# The Influence of Parenting Patterns on Student Learning Motivation at MTs Fadhilah Pekanbaru

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**Abstract**
This research is motivated by the phenomenon of low student motivation caused by the parents' parenting role. This study aims to determine whether there is an influence of parenting style on students' learning motivation at MTS Fadhilah Pekanbaru. This study uses a quantitative descriptive method, where the data collection instrument used is a questionnaire with a total of 30 item statement items distributed to 51 respondents. Based on the results of statistical calculations, Fcount (41.546) > Ftable (4.04) means that Ha is accepted. Based on the results of the acquisition linear regression equation, namely Y = 10.828 + 0.609X, it means that if the parenting style (X) has increased by 1, then student learning motivation (Y) has increased by 0.609. So that it can be interpreted from the results of the F test that there is an influence between the X variable on the Y variable, meaning that Ha is accepted, namely: There is an influence of parenting style on student learning motivation at MTS Fadhilah Pekanbaru.
**Keywords:** Parenting Pattern, Student Learning Motivation, MTS Fadhilah Pekanbaru

## INTRODUCTION

Education aims to direct and develop human potential and personality to revive a sense of humanity and become a human being who is useful for other human beings. Many people think that education is sufficient only at school because school is a form of formal education, even though informal education is just as important. Informal education that comes from the family environment should not be ignored because that is one of the main tasks of parents. This education is known as parenting or parenting. In the context of educational psychology, parenting styles will influence, increase, decrease, and help children's learning motivation. Every parent has a variety of parenting styles. It is known that there are three types of parenting styles applied by parents, namely authoritarian, democratic, and permissive. Each of these types of parenting certainly has a different impact on children, in terms of Ayun's opinion (2017: 105), starting from the child's attitude, intelligence, and personality.

According to Santrock (in Permatasari & Makarim, 2020: 198-199) there are three types of parenting styles, namely as follows:

1. Authoritarian Parenting. Authoritarian parenting is a parenting style that implements an approach that imposes wishes by parents on children, as revealed by Yuliastuti et al., (2020: 521). Usually parents put more emphasis on forming a child's personality by setting an absolute standard that must be obeyed. Parents with this authoritarian parenting style tend to act as controllers and supervisors, always impose their will on children, find it difficult to accept suggestions or responses from children, and discipline through rules that are quite harsh on children.

2. Democratic Parenting. Democratic parenting is a type of parenting that applies the formation of the child's personality by prioritizing the rational interests of the child. This

type of parenting promotes common interests for the good of the child through democratic considerations by parents.

3. Permissive Parenting. Permissive parenting is a parenting style that builds a child's personality by providing broad opportunities to children without sufficient control from their parents. Usually parents rarely control children, do not maximize their rights in making rules, leave children with their own free choices, and do not apply punishment to children, and even tend to rarely give punishment and guidance.

Each student has different characteristics of motivation to learn. As for the opinion of Hamzah B. Uno (in Elmirawati, 2013: 108) there are several indicators of learning motivation, namely: a.) There is desire and desire to succeed; b.) The existence of encouragement/motives and needs in learning, a sense of need to gain knowledge and results in learning makes students work diligently in learning; c.) There are hopes and aspirations for the future, with the hope that students will try their best to achieve their goals; d.) There is an appreciation in learning, the award given will bring up self-confidence so that students are more motivated to further improve their learning.

During the pre-research period, the researchers made observations of the process of learning activities in each class on Civics subjects by observing students' learning behavior, the school environment, and the teacher's way of teaching. From the observations it was found that the school has a comfortable environment for learning, teaching methods and teacher treatment of students are evenly distributed, there are no gaps in paying attention to students. But most of the students showed motivation to learn which tends to be low. This was observed from the way students studied who liked to play games, fall asleep, disturb friends, do other things outside the learning context, did not pay attention to the teacher, and were not serious in doing the assignments given.

