



## The Effect of Parenting Parents on Learning Motivation through Emotional Intelligence and Self-Regulation Students of SMP N 6 Madiun

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### Abstrak

Pengaruh pola asuh dari orang tua terhadap motivasi belajar penting untuk dilakukan. Akan tetapi, kegiatan pola asuh melalui kecerdasan emosional dan regulasi diri terhadap motivasi belajar jarang dilakukan oleh para peneliti. Penelitian ini bertujuan untuk mengetahui seberapa berpengaruh pola asuh orang tua terhadap motivasi belajar, untuk mengetahui seberapa pengaruh dari penguatan kecerdasan emosional dan regulasi diri dalam pola asuh terhadap motivasi belajar. Subjek penelitian ini berjumlah 230 responden dari SMP Negeri 6 Madiun. Pengumpulan data dilakukan dengan cara penyebaran kuesioner berkaitan dengan pola asuh, motivasi, kecerdasan emosional, dan regulasi diri. Teknik analisis data nya menggunakan uji validitas dan reliabilitas serta uji t dan uji f, dan uji koefisien determinasi. Hasil penelitiannya adalah kecerdasan emosional dan regulasi diri memperkuat pola asuh terhadap motivasi belajar. Terjadi hubungan positif dan pengaruh yang signifikan antara pola asuh melalui kecerdasan emosional dan regulasi diri terhadap motivasi belajar.

**Kata Kunci:** Pola Asuh, Regulasi, Motivasi, Kecerdasan Emosional

### Abstract

*The influence of parenting from parents on learning motivation is important to do. However, parenting activities through emotional intelligence and self-regulation of learning motivation are rarely used by researchers. This study aims to determine how influential parenting style is on learning motivation, to find out how influential the strengthening of emotional intelligence and self-regulation in parenting on learning motivation. The subjects of this study amounted to 230 respondents from SMP Negeri 6 Madiun. Data collection is carried out by distributing questionnaires related to parenting, motivation, emotional intelligence, and self-regulation. His data analysis technique uses validity and reliability tests as well as t tests and f tests, and determination coefficient tests. The results of his research are emotional intelligence and self-regulation strengthen parenting on learning motivation. There is a positive relationship and significant influence between parenting through emotional intelligence and self-regulation of learning motivation.*

**Keywords:** Parenting Style, Self Regulation, Learning Motivation, Emotional Intelligence

### Introduction

Education is able to deliver individuals in acquiring intelligence and insight so that they will be able to master the fields studied in accordance with the purpose of implementing education. The success of the educational process is greatly influenced by the learning that takes place. This is because learning outcomes

are the core of the educational process. Furthermore, in the learning process, students' motivation to follow learning is the most important aspect (Santosa & Us, 2016). Students are individuals who carry out the learning process directly, so students must actively participate in learning activities at school. In learning activities, motivation can be said to be the overall driving force in students that can

cause learning activities, ensure continuity and provide direction for activities, so that students can achieve the goals of learning (Simanjuntak Sihombing, 2022).

Learning motivation is everything that can give students encouragement to learn. Without learning motivation, students will not learn and will ultimately not achieve learning success (Isiana, 2019). Therefore, students must have motivation to learn so that the learning process can run effectively (Puspitarini, 2021). Learning motivation has several factors that encourage and support. External factors are encouragement from outside the individual obtained from the role of parents, and the creativity of teachers in teaching something to their students. Parents have an important role in fostering learning motivation so that children can achieve academic achievement well (Haranti & Amin, 2019).

The results of the research by Marisa, et al. (2018) show that parental parenting is able to increase adolescents' learning motivation by 18.8%. This is because the attitude of parents who are open and always provide time will help children understand the needs of children who continue to change so that it will help children increase their enthusiasm for learning (Marisa, C., Fitriyanti, E., & Utami, 2018). According to Istiana's (2019) research, the high or low motivation of students to learn can be influenced by emotional intelligence. The higher a person's emotional intelligence, the more able a person can overcome the problems he faces and also recover in solving problems (Istiana, 2019).

