



Evaluation of Student Learning Motivation Based on Parenting Style: A Qualitative Study

Cut Ita Zahara^{1*}, Azwarni²

¹Lecturer of Psychology Study Program, Faculty of Medicine, Universitas Malikussaleh, Aceh, Indonesia

²Student of Psychology Study Program, Faculty of Medicine, Universitas Malikussaleh, Aceh, Indonesia

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*Corresponding author:

Cut Ita Zahara

E-mail address:

cut.itazahara@unimal.ac.id

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ABSTRACT

Learning motivation encourages the desire to learn so that students achieve success in school and in the future. The success achieved by students in learning cannot be separated from the role of parents in nurturing. This study was an evaluation of student learning motivation based on the parenting style conducted at SMPN 1 Matangkuli, North Aceh. This research is an observational study with a qualitative approach. The participants in this study were students of SMP Negeri 1 Matangkuli, North Aceh district, and their parents. A total of six students and their parents participated in this study. Data were collected through observation, interviews, and documentation. Interviews were conducted in a semi-structured manner with children and parents about the parenting style used in the family. The results showed that children with democratic parenting have a strong learning motivation. In this study, it was also found that all aspects of learning motivation were owned and experienced by the six participants. In conclusion, students' learning motivation is related to the parenting style they experience in their families. There are three parenting styles applied by parents, namely, authoritarian, democratic, and permissive parenting.

1. Introduction

Formal and non-formal education aims to shape students' personalities to be better and more responsible. Learning motivation is one of the factors that move a student to learn. Motivation is also the overall driving force in students that ensures the continuity of teaching and learning activities. Learning motivation encourages the desire to learn so as to achieve a student's success in school and in the future.¹⁻⁴

The success achieved by students in learning cannot be separated from the role of parents in nurturing. Parenting patterns in the family are the rules or the prevalence of parents in leading,

nurturing, and guiding children in the family. Parenting patterns are also defined as the consistent efforts of parents in caring for and guiding children from birth to adulthood. The pattern of behavior produced by this parenting style will determine the success of a child.^{3,5,6}

Based on the theory, there are three types of parenting styles that are known, democratic, authoritarian, and permissive. The three types of parenting are different in the application of adolescent behavior control. Every parent has a different parenting style for their child. Parents with authoritarian parenting are characterized as parents who expect teenagers to obey the rules made without



explaining in advance why and what the goal is for teenagers to obey them. Parents with authoritarian parenting cause children to tend to have low self-esteem and always depend on others due to orders and coercion from parents, which causes children to feel pressured in learning.⁷⁻⁹

Democratic parenting has the main characteristics of teenagers knowing why a rule is made. Children are also given the opportunity to speak or give reasons when breaking the rules. Parents with democratic parenting encourage children to have high self-confidence. Children feel valued and feel trusted to act. Children can feel motivated and want to always excel in school.¹⁰⁻¹²

Meanwhile, permissive parenting gives children complete freedom to behave according to what the child wants. Parents never forbid or give directions about what can and cannot be done. This parenting pattern will shape the child into a person who is less motivated because children feel that their parents don't care about what they do. Previous research stated that students with authoritarian and democratic parenting have sufficient learning motivation, while students with permissive parenting have less motivation.¹³⁻¹⁵ This study was to evaluate student learning motivation based on the parenting style conducted at SMPN 1 Matangkuli, North Aceh.

2. Methods

This research is an observational study with a qualitative approach. The participants in this study were students of SMP Negeri 1 Matangkuli, North Aceh district, and their parents. The inclusion criteria of participants were 13-15 years old and willing to take part in the study. A total of six students and their parents participated in this study. Data were collected through observation, interviews, and documentation. Interviews were conducted in a semi-structured manner with children and parents about the parenting style used in the family. Interviews were conducted twice to determine the validity of the interview results. This study has been approved by the local ethical committee of the Faculty of Medicine, Universitas

Malikussaleh.

3. Results and Discussion

The results show that children with democratic parenting have a strong learning motivation. This is possible because of the support from parents in learning, but still under parental supervision. Children with democratic parenting are seen to be more active in learning. Children with authoritarian parenting have good learning motivation. Students who are raised with an authoritarian parenting style tend to be required to excel. Meanwhile, children who are cared for permissively have poor learning motivation because parents do not care about their children. Parents are busy with their respective jobs, so children's learning motivation decreases.¹⁶⁻¹⁸

In this study, it was also found that all aspects of learning motivation were owned and experienced by the six participants. All research participants received different parenting styles, namely democratic, authoritarian and permissive parenting. Each participant showed a variety of curiosity about new things. Students with authoritarian and democratic parenting show great curiosity and eagerness to seek information through social media, tutoring activities, books, and the internet. Students with permissive parenting show less enthusiasm and focus less on learning. This is in accordance with previous research, which states that curiosity for new things encourages someone to learn so that after knowing everything that was previously unknown, they will feel satisfaction within themselves.¹⁸

Every family has a unique and different parenting style. Different family backgrounds will affect the parenting and learning motivation of students. Based on the results of interviews with the subject, students with democratic and authoritarian parenting have good learning motivation, while students with permissive parenting have poor learning motivation.

The results of this study also show that all aspects of learning motivation are owned by the six subjects. Aspects of learning motivation consist of curiosity, creativity, desire to get sympathy, willingness to rise



from failure, desire to get a sense of security, and a reward-punishment system as a result of learning evaluation. Great curiosity was shown in students with democratic and authoritarian parenting, while students with permissive parenting had less curiosity. Aspects of creativity are quite developed in students who are raised with a democratic pattern. Democratic parenting allows students' creativity to develop more. Students who are raised with an authoritarian pattern, although they do not have creative ways of learning, have easy ways of remembering their lessons, such as repeating lessons and studying future material.

The next aspect is the desire to correct failures through cooperation or competence. All research participants have this aspect. Students with permissive and democratic authoritarian parenting cooperate with other friends to succeed in doing something. However, students with democratic parenting also make friends as rivals in learning.

Then the next finding in this study there is two aspects that affect parenting patterns, namely the desire to get sympathy from parents, teachers, and friends, as well as a reward and punishment system after learning evaluation. These four students with authoritarian and democratic parenting have the aspect of wanting to get sympathy. Students with authoritarian parenting want their parents to stop pressuring them with their achievements and want praise from their parents and teachers. However, two subjects with permissive parenting did not have this aspect because they thought their parents were too indifferent. The last aspect of the reward and punishment system is not found in students with permissive parents. The reward and punishment system is found in students with authoritarian and permissive parenting.

4. Conclusion

Students' learning motivation is related to the parenting style they experience in their families. There are three parenting styles applied by parents, namely, authoritarian, democratic, and permissive parenting.

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