

The Role of Parental Support in the Relationship between Motivation and Student Learning Outcomes



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ABSTRACT: The aims of this research are to measure and analyze, 1) the influence of motivation on student learning outcomes, 2) the moderating role of parental support on the influence of motivation on student learning outcomes. This type of research is quantitative research with inferential statistical tests. The population of this study were elementary education master's students at FKIP Jember University. The number of respondents involved was 37 students. Researchers collected data through a questionnaire with a Likert scale with answer choices 1-3, namely; 1. disagree; 2. agree; .3. strongly agree. The data analysis used was the SPSS version 26 application with linear regression techniques. The analysis steps that have been carried out are influence testing, moderation testing, and hypothesis testing. The research results provide information on several things. First, motivation has a significant positive effect on student learning outcomes; second, parental support significantly moderates the influence of motivation on student learning outcomes.

KEYWORDS: motivation, parental support, learning outcomes

I. INTRODUCTION

The meaning of education is a conscious and systematic effort to achieve a better standard of living or progress. In simple terms, the definition of education is a learning process for students to be able to understand, comprehend, and make people more critical in thinking. Education can also be said to be an effort to improve students' knowledge, understanding, skills and attitudes. Kurniawan et al., (2021) stated that the learning process can be influenced by several things, namely external factors and internal factors. Internal factors include talent, intelligence and interests. External factors include the curriculum, family environment, school environment and community environment. Family factors are quite important factors in education. It can be said that family support, especially parents, is very important to increase student learning motivation.

Motivation is a factor that encourages students to be stronger in carrying out activities. With high motivation, students learn well. Effort in learning combined with enthusiasm gives students hope for success in the future. Research by Hariyanto et al., (2021) reports that student learning motivation has a significant effect on student learning outcomes. Thus, the meaning of this research is that motivation is a very important factor in the learning process.

Parental support is a form of encouragement from parents. The role of parental really dominates the learning process. Parents can play a role as a driver of student learning. The research results of Yieng et al., (2019) reports that parental support influences student academic performance. Meanwhile, the results of research by Saputri & Fauziddin (2022) state that there are several types of parental roles. For example, this form is; asking about learning activities, reminding students about study times, checking study situations, providing study facilities. Research by Gillison et al., (2017) states that parental support has a moderating effect on the influence of student learning motivation on student learning outcomes. Research by Moral-García et al., (2020) reports that parental support has a significant effect on students' academic performance, which is a very important factor in the learning process.

Previous research revealed that the parental support variable has a close relationship with motivation variables and student learning outcome variables. These relationships include; 1) parental support variables influence motivation variables; 2) the parental support variable influences student learning outcomes; 3) motivation variables influence student learning outcomes. This can be interpreted as saying that the parental support variable has the potential to have a moderating influence on the relationship between motivation and student learning outcomes.

II. LITERATURE REVIEW

This section contains theoretical and empirical studies about parental support, motivation, and student learning outcomes.

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A. Parental Support

In the education and learning process, parental support is a very important factor to strengthen learning motivation. Desforges & Abouchaar (2003) state that parental support is awareness of the responsibility to continuously educate and develop children by providing assistance by parents to children to fulfill the child's basic needs in the form of providing attention, feeling safe and comfortable, and a feeling of affection. Meanwhile, another definition of parental support is attitudes or actions and family acceptance of family members (Rosyidah et al. (2022). According to Saputri & Fauziddin (2022) factors of parental support can be: 1) informational support; 2) assessment support; 3) instrument support and 4) emotional support. Parental support factors can be an important aspect in the process of student learning achievement. This means that with good and positive support, students can be motivated to study well. In this way, ultimately it can encourage better learning outcomes. Research by Maryani et al. (2023) reported that parental support has a significant effect on student learning achievement. Likewise, the results of research by Dwinanda & Mediatati (2023) state that parental support factors can improve the learning outcomes of high school students. Thus, it can be interpreted that parental support is important for student learning success.

B. Motivation

The entire document should be in Motivation is the driving force in a person to carry out activities more actively. Motivation can be classified into two types: intrinsic motivation and extrinsic motivation. Robbin & Judge (2015) state that motivation is the process of explaining a person's intensity, direction and persistence in achieving goals. David Mc Clelland stated that achievement motivation is a person's desire to do well to achieve achievements and be socially respected (Diniaty, 2014). Furthermore, indicators of learning motivation according to David Mc Clelland include motivation, need for achievement (need of achievement-Nach), need for power (need of power-Npow), and need for affiliation recognition (need of affiliation-Naff). Based on this description, it can be interpreted that achievement motivation is important in encouraging student learning success.

