



The Relationship Between Parental Involvement and Learning Motivation Among Seventh-Grade Students at UPTD SMP Negeri 10 Kupang

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Abstract: The purpose of this study was to determine the relationship between parental involvement and the learning motivation of seventh-grade students at UPTD SMP Negeri 10 Kupang in the 2025/2026 academic year. This study employed a quantitative correlational research design. The study population consisted of all seventh-grade students, totaling 352 students. The sample consisted of 96 students from three classes, namely VII F, VII G, and VII K. Data were collected using parental involvement and learning motivation questionnaires. The data were analyzed using the Pearson product-moment correlation technique with the assistance of SPSS for Windows version 22. The results showed a Pearson correlation coefficient of -0.788, indicating a strong negative relationship, with a Sig. (2-tailed) value of $0.000 < 0.005$. This finding indicates that higher parental involvement is associated with lower student learning motivation, whereas lower parental involvement is associated with higher student learning motivation.

Keywords: Parental Involvement; Learning Motivation; Junior High School Students; Correlational Research

Abstrak: Tujuan penelitian ini adalah untuk mengetahui hubungan antara keterlibatan orang tua dengan motivasi belajar siswa kelas VII UPTD SMP Negeri 10 Kupang Tahun pelajaran 2025/2026. Penelitian ini merupakan jenis penelitian kuantitatif korelasi. Populasi penelitian mencakup seluruh siswa kelas VII yang berjumlah 352 orang. Sampel dalam penelitian berjumlah 96 orang, terdiri dari tiga kelas yaitu kelas VII F, G dan K. Alat pengumpulan data yang digunakan adalah angket keterlibatan orang tua dan motivasi belajar. Analisis data penelitian menggunakan teknik korelasi product moment dengan bantuan aplikasi SPSS for window versi 22. Hasil penelitian menunjukkan bahwa nilai Pearson Correlation sebesar -0,788 yang berarti tingkat hubungan kuat dan bersifat negatif, dengan nilai Sig.(2-tailed) sebesar $0,000 < 0,005$. Hal ini menunjukkan bahwa semakin tinggi keterlibatan orang tua maka semakin rendah motivasi belajar siswa dan semakin rendah keterlibatan orang tua maka semakin tinggi motivasi belajar siswa.

Kata kunci: Keterlibatan Orang Tua; Motivasi Belajar; Siswa Sekolah Menengah Pertama; Penelitian Korelasional

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Introduction

Education is an important factor in improving the quality of human resources. Through education, students acquire the knowledge, skills, and attitudes necessary to support their academic development and social lives. The success of education is determined not only by schools but also by the role of the family, particularly parents, as the first educational environment for children. Parental involvement in children's education is one of the external factors that influences students' learning processes and outcomes.

Satiri & Dewi (2020:44) state, "Parental involvement is a form of cooperation between families and schools in supporting children's educational activities." Such cooperation can take various forms, ranging from providing support within the family environment, communicating with school personnel, assisting children with learning at home, to participating in school activities aimed at supporting children's academic and non-academic development. This involvement has a positive impact on students' school attendance, fosters positive learning attitudes, and enhances students' readiness to participate in the learning process (Zulparis et al. 2021).

Epstein (2011:06) states that "parental involvement in children's education consists of six types, namely basic obligations of family, basic obligations of school for communicating, involvement at school, involvement in learning activities at home, collaboration and exchange with community organizations, and collaboration and exchange with community organizations." These six types indicate that parental involvement is not limited to providing attention and assistance with learning at home, but also includes communication with schools, participation in school activities, involvement in educational decision-making, and collaboration with the community environment to support students' learning development.

However, based on the results of preliminary interviews conducted by the researcher during home visits with seventh-grade students at UPTD SMP Negeri 10 Kupang, it was found that parental involvement in children's education was still not optimal. This was evident from the lack of learning assistance and supervision provided by parents at home, indicating that parental involvement in children's educational processes had not been optimally implemented. The economic conditions of families, which were generally in the lower-middle-income category, resulted in some parents spending more time working than accompanying their children in learning activities. In addition, parents with many children tended to experience limitations in terms of time and attention,

resulting in less effective supervision of their children's learning processes. Furthermore, some parents worked outside the region and therefore had to leave their children for certain periods and entrust them to other family members, such as grandparents, uncles, or aunts.

