

The Influence of Parenting Patterns on Learning Motivation of High School Students

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ABSTRACT

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Parenting patterns practiced by parents towards their children are based on the parents' profession. This solely arises because of the activities and habits carried out. However, it is not confident that the parenting patterns received by children can increase children's motivation to learn. Therefore, a study was conducted that formulated the problem of how the relationship between parenting patterns and children's learning motivation in high school. This study uses quantitative research methodology, with the sample conducted on 27 students from the Office Administration class, 19 from the Accounting class, 20 from the Light Vehicle Automotive Engineering 1 class, and 18 from the Light Vehicle Automotive Engineering 2 class at SMK Playen Yogyakarta. The results of this study indicate that parenting patterns significantly affect student learning motivation at a confidence level of 95%. If parenting patterns increase by 1 point, learning motivation will increase by 0.321 points.

Keywords: *Parenting Patterns, Learning Motivation, High School Education*

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INTRODUCTION

Education is one of the most essential elements in the progress of a nation, namely for the development of human resources. The future of a nation, in general, will be determined by its educational process therefore as the next generation of the government should achieve the highest possible education. According to Hasbullah in his book Basics of Education Science, There are at least three educational centers that can function as educational institutions, namely family, school, and society (Syafri & Zen, 2019). The three are inseparable in overseeing the education process. Parents should not take their hands of educating their children for any reason. All three must complement, complement and perfect each other because the educational process cannot be limited to a certain time and space (Gratz, Nation, Schools, Studies, & 2006, n.d.). School education is a continuation of parental or family education. Therefore, the role of the teacher is only as a successor to the educational process that has been initiated and takes place in a family, so even though it is not systematic, children have

acquired the knowledge and habits instilled by family parents (Wainwright & Marandet, 2017).

Education can be obtained anywhere, at school, in the community and in the family. However, the most basic education is the education obtained in the family (Casanova, Educação, & 2021, n.d.). As the smallest community of society, the family has an important and strategic meaning in the development of the wider community of society. Harmonious family life needs to be built on the basis of a conducive interaction system so that education can take place properly (Ferdian Utama, 2017). Therefore, good parenting is needed from parents towards their children.

Linguistically, parenting consists of two words, namely "pattern" and "parenting". Pola is a form, an order of things, while fostering means an educational attitude. Parenting is an activity that is carried out in an integrated manner over a long period of time by parents to their children, with the aim of guiding, fostering and protecting children (Kartikawati, Roni, Purwanti, & Islam Negeri Raden Intan Bandar Lampung, 2022). The meaning of integrated parenting is parenting that is carried out jointly by both parents. There is no difference in attitude between father and mother. For high school age, where this period coincides with adolescence which attracts a lot of attention, parents should provide the proper parenting because students who are at this time need motivation in learning, both intrinsic and extrinsic motivation.

Motivation and learning are two things that influence each other. Learning is a relatively permanent behavior change and potentially occurs due to practice or reinforcement based on goals to achieve specific goals (Whitaker, Graham, Severtson, Furr-Holden, & Latimer, 2012). Meanwhile, motivation can be the overall driving force within a person that gives rise to learning activities, which ensures the continuity of learning activities and gives direction to learning activities so that the goals desired by the individual can be achieved (Wigfield, Faust, Cambria, & Eccles, 2019). Children who have learning motivation will be able to spend more time studying and be more diligent than those who lack or have no learning motivation at all. Students get results from learning according to the effort they put in. After students get motivation in their learning, their achievement will indirectly increase, but in reality, many students have decreased motivation to learn, which also affects their achievement (Alzahrani, Alharbi, & Alodwani, 2019).

Based on data in the field during observations at SMK Muhammadiyah 2 Playen Gunung Kidul, it shows that some of these students have less motivation to learn. This can be seen when learning takes place. Some students show less interest in the learning process. Students prefer to disturb their friends rather than pay attention to the lesson. When given an assignment, students also do not immediately work on the assignment given. However, in contrast to the observations made in class X Office Administration, the results show that some students have good motivation. This can be seen when the teacher explains the lesson, students listen and pay attention when given assignments, and they do and collect on time and seen from learning achievement by comparing the daily test scores of class X Administration students have higher scores than class X TKR2.

