

Learning Motivation and Parenting Patterns: Factors that Influence Elementary School Students' Science Learning Outcomes

Santi Agustina^{1*}, I Gede Margunayasa² 

^{1,2}Pendidikan Guru Sekolah Dasar, Universitas Pendidikan Ganesha, Singaraja, Indonesia

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ABSTRAK

Siswa memiliki motivasi belajar yang rendah sehingga berdampak pada hasil belajar yang rendah. Selain itu pola asuh orang tua juga mempengaruhi hasil belajar siswa. Tujuan penelitian ini yaitu menganalisis motivasi belajar dan pola asuh orang tua terhadap hasil belajar IPA siswa sekolah dasar. Jenis penelitian ini yaitu penelitian *expost facto* yang berhubungan dengan motivasi belajar dan pola asuh orang tua terhadap hasil belajar siswa. Populasi dalam penelitian ini berjumlah 141 siswa. Penelitian ini menggunakan teknik sampling jenuh atau sensus. Metode yang digunakan dalam mengumpulkan data yaitu observasi dan kuesioner. Instrumen yang digunakan untuk mengumpulkan data yaitu lembar kuesioner. Teknik analisis data yang digunakan dalam penelitian ini adalah analisis statistik inferensial. Hasil penelitian yaitu hipotesis pertama diperoleh terdapat hubungan yang positif dan signifikan antara motivasi belajar dengan hasil belajar IPA siswa kelas V. Hipotesis kedua didapatkan terdapat hubungan yang positif dan signifikan antara pola asuh orang tua dengan hasil belajar IPA siswa kelas V. Hipotesis ketiga didapatkan terdapat hubungan yang positif dan signifikan antara motivasi belajar dan pola asuh orang tua dengan hasil belajar IPA siswa. Disimpulkan bahwa motivasi belajar dan pola asuh orang tua dapat meningkatkan hasil belajar IPA siswa kelas V.

ABSTRACT

Students have low learning motivation, which impacts low learning outcomes. In addition, parenting style also affects student learning outcomes. This research aims to analyze parents' learning motivation and parenting style about the science learning outcomes of elementary school students. This research is exposed to *facto* research on learning motivation and parenting patterns on student learning outcomes. The population in this study amounted to 141 students. This study uses a saturated or census sampling technique. The methods used in collecting data are observation and questionnaires. The instrument used to collect data is a questionnaire sheet. The data analysis technique used in this study is inferential statistical analysis. The research results are the first hypothesis obtained that there is a positive and significant relationship between learning motivation and science learning outcomes of fifth-grade students. The second hypothesis found a positive and significant relationship between parenting parents and the science learning outcomes of fifth-grade students. The third hypothesis found a positive and significant relationship between learning motivation and parenting styles with students' science learning outcomes. It was concluded that parents' learning motivation and parenting style could improve the science learning outcomes of fifth-grade students.

1. INTRODUCTION

Education is one of the most important areas for improvement in Indonesia because education is an important part of a country's progress. Progress requires education to provide quality human resources (Cavanagh et al., 2020; Latipah et al., 2020; Mashud, 2020). As educators, teachers must have certain knowledge, abilities, attitudes and characteristics to carry out the educational process effectively and efficiently (Ashirin et al., 2021; Winarti et al., 2021). An optimal learning process is needed to achieve learning goals. In this way, it is hoped that students will obtain satisfactory learning outcomes (Adiningtiyas, 2017; S. L. Handayani & Amirullah, 2019). Education starts with the smallest units and

progresses to the largest units. The smallest unit (family) is a strategic environment where children develop. After birth, children interact with their family members filled with affection. Children first interact with their families before attending school and socializing in society. Everything parents do with their children at home will influence their attitudes in the future (Chalim & Anwas, 2018; Lilawati, 2020). Parents want their children to have good personalities and optimal intelligence through the teaching, guidance and advice they provide. As a result, the education provided by parents impacts the future progress of the state and nation (Handayani et al., 2021; Wijayanti & Fauziah, 2020). Learning is the core of student education. Learning and motivation influence each other. Learning is a relatively permanent behavior change that may occur due to practice or reinforcement to achieve certain goals (Yuliani H & Winata, 2017; Yulianingsih et al., 2020).

