



# Learning Motivation and Parenting Styles of Parents and Their Relationship to Social Studies Learning Outcomes for Elementary School Students

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## ABSTRAK

Masalah penelitian ini adalah bervariasinya hasil belajar IPS siswa, ada kecenderungan yang disebabkan oleh dua faktor yaitu motivasi belajar sebagai faktor internal dan pola asuh orang tua sebagai faktor eksternal. Penelitian ini bertujuan untuk menganalisis motivasi belajar dan pola asuh orang tua terhadap hasil belajar IPS siswa. Jenis penelitian ini adalah penelitian *Expost facto*. Populasinya berjumlah 49 orang. Pengambilan populasi menggunakan sampel jenuh (populasi study). Data dikumpulkan menggunakan kuesioner dan pencatatan dokumen. Data dianalisis dengan teknik analisis regresi. Uji prasyarat analisis regresi dan uji hipotesis menggunakan regresi sederhana, korelasi product moment, dan regresi ganda. Hasil penelitian menunjukkan ada hubungan nyata dan positif antara pola asuh orang tua terhadap hasil belajar IPS. Ini ditunjukkan karena  $R$ -hitung (0,449) > dari  $r$ -tabel 5% = (0,233) adalah signifikan. Secara simultan ditemukan bahwa ada antara Motivasi Belajar, dan Pola Asuh Orang Tua) terhadap hasil belajar IPS, hal ini dapat dilihat bahwa  $r$  hitung 0,740 >  $r$  tabel 0,233 demikian juga berdasarkan hasil pengujian dengan uji  $F$  (secara Simultan) dengan  $\alpha = 5\%$  maka dapat diketahui bahwa motivasi belajar dan pola asuh orang tua secara serempak berhubungan signifikan terhadap hasil belajar IPS. Implikasi terhadap penelitian yang dilakukan berkaitan dengan permasalahan yang kedua yaitu hubungan pola asuh orang tua terhadap hasil belajar IPS siswa.

## ABSTRACT

The problem of this research is the variation in student social studies learning outcomes. There is a tendency caused by two factors: learning motivation as an internal factor and parenting as an external factor. This study analyzes parents' learning motivation and parenting styles on students' social studies learning outcomes. This type of research is *Expo facto* research. The population is 49 students. The population was taken using a saturated sample (study population). Data were collected using questionnaires and document recording. Data were analyzed by regression analysis technique. The prerequisite test for regression analysis and hypothesis testing uses simple regression, product-moment correlation, and multiple regression. The results showed a real and positive relationship between parenting styles and social studies learning outcomes. This was indicated because the  $R$ -count (0.449) > from  $r$ -table 5% = (0.233) was significant. Simultaneously, it was found that there was a relationship between learning motivation and parenting styles on social studies learning outcomes. It can be seen that  $r$  count 0.740 >  $r$  table 0.233 as well as based on the results of testing with the  $F$  test (simultaneously) with  $\alpha = 5\%$  then it can be seen that the learning motivation and parenting styles of parents are simultaneously significantly related to social studies learning outcomes. The research implications are related to the second problem, namely the relationship between parenting styles and students' social studies learning outcomes.

## 1. INTRODUCTION

Social science is a scientific discipline that examines events and social aspects related to real societal situations. The main purpose of social studies education is to develop students' potential to have a sense of sensitivity to social problems that often occur in their community (HS et al., 2019; Jamalia, 2018).

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So being able to have a positive attitude equips students from an early age to be skilled in overcoming social problems that often occur both to themselves and to other students or society (Hartati, 2021; Syafari & Montessori, 2020). Social studies learning is related to human life, involving all their behavior and needs (Delita, 2017; Sebila et al., 2020). Social Studies deals with the way humans use their business to meet their material needs, fulfill their cultural needs, their spiritual needs, utilize existing resources on earth, regulate welfare, their government, and so on that regulate and maintain student's lives (Afandi, 2011; Hutama, 2016). Social studies at the basic education level focus on human relationships and the process of helping develop abilities in these relationships (Adhaningrum, 2020). The knowledge, skills, and attitudes developed through this study are aimed at achieving harmony in students' lives

