

Research Article

The Influence of Parenting on Increasing Children's Learning Motivation at Madrasah Ibtidaiyah Darul Hikmah

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Abstract: This study was motivated by the phenomenon of low learning motivation among students, which is often caused by a lack of parental attention and excessive use of gadgets in daily life. The purpose of this research was to determine and analyze the influence of parenting patterns on student motivation at MI Darul Hikmah. The study employed a quantitative research design using a survey method involving 15 parents of third-grade students as respondents. Data were collected through questionnaires, interviews, observations, and documentation to obtain a comprehensive understanding of the parenting styles applied and their impact on children's learning motivation. The findings revealed that parental involvement, guidance, and consistent discipline play a crucial role in shaping students' motivation to learn. Statistical analysis showed that parenting patterns contributed significantly, accounting for 75% of the variation in student motivation, while the remaining 25% was influenced by other factors such as peer environment, teacher support, and internal student interests. These results emphasize the importance of harmonious communication and active participation of parents in guiding their children's academic growth. Overall, this research highlights that effective parenting characterized by warmth, attention, and support can significantly improve students' motivation and learning outcomes at the elementary school level.

Keywords: Elementary School; Learning Motivation; Parental Involvement; Parenting Style; Quantitative Research.

1. Introduction

Islamic Religious Education (PAI) is a compulsory subject at all levels of education and serves as a strategic means of guiding students to believe in, understand, and practice Islamic teachings through targeted guidance, teaching, and training activities (Majid & Andayani, 2016). In the National Curriculum, PAI is designed in line with the situation, conditions, and developmental stages of students, with the main mission of shaping a well-rounded personality so that they will become scientists who are faithful and pious and devote their knowledge for the benefit of the people. Consequently, PAI material must be delivered in a complete, comprehensive, and continuous manner for the formation of a lasting character throughout life.

The legal basis reinforces the obligation to provide PAI services: Article 13 of Law Number 20 of 2003 on the National Education System affirms the right of every student to receive religious education in accordance with their religion and taught by educators of the same religion; its implementation requires the integrated synergy of families, schools, and communities (Syahidin, 2017). At the operational level, PAI in schools is understood as a program for instilling Islamic values through learning processes inside and outside the classroom, packaged as an Islamic Religious Education subject.

The family is the first and primary environment for the transmission of knowledge, skills, and values from an early age; parents bear the responsibility from Allah SWT to care for, protect, and educate their children with love, while neglecting children's rights is a betrayal of that responsibility (Al-Hamd & Raqith, 2014). The phenomenon of deviant behavior, violence, and rudeness in children often stems from a weak foundation of religious and moral values instilled from an early age; therefore, the cultivation of positive character and the strengthening of spiritual intelligence must be important goals in the development of religious and moral values so that children have a "filter" to deal with outside influences (Salikunna et al., 2022).

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The concept of religiosity in children generally develops in an “authoritative” manner—heavily influenced by external factors such as the example set by parents and adults in the environment; obedience to religious teachings initially becomes a habit learned from home, while school is the second institution after the family (Asti, 2021). The reality at MI Darul Hikmah Agung Jaya shows that some children receive less attention from their parents, teaching methods in the classroom tend to be monotonous, and the use of gadgets without supervision reduces motivation to learn and opens access to content that is not in line with religious values; therefore, appropriate parenting patterns are needed to overcome these problems.

Quality family parenting patterns determine children's physical, cognitive, emotional, and psychosocial development, alongside congenital factors; the environment including nutrition and education has a strong impact on growth and development, so that parenting education is a solution for improving the quality of education from an early age (Murni, 2021). Parents need to be creative as the “center of creativity” for their children, but many still do not understand creative parenting (Asfandiyar & Yudha, 2016). At MI Darul Hikmah, the parenting program was initially unstructured, but it was later scheduled every six months with around 30 participants per session to improve parents' knowledge, attitudes, and skills, while strengthening the social-emotional bonds between parents, educators, and children. In line with this, parent education is defined as an effort to equip parents to be able to apply appropriate education at home (Latief et al., 2016), and according to the Ministry of Education and Culture, it is a school program to optimize the role of parents in child growth and development and to harmonize parenting knowledge and skills.