Meanwhile, motivation is the overall driving force within a person that drives learning activities to achieve the desired goals (Radyuli & Rahmat, 2017; Rizqi & Sumantri, 2019). Student learning outcomes show the success of the learning process. Students' high or low learning outcomes indicate their level of learning success. Many factors can influence student learning outcomes, both from within and from outside (external) students. The problem currently occurring is that there are still many students who need more motivation to learn. Previous research findings also reveal that students have low learning motivation, which results in low learning outcomes (Puspitasari et al., 2022; Rizqi & Sumantri, 2019; Tembang et al., 2017). Based on the results of initial observations in Gugus V, Buleleng District, it was found that several students scored below the Minimum Completeness Criteria. The presence of several students who still need to meet the Minimum Completion Criteria certainly impacts learning objectives not being achieved. The main factors that influence students are internal and external. Internal factors relate to the student's overall condition, such as physical health, motivation, emotional feelings, and self-concept. External factors come from the school environment, family (including how parents educate their children or their parenting style, their relationship with their children, and how they guide their children to school (Saibah & Wantini, 2021; Sari et al., 2018).

Internal factors and external factors that influence learning outcomes. The internal factor is the motivation to learn. Motivation is very important in learning because it is one of the factors that causes someone to learn (Ediyanto et al., 2020; Jannah et al., 2021). In learning activities, motivation can be defined as the overall driving force within students that gives rise to learning activities, ensuring that learning activities continue (Jannah et al., 2021; Pahriadi et al., 2022). Siswa yang tidak memiliki motivasi untuk belajar tidak akan terlibat dalam kegiatan belajar. Setiap siswa memiliki tingkat motivasi yang berbeda untuk mengikuti kegiatan belajar di sekolah, tergantung pada kebutuhan yang harus dipenuhi. Students who do not have the motivation to learn will not be involved in learning activities. Each student has a different level of motivation to participate in learning activities at school, depending on the needs that must be met (Saibah & Wantini, 2021; Sari et al., 2018). The teacher must consider the level of student learning motivation to achieve school learning goals. This includes showing interest, enthusiasm, responsibility, enjoyment of the task, and their reactions to teacher encouragement—external factors such as family (parental parenting patterns). Family is the first and most important place for a child to get an education. Children will better understand their changing selves if their parents are open and always make time. They will also be more enthusiastic about learning (Effendi et al., 2018; Shaleh, 2016). Children will improve their learning more easily if they have a positive attitude.

Based on findings regarding parenting patterns and student learning motivation, some students are less motivated to learn, only a few seem enthusiastic in class, and often need to pay more attention to what is being taught. This problem can be identified as a result of teachers' need for more attention to encouraging students' interest in learning. Apart from teachers, there is the role of parents at home. The solution to this problem is to start with the family first. Parents should educate their children correctly, including providing love, appreciation and positive encouragement so the family is harmonious (Effendi et al., 2018; Khairinal et al., 2020; Shaleh, 2016). Suppose a child has received the right parenting style. In that case, this will also affect his learning motivation so that the motivation given by the teacher can be channeled well due to the positive influence of the family.

Previous research findings reveal that students' motivation is crucial in every learning activity to improve learning outcomes in certain subjects (Andriani & Rasto, 2019; Palittin et al., 2019). Other findings also reveal that highly motivated students can obtain better learning outcomes (Pahriadi et al., 2022; Tembang et al., 2017). This means that the higher the student's motivation, the more effort and effort they make. In terms of learning, students will be successful if within themselves there is a will to learn and a desire or encouragement to learn because by increasing student motivation to learn, students will be moved and directed in their attitudes and behavior in learning. The novelty of this research lies in the absence of studies regarding learning motivation and parental parenting patterns impacting

elementary school students' science learning outcomes. This research analyzes learning motivation and parenting patterns in elementary school students' science learning outcomes.