Research from Nurlaelah et al with the title *The Influence of Emotional Intelligence on the Learning Motivation of Secondary School Students in Caringin District*. The results of the research are that the emotional intelligence of students has a significant influence on learning motivation in students in secondary schools in Caringin District (Nurlaeliah et al., 2021).

This is strengthened by a study conducted by Tulus entitled *The Influence of Emotional Intelligence and Permissive Parenting Perception on the Learning Motivation of Grade VII Students*. The results of the research are that emotional intelligence has a significant influence on learning motivation in students. Parents' permissive parenting has a positive influence on students' motivation to learn. Emotional intelligence and perception of permissive parenting have an influence together on learning motivation (Zhaelani, 2018).

The research conducted by Fadhilah with the title *Analysis of Parenting Patterns on Student Learning Motivation*, which strengthens the evidence of a significant influence between parenting styles on student learning motivation. The results of this study are that various parenting styles applied by parents have different influences on students' learning motivation. Democratic and authoritarian parenting provides good and sufficient motivation to learn. Permissive parenting style does not provide motivation to learn (Fadhilah & Handayani, 2019).

The research conducted by Yuliasuti with the title *The Influence of Parents' Asug Patterns on the Learning Motivation of Grade VII Students at SMP Kristen 2 Salatiga*. The results of the research are that parenting and habituation given by parents to their children will have a significant and positive influence on learning motivation in children while at school (Yuliasuti, 2019).

Based on Wahyuni's research (2022), junior high school students in Madiun have a low level of motivation to learn. Students who have low motivation to learn because the grades are not completed in more than 3 subjects in semester 1. There were 8 students out of 18 students who had low motivation to learn, as evidenced by the results of their learning motivation scale. Not only that, the study also conducted an interview with one of the teachers who stated that students' motivation to learn can be seen from behavior, such as lazy to take notes, lack of enthusiasm for attending lessons, often late for collecting assignments, not daring to go forward in front of class, not wanting to ask questions, and being embarrassed by their classmates. This is because students underestimate lessons, lack of support from parents, and material delivery systems that are less interesting to students (Wahyuni, 2022).

According to Nurlaeliah's research (2021), there is a very significant positive relationship between emotional intelligence and learning motivation. That is, the higher the emotional intelligence, the higher the motivation to learn, on the contrary, the lower the emotional intelligence, the lower the motivation to learn (Nurlaeliah et al., 2021).

According to Maghfiroh's research (2018), emotional intelligence is a type of intelligence that focuses its attention on recognition, understanding, feeling, managing, motivating oneself and others and being able to

apply one's abilities in one's personal and social life (Maghfiroh, 2019). Therefore, each child has a different level of intelligence (Karomah, Y.S & Widiyono, 2022).

Furthermore, research by Turnip, et al. (2022) shows that there are still many students who have not been able to develop their full potential, this can be seen from the low learning outcomes obtained. To develop the potential possessed by students, it is important that there are efforts made by teachers and students in regulating and controlling themselves and directing what students think and what students feel and then teachers who can then apply in various processes Learning. This process is commonly referred to as self-regulation (Turnip & Wijayaningsih, 2022).

In the learning process, motivation is one of the most important dynamic aspects. It often happens that students who are less accomplished are not caused by their lack of ability, but because there is no motivation to learn so that they do not try to direct all their abilities. This situation is not advantageous because students cannot learn optimally, which of course the achievement of learning outcomes is also not optimal. A modern view of the learning process Placing motivation as one of the important factors in generating students' motivation to learn. Learning motivation is a state that exists in an individual where there is an urge to do something to achieve a goal.

According to Sardiman (2006) The learning process will achieve success if students have good motivation to learn. Factors that affect learning motivation come from internal and external factors (Sardiman, 2006). According to Slameto (1991) internal factors consist of physical factors, psychological factors, and fatigue factors, while external factors consist of family factors, school factors, and community factors (Slameto, 2015). We can relate these factors to parenting in the formation and development of emotional intelligence and self-regulation in children. Thus, there is a relationship between parental parenting and learning motivation through emotional intelligence and self-regulation.