The explanation above shows that the learning motivation of grade X students at SMK Muhammadiyah 2 Playen Gunung Kidul is different. The changing motivation of students to learn becomes difficult to guess because various factors influence the motivation of students to learn, and the potential of each student is different. Therefore, other ways are needed to develop their potential. One of the factors that influence this learning motivation is family (Wijaya & Bukhori, 2017). This aligns with

Elizabeth B. Hurlock's opinion that one parent and another provide different parenting patterns in guiding and educating their children. From different family backgrounds, it will form different parenting patterns, and it is predicted that different parenting patterns will affect student motivation in learning (B. Hurlock, 2010). Therefore, parents must be very careful in choosing the treatment imposed on their children, both related to education, encouragement, gifts, punishment, and daily communication patterns, because all of them will form specific patterns that shape and have a very big influence on children (Hermino & Arifin, 2020).

There are several research results that are relevant and related to the influence of parenting patterns, among others: The first research is a thesis written by Amir Mukmin, with the title "Parenting Patterns in Fostering Children's Religiosity". It is stated that children educated with democratic parenting tend to have better religiosity and have a high awareness of carrying out religious activities than children who are educated with permissive or authoritarian parenting. However, few parents still practice this democratic parenting with their children. The second research is a thesis written by Muhammad Zakaria, with the title "Parenting Patterns in Fostering the Ability to Read and Write Al-Qur'an in Children (Case Study in Dusun Paleman Baru RT 33A, Rejowinangun, Kotagede, Yogyakarta)". The results of this study show that the residents of Peleman Baru RT 33A pay less attention to fostering their children to be able to read and write the Koran. Parents' knowledge about religion also influences providing parenting to their children.

This research has similarities with the research above, namely parenting, but in this case, the author relates the influence of parenting on student learning motivation. Learning motivation has an essential meaning for a student. Motivation as part of students (internal factors), including learning motivation, namely encouragement that fosters the desire/effort to carry out learning activities. Because it is possible that some students have motivation and some are not motivated to learn. In this study, the authors want to know how the type of parenting given to class X students is, and whether parenting has an effect on student learning motivation, if it has an effect, how much influence it has.

So it is clear that parents play an essential role in shaping children's thinking patterns and skills. A child is likened to a blank paper, and what the child will become depends on how the parents fill in the blank paper (Gratz, Nation, Schools, Studies, & 2006, n.d.). Positive parenting patterns will have a good impact on child development, and vice versa, bad parenting patterns will also have a bad impact on child development (Carroll, 2022). So that parents must be cautious in choosing the treatment imposed on their children, both related to education, suggestions, gifts, punishments, and daily communication patterns. Because all of them will form into certain patterns that shape and greatly influence children.

Parenting patterns are significant to consider in guiding and educating their children. Its existence is an integral part of the educational process intending to equip children in solving all life problems they face, whether personal, group or school, to form a noble personality, following what they aspire to, namely becoming a child who is devoted to parents, religion, nation and state. Based on the background of the problem above, the problem formulation in this study is as follows: How is the type of parenting pattern on grade X students at SMK Muhammadiyah 2 Playen Gunung Kidul? Is there an influence of the type of parenting on the learning motivation of grade X students at SMK Muhammadiyah 2 Playen Gunung Kidul? How much

influence do the types of parenting patterns have on the learning motivation of grade X students at SMK Muhammadiyah 2 Playen Gunung Kidul?

METHOD

The type of research conducted at SMK Muhammadiyah 2 Playen Gunung Kidul is quantitative research, which according to Sembodo Ardi Widodo quantitative research is "research that emphasizes more on quantitative data collection (data in the form of numbers) and uses statistical analysis as the basis for data exposure, data analysis and hypothesis testing and conclusion making." This research is based on previously proposed hypotheses, so quantitative research is used to prove previously proposed hypotheses using statistical analysis (John W. Creswell, 2015). This type of research is included in the type of field research (Field Research).

Samples taken from the population must be truly representative (representative)." For this reason, the sampling technique uses a random sample technique (random), because the researcher mixes the subjects in the population so that all subjects are considered the same (Sugiyono, 2017). In this study, which is included in the sample is part of class X students of SMK Muhammadiyah 2 Playen Gunung Kidul. The total population was 107 people. The researcher determined the sample in this study using the following formula:

$$n = \frac{N}{N.d^2+1} = \frac{107}{107.0,0025+1} = \frac{107}{1,2675} = 84,41 = 84$$

n = Number of sampel

N = Number of populasi

d= precision (set at 5% with a confidence level of 95%)

