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# THE EFFECT OF PARENTING ON CHILDREN'S LEARNING MOTIVATION

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## ABSTRACT

*Parenting and learning motivation during the pandemic have become special concerns. This study aims to determine the effect of parenting on learning motivation during the pandemic. This study uses a quantitative approach with simple linear regression data analysis techniques. The population in this study is all seventh-grade students of public junior high schools in Lampung Timur. The sampling technique used is proportional stratified random sampling, involving 103 students. The instruments used are parenting and learning motivation questionnaires. The results of this study show that there is a positive and significant effect of parenting on learning motivation during the pandemic. The results of this study can be considered in the development of guidance and counseling services in junior high schools.*

*Keywords:* parenting, learning motivation, online learning

## INTRODUCTION

Learning motivation is a crucial aspect of education due to its strong connection with students' interest in learning (Prasetya et al., 2022). Strong learning motivation can be fostered through a pleasant learning environment (Navida, Fakhriyah, & Kironoratri, 2021). However, learning motivation can sometimes weaken, which may disrupt learning activities and impact psychological well-being, such as stress and anxiety, ultimately leading to poor learning outcomes. (Farozin et al., 2022; Prasetya, 2018; Prasetya et al., 2020, 2023; Prasetyo et al., 2020). Continuous reinforcement of learning motivation is necessary

Learning motivation involves both external and internal factors. External motivation is driven by incentives such as rewards and punishments, while internal motivation is driven by internal rewards (Wuryaningrum, 2020; Riyanto, 2020; Ozhan, 2020; Chue & Nie, 2016).

Creating a conducive and comfortable learning environment is essential for students (Idzhar, 2016; Hargito, 2020). Intrinsic motivation tends to be more enduring than extrinsic motivation (Susila, 2019; Estrada, 2019). Four characteristics underpin the development of intrinsic motivation: self-determination, curiosity, challenge, and effort.

Learning motivation is influenced by both internal and external factors. Internal factors reside within the child, while external factors include family, school, and community environments. Parents play a vital role in nurturing their children at home, which can impact children's learning motivation. Parents should carefully guide their children to ensure they have both internal and external motivation, enabling regular and effective learning activities (Navida, Fakhriyah, & Kironoratri, 2021).

According to Grant & Ray (2018), parenting styles include authoritarian, authoritative, and permissive. Permissive parenting is further categorized into permissive/indulgent and permissive/neglectful. Lerdpomkulrat, Koul, & Sujivorakul (2018) identify three parenting styles: authoritarian, authoritative, and permissive. These styles align with three dimensions of parental behavior. Authoritarian parenting is characterized by low involvement, high structure, and low autonomy support, indicating high control. Conversely, permissive parenting is marked by high involvement, low structure, and high autonomy support, while authoritative parenting combines high involvement, high structure, and high control. Authoritarian parenting limits children's opportunities for exploratory and challenging behavior, while permissive parenting often results in less persistence in academic tasks. Authoritative parenting fosters exploratory, independent, and achievement-oriented children.

The phrase "parenting style in the family" encompasses four essential elements: style, upbringing, parents, and family. Parenting in the family includes aspects such as style, care, and the roles of parents. Style represents a system of operation, care refers to activities such as nurturing, educating, and training for independence (Djamarah, 2014).

Parents should equip themselves with management and technical skills. Management skills involve being approachable and gaining the child's favor, while technical skills involve setting a good example and demonstrating responsibility for

mistakes. Parents are also responsible for providing religious education to instill good morals in children (Awalia, Makarim, & Mukhtar, 2019).

The first environment children encounter is their parents, who contribute to shaping their personality. Each family has its own parenting patterns and methods (Ayun, 2017). Parents have responsibilities in nurturing, educating, and caring for their children. Nurturing refers to loving the child, educating involves developing the child's talents, and caring includes guiding the child to behave appropriately according to their development (Marisa, Firtiyanti, & Utami, 2018).

A developmentally appropriate parenting style positively supports children. Parenting style represents the interaction between parents and children in communication, education, and continuous care. The application of an appropriate parenting style benefits children in interacting with their environment and understanding social interactions (Israfil, 2015).

Chen & Yeh (2016) found in their research in Taiwan that parental involvement is key to children's academic success. Greater parental involvement in education correlates with higher academic achievement. Fadhilah, Handayani, and Rofian (2019) found that parents predominantly employ democratic parenting, followed by authoritarian, and least permissive. Authoritarian and democratic parenting styles contribute to good and sufficient learning motivation, while permissive parenting results in lower motivation. Research also shows that parenting style and parental involvement affect students' learning motivation.

This study is conducted at SMP Negeri 1 Pasir Sakti, East Lampung, for several reasons: (1) during the Covid-19 pandemic, parents gave less attention to their children, focusing more on earning money, which reduced the attention children received. A close parent-child relationship is crucial. The lack of parental attention negatively affects children's learning motivation, and (2) low learning motivation among seventh-grade students at SMP Negeri 1 Pasir Sakti is

indicated by several factors, including a lack of diligence in completing assignments, disinterest in independent learning, low enthusiasm for studying, and apparent laziness when receiving materials and tasks from teachers.