However, in reality, in schools, it seems that social studies learning has not been carried out properly, and teachers in monotonous learning or lack variations in the approach used in learning (Hiola, 2016; Rusyita et al., 2018). It impacts students' social studies learning outcomes; some students have achieved Teaching and Learning Activities, and some have not achieved Teaching and Learning Activities (completed). Based on the results of interviews with several fifth-grade teachers and homeroom teachers at SDN 5 Penatih, East Denpasar, on Wednesday, December 6, 2017, the survey results show that most of the fifth-grade students at SDN 5 Penatih, East Denpasar have less motivation to learn, caused by internal factors (factors that come from within students) and external factors (factors that come from outside of students). Internal factors include interests, talents, perseverance, attitude, intelligence, physical condition, and study habits. At the same time, external factors include the family environment, school environment, and community environment. Based on these factors, the teacher is the cause of external factors because of the lack of variety of approaches used in the learning process to make learning less interesting. Students as internal factors because students' attitudes towards lessons can affect the lack of motivation in learning (Yuliawan, 2013).

Motivation is the basic drive that moves a person to behave. This urge is in someone who moves to do something following the urge in him (Djannah et al., 2021; Rizqi & Sumantri, 2019). Therefore, someone's actions based on certain motivations contain themes according to the underlying motivation. Someone with a strong motivation will have a lot of energy to learn (Harni, 2021; Sari, 2018). It shows that children who have learning motivation will be able to spend more time studying and be more diligent than those who have little or no motivation to learn (Nurhaty, Destarias Sudirman, 2015). Students get results from learning following the efforts they make. In other words, learning a little pays off a little. Learning a lot gets a lot. In this sense, students should, after getting motivated in their learning indirectly, their achievements also increase, but for many students whose learning motivation decreases, it also affects their learning outcomes (Hasniati et al., 2017; Ricardo & Meilani, 2017). One factor influencing this learning motivation is the family, which in this case is the parenting style. The attitude of parents who are open and always provide time will help children understand themselves, which continues to change, and will also help children increase their enthusiasm for learning (Dewi & Khotimah, 2020; Lukita & Sudibjo, 2021). Children feel they are not forced to go to school, and their enthusiasm for learning will continue to grow. With a positive attitude, children will find it easier to improve their learning achievement (Uno, 2009).

Previous research findings stated a relationship between learning motivation and student learning outcomes (Datu et al., 2022; Gunawan et al., 2022). Learning motivation contributes to learning achievement (Tampubolon et al., 2021). The role of parents is very necessary, but parents now choose to leave all their children's affairs to caregivers or give freedom to their children, which is often misunderstood, especially among children (Yudhawati, 2011). The current fact is that some students are in good parenting with high social studies education learning outcomes, but there are also some students with low learning outcomes. On the other hand, social studies education learning outcomes are low for students whose learning style is not good, although some students have high learning outcomes (Ulfah, Khalida Rozana, 2016). The difference in this study is that it uses two variables, namely learning motivation and parenting styles. This study analyzes parents' learning motivation and parenting styles on social studies learning outcomes in fifth-grade students at SDN 5 Penatih, East Denpasar.

## 2. METHOD

This research is an Expost Facto type of research because there is no research treatment on the research variables. This study also uses a quantitative approach because the data is collected in the form of numbers and intends to test certain hypotheses. Following the problems studied, this research design is a survey type. Survey research is generally carried out to draw generalizations from observations that are not in-depth, but generalizations made can be more accurate if a representative sample is used. This research is also correlational because it seeks to explain whether there is a relationship between the

variables. In this study, it is suspected that there is a relationship between the independent variable and the dependent variable. The population in this study was the fifth-grade students of SDN 5 Penatih, East Denpasar, 49 students. The population is not too large, so all members become the research subject (study population). The number of subjects in this study consisted of 27 male students and 22 female students. The sampling technique when all populations are used is called saturated sampling. The variables in this study were Learning Motivation (X1), Parenting Style (X2), and Social Studies Learning Outcomes (Y). This study uses two data collection techniques, namely document recording and questionnaires. Before the questionnaire is distributed, it must first be tested. Then validity testing is carried out. The instrument test aims to get an empirical description of whether the instrument in the form of a questionnaire or questionnaire is suitable to be used as a good research instrument.