This condition indicates that parental involvement in children's education was not yet optimal, which subsequently resulted in insufficient direct attention and supervision of children's learning activities. Consequently, children tended to have more time to play than to study and received less encouragement in academic activities. This indicates that low parental involvement has the potential to affect students' level of learning motivation.

Djarwo (2020:02) states, "Learning motivation is an internal and external drive that influences students' intensity, direction, and persistence in learning." High learning motivation is demonstrated through active participation in learning, earnestness in completing assignments, and efforts to achieve optimal learning outcomes. Parents serve as a source of external motivation that can strengthen students' learning motivation through support, attention, and learning supervision, while learning motivation plays an important role in improving students' learning outcomes (Oktayani et al. 2025).

Based on interviews with students from classes VII F, VII G, and VII K at UPTD SMP Negeri 10 Kupang, several students were found to have low learning motivation. This was evident from their lack of enthusiasm for participating in classroom learning, low persistence in completing assignments, and minimal effort to achieve optimal academic performance. In addition, several students were not yet fluent in reading and were still sounding out words, even though these skills should have been mastered at the previous educational level. Some students also demonstrated behaviors such as frequently skipping school, being absent without explanation (unexcused absence), lacking discipline, and tending to be reluctant to complete school assignments.

Each student has a different level of learning motivation. These differences are influenced by internal factors originating within the students themselves, such as interests, abilities, and psychological conditions, whereas external factors originate from the students' surrounding environment, such as family, school, and peers. One internal and external factor that plays an important role in shaping students' learning motivation is parental involvement. Through the attention, support, supervision, and communication they provide, parents can help increase students'

enthusiasm and earnestness in participating in the learning process.

Previous studies have shown that parental involvement is related to learning motivation. For example, a study conducted by Ningsi et al. (2025) stated that parental support and involvement were associated with increased student learning motivation. This finding is supported by a study conducted by Rosyadi (2024) which showed that parental involvement had a significant effect on students' academic and non-academic development. Consistent parental involvement can increase students' learning support and help them overcome learning difficulties.

Furthermore, Padang (2026) stated that parental efforts, such as emotional support, time management, rewards, and the provision of learning facilities, play a role in increasing students' learning motivation. The findings of the study showed that parental involvement manifested in various forms of support plays an important role in encouraging students' learning motivation. With consistent attention, supervision, and support, students tend to demonstrate greater enthusiasm and persistence in participating in the learning process.

Based on the description above, the research problem formulated in this study is: Is there a relationship between parental involvement and the learning motivation of seventh-grade students at UPTD SMP Negeri 10 Kupang in the 2025/2026 academic year? The purpose of this study is to determine the relationship between parental involvement and the learning motivation of seventh-grade students at UPTD SMP Negeri 10 Kupang in the 2025/2026 academic year.

Method

Research Design and Setting

This study employed a quantitative approach with a correlational method. The study aimed to determine the relationship between parental involvement and the learning motivation of seventh-grade students at UPTD SMP Negeri 10 Kupang without providing any intervention to the variables under study. The research was conducted at UPTD SMP Negeri 10 Kupang, Jl. Prof. Dr. Herman Johannes, Kelapa Lima District, Kupang City, from January to June 2026.

Participants, Sample, or Data Sources

The study population consisted of all seventh-grade students at UPTD SMP Negeri 10 Kupang in the 2025/2026 academic year, totaling 352 students. The sample consisted of 96 students from classes VII F, VII G, and VII K. The sampling technique used was purposive sampling, based on the consideration that the three classes met the

characteristics and conditions relevant to the focus of the study.

Instruments and Measures

Data were collected using two instruments: a parental involvement questionnaire and a learning motivation questionnaire. Both instruments were developed by the researcher based on the indicators of each variable and used a five-point Likert scale consisting of strongly appropriate, appropriate, uncertain, inappropriate, and strongly inappropriate. Each instrument consisted of 25 items.