The education provided by parents, schools, and the environment around students

actually greatly affects student learning outcomes by also supporting emotional management or emotional intelligence as well as self-regulation in parenting patterns. With strong support from external factors and the ability of internal factors, students will be able to manage their lives both at school and in the surrounding environment.

So that a harmonious and balanced life will be created. Thus, the researcher will conduct a study on "The Influence of Parenting on Children's Learning Motivation through Emotional Intelligence and Self-Regulation in Junior High School Students 6 Madiun".

### Method

This research method uses a quantitative approach, which produces data in the form of numbers and then analyzes descriptive statistics (Sugiyono, 2016). This study used respondents from SMP Negeri 6 Maidun. This study consists of three variables, namely independent variables, dependent variables, and moderator variables. The independent variable is parenting style as (x). The independent variable is learning motivation (y). The moderator variables is two variable is emotional intelligences(z1) and self regulated (z2).

The measurement of the independent variable of parental parenting style (x), was carried out to influence children's behavior. The preparation of the parenting scale based on Baumrind's theory consists of various parenting styles, which consist of 29 items. Parenting style measurement uses a likert scale with 4 types of answer categories: SS (Strongly Agree), S (Agree), KS (Disagree), TS (Disagree), STS (Strongly Disagree). The results of the parenting score can be seen from the high and low levels based on the total score. The higher the total height, the higher the parenting style. The measurement of the variable bound to learning motivation (y), was carried out to influence children's learning behavior. The preparation of the parenting scale based on Baumrind's theory consists of various parenting styles, which consist of 16 items. Parenting measurement using a likert scale with 4 types of SS (Strongly Agree) answer categories with a value of 5, S (Agree) is worth 4, KS (Disagree) is worth 3, TS (Disagree) is worth 2, STS (Strongly Disagree) is worth 1. The results of the learning motivation score can be seen from the high and low levels

based on the total score. The higher the total height, the higher the motivation to learn.

The measurement of the moderator variable of emotional intelligence ( $z_1$ ), was carried out to affect the level of emotional intelligence of children. The preparation of the parenting scale based on Baumrind's theory consists of various types of eponymous intelligence, which consists of 22 items. Parenting measurement using a likert scale with 4 types of answer categories SS (Strongly Agree) is worth 5, S (Agree) is worth 4, KS (Disagree) is worth 3, TS (Disagree) is worth 2, STS (Strongly Disagree) is worth 1. The results of emotional intelligence scores can be seen from the high and low levels based on the total score. The higher the total height, the higher the emotional intelligence. The measurement of the self-regulation moderator variable ( $z_2$ ) was carried out to influence behavior and self-awareness in children. The preparation of the parenting scale based on Studen's Self-Regulated Learning theory consists of various parenting styles, consisting of 17 items. Self-regulation measurement using a likert scale with 4 types of categories SS (Strongly Agree) answers are worth 5, S (Agree) is worth 4, KS (Disagree) is worth 3, TS (Disagree) is worth 2, STS (Strongly Disagree) is worth 1. The results of self-regulation scores can be seen from the high and low levels based on the total score. The higher the total height, the higher the self-regulation.

The data analysis technique carried out in this study is by using the outer model and inner model measurement models. A measurement model that represents variables to be measured and shows the strength of estimation between variables (Ghozali, 2013). Data analysis using two measurement models, namely the Outer Model and the Inner Model. The Outer Model uses validity and reliability tests. The Inner Model uses a test circuit to measure the value of R-Squares. Use of hypothesis tests with a test  $t$  and  $f$  test (simulation).