2. Preliminaries or Related Work or Literature Review

2.1. Parenting

Parenting is rooted in the word parent and refers to continuous family-based educational efforts through the activities of nourishing, guiding, and protecting children during their growth and development that is, the continuous parent-child interaction process that vitally influences children's lives (Yani et al., 2020). In early childhood, the parent-child relationship has already developed to such an extent that parenting style becomes the main vehicle for the internalization of inspiration, plans, general guidelines, and fields of study, which then have an impact on student achievement in school (Shahzad et al., 2023). Baumrind's framework explains parenting styles through two dimensions: demandingness support for autonomy, behavioral control, high expectations, monitoring, and discipline and responsiveness fulfillment of individual needs, warmth, communication, and attachment. A combination of high demandingness and high responsiveness (authoritative) is generally most beneficial compared to authoritarian or permissive styles (Aremu et al., 2019). Consistent with this, authoritative parents tend to foster higher academic/professional, emotional, and family self-esteem in students (Gracia & Serra, 2019), while findings on authoritarianism are mixed: there is a significant negative correlation between the father figure and adolescent self-esteem (Alsaiddi, 2021), but other studies report a positive correlation between authoritarian fathers/mothers and social self-concept without evidence of a predictive role, as well as the permissive impact of fathers predicting negative adolescent physical self-concept (Mowahed et al., 2020).

Apart from parents, teachers contribute significantly to students' academic outcomes and achievements as well as the formation of their self-concept, making home-school partnerships key to educational success (Alma et al., 2019). Islamic normative foundations emphasize the responsibility of parenting: the Qur'an reminds us not to leave the next generation in a state of weakness and commands piety and truthful speech (QS. An-Nisa:9), while the hadith emphasizes that every leader will be held accountable for those under their leadership—including their family (HR. an-Nasa'i).

The specific objectives of parenting include increasing parents' knowledge and skills in caring and nurturing based on Islamic character, synergizing family and institutional interests so that character building is continuous at home and at school, and strengthening parent-school bonds (Ulfiyah, 2016). In practical terms, parenting is parental control supervision, guidance, and assistance from parents throughout the developmental tasks towards adulthood as well as a factor that significantly shapes character because family education is the first and foremost for children (Wibowo, 2017). Collaboration between parents, teachers, and principals is crucial for children's social-emotional development; the quality and intensity of

parenting patterns influence children's behavior and attitudes, so teacher-parent support is needed to optimize growth and development (Aisyah et al., 2023; Firdausi & Ulfa, 2022). The ideal parenting concept combines children's education at school and at home; parenting education needs to be facilitated so that parents can carry out their role as primary educators while aligning it with school programs (Nurjannah, 2021). Three principles of parenting emphasize the position of children as subjects (not objects), the dialogical nature of parenting (reducing commands, increasing questions and answers and setting examples), and the involvement of the whole child (physical–cognitive–socio-emotional) (Yani et al., 2020). In practice, school programs for parents aim to equip them to implement appropriate education at home and align parenting knowledge and skills with learning at school (Latief et al., 2016).

The strengthening of family-based parenting programs in schools can be developed through the involvement of parents with teachers (increasing understanding of children's learning methods and behavior), parent consultation days with experts to discuss growth and development and current problems, and home visits to strengthen relationships, map family education patterns, and find solutions to problems (Latief et al., 2016). These initiatives aim to increase parental awareness, competence, and support so that children's learning experiences are consistent between home and school, while strengthening the social-emotional network between parents, educators, and children (Latief et al., 2016). Ultimately, families play a fundamental role in developing children's personalities and preparing them to interact with society through educational, protective, social, religious, biological, economic, emotional, and recreational functions while instilling values, traditions, skills, and behaviors (Marzuki, 2015; Syarbini, 2016; Ulfiah, 2016). In line with this, variations in parenting styles (authoritarian, permissive, democratic) have different consequences for children's social competence, independence, self-esteem, and behavior; the democratic style tends to produce better self-confidence, responsibility, and cooperation than other styles (Soetjningsih, 2012). Indicators of successful parenting can be seen in the partnership between parents and schools, regular communication about children's progress, planned home visits, and regular meetings to align perceptions of the program and report on children's development.