2. METHOD

This type of research is ex post facto research related to learning motivation and parenting patterns on student learning outcomes (Sari et al., 2021; Wulandari & Renda, 2020). The population in this study were all fifth-grade elementary school students in Gugus V, Buleleng District, Buleleng Regency, totaling 141 students. This research uses a saturated sampling technique or census. The methods used to collect data are observation and questionnaires. The observation method was used to obtain data about the condition of students at school by conducting direct observations in all elementary schools in Gugus V, Buleleng District. A questionnaire is used to collect data on learning motivation and parenting patterns. The instrument used to collect data was a questionnaire sheet. The questionnaire grid is presented in Table 1 and Table 2.

Table 1. Learning Motivation Questionnaire

Aspect	Indicator	Item Number		Total
		Positive	Negative	
Perseverance in learning	School attendance.	1	2	2
	Participate in teaching and learning activities in class.	3	4,5	3
	Study at home.	6	7	2
Tenacious in facing difficulties	Attitude towards difficulties.	8,9	10,11	4
	effort in the face of difficulties.	12	13	2
Interest and attention in learning	Habits in participating in learning.	14,15	16,17	4
	enthusiasm in participating in Teaching and Learning Activities.	18	19,20	3
Achievement in learning	Desire to achieve	21,22	23	3
	Qualification of results	24	25	2
Independent in learning	Completing assignments/homework.	26,27	28	3
	Take advantage of opportunities outside of class hours	29	30	2

Table 2. Parenting Style Questionnaire

Aspects of Parenting Style	Indicator	Item Number		Total
		Positive	Negative	
Acceptance Parenting Style	Provide sincere attention and love to children.	1,2	3,4	4
	Placing children in an important position in the house.	5	6	2
	Developing warm relationships with children (providing free time with children).	7,8	9	3
	Be respectful of children.	10,11	12	3
	Encourage children to express their feelings/opinions.	13	14,15	3
Rejection Parenting Style	Communicate with children openly and listen to their problems.	16,17	18	3
	Be indifferent.	21	19,20	3
	Be rigid.	23,24	22	3
	Lack of concern for children's welfare.	27	25,26	3
	Displays hostility/domination towards children.	30	28,29	3

The data analysis technique used in this research is inferential statistical analysis. The inferential analysis consists of analyzing prerequisite tests and hypothesis testing. The normality test uses the Kolmogorov-Smirnov test with the help of SPSS. The linearity test uses SPSS. The multicollinearity test using SPSS was conducted using a regression test with the VIF (Variance Inflation Factor) value as the benchmark. Hypothesis testing uses simple regression analysis and multiple regression analysis.

3. RESULT AND DISCUSSION

Result

This research aims to determine the positive and significant relationship between learning motivation and parenting patterns and science learning outcomes for fifth-grade students at Gugus V Elementary School, Buleleng District, Buleleng Regency. This research can be classified as descriptive correlational research because, in general, it tries to relate one variable to another. Before testing the hypothesis, a prerequisite analysis test is carried out. The results of the normality test for data distribution are presented in [Table 3](#).

Table 3. Normality Test Results

Parameters		Unstandardized Residual
N		125
Normal Parameters	Mean	0.000
	Std. Deviation	6.21347169
Most Extreme Differences	Absolute	0.067
	Positive	0.048
	Negative	-0.067
Test Statistic		0.067
Asymp. Sig. (2-tailed)		0.200

Based on the Asymp.Sig (2tailed) table, the sig value obtained is. > 0.05, 0.200. Thus, it can be concluded that the dependent, independent, or both have normally distributed residuals. The results of the linearity test show the significance value at deviation from linearity > 0.05, 0.599. So, this data shows a linear relationship between the learning motivation variable and the science learning outcome variable. The results of the data analysis are presented in [Table 4](#). The results of Sig Deviation From Linearity > 0.05 are 0.260. This means there is a linear relationship between X2 and Y. So. It can be concluded that there is a linear relationship between the parenting pattern variable and the science learning outcome variable. The results of the data analysis are presented in [Table 5](#).