Of the total population of 107, 84 samples will be taken as respondents. Determination of the number of samples for each class can be calculated by means of:

$$\text{ADP} = 34/107 \times 84 = 26,69 = 27$$

$$\text{AKT} = 24/107 \times 84 = 18,84 = 19$$

$$\text{TKR 1} = 26/107 \times 84 = 20,41 = 20$$

$$\text{TKR 2} = 23/107 \times 84 = 18,05 = 18$$

So the number of samples that will be used as research includes 27 students from the Office Administration class, 19 from the Accounting class, 20 from the Light Vehicle Automotive Engineering 1 class, and 18 from the Light Vehicle Automotive Engineering 2 class. The data collection technique in this study was to use a questionnaire technique. Questions are given to others with the intention that the person assigned will respond according to the user's request." The questionnaire in this study aims to find out data about parenting patterns on the learning motivation of grade X students at SMK Muhammadiyah 2 Playen Gunung Kidul Yogyakarta. Then documentation is carried out as complementary data. The data analysis is used to process data to produce the proper conclusion. The research used in this study includes descriptive analysis, prerequisite analysis testing, and hypothesis testing using simple linear regression analysis.

RESULT AND DISCUSSION

The research data consists of the independent variable, namely parenting style (X), and the dependent variable, namely learning motivation of grade X students at SMK Muhammadiyah 2 Playen Gunung Kidul Yogyakarta (Y). To describe and test the effect of the independent and dependent variables in this study, this section will present a data description of each variable based on data obtained from the field. The following data description presents data information including mean, median, mode and standard deviation of each variable. The data description of each variable in detail can be seen in the following description:

Parenting Variables

The data on the Parental Parenting variable was obtained from a questionnaire given to the respondents, as many as 84 students at SMK Muhammadiyah 2 Playen Gunung Kidul Yogyakarta. In knowing the type of parenting pattern applied to class X students at SMK Muhammadiyah 2 Playen Gunung Kidul Yogyakarta, first, find the average and standard deviation. The analysis above shows that the average is 30.34 and the standard deviation is 4.590.

Based on the norm reference, determining the mean or ideal average uses the following formula:

$$X \text{ Ideal} = 1/2 (\text{Highest Score} + \text{Lowest Score})$$

Known: Number of items 12 with scores 1-4

$$\text{Lowest score (ideal)} = 12 \times 1 = 12$$

$$\text{Highest score (ideal)} = 12 \times 4 = 48$$

$$\begin{aligned} \text{Ideal } X &= 1/2 (\text{Highest score} + \text{Lowest score}) \\ &= 1/2 (48+12) \\ &= 30 \end{aligned}$$

$$\begin{aligned} SD_i &= 1/6 (\text{Highest score} - \text{Lowest score}) \\ &= 1/6 (48 - 12) \\ &= 6 \end{aligned}$$

Based on the above calculations, parenting patterns can be categorized into 3 types, namely:

$$\begin{aligned} \text{Authoritarian} &= < (X_i - 1SD_i) \\ &= < (30-6) \\ &= < 24 \end{aligned}$$

$$\begin{aligned} \text{Democratic} &= (X_i - 1SD_i) \text{ up to } (X_i + 1SD_i) \\ &= 24 \text{ to } 36 \end{aligned}$$

$$\begin{aligned} \text{Permissive} &= > (X_i + 1SD_i) \\ &= > (30+6) \\ &= > 36 \end{aligned}$$

After knowing the type of variable X, the next step is to classify the raw score of variable X. The results of this study indicate that students who are raised using authoritarian parenting types are 7 people (8.34%), democratic parenting types are 72 people (85.71%), and permissive parenting types are 5 people (5.95%). So it can be concluded that the tendency of the type of parenting given by parents in class X

students at SMK Muhammadiyah 2 Playen Gunung Kidul Yogyakarta is a democratic type of parenting.

Learning Motivation Variable

Before knowing the level of learning motivation of class X students at SMK Muhammadiyah 2 Playen Gunung Kidul Yogyakarta, as many as 84 students have been tested through questionnaires, based on the variable data obtained, first find the average and standard deviation. The analysis above shows that the average is 30.96 and the standard deviation is 3.612.

Based on the norm reference, the determination of the ideal mean or average uses the following formula:

$$X_{Ideal} = 1/2 (\text{Highest Score} + \text{Lowest Score})$$

Unknown: Number of items 10 with scores 1-4

$$\text{Lowest score (ideal)} = 10 \times 1 = 10$$

$$\text{Highest score (ideal)} = 10 \times 4 = 40$$

$$\begin{aligned} \text{Ideal } X &= 1/2 (\text{Highest score} + \text{Lowest score}) \\ &= 1/2 (40+10) \\ &= 25 \end{aligned}$$

$$\begin{aligned} SD_i &= 1/6 (\text{Highest score} - \text{Lowest score}) \\ &= 1/6 (40 - 10) \\ &= 5 \end{aligned}$$

Based on the above calculations, student learning motivation can be categorized as follows:

Less	$= < (X_i - 1SD_i)$ $= < (25-5)$ $= < 20$
Fair	$= (X_i - 1SD_i) \text{ to } (X_i + 1SD_i)$ $= 20 \text{ to } 30$
Good	$= > (X_i + 1SD_i)$ $= > (25+5)$ $= > 30$

After knowing the category of variable Y, the next step is to classify and categorize the raw score of variable Y.