The researcher then interviewed several students who had been observed from each class to find out the factors that influenced their learning motivation. Of the intrinsic and extrinsic factors (family factors, social factors, environmental factors) that affect motivation to learn, most of the students stated that the relationship with parents has an important influence on motivation to learn at school. This can be seen from the tendency of their answers to questions about the role of their parents in the learning process at school, how parents pay attention to school needs, parental affection in creating a sense of enthusiasm, and the way parents educate and care for them, in fact dominates the answers. students compared to intrinsic factors, social factors and environmental factors. Some of the students interviewed mentioned that their parents sometimes didn't really care about their learning development at school, strict parental supervision, and the lack of the role of parents who paid attention to and guided them in learning, which were the characteristics mentioned by the students. This student leads to the characteristics of permissive and authoritarian parenting.

Like the research conducted by Desi Permatasari and Chodidjah Makarim in the journal entitled "Relationship between Parenting Parents and Class VIII Students' Learning Motivation at Bahrul Ulum Middle School, Bogor City", in 2020 that there is a significant influence between parenting style and children's learning motivation. The average parenting style applied is democratic parenting, which is marked by the parents' acknowledgment of the child. Researchers revealed that from the results of the parenting questionnaire in class VIII students was influenced by age, family economic status, as well as educational and cultural status. As for Tawsif Khan and Muhammad Ilyas in the IOSR Journal of Humanities and Social Science entitled Role of Authoritative and Authoritarian Parenting Styles in Academic

Motivation Among Students, 2020 concluded that democratic parenting has a significant role in high student academic motivation, while parenting authoritarianism produces children who are independent, more mature, but as a result, the motivation to learn these children has decreased significantly.

Based on the background above, the formulation of the problem in this study is "Is There an Influence of Parenting Patterns on Student Learning Motivation at MTS Fadhilah Pekanbaru". The purpose of this study based on the formulation of the problem is to determine whether or not there is an influence of parenting patterns on student learning motivation at MTS Fadhilah Pekanbaru.

**RESEARCH METHODS**

This research was conducted using the Quantitative Descriptive research method which was carried out at MTS Fadhilah Pekanbaru, held from October 2022 to January 2023. The population in this study were all students of MTS Fadhilah Pekanbaru consisting of 340 students. Sampling was 15% of the population because the subjects were greater than 100 (Arikunto, 2017: 173) so the samples taken were 51 respondents from grades 7, 8 and 9 consisting of 11 groups using the stratified sampling technique. Data collection through the distribution of questionnaires containing 30 statements. To test the hypothesis of this study, the F-test was used by comparing Fcount and Ftable at a significance level of 5% with the stipulation that if Fcount > Ftable then H0 is rejected and Ha is accepted (Sugiyono, 2015: 96).

**RESEARCH RESULTS AND DISCUSSION**
**Research Result**

Santrock (in Permatasari & Makarim, 2020:198-199) reveals that parenting styles consist of three, namely authoritarian, democratic, and permissive parenting styles. Parenting as a variable X consists of 16 statements. To find out how the parenting style of students' parents based on respondents' answers through a questionnaire, the following results were obtained:

**Table 1. Recapitulation of Variable X**

| No | Indicator | SS | | S | | KK | | TP | |
|----|-----------|----|----|---|---|----|----|----|----|
| | | F | % | F | % | F | % | F | % |
| 1 | Authoritarian Parenting | 16 | **31%** | 19 | **37%** | 12 | 24% | 4 | 8% |
| 2 | Democratic Parenting | 8 | **16%** | 22 | **43%** | 7 | 14% | 14 | 27% |
| 3 | Permissive Parenting | 8 | **16%** | 27 | **53%** | 10 | 20% | 6 | 12% |
| | Total | 32 | 63% | 68 | 133% | 29 | 58% | 24 | 47% |
| | Average | 11 | **21%** | 23 | **44%** | 10 | 19% | 8 | 16% |

Source: Processed Data 2023

Based on the table above, the data shows that 68% of parents apply authoritarian parenting, 59% of parents apply democratic parenting, and 69% of parents apply permissive parenting. In the recapitulation table, among the three indicators, it is found that permissive parenting has the highest percentage, namely 69%, meaning that statistically students' parents apply more permissive parenting.

