

Parenting Patterns and Elementary School Children's Achievement Motivation

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Abstract. This study aims to describe the relationship between parenting styles and achievement motivation in elementary school children. Using a descriptive qualitative approach, the research analyzes various literature and secondary data sources to provide an in-depth understanding of how different parenting styles influence children's motivation to learn. The findings show that democratic parenting has the most positive impact on children's achievement motivation, characterized by two-way communication, emotional support, and responsible freedom. In contrast, authoritarian and permissive parenting styles tend to hinder children's motivational development. This study emphasizes that the synergy between appropriate parenting, a supportive learning environment, and active parental involvement significantly contributes to improving children's motivation and academic performance in elementary school.

Keywords: achievement motivation, elementary school children, learning environment, parenting style

1. INTRODUCTION

Parenting Styles

Euis (2004:18) defines parenting as a series of intensive interactions in which parents guide their children to develop life skills. According to Tridhonanto and Beranda Agensi (2014:5), parenting is the overall interaction between parents and children, in which parents encourage children by changing behavior, knowledge, and values deemed most appropriate by the parents so that the child can be independent, grow and develop healthily and optimally, develop self-confidence, be curious, be friendly, and be success-oriented. Therefore, parenting is a way for parents to guide, nurture, and educate children in their daily lives, with the hope of developing positive personalities. Positive and effective parenting styles have a significant influence on children's success.

According to Baumrind and Maccoby & Martin (in Abesha, 2012:13-14), the four parenting styles and their characteristics include:

Table 1 Comparison of Parenting Patterns

Macam Pola Asuh	Karakteristik
Authoritative - Menyediakan lingkungan rumah yang penuh kasih dan suportif - Menerapkan ekspektasi dan standar yang tinggi dalam berperilaku	- Gembira - Percaya diri - Memiliki rasa ingin tahu yang sehat - Tidak manja dan berwatak mandiri

<ul style="list-style-type: none"> - Menjelaskan mengapa beberapa perilaku dapat diterima sedangkan perilaku lainnya tidak - Menegakkan aturan-aturan keluarga secara konsisten - Melibatkan anak dalam proses pengambilan keputusan dalam keluarga - Secara bertahap melonggarkan Batasan batasan saat anak semakin bertanggung jawab dan mandiri. 	<ul style="list-style-type: none"> - Kontrol diri (self-control) yang baik - Mudah disukai; memiliki keterampilan social yang efektif - Menghargai kebutuhan- kebutuhan orang lain. - Termotivasi dan berprestasi di sekolah
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Sari et.al (2016) states that parenting styles encompass how parents protect and educate their children on a daily basis and how they interact with them. According to Lestari (2012), parenting styles can be defined as a set of attitudes parents display toward their children, creating an emotional atmosphere in the interaction between them. Al-Tridonanto (2014) states that parenting styles are the best way to raise children and the best approach parents can take in educating their children as a manifestation of their responsibility to them. Parental participation plays a central role in a child's life because it can positively impact their progress. Through parental involvement, children receive crucial support in aspects of social development, intellectual development, motivation, and achievement. Conversely, when children do not receive direction and guidance from their parents, their development can be hampered. Through parental involvement, children are given the opportunity to gain experiences that will shape their character and become better individuals. (Anwar, 2017)

Parenting styles influence children's educational outcomes. Positive parenting will certainly support the achievement of educational goals. Conversely, poor parenting will weaken a child's potential in achieving his or her dreams and hopes. The definition of parenting according to Suyanto (2010: 93) is a pattern or format of interaction between a child and his or her parents, which is indicated by the fulfillment of: (1) physical needs; eating, drinking, (2) psychological needs; affection, a feeling of security, and (3) socialization of social rules in society with the aim of enabling children to live in balance and create harmony with their environment. Another opinion put forward by Ahmad Tafsir, quoted by Djamarah (2014: 50), argues that parenting means education, where there are consistent and persistent efforts by parents to care for, guide, and direct children from birth to adolescence. Parenting patterns can also influence a child's growth and development, including learning motivation and academic

achievement. If parents educate their children well at home, the child's behavior in the environment and in society will remain good (Iman, 2011). Conversely, if parents raise their children improperly, their behavior in society will be poor. Different conditions children experience in their environment and family often lead to reluctance to support their success or achievement, one of which is learning (Djali, 2018). Children's learning outcomes vary, with some achieving high, moderate, average, and low levels.