Based on the data obtained, 48 people (57.14%) had learning motivation in the excellent category. The frequency of Learning Motivation in the excellent category was 36 people (42.86%). Respondents who scored learning motivation in the poor category were 0 people (0%). So from these data, it can be concluded that the frequency tendency of learning motivation of class X students at SMK Muhammadiyah 2 Playen Gunung Kidul Yogyakarta is in an excellent category. From the regression analysis results, the parenting variable significantly affects student learning motivation at a confidence level of 95%. If parenting patterns increase by 1 point, learning motivation will increase by 0.321 points. This study's results align with the theory expressed by Muhibbin Syah in his book *Psychology of Learning*, which says that one of the factors that influence

learning motivation is family, which in this case is parenting. The nature of parents towards children, family management practices, tension in the family, can all have a good or bad impact on student learning activities.

The above opinion is in accordance with the findings obtained from the field, because researchers found that parenting patterns have an influence and correlation on student learning motivation. The magnitude of the influence of parental parenting on student learning motivation at SMK Muhammadiyah 2 Playen Gunung Kidul Yogyakarta is 16.6%. While the other 83.4% is influenced by other factors not examined in this study. Therefore, parents should be the main educators in a child's life, providing guidance and direction that will later become provisions for a child in facing life. School education is basically a continuation of parental or family education (Abdullaevich & Shokhnoza Abdurazakovna, n.d.). Therefore, the role of the teacher is only as a successor to the educational process that has been initiated and takes place in a family, so that even though not systematically, children have acquired the knowledge and habits instilled by family parents (Colosi, extension, 2003, n.d.).

Parents play a very important role in increasing children's learning motivation, both intrinsic and extrinsic. Intrinsic motivation relates to how parents provide parenting patterns in making children aware of the link between learning and becoming a knowledgeable person. Parents who apply such a parenting pattern, children will have great responsibility, especially in completing lesson assignments at madrassas, being able to take the initiative and be creative in working on questions and assignments given by the teacher. In addition, students can also achieve good achievement if they have good learning motivation. The facts in the field also show that the parenting patterns used by parents in educating their children in class X SMK Muhammadiyah 2 Playen Gunung Kidul tend to be democratic parenting patterns. From the data analysis, it was found that parents who used authoritarian parenting were 7 students, and those who used democratic parenting were 72 students, while those who used permissive parenting were 5 students.

The above results are in accordance with the opinion expressed by Elizabeth B. Hurlock that one parent and another provide different parenting patterns in guiding and educating their children. From different family backgrounds, it will form different parenting patterns and it is predicted that different parenting patterns will affect student motivation in learning. Therefore, parents must be very careful in choosing the treatment given to their children, both related to education, encouragement, gifts, punishment, and daily communication patterns. In the education process, parenting patterns are very important to pay attention to in guiding and educating their children with the aim of equipping children in solving all life problems they face, whether personal, group or school, so that the child is formed a noble person, in accordance with what he aspires to, namely becoming a child who is devoted to parents, religion, nation and state.

CONCLUSION

Based on the results of data processing and data analysis, the researcher can conclude that the researcher's findings are that the type of parenting used by parents in class X at SMK Muhammadiyah 2 Playen Gunung Kidul Yogyakarta tends to be democratic parenting. This is indicated by the results of the calculation, namely, it is known that parents who use authoritarian parenting types are 7 students, and those who use democratic parenting types are 72 students, while those who use authoritarian parenting are only 5 students. Parenting patterns have a significant positive influence on student learning motivation at SMK Muhammadiyah 2 Playen Gunung Kidul Yogyakarta. This is indicated by the results of correlation calculations with a significance value of 0.000 which is smaller than 0.05 at 95% confidence. While the relationship that occurs between parenting patterns and student learning motivation based on the results of the correlation calculation is obtained a correlation value of 0.408. Based on the calculation of r^2 shows (0.166). This value means that the parenting pattern variable can only explain 16.6% of changes in student learning motivation variables. While 83.4% cannot be explained by the variable use of parenting patterns. This means that there are still other variables or factors not examined in this study that may have an influence on student learning motivation.

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