The instruments were tested on 40 seventh-grade students who were not included in the research sample. Instrument validity was tested using the Pearson Product Moment correlation with the assistance of SPSS version 22. With 40 trial respondents, a 5% significance level, and a two-tailed test, the *r*-table value was 0.312. All 25 items of the parental involvement questionnaire and all 25 items of the learning motivation questionnaire were declared valid because the calculated *r*-values for all items were greater than 0.312.

Instrument reliability was tested using *Cronbach's Alpha*. The parental involvement instrument obtained a *Cronbach's Alpha* coefficient of 0.850, while the learning motivation instrument obtained a coefficient of 0.729. Both instruments were considered reliable and were used for data collection.

Procedure and Research Ethics

Data collection was conducted after the instruments had been established as valid and reliable. The questionnaires were administered to 96 students from classes VII F, VII G, and VII K at UPTD SMP Negeri 10 Kupang. The respondents completed the questionnaires according to their individual conditions. The collected data were then checked and prepared for analysis.

Data Analysis

The data were analyzed using correlation techniques with the assistance of SPSS version 22. The correlation analysis was determined based on the results of the normality test. Normally distributed data were analyzed using the Pearson Product Moment correlation, whereas non-normally distributed data were analyzed using the Spearman Rank correlation. The analysis was conducted at a 5% significance level to determine the direction and strength of the relationship between parental involvement and students' learning motivation.

Results and Discussion

Results

The relationship between the variables was analyzed using the Product Moment Correlation test

with the assistance of SPSS for Windows version 22. The results are presented in Table 1.

Table 1. Results of the Correlation Test

Correlations		Keterlibatan Orang Tua	Motivasi Belajar
Keterlibatan Orang Tua	Pearson Correlation	1	-.788**
	Sig. (2-tailed)		.000
	N	96	96
Motivasi Belajar	Pearson Correlation	-.788**	1
	Sig. (2-tailed)	.000	
	N	96	96

**. Correlation is significant at the 0.01 level (2-tailed).

The correlation test results presented in Table 1 show the relationship between parental involvement and learning motivation. The Pearson Correlation coefficient between parental involvement and learning motivation, based on $N = 96$, was -0.788 . Based on the correlation coefficient interpretation guidelines (Table 3.4), this value falls within the interval of 0.60 – 0.799 , indicating a strong relationship with a negative direction. This means that the higher the level of parental involvement perceived by the students, the lower the learning motivation of seventh-grade students at UPTD SMP Negeri 10 Kupang in the 2025/2026 academic year. Conversely, lower parental involvement is associated with higher student learning motivation.

Furthermore, based on the significance value, Sig. (2-tailed), the value was 0.000 . Since $0.000 < 0.05$, it can be concluded that there is a statistically significant relationship between parental involvement and learning motivation. Therefore, the results of the data analysis indicate that the Null Hypothesis (H_0), which states that there is no relationship between parental involvement and the learning motivation of seventh-grade students at UPTD SMP Negeri 10 Kupang in the 2025/2026 academic year, is **rejected**. Conversely, the Alternative Hypothesis (H_a), which states that there is a relationship between parental involvement and the learning motivation of seventh-grade students at UPTD SMP Negeri 10 Kupang in the 2025/2026 academic year, is **accepted**.

Discussion

The results of the analysis indicate that there is a relationship between parental involvement and the learning motivation of seventh-grade students at UPTD SMP Negeri 10 Kupang in the 2025/2026 academic year. This is indicated by a Pearson Correlation coefficient of -0.788 , which falls into the strong relationship category, with a significance value of Sig. (2-tailed) = $0.000 < 0.05$.

The strong but negative correlation found in this study provides an interesting finding, in which higher parental involvement is inversely related to

the learning motivation of seventh-grade students at UPTD SMP Negeri 10 Kupang. This phenomenon can be viewed in relation to the developmental characteristics of seventh-grade students who are in the early adolescent stage. During the transition from elementary school to junior high school, students begin to require greater space for independence, autonomy, and self-actualization. Parental involvement that is overly intensive, dominant, or tends to be controlling (over-parenting) may create psychological pressure for students, thereby reducing their intrinsic motivation to learn.