According to Elizabeth B. Hurlock, parenting style is the way parents educate their children. Meanwhile, according to Chabib Thoha, parenting style refers to the way parents educate their children as a form of their responsibility to them. According to Kohn, as quoted by Chabib Thoha, parenting style is how parents educate their children, both directly and indirectly. The role of parenting style in child growth and development can be seen in the image below:

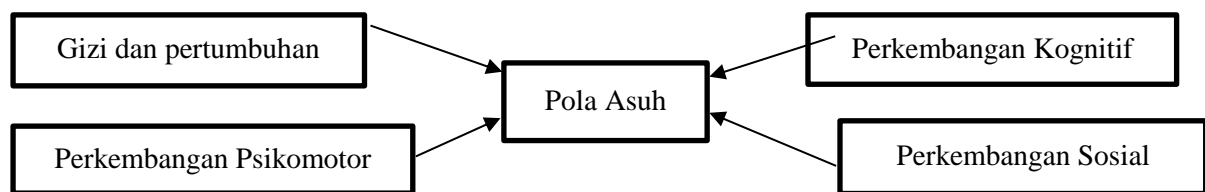


Figure 1. The role of parenting patterns in child growth and development

Parental care is a crucial factor in fostering students' motivation to achieve. Parental care is highly influential in educating their children. The attitudes parents display will be a source of concern for their children. Parental support is a driving force for a child's enthusiasm for learning. Parents who consistently provide affection and make time for their children will foster a strong desire to learn. If a child has a strong desire and enthusiasm for learning, they will have a strong motivation to achieve. They will consistently strive to complete schoolwork well. Parental care varies from one parent to another in the ways they teach and guide their children. Differences in parental care received by children indirectly influence their motivation to achieve (Leon, 2020).

Every parent has a different approach to raising children within the family. According to Baumrind (in Wibowo & Gunawan, 2015: 62), there are three types of parenting styles: 1) authoritarian parenting; 2) democratic parenting; and 3) permissive parenting. Authoritarian parenting is a harsh parenting style, where parents tend to impose their will on their children without much justification. Characteristics of this parenting style include parents being very dominant in their power and very strict control over their children's behavior. Democratic parenting is the opposite of authoritarian parenting. Parents give children freedom and

encourage them to be independent. Parents always provide positive encouragement to guide them in a better direction. Permissive parenting is a parenting style that allows children freedom but is not under parental supervision, even parental control and attention are very minimal. The advantage of permissive parenting is that children can determine what they want. However, if children cannot control and regulate themselves, they will actually fall into negative things. Parents are an external factor that plays a major role in educating children to achieve academic achievement through the motivation provided by parents.

Learning Motivation

According to Endarmoko (2007:317), motivation comes from the Latin word "Movere," which means to push or move. Meanwhile, Hamdu Ghullam (2011:92) defines learning motivation as a mental drive that drives and directs human behavior, including learning behavior. Students' learning motivation in every learning activity plays a crucial role in improving student achievement. According to Fauziah (2017:50), learning motivation is an impulse experienced by a person to perform an action, whether intentionally or unintentionally, to achieve a specific goal. Motivation is a driving force within an individual to make behavioral changes for the better in order to achieve a desired goal. Based on the opinions of several experts mentioned above, it can be concluded that learning motivation is an internal and external drive that drives a person to take action to achieve a desired goal. Learning motivation is essential in the learning process, especially for elementary school students. Consistent learning can achieve optimal learning outcomes.

According to Mc. Donald as quoted by Sardiman (2015: 3) motivation is a change in energy from within an individual, usually characterized by the emergence of feelings or "feeling" and usually begins with a response to a goal. This definition contains three important parts, namely: 1) motivation initiates changes in energy in humans, namely changing energy that exists in the human organism system or often called "neuropsychological", 2) motivation is also characterized by the emergence of a person's affection, meaning, motivation has relevance to problems, affection and emotional touch that can direct human behavior, 3) motivation will arise with the existence of a goal, or it can be interpreted that motivation is actually a reaction to action, namely the goal. Abraham Maslow's (1954) theory of motivation posits that every human being possesses a hierarchy of needs: 1) physiological needs, such as hunger, thirst, sexual desire, and other physical needs; 2) social needs, such as love, belonging, acceptance, and friendship; 3) the need for esteem, both internal and external; and 4) self-actualization, such as the growth and achievement of one's potential and the fulfillment of one's own needs (Kompri, 2015: 9).