C. Student learning outcomes

Learning is an individual's interaction with the environment through experience and practice to achieve changes in behavior (Nasution, 2010; Winkel, 2016). Learning outcomes are the results achieved by students after going through the learning process. In general. Learning outcomes can be influenced by external and internal factors. Internal factors include talent, intelligence and interests. Meanwhile, external factors include curriculum, teachers, infrastructure and environment (Purwanto, 2019). Based on Bloom's taxonomy, student learning outcomes can be classified into three groups, namely cognitive, affective and psychomotor. In practice. Student learning outcomes can be seen based on course grades at the end of the semester or end of the study period. In this way, student learning outcomes can be measured based on the average grade or semester achievement index.

D. Research Conceptual Framework

Based on the background and literature review, the conceptual framework for research can be displayed in the following figure.

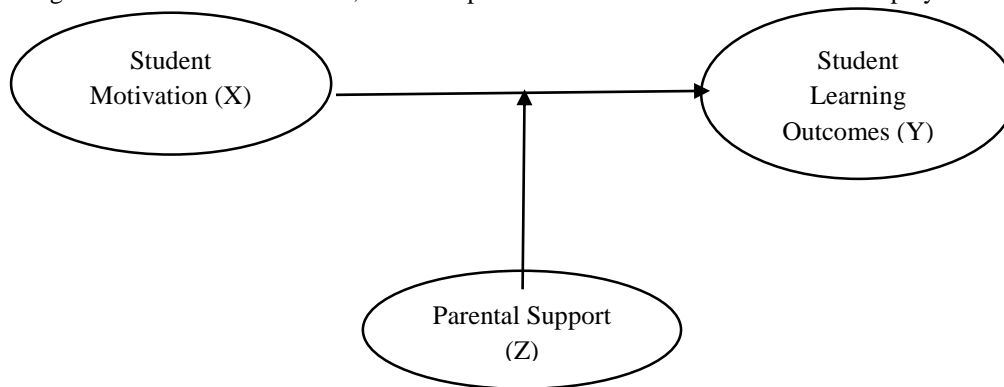


Figure 1: Research Conceptual Framework

E. Research Hypothesis

Based on the description of the background, literature review, and research conceptual framework, the following research hypothesis can be proposed.

H1: motivation poses a significant effect on student learning outcomes

H2: moderation of parental support poses a significant effect on motivation on student learning outcomes

II. METHODOLOGY

This quantitative research emphasizes the form of data in the form of numbers and analysis using inferential statistics such as comparative tests, t-test analysis or regression analysis tests. The place of this research is the Faculty of Teacher Training and Education, University of Jember. The research subjects were students of the physics education study program class of 2023. The number of research respondents consisted of 37 students. The data collection technique uses a questionnaire. Questionnaire answer

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options include; disagree with a score of 1, agree with a score of 2, and strongly agree with a score of 3. The questionnaire for the motivation variable consists of 3 items, the questionnaire for the parental support variable consists of 4 items, and the questionnaire for learning outcomes is based on odd semester grades 2023-2024. In this research, the data analysis used is linear regression analysis. Analysis steps include; 1) linear regression test of the influence of motivation variables on student learning outcomes; 2) test the moderating effect of the interactive variable parental support-motivation on learning outcomes. The next step is a significance test including; 1) interpretation of R-square to determine the contribution of the influence of motivation variables to learning outcomes; 2) interpretation of the significance value of alpha (α) to determine whether there is a significant influence or no influence of motivation variables on learning outcomes; 3) interpretation of the R-square value to determine the contribution of the parental support-motivation interaction variable to learning outcomes; 4) interpretation of the significance value (α) to determine the moderating effect of the parental support interaction variable on learning outcome variables.

III. RESULT

Based on the results of data collection, the following studies can be presented.

A. Effect of Motivation on Student Learning Outcomes

Based on the results of data collection through a motivational data questionnaire (variabel X) and student achievement index learning outcomes (variable Y), then data analysis can be carried out using linear regression analysis. The analysis output results can be presented in the following table.

Table 4.1 Output Model Summary of Linear Regression analysis

<i>Model Summary</i>				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.791 ^a	.626	.616	.06347

a. Predictors: (Constant), Motivation

Based on the model summary table, it is found that the R-square value is 0.626 (<0.05), meaning that the contribution of motivation variables to learning outcome variables is 62.6%. This means that the motivation variable contributes to learning outcomes by 62.6%. Meanwhile 37.4% comes from other variables.