Based on the benchmarks described in chapter three, the results obtained in the data recapitulation above according to Arikunto (2017: 220) are (SS + S) (21 + 44 = 65%). Thus it can be concluded that parenting style has a strong role in the child's learning process. Hamzah B. Uno (in Elmirawati, 2013: 108) mentions indicators of learning motivation consisting of awareness of the desire and desire to succeed, the urge and need for learning, as well as the presence of hope, future aspirations, and appreciation in learning. This Y variable has 14

statements in the questionnaire. Then to see how the learning motivation of MTS Fadhilah Pekanbaru students can be seen in the description below:

**Table 2. Variable Y summary**

| No | Indikator | SS | | S | | KK | | TP | |
|----|-----------|----|----|----|----|----|----|----|----|
| | | F | % | F | % | F | % | F | % |
| 1 | Awareness of passion and desire to succeed | 11 | **22%** | 16 | **31%** | 16 | 31% | 8 | 16% |
| 2 | There is a drive and a need to learn | 8 | **16%** | 22 | **43%** | 12 | 24% | 9 | 18% |
| 3 | There is hope, future aspirations, and appreciation in learning | 19 | **37%** | 14 | **27%** | 15 | 29% | 3 | 6% |
| | Total | 38 | 75% | 52 | 101% | 43 | 84% | 20 | 40% |
| | Average | 13 | **25%** | 17 | **34%** | 14 | 28% | 7 | 13% |

Source: Processed Data 2023

Based on the table above, the data shows that 53% of students have an awareness of the desire and desire to succeed, 59% of students have an urge and need to learn, and 64% of students have hopes, future aspirations and appreciation for learning. In the recapitulation table it can be seen that students dominate the answers to the third indicator, namely having hopes, future aspirations and appreciation in learning as much as 64%. Based on the benchmarks described in the previous chapter, the results obtained in the data recapitulation above are Arikunto (2017: 220), namely (SS + S) (25 + 34 = 59%). Thus it can be concluded that students' learning motivation is at a high level.

## Data Analysis Requirements Testing
## Normality Test

The normality test is used to assess the distribution of data in population data or variables that are normally distributed or not. For this reason, the One Sample Kolmogrov-Smirnov test was used with the help of IBM SPSS 23. The data can be declared normally distributed if the significance is more than 0.05 or 5%.

**Table 3. Normality Test**

| One-Sample Kolmogorov-Smirnov Test | | |
|---|---|---|
| | | **Unstandardized Residual** |
| N | | 51 |
| Normal Parameters[a,b] | Mean | ,0000000 |
| | Std. Deviation | 5,04974086 |
| Most Extreme Differences | Absolute | ,055 |
| | Positive | ,055 |
| | Negative | -,040 |
| Test Statistic | | ,055 |
| **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. | | |

Source: Processed Data 2023

Based on the table above, it shows the results of the data normality test with IBM SPSS 23 based on the One Sample Kolmogrov-Smirnov test taking into account the number in the Asymp.Sig column of 0.200. This shows that the significant value (0.200) > 0.05 means that the data obtained is normally distributed. Therefore, all variables are statistically normally distributed and suitable for use as research.

**Linearity Test**

The linearity test is a test used to determine whether the two variables tested have a linear relationship or not significantly. The linearity test in this study was Linearity Deviation using IBM SPSS 23.

