



The Effect of Parenting, Job Expectancy, And Learning Motivation Towards Students' Learning Outcomes: Vocational High School

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Abstrak

Baik faktor internal maupun eksternal yang telah diuraikan di atas berpengaruh langsung terhadap motivasi belajar siswa. Tujuan penelitian ini adalah menginvestigasi pengaruh dari pola asuh orangtua, ekspektasi karir, dan motivasi belajar terhadap hasil belajar siswa yang dikemas dalam penelitian kuantitatif yang mengadaptasi model *ex-post facto*. Terdapat 200 orang siswa yang mengambil jurusan akuntansi. Mereka dipilih sebagai sampel penelitian dengan menggunakan teknik *simple random sampling*. Data dikumpulkan dengan melaksanakan observasi, penyebaran kuisioner, dan analisis dokumen. Instrumen penelitian yang digunakan dalam mengumpulkan data adalah lembar observasi dan kuisioner. Data yang telah dikumpulkan kemudian dianalisis dengan menggunakan SEM-PLS analisis dimana data diuji prasyarat terlebih dahulu. Hasil penelitian menunjukkan bahwa; 1) terdapat pengaruh yang signifikan dari pola asuh terhadap motivasi belajar siswa yang berpengaruh langsung terhadap hasil belajarnya, 2) terdapat pengaruh yang signifikan dari ekspektasi kerja terhadap motivasi belajar siswa yang berpengaruh langsung terhadap hasil belajarnya, 3) terdapat pengaruh dari pola asuh, harapan kerja, dan motivasi belajar terhadap hasil belajar siswa.

Kata Kunci: Ekspektasi Karir, Hasil Belajar, Motivasi Belajar, Pola Asuh

Abstract

Both of internal and external factor that have been elaborated above directly influence students' learning motivation. This study was aimed to analyze the effect of parenting, job expectancy, and learning motivation towards students' learning outcomes conducted in the form of quantitative research by adapting *ex-post facto* design. There were 200 students who took accountant major as the research sample. They were selected by using simple random sampling technique. The data were collected through observation, questionnaire distribution, and document analysis. The instruments used were observation sheet and questionnaire. The data were analysed by using Structural Equation Method (SEM-PLS) in which the data were tested through prerequisite test. The results showed that; 1) there was a significant effect of parenting towards students' motivation which directly impacted their learning outcomes, 2) there was a significant effect of job expectancy towards students' learning motivation which directly influenced their learning outcomes, 3) there was an effect of parenting, job expectancy, and learning motivation towards students' learning outcomes.

Keywords: Job Expectancy, Learning Outcomes, Motivation, Parenting

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1. INTRODUCTION

Improving educational quality is still becoming a debate in education field in which the government and stakeholders continuously innovate and regenerate the education system to develop a better human resource. Previous study state that education is a means used to improve human resources' quality in which the government and other stake holders continuously innovate the education system to improve its quality (Prabasari & Subowo, 2017). Education is also perceived as a way of improving nation's human resources in which it should be conducted optimally to build human resources who are competent and potential in this globalization era (Permana & Purnama, 2022; Rosida & Widiastuti, 2018). It is also argued that education has an important role in building an individual cognition, skill, and attitude as a better human resource (Farhan et al., 2019).

The educational quality can be obtained through the learning outcomes achieved by the students. Learning outcome reflects an interaction conducted between the teachers and students in which the higher learning outcomes achieved by students, then the learning and teaching process is considered to have a better quality (Astra et al., 2015; Lukitasari et al., 2020). Other study state that learning outcome is recognized as an assumption to determine the successful learning and teaching process (Wijaya et al., 2018). It is also added that learning outcome is also used to measure students' cognition, psychomotor, and their behavioural change as an indication of students' learning progress itself (Ananda, 2019; Kembuan & Daud, 2019). Learning outcome is another manifestation of students' academic achievement reflects the educational quality (Kumar, 2016; Munir et al., 2022; Prasetyo et al., 2021; Rahayu & Iswari, 2021).

The use of learning outcome as a determination of educational quality has been widely discussed in education field. It becomes a sensitive learning aspect influenced by many factors in which the factors can decrease or increase the learning outcome itself (Sembiring & Wardani, 2021; P. S. Utami, 2016). A great dealt still occurs due to students' low learning outcome particularly in vocational high school as what has been found in the preliminary observation conducted by researcher at SMKN 1 and SMKN 2 Tabanan, Bali. It was found that the students who take accountant major tends to achieve a lower score than the minimum standard ruled by the stakeholders. There are some students who still not fulfil the minimum score criteria for about 70 at their final test. This current problem is relevant to the issue showing that students' low learning outcome still becomes a challenge needs to be solved since it emerges due to many factors including external and internal factors (Puspitasari et al., 2022; Puspitasari, 2018; Wei et al., 2023).