Based on the interviews conducted during home visits, high levels of parental involvement among some parents were often manifested in rigid academic demands without providing opportunities for discussion. Empirical data from the field indicate that this intensive parental involvement was predominantly instructional and focused on formal academic achievement targets. The lack of dialogue between parents and children during the learning assistance process caused students to perceive such involvement as psychological pressure, which may trigger anxiety and subsequently reduce their learning motivation.

Interestingly, this negative correlation also reflects a contradictory reality that is consistent with the background conditions described previously. On the one hand, pre-research interviews indicated that most parents had limited time due to lower-middle-income economic conditions, having many children, and working outside the region, which required their children to be entrusted to relatives such as grandparents, uncles, or aunts. These conditions resulted in limited daily supervision, which was associated with low student persistence, frequent absenteeism, and even difficulties in reading among some students.

On the other hand, when parents attempted to compensate for their limited time by suddenly implementing strict control or merely demanding academic results in the form of grades to overcome their children's learning difficulties, this rigid approach was negatively received by students who were in the early stages of adolescence. Although the direction of the relationship was negative, these findings nevertheless indicate that parental involvement has an important role in the dynamics of students' learning motivation. Excessive or inappropriate parental involvement that is restrictive may be associated with lower learning motivation. Conversely, proportional parental involvement that respects children's developmental processes and provides opportunities for autonomy may encourage higher learning motivation.

The results of this study are consistent with previous research conducted by Ezy & Mudjiran

(2021). Their study found a contribution of parental attention to students' learning motivation and student engagement in the learning process, thereby supporting the achievement of expected learning outcomes.

Theoretically, the findings of this study support the Self-Determination Theory (SDT) developed by Ryan & Deci (2000). This theory explains that learning motivation develops optimally when students' basic psychological needs for autonomy, relatedness, and competence are fulfilled. In the context of this study, parental involvement is one form of support that can fulfill these needs through attention, learning assistance, effective communication, and appreciation of children's abilities. When parents are positively involved in the educational process, children may feel supported and valued and develop confidence in their abilities, which may contribute to increased learning motivation.

When parental involvement is not balanced, for example, when parents focus solely on supervision without providing opportunities for children to learn independently, or when the necessary support is insufficient, students tend to learn because of external pressure rather than their own awareness and willingness. This condition may affect students' enthusiasm, persistence, and consistency in participating in the learning process. Therefore, the ideal form of parental involvement for seventh-grade students at UPTD SMP Negeri 10 Kupang should not be limited to supervising learning activities, but should also include support, attention, effective communication, and trust in children according to their developmental stage. Balanced involvement between providing assistance and allowing children opportunities to learn independently can help fulfill their needs for autonomy, competence, and relatedness, thereby enabling students' learning motivation to develop more optimally.

Conclusion

Based on the research findings and data analysis concerning the relationship between parental involvement and the learning motivation of seventh-grade students at UPTD SMP Negeri 10 Kupang in the 2025/2026 academic year, it can be concluded that there is a significant relationship between parental involvement and students' learning motivation. The Pearson correlation test showed a correlation coefficient of $r = -0.788$ with a significance value of $0.000 < 0.05$. Therefore, the alternative hypothesis (H_a) was accepted and the null hypothesis (H_0) was rejected. The negative relationship indicates that the higher the parental involvement score, as measured in this study, the lower the students' learning motivation. This finding

indicates that the parental involvement perceived by students does not always take the form of support that promotes learning independence; rather, for some students, it is perceived as excessive supervision or control. This condition may cause students to learn primarily due to external demands rather than internal motivation.

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Conflict of Interest

The authors declare no conflict of interest.

Author Contributions (Optional)

The author was responsible for the conceptualization, methodology, investigation, data curation, formal analysis, writing of the original draft, and writing, review, and editing of the manuscript.

Generative AI Disclosure

Generative AI tools were used to assist with language editing and translation during the preparation of this manuscript. The authors remain fully responsible for the accuracy, originality, integrity, and final content of the manuscript.

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