**Table 4. Linearity Test**

| ANOVA Table | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | | Sum of Squares | df | Mean Square | F | Sig. |
| Learning Motivation *Parenting | Between Groups | (Combined) | 1838,539 | 24 | 76,606 | 3,849 | ,001 |
| | | Linearity | 1081,045 | 1 | 1081,045 | 54,313 | ,000 |
| | | Deviation from Linearity | 757,494 | 23 | 32,935 | 1,655 | **,108** |
| | Within Groups | | 517,500 | 26 | 19,904 | | |
| | Total | | **2356,039** | **50** | | | |

Source: Processed Data 2023

Based on the ANOVA table above, it can be seen that the data shows the results of the Linearity Deviation test with a significant value of 0.108 > 0.05, so statistically it can be said that the X and Y variables have a relationship, so that the variable can be declared linear.

**Hypothesis Testing**

Hypothesis testing aims to determine whether the research hypothesis is accepted or rejected. After carrying out the normality test, homogeneity test, and linearity test, the hypothesis test will be carried out using the help of IBM SPSS 23 through a Simple Linear Regression analysis test. If the significant value is > 0.05 then H0 is accepted, and if the significant value is <0.05, then Ha is accepted. The researcher formulates the hypothesis criteria as follows:
a. If Fcount <Ftable then H0 is accepted and Ha is rejected, meaning that the X variable has no effect on the Y variable;
b. If Fcount > Ftable then H0 is rejected and Ha is accepted, meaning that variable X affects variable Y.

**Table 5. Simple Linear Regression Test**

| ANOVA[a] | | | | | | |
|---|---|---|---|---|---|---|
| | Model | Sum of Squares | Df | Mean Square | F | Sig. |
| 1 | Regression | 1081,045 | 1 | 1081,045 | 41,546 | ,000[b] |
| | Residual | 1274,994 | 49 | 26,020 | | |
| | Total | **2356,039** | **50** | | | |
| a. Dependent Variable: Y | | | | | | |
| b. Predictors: (Constant), X | | | | | | |

Source: Processed Data 2023

Based on the data in the table above, obtained Fcount of 41.546, obtained Ftable as follows:
df1 = k-1 = 2-1 = 1
df2 = n-k =51-2 = 49
Ftable = 4.04
Information:
df = degrees of freedom
n = number of samples
k = number of variables

If Fcount is greater than Ftable then Ha is accepted and H0 is rejected. From the calculation results above Fcount (41.546) > Ftable (4.04) then Ha is accepted and H0 is rejected.

**Table 6. Determinant Coefficient**

| Model Summary[b] | | | | |
|---|---|---|---|---|
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
| 1 | **,677**[a] | **,459** | ,448 | 5,101 |
| a. Predictors: (Constant), X | | | | |
| b. Dependent Variable: Y | | | | |

Source: Processed Data 2023

In the table above, it is known that the R value is positive, namely 0.677 and the R square is 0.459. This means that there is a moderate influence between parenting style variables on students' learning motivation. The withdrawal is based on interpretation using the table below:

**Table 7. Coefficient Interpretation**

| Interval Koefisien | Relationship Level |
|---|---|
| 0,00-0,199 | Very low |
| 0,20-0,399 | Low |
| **0,40-0,599** | **Currently** |
| 0,60-0,799 | Strong |
| 0,80-1,000 | Very strong |

Source: Sugiyono (2015)

The table above describes the SPSS output obtained by the determinant coefficient (R Square) of 0.459. It can be said that there is an influence of variable X on variable Y, which is equal to 45.9% in the level of moderate relationship and the rest, namely 100% - 45.9% = 54.1%, is influenced by other factors not examined in this study.