2.2 Learning Motivation

Motivation comes from the Latin word *movere* (to move) and is understood as an internal driving force that encourages, directs, and maintains behavior to achieve goals (Iskandar, 2013). In the context of learning, Mc. Donald defines motivation as a change in energy within oneself that is characterized by feelings and reactions towards a goal (Hamalik, 2017), while Winkels emphasizes all the psychological drivers that cause and ensure the continuity of learning activities (Iskandar, 2013). A systematic process of mutual assistance through face-to-face interaction and reciprocal relationships helps counselees recognize problems and solve them according to their potential, thereby making their learning drive more independent (Gulo et al., 2024). Practically speaking, learning motivation stems from internal and external factors the desire for success, encouragement, and a conducive environment and is closely related to interest; learning occurs optimally when children are interested and actively involved (Tabuaena & Pentang, 2021). Learners who are motivated to achieve tend to choose tasks that require personal responsibility with realistic but challenging targets, rather than relying on chance (Ayu et al., 2024). Thus, motivation functions as a driver, guide, and enabler of learning behavior intensity the stronger the motivation, the faster and more focused the learning effort (Hamalik, 2017).

Religious foundations reinforce the urgency of learning motivation: the Qur'an affirms that Allah elevates the status of those who believe and have knowledge (QS. Al-Mujadalah:11), and the hadith “*thalabul 'ilmi faridhah*” places the pursuit of knowledge as an obligation for every Muslim (HR. Ibnu Majah). From a synthesis of various definitions, learning motivation is a driving force that increases knowledge, skills, and experience, grows from the desire to understand, and directs interest so that students are serious about achieving. In the family sphere, parenting strategies are the source of motivation: positive discipline—which emphasizes a sense of belonging, encouragement, and empathy—is more effective in the long term than punishment, because parents can be both kind and firm (Carrol, 2021). Good motivation correlates with good learning outcomes; perseverance based on motivation leads to achievement (Hamalik, 2017). Therefore, the role of parents as reinforcers of interest and guides of learning behavior is crucial in everyday life.

At school, teaching styles that support autonomy student-centered, positive interpersonal tone increase intrinsic motivation and help internalize extrinsic motivation; warm teacher-student relationships mediate the influence of teacher motivation on student motivation (Reeve & Cheon, 2021). Intrinsically motivated teachers tend to build positive relationships and avoid neglecting students, resulting in a more motivating classroom climate. Characteristics of motivated students include being diligent, resilient, independent, showing broad interests, being able to defend their opinions, and enjoying problem solving (Sardiman, 2016). Types of motivation include intrinsic growing from within, related to learning needs/goals and extrinsic external encouragement that is still needed when the material is not yet interesting or its relevance is not yet realized (Dimiyati & Mudjiono, 2016). Factors that influence motivation include aspirations, abilities, physical and mental conditions, environment (family, peers, community), psychological dynamics (feelings, attention, willpower, memory), and teachers' efforts in learning (Dimiyati & Mudjiono, 2016).

For motivation to play an optimal role, the following principles need to be applied: motivation as a driver of activity, prioritizing intrinsic over extrinsic motivation, praise over punishment, alignment with learning needs, fostering optimism, and generating achievement (Djamarah & Zain, 2014). Motivation indicators that can be monitored include the desire to succeed, the drive to learn, hopes and dreams for the future, appreciation of the process, interesting learning activities, and a conducive learning environment (Uno, 2011). By synergizing the roles of family, teachers, and the environment, learning motivation can be managed as a consistent driving force towards academic achievement and character building.