Undeniably, students' learning outcome is affected by many factors including parenting since parents are perceived as an active participant in the learning and teaching process. Previous study state that parenting is a factor influencing students' learning outcome considering that parents also have a role as facilitator towards students' learning process conducted at their homes (Laksmi et al., 2018). Parenting is also perceived as a supporting factor guiding students' learning process through the provision of learning facilities, attentions, and learning sources (Astriani, 2019; Kintu et al., 2017; Saibah & Wantini, 2021). Previous study argue that parents are able to give a positive support towards students' learning process by providing a harmony environment and interaction (Ardillani & Nurjamaludin, 2019). It indicates that parenting is an interaction between students and parents influencing the learning progress itself.

In addition, the internal factor related to students' job expectancy is also viewed as an influence towards students' learning outcomes. Previous study state that job expectancy is a basic element influencing students' actions in conducting their learning process in which the higher students' job expectancy, the higher learning outcomes are gained by the students (Pujihati et al., 2014). It is also argued that an individual tends to act based on their expectancy on how the actions affect their future career (Widarmana et al., 2015). Previous study defines job expectancy as an individual expectation about his or her career based on the skills and knowledge gained from the environment (Ningtyas, 2020). Other study add that job expectancy is an aspect where students are able to find out their skills, needs, and career goals to develop and evaluate their learning (Gunawan et al., 2021). Job expectancy is an essential aspect required by the students in all educational levels particularly when they are expected to be a competent graduate in work industry.

Both of internal and external factor that have been elaborated above directly influence students' learning motivation. Several studies have examined the correlation between parenting, career expectancy, and students' learning motivation towards their learning outcome. Previous study investigate the correlation between parenting and students' learning

motivation revealing that there is a positive correlation between parenting and students' learning motivation in which the correlation directly affects their learning outcome (N. K. Utami & Utaminingsih, 2017). It is continued by the study which shows that parenting significantly affecting students' learning motivation (Marisa et al., 2018; Wardani, 2019). Another study finds out that there is an effect contributed by students' job expectancy towards their learning outcome (Wardani, 2019). Study also examine the relation between students' job expectancy and self-regulated learning towards their biology learning outcome revealing that there is a significant relationship among those variables (Milarika et al., 2019). Considering those previous studies and the recent problem found at SMKN 1 and SMKN 2 Tabanan Bali, this study is conducted as further research which analyze the effect of parenting, job expectancy, and learning motivation towards students' learning outcomes by finding out the correlation among those variables. This current study is requiring to be conducted since there is no recent study to analyze the correlational among those variables related to students' learning outcomes at SMKN 1 and SMKN 2 Tabanan, Bali.

2. METHODS

Quantitative research method was used in this study particularly by adapting ex-post facto as a research design. The study was conducted at SMKN 1 and SMKN 2 Tabanan Bali by involving 200 vocational high school students who took accountant major as the research sample. They were selected by using random sampling technique. The data were obtained by conducting observation, questionnaire distribution, and document analysis. Observation was conducted to collect the preliminary data to support this study. Questionnaire was distributed to the students to find out the data of parenting, job expectancy, and learning motivation meanwhile document analysis was conducted to collect students final test score as the data of their learning outcomes. The obtained data were analysed by conducting multivariate analysis through Structural Equation Model with the assistant of Smart-PLS. Perquisite test was conducted before the obtained data were tested to answer the research hypothesis in which it consisted of normality test, linearity test, multicollinearity test, heteroscedasticity test, and autocorrelational test. There were five hypotheses of this study, such as; 1) there was a direct effect of parenting on students' learning outcomes, 2) there was a direct effect of job expectancy on students' learning outcomes, 3) there was a direct effect of learning motivation on students' learning outcomes, 4) there was a direct effect of parenting on students' learning motivation, and 5) there was a direct effect of job expectancy on students' learning motivation.

3. RESULTS AND DISCUSSION

Result

The obtained data were firstly analysed through perquisite test before conducting hypothesis testing. The perquisite test results were elaborated as follows.

Normality Test

Normality test was conducted to find out whether the data related to parenting, job expectancy, learning motivation, and students' learning outcomes had normal distribution or not. The result was presented in [Table 1](#).