According to Ahmadi, as cited in Idrus (2012: 148), learning motivation is a process of stimulating behavior change to meet needs and achieve goals. Djaali (2008: 101) states that learning motivation is a physiological condition that exists within a person to engage in certain activities in order to achieve a goal. Learning motivation plays a crucial role in stimulating enthusiasm and enjoyment in learning, thus fostering high motivation and the energy or passion to carry out the learning process. Extended time at home allows many children to complete assignments, but some prefer to go out and play, forgetting their own assignments. Meanwhile, parents are busy with their own work and are unaware that their children have received homework assignments from teachers. The success or failure of a child's achievement can affect their development, as stated by Zega (2018:53). Many parents lack understanding of homework assignments, which can lead to confusion in completing assignments, and their motivation to learn is disrupted. This situation significantly impacts students' motivation to learn at home, therefore parents play a significant role in learning. In line with Hapsari's opinion (2012:870), families have a significant influence in shaping students' disciplined character.

One factor inherent in students is learning motivation. According to Sadirman, "motivation can be defined as the overall driving force within students that generates learning activities, ensures the continuity of teaching and learning activities, and provides direction for learning activities, so that the desired goals of the subject can be achieved." Students will achieve success if they have a desire to learn. Students who have a desire to learn will influence their learning activities at school. Motivation is the driving force behind students' actions. Motivation can drive someone to become a specialist in a particular field of knowledge. It is impossible for someone to strive to learn something as well as possible if they do not understand the importance and benefits of their learning. Interest is also essential in the learning process, as someone without an interest in learning cannot engage in learning activities. Interest is "a symptom of being drawn to something, which in turn reflects their goals" (Maulana, 2018).

Student motivation in learning can come from within themselves and from outside themselves. According to Dimiyati and Mudjiono (2002), a person's motivation can be either intrinsic or extrinsic. Intrinsic motivation is motivation that comes from within the student, while extrinsic motivation is motivation that comes from outside the student. The learning motivation possessed by students plays a very active role in improving learning achievement. Students will succeed in learning if they have a strong desire to learn. Students who have a strong desire to learn and learning motivation will influence learning at school so that students will appear more active in class, such a desire to learn is included in intrinsic motivation. Sadirman (2016:89) states that various types of motivation are divided into two, namely

intrinsic motivation and extrinsic motivation. Intrinsic motivation is motives that become active or function without needing external stimulation, because in every individual there is already a desire to achieve a goal. Meanwhile, extrinsic motivation is motives that are active and function because of external stimuli. It is called extrinsic because there are external factors that make someone want to achieve a desire.

Elementary School Education

According to Kompri (2015:85), education is a conscious and planned effort to create a learning atmosphere and process so that students actively develop their potential to possess spiritual and religious strength, self-control, personality, intelligence, noble character, and the skills needed for themselves, society, the nation, and the state. Education plays a vital role in every individual. Elementary school education is a formal educational institution that provides educational programs for children aged 6-12 years. Suharjo (2006) and Majid (in Handayani 2019) state that "children in the early grades of elementary school are children in the early childhood stage." Sugiyanto (in Handayani 2019) states that early childhood is a short but crucial period in a child's life.

Elementary school-age children experience many drastic changes, both mentally and physically. Jean Piaget proposed that elementary school-age children are in the concrete operational stage. At this concrete operational stage, children already know mathematical symbols, but cannot yet handle abstract concepts. During this period, the development of children's thinking skills moves sequentially from concrete to abstract thinking. Judging from the characteristics of children, their physical and psychological growth occurs both physically and mentally. Mutiah (2010: 6-7) states that early childhood is unique, meaning it has a growth and development pattern encompassing physical (gross-fine motor coordination), intelligence (thinking and creativity), social-emotional, language, and communication.