Table 4. Linearity Test Results X₁ with Y

Parameters		Sum of Squares	df	Mean Square	F	Sig.	
Y * X ₁	Between	(Combined)	1679.474	21	79.975	1.700	0.042
	Groups	Linearity	841.609	1	841.609	17.889	0.000
		Deviation from Linearity	837.865	20	41.893	.890	0.599
Within Groups			4845.838	103	47.047		
Total			6525.312	124			

Table 5. Linearity Test Results X₂ with Y

Parameters		Sum of Squares	df	Mean Square	F	Sig.	
Y * X ₂	Between	(Combined)	2292.943	23	99.693	2.379	0.002
	Groups	Linearity	1180.852	1	1180.852	28.180	0.000
		Deviation from Linearity	1112.091	22	50.550	1.206	0.260
Within Groups			4232.369	101	41.905		
Total			6525.312	124			

The results of the multicollinearity test show that the Tolerance value for the two independent variables is more than 0.10, 0.972, and the VIF value for both variables is less than 10, 1.029. Thus, the model is free from multicollinearity problems. The results of the data analysis are presented in [Table 6](#).

Table 6. Multicollinearity Test Results

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	28.666	7.957		3.603	0.000		
X ₁	0.296	0.079	0.296	3.768	0.000	0.972	1.029
X ₂	0.339	0.071	0.376	4.780	0.000	0.972	1.029

After fulfilling the prerequisite tests, we can continue with hypothesis testing to answer the problem being studied. The results of the proof of hypotheses show a positive and significant relationship between learning motivation and the science learning outcomes of fifth-grade students in Gugus V, Buleleng District, Buleleng Regency. The calculation results show that the R correlation is 0.359, which means that the correlation between learning motivation and science learning outcomes for fifth-grade students in Gugus V, Buleleng District, Buleleng Regency, is low. From the table, it is also obtained that the coefficient of determination (R square) is 0.129, meaning that the influence of learning motivation on the science learning outcomes of fifth-grade students in Gugus V, Buleleng District, Buleleng Regency is 12.9%. In comparison, other variables influence the remaining 87.1% outside research

In the second hypothesis test, the results obtained are the variable significance value (X_2) < 0.05, 0.000 and the regression coefficient is positive, 0.384, so that H_0 is rejected and H_a is accepted, which means that there is an individually significant positive influence of the variable X_2 on Y . So it can be concluded that there was a positive and significant relationship between parenting styles and the science learning outcomes of class V students in Gugus V, Buleleng District, Buleleng Regency. The calculations showed that the R correlation was 0.425, which means that the correlation between parental parenting patterns and the science learning outcomes of class V fifth grade students in Gugus V, Buleleng District, Buleleng Regency is quite strong. From the table, it is also obtained that the coefficient of determination (R square) is 0.181, meaning that the influence of parental parenting on the science learning outcomes of fifth-grade students in Gugus V, Buleleng District, Buleleng Regency is 18.1%. In comparison, other variables outside the research influence the remaining 81.9%.

The third hypothesis test obtained a Sig value. = 0.000. If $0.000 < 0.05$, then H_0 is rejected, and H_a is accepted, so it can be stated that there is a positive and significant relationship between learning motivation (X_1) and parenting patterns (X_2) with the science learning outcomes of fifth-grade students in Gugus V, Buleleng District, Buleleng Regency (Y). The results of the data analysis are presented in Table 7. The correlation value R is 0.516. This value can mean that the joint correlation between learning motivation and parenting patterns with the science learning outcomes of fifth-grade students in Gugus V, Buleleng District, Buleleng Regency, is quite strong. From the table, it is also obtained that the coefficient of determination (R square) is 0.266, meaning that the influence of learning motivation (X_1) and parenting patterns (X_2) on the science learning outcomes of fifth-grade students in Gugus V, Buleleng District, Buleleng Regency (Y) is 26.6%, while other variables outside the research influence the remaining 73.4%.