Based on the calculation of the validity of the content of the learning motivation questionnaire, the results obtained are 1.00, which means that the validity of the contents of the learning motivation questionnaire is in the very high category. The results of the calculation of the validity of the contents of the parenting style questionnaire are 1.00, which means that The validity of the contents of the questionnaire was in the very high category. It said that the two variables, namely learning motivation and parenting style, were declared reliable because the reliable test for learning motivation was  $0.750 > r$  table 0.296, and the reliable test was  $0.734$  parenting  $> r$  table 0.296. This study used two statistical analyses: descriptive statistical analysis and regression analysis. There are four analytical prerequisite tests in this study, namely normality test, linearity test, multicollinearity test, and autocorrelation test. After the pre-requisite analysis test is met, proceed to hypothesis testing with simple regression analysis and multiple regression. Then the T-test of partial regression coefficient analysis was used to partially test the learning motivation variable (x1) and parenting style (x2) and with the social studies learning outcome variable (y) along with the learning motivation variable (x1) and parenting style. (x2) with each test using a t-test. Furthermore, the F test aims to test the significant independent variable of learning motivation (x1) and parenting style (x2) simultaneously related to social studies learning outcomes (y).

### 3. RESULT AND DISCUSSION

#### Result

This study also uses a quantitative approach because the data is collected in the form of numbers and intends to test certain hypotheses. The results of descriptive data analysis related to learning motivation, parenting styles, and social studies learning outcomes are presented in Table 1.

**Table 1. Data Description of Learning Motivation, Parenting Style, and Social Studies Learning Outcomes**

Statistic	Learning Motivation	Parenting Style	Learning Outcomes
Mean	92,90	81,96	82,39
Std. Deviation	9,16	9,91	2,63
Minimum	61	59	77
Maximum	111	98	88
Variance	83,84	98,21	6,91

The data in table 1 is then analyzed into the conversion of learning motivation scores, parents' parenting styles, and social studies learning outcomes. From the results of the analysis of the very high category of learning motivation qualifications, as many as 18 students (36.73%), high category students as many as 28 students (57.14%), 2 students in the medium category (4.90%) and 1 student in the low category (2.14%). Qualifications of parenting style in the very high category were 32 students (65.31%), students in the high category were 14 students (28.57%), and students who were in the moderate category were 3 students (6.24%). While the qualifications of student social studies learning outcomes, as many as 11 students (22.45%) were in the very good category, and 38 students (77.45%) were in a good category. The hypothesis test in this study is a hypothesis test with simple regression analysis using the product moment correlation formula with the help of SPSS 22.0 For Windows (variable X1, with Y and X2 with Y) and multiple regression analysis or multiple correlations (joint analysis between variables X1, X2 with Y) in testing the hypothesis it is necessary to have an alternative hypothesis (Ha). The null hypothesis (H0) was formulated for data analysis because the statistical analysis tested was the null hypothesis (H0). Before testing the hypothesis, you must first pass the prerequisite test for the first analysis, which is the normality test. The summary of the normality test can be seen in Table 2. From the data in table 1, then it is analyzed into the conversion of learning motivation scores, parenting styles of parents, and social

studies learning outcomes from the results of the analysis of learning motivation qualifications which are categorized as very high, as many as 18 students (36, 73%), high category students as many as 28 students (57.14%), students in the medium category as many as 2 students (4.90%) and students in the low category as many as 1 person (2.14%). Qualifications of parenting style in the very high category were 32 students (65.31%), students in the high category were 14 students (28.57%), and students who were in the moderate category were 3 students (6.24%). While the qualifications of student social studies learning outcomes, as many as 11 students (22.45%) were in the very good category, and 38 students (77.45%) were in a good category. The hypothesis test in this study is a hypothesis test with simple regression analysis using the product moment correlation formula with the help of SPSS 22.0 For Windows (variable X1, with Y and X2 with Y) and multiple regression analysis or multiple correlations (joint analysis between variables X1, X2 with Y) in testing the hypothesis it is necessary to have an alternative hypothesis ( $H_a$ ). The null hypothesis ( $H_0$ ) was formulated for data analysis because the statistical analysis tested was the null hypothesis ( $H_0$ ). Before testing the hypothesis, you must first pass the prerequisite test for the first analysis, which is the normality test. The summary of the normality test can be seen in Table 2.

**Table 2. Summary of Normality Test**

Variable	Kolmogorov-Smirnov <sup>a</sup>		
	Statistic	Df	Sig.
Learning Motivation	0,11	49	0,19
Parenting Style	0,09	49	0,20
Social Studies Learning Outcomes	0,13	49	0,07

In table 2, the test results show that the score for learning motivation is a Kolmogorov-Smirnov score of 0.19. The score data for parenting parents is a Kolmogorov-Smirnov score of 0.20, obtained for the Social Studies learning outcome data. Kolmogorov-Smirnov score is 0.07. Where the three variables in the Kolmogorov-Smirnov column are  $> 0.05$ , it can be concluded that the data from the three variables, namely learning motivation, parenting style interests, and social studies learning outcomes, are normally distributed.