This study is a quantitative research with the analysis used is a moderator test because this study wants to see the role of the moderator variable in the relationship between the independent variable and the dependent variable (Hayes). The research data that has been obtained was tested using a moderation model with the help of SPSS Linear Regression Analysis Moderator to see the role of emotional intelligence and self-regulation as a moderator

on the relationship between parenting and learning motivation. This research itself has gone through an ethical test under the Ethics Committee of the Faculty of Psychology, University of Semarang.

## Result and Discussion

The 3 classic assumption tests that have been carried out are the normality test, the multicollinearity test, and the heteroscedasticity test. The normality test was carried out with a residual normality  $r$  test to see whether the distribution of data was normally distributed or not. The normality test was carried out using the Kolmogorov-Smirnov test, with the provision that the data was said to be normal if the sig value was greater than 0.05. In this study, the significant value in the Kolmogoroc-Smirnov test was  $0.064 > 0.05$ . So it can be said that that the distribution of data is normally distributed. This can be seen in table 2.

The second test in the classical assumption is the multicollinearity test to see whether or not there is a correlation between independent variables and moderator variables. The multicollinearity test was carried out by looking at tolerance values and Variance Inflating Factor (VIF). The results of the multicollinearity test showed that there was no multicollinearity between the three variables because the tolerance value was above 0.1 and the VIF value was  $> 10$ . Therefore, the assumption of multicollinearity in this study is met. The results of the multicollinearity test can be seen in table 2.

The last test carried out in the classical assumption test is the heteroscedasticity test which is carried out to find out whether there is a variance inequality in the regression model or not. The heteroscedasticity test was carried out using the park test where if the sig value  $> 0.05$ , no heteroscedasticity occurred. The results of the heterokedasticity test using the park test showed that the variables of Parenting, Emotional Intelligence, and Self-Regulation on Learning Motivation has a SIG value.  $> 0.05$ , so it can be said that there are no symptoms of heterokedasticity. This can be seen in table 3 of the heteroscedasticity test. This study has met 3 classical assumption tests and can be continued with a cascading regression test and a moderation test.

Tabel 1. Normality Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		230
Normal Paramet ers <sup>a,b</sup>	Mean	0E-7
	Std.	
	Deviatio n	8,75373942
	Absolute	,145
	Positive	,056
Most Extreme Differences	Negativ e	-,145
	Kolmogorov-Smirnov Z	2,192
Asymp. Sig. (2-tailed)		,064

a. Test distribution is Normal.

b. Calculated from data.

Tabel 2 Multikolinearity Test

Variabel	VIF	Tolerance	Nilai Kritis
Pola Asuh (X)	2,023	0,867	10
Kecerdasan Emosional (Z1)	3,649	0,765	10
Regulasi Diri (Z2)	2,738	0,895	10
Moderasi X.Z1	1,000	0,745	10
Moderasi XZ2	1,000	0,567	10

Tabel 3 Heteroskedastisitas Test

Model	T	Sig.
(Constant)	1,529	,140
Pola Asuh	-1,716	,100
1 Kecerdasan	1,264	,219
Regulasi Diri	-1,287	,211

A correlation test was carried out to see the relationship between the four variables. The results of the run test can be seen in the table above which has an Asymp.Sig value. (2-tailed) which is greater than 0.05 which is 0.660. This

shows that there is no positive or negative autocorrelation in the data on parenting variables, emotional intelligence, and self-regulation on learning motivation. The R-Square value of 0.596 shows that the proportion of influence of independent variables consisting of Parenting Style (X) and moderation variables of Emotional Intelligence (Z1) and Self-Regulation (Z2) on the dependent variable, namely Learning Motivation (Y) is 0.597 or 59.7%. This can be seen in table 4 of the Autocorrelation test and the determination coefficient.