Purandina and Winaya (2020) argue that the pandemic presents an optimal opportunity for parents to engage in supervising their children during online learning. Parents who implement appropriate parenting styles will enhance their children's learning motivation. High learning motivation will support online learning during the COVID-19 pandemic. Harianti and Amin (2016) emphasize the importance of proper parenting styles in fostering motivation for learning, as it can influence the quality of student learning.

The hypothesis of this study is that there is a positive and significant effect of parenting style on children's learning motivation during the pandemic among seventh-grade students at SMP Negeri 1 Pasir Sakti, East Lampung.

## METHODOLOGY

This study utilized a quantitative approach. The population consisted of all seventh-grade students at SMP Negeri in East Lampung. The sampling technique employed was proportionate stratified random sampling. Proportionate stratified random sampling is used when the population has non-homogeneous and proportionally stratified members. In this technique, the population is grouped or categorized into strata.

The sample size was determined using Krejcie's guidelines with a 5% margin of error. Out of the total population of 140 students, a sample of 103 students was selected. The data used in this study were primary data. Data collection was conducted using a questionnaire. Validity was tested using Pearson Product Moment correlation, and reliability was assessed using Cronbach's Alpha. Prerequisite tests included normality and linearity tests. The research hypothesis was analyzed using simple linear regression analysis.

## RESULT AND DISCUSSION

### Result

#### Assumption Tests

##### Normality Test

The results of the normality test are presented as follows:

Table 1.

Variable	Sig	Description
Parenting	0.623	Normal
Learning	0.117	Normal
Motivation		

The normality test results in Table 1 show that the significance values are greater than 0.05, indicating that the data are normally distributed.

##### Linearity Test

The summary of the linearity test results is shown in the following table:

Table 2

Variable	Sig.
Parenting	0.145

The linearity test results show a significance value of 0.145, which is greater than 0.05, indicating that the data are linear.

##### Heteroscedasticity Test

The results of the heteroscedasticity test for the regression model in this study are presented as follows:

Table 3.

Variable	Sig.	Conclusion
Parenting	0.484	No Heteroscedasticity

Table 3 indicates that the significance value is greater than 0.05, suggesting that the regression model in this study does not exhibit heteroscedasticity.

##### Hypothesis Test

Simple linear regression was chosen as the data analysis technique, summarized as follows:

Table 4.

B	t	Sig	R <sup>2</sup>
0.576	4.823	0.000	0.342

The tcount value is 4.823; the significance value is 0.000, which is less than 0.05, and the

regression coefficient is positively valued at 0.576. The hypothesis stating that "There is a positive and significant effect of parental parenting style on children's learning motivation during the pandemic among seventh-grade students at SMP Negeri 1 Pasir Sakti, East Lampung" is accepted.

The  $R^2$  value obtained in this study is 0.342. This indicates that parental parenting style affects learning motivation by 34.2%, while the remaining 65.8% is influenced by other factors not included in this study.

### Discussion

The findings of this study demonstrate a positive and significant effect of parental parenting style on children's learning motivation among seventh-grade students at SMP Negeri 1 Pasir Sakti, East Lampung. Motivation is defined as an internal or external drive to achieve a specific goal (Masni, 2017; Oktiani, 2017). It can also be described as the force that sustains and directs learning activities, keeping individuals engaged in improving their academic performance to achieve desired objectives.

Learning activities require motivation, which stimulates enthusiasm for studying. Internal motivation is particularly crucial as it regulates behavior, while external motivation, especially from the family environment, also plays a role (Marisa, Firtiyanti, & Utami, 2018).

Parents need to provide a good parenting style to continuously enhance children's learning motivation and ensure their development aligns with their aspirations. It is essential for parents to consistently strive to provide the best for their children (Simanullang, Sipayung, & Silaban, 2020).

An appropriate parenting style positively impacts children's learning motivation by fostering a warm family relationship, creating an environment of happiness, and thus boosting the child's enthusiasm. When a child's abilities are combined with high internal and external motivation, the child will be more enthusiastic and persistent in their studies, leading to better academic outcomes. The study found that democratic parenting is

particularly supportive of high learning motivation (Marisa, Firtiyanti, & Utami, 2018).

Parental upbringing is a critical factor in encouraging students' learning motivation. The attitudes exhibited by parents significantly affect children. Parental support serves as a catalyst for learning enthusiasm. Parents who consistently show affection and dedicate time to their children help them develop strong learning desires. A child with high motivation will likely strive to perform well in school tasks. Parenting styles vary among parents, and these differences indirectly influence children's learning motivation (Srirahmawati, Putra, & Taufik, 2022).

This study's results are consistent with findings by Simanullang, Sipayung, and Silaban (2020), which show that students' learning motivation is greatly affected by parenting style. Additionally, Rohmaniyah, Khamdun, & Widiyanto (2020) found that parenting styles applied by parents enhance students' learning motivation.

### CONCLUSION

There is a positive and significant effect of parental parenting style on children's learning motivation during the pandemic among seventh-grade students at SMP Negeri 1 Pasir Sakti, East Lampung. Based on these findings, it is recommended that parents provide effective parenting and learning support to their children. The better the parenting style provided, the better the children's learning motivation will be.

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