Table 7. Table of Results for Proving Hypotheses X_1 and X_2 with Y

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1738.015	2	869.008	22.146	0.000
	Residual	4787.297	122	39.240		
Total		6525.312	124			

Discussion

The results of data analysis concluded that there was a positive and significant relationship between learning motivation (X_1) and parenting patterns (X_2) with the science learning outcomes of fifth-grade students in Gugus V, Buleleng District, Buleleng Regency (Y). Several factors cause this. First, learning motivation can improve students' science learning outcomes. One important element in learning efforts at school is the encouragement to learn (Aisyah et al., 2021; Saito et al., 2018; Ward et al., 2016). Students' drive to learn during learning activities is crucial to improving learning outcomes in any subject (Puspitarini & Hanif, 2019; Shin et al., 2017). Highly motivated students are likely to obtain better learning outcomes (Asrial et al., 2020; Hardiansyah & Misbahudholam, 2022). This means that the higher the student's motivation, the more effort and effort they make. As a result, motivating the teaching and learning process is very important. Teachers can increase students' learning motivation, foster curiosity, use strategies, state clear expectations, and provide frequent and quick feedback (Andriani & Rasto, 2019;

Palittin et al., 2019). This is also supported by previous findings, which state that student learning motivation greatly influences student learning outcomes (Pratama et al., 2019; Sutrisno & Siswanto, 2016).

Second, good parenting patterns improve science learning outcomes for students. Internal and external factors, including parenting styles, influence student learning outcomes. Parenting patterns vary (Angraini et al., 2017; Rizqi & Sumantri, 2019). There are several parenting patterns, such as being too protective and excessive in assisting and supervising children (Saibah & Wantini, 2021; Syahrul & Nurhafizah, 2021). Permissiveness, or "allowance," means allowing children to voice their opinions and make efforts. Rejection, or rejection, is when parents do not care about their children, feel stupid, or do not pay attention to their children's health. Acceptance means giving love, being friendly and open to the child, and encouraging him. Domination (dominating a child) means that everything must be done with parental permission. Submission lets the child do what they want, and the parent does not try to change their behavior. Punitiveness (too much discipline) is when parents often give punishment, even though it can be done with advice. Parents must provide good parenting so children's growth and development are good (Khasanah & Fauziah, 2021; Pamungkas et al., 2021). Previous findings also revealed that parenting styles greatly influence children's development (Kurnia et al., 2020; Sofiani et al., 2020). In other words, children raised well will grow into great individuals. Children raised in a bad way will grow up to be bad individuals.

Third, learning motivation and parenting patterns improve science learning outcomes for students. Internal and external factors influence the relationship between learning motivation, parenting patterns, and learning outcomes (Kamar et al., 2020; Rahmawati et al., 2017). Internal factors and motivation influence student learning outcomes (Ediyanto et al., 2020; Jannah et al., 2021). Unmotivated students who lack self-awareness and are unmotivated tend to achieve poor learning outcomes. Previous findings also reveal that students will become more diligent, determined and diligent in learning if motivated (Awe & Benge, 2017; Novalinda et al., 2018). This research implies the contribution of learning motivation and parenting patterns to the science learning outcomes of the fifth-grade elementary school in Gugus V, Buleleng District, Buleleng Regency. Learning outcomes will be better if children's motivation is more positive and parents' parenting patterns are better. A student's thought process can be influenced by his motivation to learn. Students with high drive or motivation can help their learning outcomes.

This research highlights the positive and significant relationship between learning motivation and parenting patterns with the science learning outcomes of fifth-grade students in Gugus V, Buleleng District, Buleleng Regency. However, several limitations need to be noted. First, this research may be limited to a particular school environment and can only be directly applied when considering other contexts. Second, measuring learning motivation and parenting patterns may have a subjectivity that can influence research results. Nevertheless, the advantages of this study are clear to see. These findings provide a better understanding of the importance of learning motivation and the role of parenting styles in improving student learning outcomes. The implication is that educators and parents can work together to increase students' learning motivation and develop parenting patterns that support their academic development. Thus, this research contributes to designing more holistic and effective educational strategies to improve student learning outcomes.

4. CONCLUSION

The data analysis results concluded a positive and significant relationship between learning motivation and parental parenting patterns and the science learning outcomes of fifth-grade students. Good parenting patterns improve science learning outcomes for students. Learning motivation and parenting patterns improve science learning outcomes for students. It was concluded that learning motivation and parenting patterns can improve science learning outcomes for fifth-grade students in Gugus Five, Buleleng District, Buleleng Regency. Educators and parents can work together to increase students' learning motivation and develop parenting patterns that support their academic development. Thus, this research contributes to designing more holistic and effective educational strategies to improve student learning outcomes.

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