3. Proposed Method

This study uses a quantitative method that emphasizes the collection of numerical data and statistical analysis to test the effect of parenting activities/parental patterns (X) on children's learning motivation (Y) at MI Darul Hikmah Agung Jaya, Banjar Margo (Arikunto, 2018; Sugiyono, 2022). The study was conducted from September to December 2024 with a population of 157 students and a purposive sample of 30 respondents from grade III: 15 parents and 15 students—this selection considered relevance, depth of information, and time and resource constraints (Ghozali, 2018). The main instrument was a Likert scale questionnaire (5 choices) compiled from the operational definition indicators of the variables, supplemented by structured interviews, observations, and documentation (Sugiyono, 2022). Data analysis used SPSS with simple linear regression, preceded by a validity test (corrected item-total correlation; calculated $r > 0.40$ and $> r\text{-table}$) and a reliability test (Cronbach's Alpha > 0.60). The classical assumption test included residual normality (distribution approaching a bell curve) and X–Y relationship linearity at $\alpha=0.05$ (Suliyanto, 2016). Hypothesis testing was conducted using the t-test (partial effect) and the coefficient of determination (R^2) to determine the proportion of variation in Y explained by X.

4. Results and Discussion

4.1 Data Quality Test

This test was conducted to examine the validity of each statement item in measuring the variable. The validity test in this study was conducted by correlating the score of each statement item given to respondents with the total score for all items. The correlation technique used to test the validity of the statement items in this study was the Pearson Product Moment correlation. If the correlation coefficient value of the statement item being tested is greater than the critical r of 0.4124, it can be concluded that the statement item is a valid construct. The results of the questionnaire validity test for the variables studied are presented in the following table:

Table 1.Validity Test Results.

R Value (X1)	R Value (Y)	R Table Value	Validity
0.836	0.659	0.4124	Valid
0.876	0.735	0.4124	Valid
0.792	0.722	0.4124	Valid
0.883	0.760	0.4124	Valid
0.876	0.755	0.4124	Valid
0.822	0.703	0.4124	Valid
0.811	0.705	0.4124	Valid
0.879	0.720	0.4124	Valid
0.878	0.644	0.4124	Valid
0.878	0.604	0.4124	Valid

Based on the table above, it can be said that all indicators used to measure the variables in this study have a correlation coefficient greater than the r table value of 0.4124. Thus, all indicators are declared significant. After that, a reliability test was conducted.

The reliability test was conducted on the statement items included in the valid category. The reliability test was conducted by testing the instrument once and then analyzing it using the Cronbach's alpha method. The questionnaire is considered reliable if the reliability coefficient is positive and greater than 0.6. The results of the reliability test are as follows:

No	Variabel	Cronbach Alpha	Keterangan
1	X	0,957	Reliabel
2	Y	0,882	Reliabel

The results of the above study show that all variables have a Cronbach Alpha that is large enough, above 0.6, so it can be said that all measurement concepts for each variable in the questionnaire are reliable. Therefore, the items in each variable concept are suitable for use as a measuring tool.

4.2. Classical assumption test

4.2.1 Normality Testing

The normality test aims to determine whether a data distribution is normal or not. This normality test is used using the Kolmogorov-Smirnov One-Sample Kolmogorov-Smirnov Test as shown in the table below:

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		15
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	3.15934248
Most Extreme Differences	Absolute	.120
	Positive	.080
	Negative	-.120
Test Statistic		.120
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.

From the results in the table above, it can be seen that the research variable has a value > 0.05 , namely 0.200, so it can be concluded that the research data is normally distributed.

4.2.2 Linearity Testing

The linearity test is used to determine whether the model specifications used are correct or not. The linearity test provides information on whether the empirical model should be linear, quadratic, or cubic. The linearity test used in this study is the Lagrange multiplier test. The purpose of estimation using this test is to obtain the calculated x^2 value or $(n \times r^2)$. The results of the linearity test are shown in Table below:

	Sum of Squares	Mean Square	F	Sig.
Deviation from Linearity	86.055	12	7.171	0.514

Based on Table , it can be seen that the Sig. Deviation From Linearity value is greater than Alpha ($0.514 > 0.05$). Therefore, it can be concluded that the relationship between parenting styles and increased learning motivation is linear.