**Table 3. Summary of Linearity Test**

Learning Motivation	Between Groups	(Combined)		Sig
		Linear Term	Unweighted	
			0,00	
			0,00	
		Deviation	0,38	
Parenting Style	Between Groups	(Combined)		Sig
		Linear Term	Unweighted	
			0,03	
			0,00	
		Deviation	0,13	

Table 3 shows that the score of all significance at linearity significance  $< 0.05$ , it can be concluded that between the variables of learning motivation and parenting style, there is a linear relationship.

**Table 4. Summary of Multicollinearity Test**

Model		Collinearity Statistics	
		Tolerance	VIF
1	Learning Motivation	0,84	1,19
	Parenting Style	0,84	1,19

Based on the test results shown in table 4, the tolerance score of the independent variable is not less than 10 percent and greater than 10 percent or 0.1, and the Variance Inflation Factor (VIF) score is all less than 10, which means there is no multicollinearity between independent variables in regression model used. The Durbin Watson test score is 2.013. The test results indicate that this regression model is free from autocorrelation problems. After the analysis prerequisite test is met, then the hypothesis is carried out. In the first hypothesis test between the X1 variable, namely learning motivation with the Y variable, namely social studies learning outcomes, the correlation coefficient significance test score was obtained, the magnitude of  $r$  arithmetic = 0.72 when we consulted with  $r$  learning motivation with a

significance level of 5% and  $n = 49$  then it can be seen that  $r \text{ count} = 0.72 > r \text{ table } 0.23$  the results of the calculations and tests are as in Table 6 above. Thus, hypothesis 0 ( $h_0$ ) states that there is no significant relationship between learning motivation and social studies learning outcomes for fifth-grade students at SDN 5 Penatih, East Denpasar. It means that the proposed research hypothesis ( $h_a$ ) is accepted. Thus, there is a significant relationship between learning motivation and social studies learning outcomes for fifth-grade students at SDN 5 Penatih, East Denpasar.

**Table 5. Summary of Hypothesis Testing**

Variable relationship	$r \text{ count}$	$r \text{ table}$		$r^2$	D (%)	T
		0,05	0,01			
X1 and Y	0,72	0,23	0,32	0,52	51,7	23,28
X2 and Y	0,45	0,23	0,32	0,20	20,1	25,45

Then testing the second hypothesis between the X2 variable, namely parenting parents, with variable Y, namely the social studies learning outcomes obtained by the correlation coefficient significance test score, the magnitude of  $r \text{ count} = 0.45$  when we consult with  $r \text{ parenting style}$  with a significance level of 5% and  $n = 49$ , it can be seen that  $r \text{ count} = 0.45 > r \text{ table } 0.23$ . The results of the calculations and tests are as in table 6 above. Thus, hypothesis 0 ( $h_0$ ), which states that there is no significant relationship between parenting styles and social studies learning outcomes for fifth graders at SDN 5 Penatih, East Denpasar, is rejected. It means that the proposed research hypothesis ( $h_a$ ) is accepted. Thus, there is a significant relationship between parenting styles and social studies learning outcomes for fifth graders at SDN 5 Penatih, East Denpasar. Furthermore, testing using the T-test of the partial regression coefficient is used to partially test the learning motivation variable ( $x_1$ ) and parenting style ( $x_2$ ) with the social studies learning outcome variable ( $y$ ) along with the learning motivation variable ( $x_1$ ) and parenting style ( $x_2$ ) with each test. The results show  $t - \text{count} (23,278) > t - \text{table} (1,678)$ , then  $h_0$  is rejected, meaning that statistically, there is a real and positive relationship between learning motivation ( $x_1$ ) and social studies learning outcomes ( $y$ ). From the results of this regression, it can also be interpreted that there is a significant relationship between learning motivation ( $x_1$ ) and social studies learning outcomes ( $y$ ). It is reinforced by a significance score of 0.00, which is smaller than 0.05.