Table 1. One-Sample Kolmogorov-Smirnov

Statistics		ZRE_Y1X1	ZRE_Y1X2	ZRE_Y1X3	ZRE_X3X1	ZRE_X3X2
N		200	200	200	200	200
Normal Parameters ^{a,b}	Mean	0.0000000	0.0000000	0.0000000	0.0000000	0.0000000
	Std. Deviation	0.99773499	0.99773499	0.99773499	0.99773499	0.99773499
Most Extreme Differences	Absolute	0.073	0.113	0.063	0.201	0.195
	Positive	0.072	0.094	0.063	0.201	0.189
	Negative	-0.073	-0.113	-0.057	-0.198	-0.195
Test Statistic		0.043	0.033	0.035	0.041	0.045
Asymp. Sig. (2-tailed)		0.085 ^c	0.098 ^c	0.087 ^c	0.086 ^c	0.089 ^c

Based on [Table 1](#), the normality test result was obtained through the significant value (Sig. 2-tailed) of each variable. There were three independent variables; parenting (X1), job expectancy (X2), and learning motivation (X3), meanwhile there was one dependent variable (X3). The result showed the significance value for parenting towards students' learning outcomes was 0.085. The significant value was greater than the standard value 0.05 which meant that the data was normal. It was also found that the significance value for job expectancy towards students' learning outcomes was 0.098. The significance value for motivation learning towards students' learning outcomes was 0.087. The significance value for parenting style towards learning motivation was 0.086. The significance value for job expectancy towards learning motivation was 0.089. Those results indicated that the significance value for each variable was greater than 0.05 which meant that the data were normally distributed.

Linearity Test

The linearity test was conducted to find out the linearity among the variables. The result was presented in [Table 2](#).

Table 2. The Linearity Test Result

Group	Between Group	Sum of Squares	df	Mean Square	F	Sig
Learning Outcomes*Learning Motivation		821.236	39	21.057	1.164	0.251
Learning Outcomes*Parenting Patterns		767.319	48	15.986	0.827	0.779
Learning Outcomes*Career Expectations		388.208	33	11.764	0.594	0.961

Based on [Table 2](#), it was shown that the significant value of each variable was higher than 0.05 which meant that the data were linear. It could be seen from the significant value of learning motivation was 0.251; the significant value of parenting was 0.779, the significant value of job expectancy was 0.961. Those indicate that the data had linier regression.

Multicollinearity Test

Multicollinearity test was conducted to find out the correlation between independent variables. The result was presented in [Table 3](#).

Table 3. Coefficient Correlations

Model			Job Expectancy	Learning Motivation	Parenting
1	Correlations	Job Expectancy	1.000	0.004	0.194
		Learning Motivation	0.004	1.000	0.006
		Parenting	0.194	0.006	1.000
	Covariances	Job Expectancy	0.002	5.936E-6	0.000
		Learning Motivation	5.936E-6	0.001	6.426E-6
		Parenting	0.000	5.936E-6	0.001

Table 3 showed that the correlation coefficient between job expectancy and learning motivation was 0.004 < 0.8. It meant that there was no multicollinearity between job expectancy and learning motivation. Meanwhile job expectancy and parenting had a significant value 0.194 < 0.8. It meant that there were no symptoms of multicollinearity between job expectancy and parenting. The next line showed that the correlation coefficient between learning motivation and job expectancy was 0.004 < 0.8. It revealed that there were no multicollinearity symptoms between learning motivation and job expectancy. In addition, learning motivation and parenting style had a significant value for 0.006 < 0.8. It indicated that there were no symptoms of multicollinearity between learning motivation variables and parenting. The next line showed that the correlation coefficient between parenting and job expectancy was 0.194 < 0.8. It could be seen that there were no symptoms of multicollinearity between parenting and job expectancy. Parenting and learning motivation had a significant value 0.006 < 0.8. It presented that there were no symptoms of multicollinearity between parenting variables and learning motivation. Based on those results, it could be interpreted that there were no symptoms of multicollinearity in the model.

Heteroscedasticity Test

Heteroscedasticity test was conducted to find out the confounding variables in the regression equation had the same variance or not. If the distribution of the points in the plot not showed a particular pattern, then it could be interpreted that the model was free from the assumption of heteroscedasticity. The result was presented in Figure 1.