**Table 8. Simple Regression Coefficient**

| Coefficients[a] | | | | | | |
|---|---|---|---|---|---|---|
| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | **10,828** | 4,450 | | 2,434 | ,019 |
| | X | **,609** | ,095 | ,677 | 6,446 | ,000 |
| a. Dependent Variable: Y | | | | | | |

Source: Processed Data 2023

The results of the calculations in the table above show that the constant coefficient value is 10.828 and the X variable coefficient is 0.609. So we get: Y = a +bX= Y = 10.828 + 0.609X. From the calculation above, a constant of 10.828 means that the constant value of the variable Y is 10.828. The regression coefficient X of 0.609 states that for every 1% addition in the value of the X variable (parenting style), the value of the Y variable (learning motivation) increases by 0.609. The regression coefficient is positive, so it can be stated that the direction of the influence of variable X on variable Y is positive. It can be concluded that variable X has an effect on variable Y. From the results of testing the hypothesis it is evident that "There is a Significant Influence Between Parenting Patterns on Student Learning Motivation at MTS Fadhilah Pekanbaru".

**Discussion**

From the results of the analysis of the data obtained, it was found that parenting style has a strong role in the student learning process. This is evidenced by the results of the answers of respondents who answered Very Often as much as 21% plus the results of the answers of respondents who answered Often as much as 44%, with a calculation result of 65% being in the range 50.01% -75% = Strong. That is, parenting style has an important role in the child's learning process. The type of parenting adopted by parents certainly has a different impact on children. Based on the results of interviews with students, it is known that children who are raised in a permissive manner, for example, will produce children who are spoiled, apathetic, and undisciplined. Children who have a character like this tend to be ignorant of the development of their learning and have low motivation to learn. In line with the findings of research by Khan & Ilyas (2020) that democratic parenting produces children with high motivation to learn, while authoritarian parenting produces children who are independent but their learning motivation has decreased. On the results of the analysis of learning motivation, it was found that students' learning motivation was in the high category. This can be seen from the results of the answers of respondents who answered Very Often as much as 25% plus the results of the answers of respondents who answered Often as much as 34%, with a sum of 59% in the range 50.01% -75% = High. It can be concluded that students' learning motivation is in the good category.

Statistically this is evidenced by the calculation results of Fcount (41.546) > Ftable (4.04), which means that Ha is accepted. From the large correlation value, R count is equal to 0.677 and the determinant coefficient (R Square) is 0.459. It can be said that the effect of parenting style on students' learning motivation is 45.9% (moderate) and the rest is influenced by other factors not examined in this study. The results of this study are in line with previous research by Anggraini (2020), Permatasari & Makarim (2020), and Khan & Ilyas (2020) where these three studies found that parenting styles had a significant influence on students' learning motivation.

Almost the same as this study with significant results, it can be proven from the data triangulation between the observation results which found that there is a problem of low student learning motivation seen from the way students learn in class, then from the interview results it is obtained a tendency for the level of student learning motivation the low level was motivated by the role of parents, and from the results of the answers to the questionnaires by students it was found statistical results that there was a significant influence between parenting style and students' learning motivation.

**CONCLUSION**

Based on the results of the research above, it can be concluded that parenting style influences the learning motivation of MTS Fadhilah Pekanbaru students with the results of statistical calculations obtained Fcount = 41, 546 with a probability level of 0.000 <0.05, the distribution of the data studied follows a linear form (H0 is rejected and Haha accepted). While Ftable is 4.04 at a significant level of 5% which means that Ha is accepted. From the results of the analysis, a simple linear regression equation is obtained, namely Y = 10.828 + 0.609X, meaning that if the parenting style (X) has increased by 1, then learning motivation (Y) has increased by 0.609. In the R Square analysis, the result is 0.459, which means that there is an influence of 45.9% between variable X and variable Y so that it can be concluded from the results of the F test that there is an influence between variable X on variable Y, meaning that Ha is accepted, namely: There is an influence on parenting. Parents Against Student Learning Motivation at MTS Fadhilah Pekanbaru.

Based on the results of the research and conclusions that have been conveyed above, suggestions are given for further researchers, this research still has limitations and shortcomings. Therefore, future researchers are expected to be able to conduct this research which can be used as a reference source so that this research can be an overview and comparison for further research.

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