The results show  $t - \text{count} (25,448) > t - \text{table} (1,678)$ , then  $h_0$  is rejected, meaning that statistically, there is a real and positive relationship between parenting style ( $x_2$ ) and social studies learning outcomes ( $y$ ). From the results of this regression, it can also be interpreted that there is a significant relationship between parenting style ( $x_2$ ) and social studies learning outcomes ( $y$ ). It is reinforced by a significance score of 0.00, smaller than 0.05. Then the test using the F test aims to test the significant independent variable of learning motivation ( $x_1$ ) and parenting style of parents ( $x_2$ ) simultaneously related to social studies learning outcomes ( $y$ ). The results obtained are  $f \text{ arithmetic} > f \text{ table}$ , namely  $27.787 > 3.2$ , or the test statistic falls in the rejection area  $h_0$ , then  $h_0$  is rejected, and  $h_1$  is accepted. It means that the independent variables consisting of learning motivation ( $x_1$ ) and parenting style ( $x_2$ ) are simultaneously significantly related to social studies learning outcomes ( $y$ ). It is also reinforced by a significance level of 0.000 which is smaller than 0.05.

## Discussion

The relationship between learning motivation and parents' parenting style on learning outcomes is a lot of influencing factors. Based on the results of the study, several findings were obtained. First, there is a real and positive relationship between learning motivation (X1) and social studies learning outcomes (Y) at SDN 5 Penatih, East Denpasar, 2017/2018 academic year. Students who lack self-awareness in learning, do not have the will and are not motivated tend to get poor learning outcomes. With motivation, students will study harder, be tenacious and diligent, and have full concentration in the learning process (Hendra Anggryawan, 2018; Setyosari & Sumarmi, 2017). Students' motivation in every learning activity is crucial in improving student achievement in certain subjects (Taurina Rizqi & Sumantri, 2019). Students who are highly motivated in learning are likely to get high learning outcomes as well, meaning that the higher the motivation, the more intensity of effort and effort they make and the higher the learning achievement they will get (Daniati et al., 2020; Santoso, 2015). Therefore, motivating the teaching and learning process is very necessary. Learning motivation can increase if the teacher can arouse students' interest in learning, maintain curiosity, use various teaching strategies, express expectations clearly, and provide feedback (feedback) frequently and immediately.

The second finding is a relationship between parenting styles and social studies learning outcomes. The level of student learning outcomes is not only influenced by internal factors but also by

external factors, namely parenting styles. Parenting styles provided by parents are different. The family environment is a factor that causes the relationship between parents and their children because the family environment is the first and foremost educational environment for a child. For children, parents are models that must be imitated and imitated (Diah Fitasari et al., 2019; Santosa et al., 2018). Characteristics that are formed in children are influenced by the education obtained from parents, and especially the way parents raise their children at home. Children will imitate what parents do at home and the habits that are applied to them. Children acquire habits that will be carried out until the children grow up. Parents play a very important role in shaping the characteristics of a child, especially the parenting style (Ratna Ningrum, 2018; Rizqi & Sumantri, 2019).

The third finding is a relationship between learning motivation and parenting style on social studies learning outcomes. Motivation is an inner factor that functions to cause, underlie, and direct an action (Diarta et al., 2021; Sihombing et al., 2021). Motivation can also determine whether or not success is achieved in achieving goals because the greater the motivation, the greater the success (Ariyanti et al., 2021; Sujiantari, 2016). In the learning process, motivation is needed because for someone who does not have a learning motivation is not possible to do learning activities. It signifies that something that will be done does not touch his needs (Ilie, 2015).

This finding is reinforced by previous findings, which state a positive and significant relationship exists between learning motivation and science learning outcomes in fifth-grade students of SDI Bajawa (Benge, 2017). There is a significant relationship between parenting styles on student achievement. The Relationship Between Interest And Learning Motivation With Science Learning Outcomes In Fifth Grade Elementary School Students (Rahmawati et al., 2014). There is a positive and significant relationship between parenting styles on science learning outcomes (Harianti, 2016; Taurina Rizqi & Sumantri, 2019). It can be observed that the study results are related to the research conducted. Parenting style is significantly related to learning outcomes. The results of this study can contribute to research related to the second problem, namely the relationship between parenting styles and students' social studies learning outcomes. The results of this study can have implications for research related to the second problem, namely the relationship between parenting styles and students' social studies learning outcomes.

#### 4. CONCLUSION

Based on the results of research and statistical data analysis, it can be concluded as follows (1) The results of the descriptive analysis found that Learning Motivation was in the good category with a percentage of 57.14%, Parenting Style of Parents was in a very good category with a percentage of 65.31%, and Social Studies Learning Outcomes are in the good category with a percentage of 77.55%. (2) This study found that there was a real and positive relationship between Learning Motivation (X1) and Social Studies Learning Outcomes (Y). This is indicated because the R-count (0.719) > from the r-table 5% = (0.233) is significant.

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