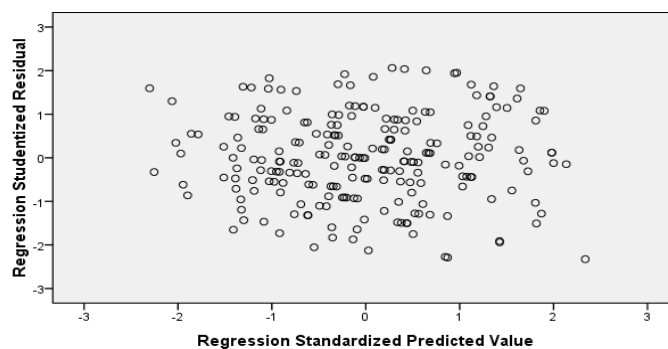


Figure 1. Scatterplot of Research Variables

The decision was considered by concerning on the residual scatter which had a certain pattern where the dots on the scatter were wavy, widened, or narrowed, then it was interpreted that there was a heteroscedasticity problem. However, if there was no specific pattern in the residual scatter where the points in the scatter were randomly distributed around the number 0 on the Y axis, then there was no heteroscedasticity problem. Based on

Figure 1, it could be seen that the points were evenly distributed and balanced. The dots were spread evenly and not formed a specific pattern. It revealed that there was no heteroscedasticity problem.

Autocorrelational Test

Autocorrelational test was conducted to find out whether in a linear regression model there was a correlation between confounding errors in period t with errors in period t-1 (previous). The result was presented in Table 4.

Table 4. Autocorrelational Test

Model	R	R Square	Adjusted R Square	Std Error of the Estimate	Durbi Watson
1	0.732	0.467	0.467	4.136	1.9712

Base on Table 4 show the sample used of this study was 222 vocational high school students, then the consideration was taken by concerning on the Durbin value which was higher than the standard value (n = 222) which was $du = 1.8094$ and lower than $(4-du)$ which was 2.1906. The result above showed that the value was $1.9712 > 1.8094$ and $1.9712 < 2.1906$. It indicated that there was no correlation between confounding errors which meant that the data could be continuously analysed.

Hypothesis Testing Results

Multivariant analysis was conducted to find out the regression occurred on the variables of this current study in which the result was used to answer the hypotheses of this study. The result was presented in Table 5.

Table 5. The Regression of Dependent and Independent Variables

Model	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Parenting -> Learning Motivation	0.387	0.39	0.063	6.18	0
Parenting -> Learning Outcomes	0.618	0.618	0.023	26.289	0
Learning Motivation -> Learning Outcomes	0.398	0.399	0.015	26.677	0
Job Expectancy -> Learning Motivation	0.202	0.203	0.057	3.52	0
Job Expectancy -> Learning Outcomes	0.488	0.488	0.019	25.249	0

The result presented in Table 5 showed the path coefficient values of each regression occurred on the research variable in which it depended on the standard 0.05. There were several interpretations engaged from the results, such as; 1.) There was an effect of parenting towards students' learning motivation since the p value was $0.000 < 0.05$. 2.) There was an effect of job expectancy towards students' learning outcomes with the p value at $0.019 < 0.05$. 3.) There was an effect of learning motivation towards students' learning outcomes with the p value at $0.000 < 0.05$. 4.) There was an effect of parenting towards students' learning outcomes with the p value at $0.000 < 0.05$. 5.) There was an effect of job expectancy towards

students' learning outcomes with the p value $0.000 < 0.05$. Furthermore, the result above was strengthened by coefficient analysis as presented in Figure 2.

