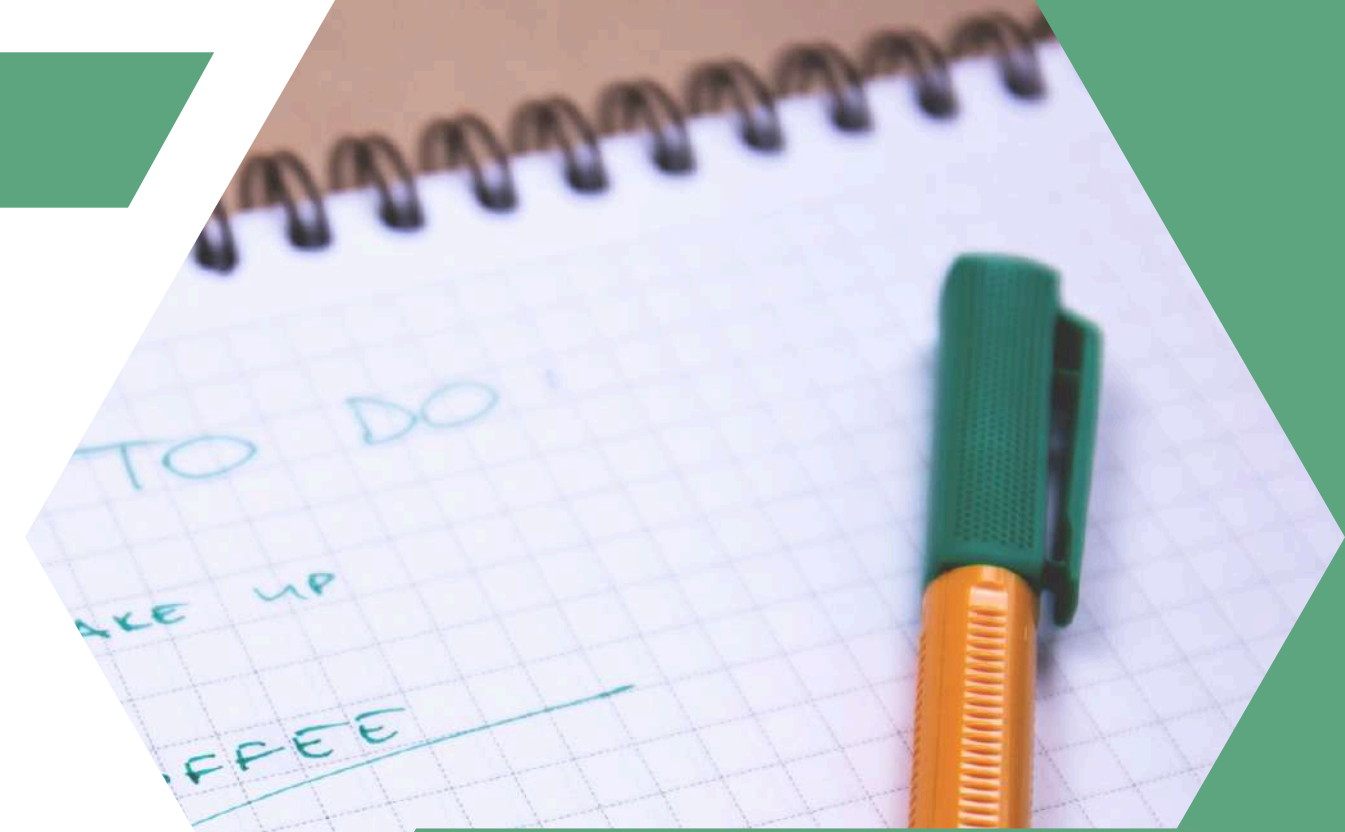
Psychosocial support-based approaches can be implemented in schools through various means, such as counseling programs and discussion group activities. These activities help students feel more connected and supported in the school environment.

5.2 Emotional Support from Teachers

The role of the teacher is crucial. Empathetic teachers who are able to build positive relationships with students can create a safe environment where students feel heard and valued. This is especially crucial for fatherless students who may feel isolated.

5.3 Literature Review Results

Several studies have shown that this psychosocial approach is effective in increasing students' motivation to learn and social engagement. By providing the right emotional support, we can help fatherless students overcome their challenges and reach their full academic potential.



BENEFITS OF PSYCHOSOCIAL APPROACH

6.1 Increasing Motivation and Participation

Psychosocial approaches have a direct impact on student motivation. With consistent emotional support, fatherless students become more confident and more engaged in learning activities. This helps them stay motivated, despite personal challenges.

6.2 Social Skills Development

This approach also supports the development of students' social skills, such as empathy, communication, and the ability to work together. These skills are not only useful in the school environment but are also important for their lives outside of school.

6.3 Long Term Effects

Psychosocial support has a positive long-term impact. With this help, students can develop a strong character, self-confidence, and good interpersonal skills. All of this helps them face various challenges in the future.

IMPLEMENTATION CHALLENGES AND SOLUTIONS

7.1 Initial Resistance

At the beginning of implementation, some students may show resistance or difficulty opening up. They may feel uncomfortable or unfamiliar with emotional support programs such as counseling or group activities.

7.2 Solution

To overcome these challenges, close collaboration between teachers, counselors, and parents is needed. By working together, we can create a safe and supportive environment where students feel comfortable accepting help.

7.3 Support from School

Schools have a critical role in supporting this approach by providing the necessary resources, such as time for counseling programs and training for teachers. Ongoing support from schools is essential to ensure the success of this psychosocial approach.



CONCLUSION

This literature review shows that the psychosocial support approach is very effective in increasing the learning motivation of students without fathers. Continuous psychosocial support in the school environment, through counseling and character building programs, allows students to develop self-confidence and engagement in learning. In addition to having a positive impact on academic achievement, this approach also helps develop students' character and emotional well-being, so that schools play an important role in forming students who are resilient and ready to face various challenges.



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THANK'S

For your attention