4.3 Hypothesis Testing

Partial hypothesis testing can be performed to determine the effect of each independent variable on the dependent variable. If the sig value is < 0.05 , then the proposed hypothesis is accepted or H_0 is rejected and H_a is accepted.

Effect	t _{calculated}	t _{table(n-2;α0,05)}	Condition	Conclusion
X ₁ ke Y	8.305	2.069	t _{calculated} > t _{table} (0,000 < 0,05)	H ₀ was rejected and H _a was accepted

Based on the hypothesis test above, the calculated tvalue for the Parenting Style variable is greater than the ttable value with a significance level much smaller than 0.050. Therefore, the hypothesis that “Parenting Style has a positive effect on Learning Motivation at MI Darul Hikmah” is accepted.

4.4 Testing the Coefficient of Determination

The coefficient of determination (R^2) is a statistical measure used to indicate how much of the variation (change) in the dependent variable (Y) can be explained by the independent variable (X) in the regression model. The results of the coefficient of determination test in this study are shown in the following table:

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.866 ^a	.750	.739	3.227

a. Predictors: (Constant), Pola Asuh

The table above shows the strength of the influence of parenting style variables on learning motivation. The calculation results obtained were $R = 0.866$ and a coefficient of determination of $R^2 = 0.750$ or 75%. The magnitude of the coefficient of determination indicates that 75% of the change in the Learning Motivation variable is influenced by Parenting Style, while the remaining 25% is influenced by other factors that the author did not examine.

4.5 Discussion

The results of the analysis show a strong relationship between parenting styles and learning motivation: $R = 0.866$ with $R^2 = 0.750$, which means that 75% of the variation in learning motivation is explained by parenting styles, while 25% is explained by other factors. The partial t test shows t-count $>$ t-table and sig < 0.05 , so the hypothesis “parenting has a positive effect on learning motivation” is accepted. These findings are in line with the study by Harahap (2024)(Harahap, 2024), which reported a very high correlation ($r = 0.985$) and normally distributed data ($L_count = 0.14133 < L_table = 0.161$), as well as, who also found a positive relationship between parenting and learning motivation in online learning. Conceptually, the coefficient of determination (R^2) is between 0–1; $R^2 = 1$ indicates perfect prediction by the independent variable and $R^2 = 0$ indicates no explanation of the dependent variable.

Theoretically, parenting is the attitude of parents in managing, guiding, nurturing, and educating children the first medium of socialization that determines the physical–mental development, moral behavior, and character of children (Elan & Handayani, 2023; Nada et al., 2023; Nafi'ah & Ernawati, 2020). Self-learning is characterized by changes in capabilities (knowledge, attitudes, skills) as a result of a process (Winkel, 2016), and motivation is a prerequisite for success, the more appropriate the motivation, the more optimal the learning outcomes (Andriani & Rasto, 2019), while learning habits also support achievement (Jannah et al., 2021). Constraints in implementing parenting patterns include limited understanding of the material by parents (Mahakena, 2023), time, patience, and gadget addiction (Fadhilah et al., 2019). therefore, it is recommended to have good communication with parents, negotiate, spend time with children, modify parenting patterns, and agree on one core rule so that children's learning motivation can be maintained consistently (Fadhilah et al., 2019).

5. Conclusions

Based on the results of the hypothesis test, the calculated t value for the parenting style variable is greater than the table t value with a significance level well below 0.050, so the hypothesis “parenting style has a positive effect on learning motivation at MI Darul Hikmah” is accepted. In the learning process, learning habits are also a determining factor; there are still many students who are not accustomed to studying regularly, even though good habits will make it easier for them to acquire knowledge. In line with this, parenting styles can influence students' learning motivation: good parenting has a positive impact on children's development, including teaching social skills, providing space for play and exploration, establishing healthy daily routines, and setting a good example for children..

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