The elementary school environment, where students spend most of their time, plays a crucial role in determining the quality of education (Akbar & Permana, 2019). The school environment is a factor influencing educational practices and is also the place where the educational process takes place. The school environment is a formal educational institution structured to create various learning contexts. This environment provides opportunities for students to acquire knowledge through various learning activities. Its primary function is to help children develop understanding and skills in various fields, thus making it easier to cope with educational tasks. According to Norton (2009), a school is a formal educational institution designed in detail to provide educational programs, guidance, training, and teaching. Its purpose is to help develop children's potential, including intellectual, moral, emotional, social,

and spiritual aspects. A conducive and supportive environment can positively influence students' enthusiasm for learning.

According to the descriptions presented by several experts, it can be concluded that elementary school-age children are in a unique phase with fluctuating behavioral and behavioral patterns. Therefore, the education they receive must be tailored to their behavioral characteristics and the learning environment, ensuring that the learning process is aligned with learning objectives and achieves optimal learning outcomes.

Children's Learning Environment

According to Munib (2011: 76), the environment generally consists of all objects, forces, conditions, and living creatures, including humans and their behavior, which influence the continuity of life and the well-being of humans and other living creatures. According to Baharudin and Esa (in Handayani 2019), learning is a human process for achieving various competencies, skills, and attitudes. Learning begins from birth and continues through life.

Slameto (2003) states that learning is a series of physical and mental activities aimed at achieving behavioral changes as a result of individual experiences in interactions with their environment, encompassing cognitive, affective, and psychomotor aspects. In learning, students experience the process of moving from ignorance to knowledge. This aligns with Hasbullah's opinion (in Handayani 2019). The link between the learning environment and learning motivation and academic achievement is also supported by the opinion that the infrastructure of a learning environment and the number of students in a classroom influence the education system. In general, the learning environment for elementary school-aged children can be divided into three categories: the family environment, the school environment, and the community environment.

According to Purwanto (2020), a positive learning environment can facilitate a child's cognitive, social, and emotional development. This includes warm interactions with parents, emotional support in completing schoolwork, and the availability of adequate learning resources at home. Children who grow up in a supportive learning environment tend to have a higher motivation to achieve. Furthermore, research by Sari & Hidayat (2022) shows that parental involvement in supporting children's learning at home, such as providing study time, providing encouragement, and creating a comfortable atmosphere, contributes to increased learning motivation and academic achievement in elementary school.

The learning environment is also closely related to parenting styles. Parents with participatory parenting styles tend to create a supportive environment, open to communication, and provide opportunities for children to develop initiative and responsibility for learning

(Yuliana & Purnamasari, 2021). In this context, children's achievement motivation is influenced not only by internal factors but also by the psychosocial climate established in the home environment.

2. METHODS

This study uses a qualitative approach with descriptive methods, aiming to comprehensively describe the relationship between parenting styles and children's achievement motivation in elementary school. Using a qualitative approach, this study identifies how to provide a comprehensive and in-depth picture of the relationship between parenting styles and children's achievement motivation. This understanding is expected to contribute to parents, teachers, and schools in creating a more effective learning environment and supporting children's achievement in elementary school. This research focuses on the interaction process between parents and children that influences children's motivation to achieve academically in school.

According to Creswell (2016), a qualitative approach aims to explore and understand the meanings that individuals or groups consider important regarding a social or human issue. In the context of this study, a qualitative approach allows researchers to delve deeply into how parents raise their children and how this influences children's enthusiasm or drive to achieve in school. In this study, data collection techniques were conducted indirectly through secondary data and literature review. This approach was chosen because the research does not involve direct face-to-face interaction with the research subjects, but rather focuses on in-depth analysis of previously available sources of information. This technique allows researchers to gain a comprehensive understanding of the relationship between parenting styles and elementary school children's achievement motivation.

Secondary data collection was conducted by compiling previously reviewed and published information in various formats, such as national scientific journal articles, academic books, undergraduate theses, dissertations, and research reports relevant to the theme of parenting styles and children's learning motivation. These sources were used to identify previous findings, underlying theories, and conceptual frameworks that served as the basis for formulating research questions and analyzing data.