The regression analysis output in the form of coefficients can be observed in the following table.

Table 4.2 Output Coefficient of Linear Regression Analysis

<i>Coefficients^a</i>						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.060	.078		39.462	.000
	Motivation	.090	.012	.791	7.661	.000

a. Dependent Variable: Student Learning Outcome

Based on the coefficients table above, the following analysis can be presented. Obtained a significance value for the motivation variable of 0.000 (<0.05), so it can be interpreted that the motivation variable has a significant effect on student learning outcome variables. Thus, it can be said that the higher the student's learning motivation, the higher the learning outcomes.

B. The moderating effect of parental support on the influence of motivation on student learning outcomes

Based on the processing of the motivation questionnaire, motivation data (X) is obtained. Next, to test the moderating effect of the parental support variable (Z) on the influence of motivation on student learning outcomes, an interaction variable is needed between the motivation variable and the parental support variable. The output results of the linear regression test on the moderating effect of the parental support variable can be presented in the following table.

Table 4.3 R-Square Value of Linear Regression Test for Motivation-Parental Support Interaction Variable

<i>Model Summary</i>				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.801 ^a	.642	.632	.06213

a. Predictors: (Constant), XM

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Based on table 4.3 above, an R Square value of 0.642 is obtained, meaning that the contribution of the interaction variable between motivation and parental support to the learning outcome variable is 64.2%. Thus, the remaining 35.8% is influenced by other variables.

Then, to test the moderating effect of the parental support variable on the relationship between the influence of motivation variables on student learning outcomes using a linear regression test. Furthermore, the output of the linear regression test results is obtained in the form of coefficients in the following table.

Table 4.4 Coefficient Table for Moderation Effect Test Results of Parental Support Coefficients^a

Model		Unstandardized Coefficients		Standardized	t	Sig.
		B	Std. Error	Coefficients Beta		
1	(Constant)	3.242	.052		61.995	.000
	XM	.007	.001	.801	7.922	.000

a. Dependent Variable: SLO

Based on table 4.4 above, the significance value of the motivation-parental support interaction variable is 0.000 (<0.05). Thus, it can be interpreted that the parental support variable is able to moderate the influence of motivation on student learning outcomes. This is also confirmed by comparing the R-square of the influence of motivation on student learning outcomes of 0.626, while the R-square of the influence of motivational-parental interaction variables is 0.642. Thus, the R-square of the interaction variable is greater than the R-square of motivation-learning outcomes.

IV. DISCUSSION

Based on the results of data analysis, the following study and discussion can be presented

A. The Effect of Motivation on Student Learning Outcomes

Based on the results of data analysis, it was found that student learning motivation had a significant effect on student learning outcomes. This means that the higher a student's learning motivation, the higher their learning outcomes will be. The results of this research are in accordance with research by Tokan & Imakulata (2019) which states that learning motivation has a significant effect on student learning outcomes. Likewise, it is relevant to research by Abustang et.al (2019) which states that student learning motivation has a significant effect on student learning outcomes.

The practical implication of the results of this research is to make motivation the main factor that is encouraged for parents to be stronger in motivating their children to learn. In this way, teachers always remind parents to encourage them to study harder.

B. The moderating effect of parental support on the influence of motivation on student learning outcomes

Based on the results of data analysis, it was found that parental support factors significantly moderate the influence of motivation on student learning outcomes. The results of this research indicate that the variable parental support can strengthen the level of influence of motivation on student learning outcomes. The results of this research are in accordance with the research results of Ardiansyah et al. (2023) which states that parental support has a significant influence on student learning outcomes. Likewise, it is relevant to the research results of Kong & Wang (2021) which state that parental support has a significant impact on student learning achievement.

The practical implication of the results of this research is to strengthen the factor of parental support in strengthening the influence of motivation on student learning outcomes. Thus, the factor of parental support is a subject of discussion that must be instilled in all teachers to be used as a basis for encouraging parents to support their children in learning.

V. CONCLUSIONS

Based on the results of data analysis and discussion, the following conclusions can be presented. 1) Student learning motivation has a significant effect on student learning outcomes. This means that the higher the student's learning motivation, the higher the student's learning outcomes will be. 2) Student parental support plays a significant moderating role in the influence of motivation on student learning outcomes. Thus, the factor of parental support convincingly functions to strengthen the influence of student learning motivation on their learning outcomes.

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