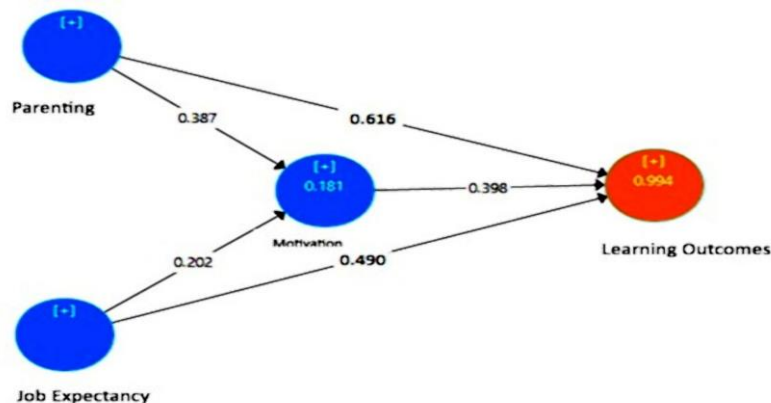


Figure 2. The Coefficient Diagram of Research Variables

There were several interpretations gained from the coefficient diagram presented in Figure 2, such as 1.) There was a direct and significant effect of parenting towards students' learning outcomes shown on coefficient 0.616 or 61.6%. 2.) There was a direct and significant effect of job expectancy towards students' learning outcomes shown on coefficient 0.490 or 49.0%. 3.) There was a direct and significant effect of learning motivation towards students' learning outcomes shown on coefficient 0.398 or 39.8%. 4.) There was a direct and significant effect of parenting towards students' learning motivation shown on coefficient 0.387 or 38.7%. 5.) There was a direct and significant effect of job expectancy towards students' learning motivation shown on coefficient 0.202 or 20.2%. 6.) There was an effect contributed by parenting and job expectancy towards students' learning motivation which directly influenced their learning outcomes shown on coefficient 0.181 or 18.1%.

Discussions

The current research found out that there was a direct and significant effect of parenting towards students' learning motivation which supported the previous study conducted that revealed parenting significantly influenced junior high school students' motivation during the learning process viewed from their participant and academic achievement in the classroom (Siregar et al., 2022). It was relevant to the parents' role in building students' habits and characters towards the learning process in which parenting was perceived as a way for forming students' learning behaviour through parents' involvement in motivating, facilitating, and guiding the students (Amaruddin et al., 2020; Yuliastuti et al., 2019). The result showed that parenting also had direct effect towards students' learning outcomes as the supporting evidence on the role of parenting as an external factor influencing students' learning outcomes. Previous study argued that students' learning outcomes influenced by parenting as external factors where parents had a role as active participants supervising and facilitating students' learning process (Laksmi et al., 2018). It meant that the successful learning process is inseparable with parenting (Astriani, 2019; Arumsari, 2017; Saibah & Wantini, 2021).

Another finding revealed that job expectancy had a significant influence towards students' learning outcomes. It supported the study conducted which revealed that job expectancy had a positive effect towards students' learning outcomes where job expectancy was valued as an internal factor within students themselves (Ningtyas, 2020). Other study

defined job expectancy as an individual's expectations towards their future career leading to an action for achieving the goals that have been settled. It was strengthened by the current research revealing that job expectancy had a significant influence towards students' learning motivation (Widarmana et al., 2015). There is also study stated that job expectancy was used as a means for guiding an individual to find the skills, knowledges, competencies, and attitudes that they had learned to recognize his or her future goals (Gunawan et al., 2021). It was also added that the higher job expectancy owned by an individual, then the higher motivation that he or she had in conducting their learning process. It indicated that job expectancy significantly affected students' learning motivation which directly influenced their learning outcomes as what had been found in this current study.

The current study showed that parenting, job expectancy, and learning motivation had a correlation which affected students' learning motivation in accountant major at SMKN 1 and SMKN 2 Tabanan, Bali. This current finding supported the previous studies which had revealed that parenting and motivation influenced students' learning outcomes. showed that parenting and schools' facilities had a significant influence towards students' learning intensity which directly affected their learning outcomes (Permana & Purnama, 2022). It was relevant to the study which showed that learning motivation had a role as intervening variables significantly influenced by parenting and other factors (Prabasari & Subowo, 2017; Rosida and Widiastuti., 2018). In addition, the current study had revealed that job expectancy had a contribution towards students' learning motivation and students' learning outcomes in accountant major. It showed that the current study presented a deeper investigation towards the existent of parenting and job expectancy as factors influencing students' motivation and learning outcomes.

The results of this study implicate that parenting, job expectancy, and learning motivation are the learning factors used to support students' learning process in improving the educational quality. It also strengthens the existent of external and internal factors as the concerns in evaluating the educational process in vocational high schools preparing a competent graduate for working industry. Further actions need to be conducted by the stakeholders and researchers to have deeper investigation related to parenting, job expectancy, and learning motivation towards students' learning outcomes. It is also necessary for the parents to give a better guidance, facility, and supervision towards students' learning process since parenting had a significant role on their learning outcomes.

4. CONCLUSION

Based on the findings that have been discussed, there are several conclusions considered in this current study, such as; 1) there is a significant effect of parenting towards students' motivation which directly impacts their learning outcomes, 2) there is a significant effect of job expectancy towards students' learning motivation which directly influence their learning outcomes, 3) there is an effect of parenting, job expectancy, and learning motivation towards students' learning outcomes.

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