Furthermore, a literature review technique served as a key pillar in exploring theoretical and contextual understanding of various parenting approaches, including authoritarian, democratic, and permissive, and their relationship to the development of children's achievement motivation. The literature review was conducted systematically by searching for

literature from various reliable sources, including campus digital libraries, national journal repositories, and open-access online publications. The results of this search were then critically reviewed for selection and analysis according to the needs and focus of the research.

3. RESULTS

Research results show that parenting styles have a significant influence on children's achievement motivation in elementary school. A literature review and secondary data analysis found that democratic (authoritative) parenting styles are most effective in fostering children's learning motivation. Children raised democratically demonstrate independence, responsibility, and self-confidence in completing academic tasks.

Democratic parenting styles enable children to develop optimally due to two-way communication, the granting of responsible freedom, and emotional support from parents (Baumrind, 1967; Sirait & Slameto, 2024). This parenting style also supports the development of self-regulated learning, which is the child's ability to regulate and control their own learning process (Husnaini & Izzaty, 2022).

Conversely, children raised with authoritarian styles tend to exhibit low learning motivation because they feel pressured and lack the space to express themselves. They learn not from an internal drive, but from fear of punishment. Meanwhile, permissive parenting styles that are too lax and lack rules lead to children lacking discipline, a tendency to procrastinate on schoolwork, and a lack of clear learning goals (Heriyanto & Wijayanti, 2020; Halawa et al., 2023).

In addition to parenting style, active parental involvement in children's learning processes has also been found to be an important factor in strengthening motivation. Parents who are directly involved, whether through moral support, monitoring learning, or discussing lessons, tend to encourage children's continued enthusiasm for learning (Jalaluddin et al., 2023). On the other hand, children who do not receive parental attention and support show low enthusiasm for learning.

Another factor that strengthens the relationship between parenting styles and learning motivation is an adequate learning environment. The availability of learning facilities such as a comfortable study space, stationery, books, and access to information contribute significantly to supporting children's learning success (Wahyuningtyas et al., 2022). When good parenting is accompanied by supporting facilities, children's achievements will increase significantly (Widoresmi & Abidin, 2022).

4. DISCUSSION

Research shows that parenting styles play a crucial role in shaping and influencing children's achievement motivation, particularly at the elementary school level. Democratic parenting has been shown to be the most supportive parenting style for the development of children's learning motivation because it allows children to feel valued, trusted, and supported. In this style, parents implement clear rules, involve children in decision-making, and demonstrate high empathy, so children feel internally motivated to achieve.

Conversely, rigid and stressful authoritarian parenting styles tend to dampen children's enthusiasm for learning because they feel pressured and lack the space to express themselves. Children with permissive parenting styles also tend to be less disciplined and less directed, negatively impacting their focus and responsibility on academic tasks.

This discussion reinforces previous theories, such as those by Baumrind and Tridhonto, which assert that parental parenting approaches significantly influence children's character, including learning motivation. This is also supported by the concepts of learning motivation from experts such as McClelland and Maslow, which emphasize the importance of psychological needs and self-actualization in enhancing children's motivation and achievement.

The learning environment, both at home and at school, cannot be ignored. A supportive, participatory, and open environment will strengthen the positive influence of parenting on a child's motivation. This is where the importance of synergy between parents and teachers in guiding children lies. Furthermore, parents' understanding of their child's learning style is also crucial in supporting a more effective and enjoyable learning process.

5. CONCLUSION

This study concludes that there is a strong relationship between parenting styles and children's achievement motivation in elementary school. Democratic parenting styles have been shown to foster children's learning motivation more optimally than authoritarian and permissive parenting styles. Children who receive emotional support, responsible freedom, and parental involvement in the learning process tend to have a higher enthusiasm for learning, are more disciplined, and demonstrate better academic achievement.

In addition to parenting styles, a child's learning environment and learning style also influence their motivation and achievement levels. Parents who are able to create a conducive learning environment and understand their child's learning characteristics will be better able to foster achievement motivation in their children.

This study emphasizes the importance of active parental involvement in their children's education, both emotionally and academically. Therefore, collaboration between families and schools is essential in creating an educational system that supports optimal, holistic child development.

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