Tabel 4 Correlation Test

Model Summary <sup>b</sup>				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
	,772 <sup>a</sup>	,596	,591	1,92912

a. Predictors: (Constant), Pola Asuh, Kecerdasan Emosional, Regulasi Diri

Runs Test

	Unstandardized Residual
Test Value <sup>a</sup>	2,41812
Cases < Test Value	115
Cases >= Test Value	115
Total Cases	230
Number of Runs	25
Z	-12,027
Asymp. Sig. (2-tailed)	,660

a. Median

b. Dependent Variable: Motivasi Belajar

Tabel 5. Moderator Tests

Coefficients <sup>a</sup>		
Model	T	Sig.
1 (Constant)	-4,332	,000
POLA	5,308	,000
ASUH		
KECERDA		
SAN	5,012	,000
EMOSION		
AL		
REGULASI	-2,878	,004
DIRI		
XZ1	-4,223	,000
XZ2	2,388	,018

a. Dependent Variable: MOTIVASI

It is known that the significance value of the moderator variable between Parenting Styles and Emotional Intelligence is 0.000 (<0.05), so it can be concluded that the Emotional Intelligence variable (Z1) is able to strengthen the influence of the Parenting Variable on Learning Motivation. Furthermore, it is known that the significance value of the moderator variable between Parenting and Self-Regulation is 0.018 (<0.05), then it can be concluded that the Self-Regulation variable (Z2) is able to strengthen the influence of the Parenting Variable on Motivation. Furthermore, it is known that the significance value of the moderator variable between Parenting Pattern and Self-Regulation is 0.018 (<0.05), so it can be concluded that the Self-Regulation variable (Z2) is able to strengthen the influence of the Parenting Variable on Learning Motivation.

It is known that the significance value of the moderator variable between Parenting Styles and Emotional Intelligence is 0.000 (<0.05), so it can be concluded that the Emotional Intelligence variable (Z1) is able to strengthen the influence of the Parenting Variable on Learning Motivation. Furthermore, it is known that the significance value of the moderator variable between Parenting and Self-Regulation is 0.018 (<0.05), Therefore, it can be concluded that the Self-Regulation variable (Z2) is able to

strengthen the influence of the Parenting Variable on Learning Motivation. The significance value of the Parenting Pattern variable with Emotional Intelligence and Self-Regulation is 0.26 (<0.05), so it can be concluded that the moderating variables of Emotional Intelligence (Z1) and Self-Regulation (Z2) are able to strengthen the influence of the Parenting Variable on Learning Motivation (Y).

Based on the results of the parenting style t test (x), it is known that the significance value is 0.000<0.05, and the tcount value is 8.397> the ttable value is 1.970, then Ho1 is rejected and Ha 1 is accepted. This means that there is an influence of Parenting Styles with moderator variables of Emotional Intelligence and Self-Regulation on Learning Motivation significantly. This shows that if the value of service quality is getting greater, it can make the value of consumer satisfaction also increase.

The results of the research from Murtafiah which strengthens the influence given by emotional intelligence, parental parenting and self-regulation on learning motivation in students. The result of his presentation was that emotional intelligence had a significant influence on the motivation of mathematics learning achievement in children in Parepare City. Parenting has a positive influence on the motivation of learning achievement in students in Parepare City. Self-regulation in children has a significant influence on learning motivation in students in Parepare City. The relationship between parenting, emotional intelligence and regulation has a significant impact and influence on the motivation of learning achievement in students in Parepare City (Murtafi'ah, 2021).

The research carried out by oleg Partiningsih also strengthens the influence given by parenting, emotional intelligence and self-regulation on the motivation of learning achievement in students. The results of the research are that emotional intelligence has a significant influence on the motivation of mathematics learning achievement in children in Sukoharjo. Parental parenting has a positive influence on the motivation of learning achievement in students in Sukoharjo. Self-regulation in children has a significant influence on learning motivation in students in Sukoharjo. The relationship between parenting, emotional intelligence and regulation has a significant impact and influence on the motivation of learning achievement in students in Sukoharjo (Partiningsih, 2019).

Based on the results of the parenting style t test (x), with the variable moderator emotional intelligence (z1), it was known that the significance value was  $0.00 < 0.05$ , and the tcal value was  $15.252 >$  the table value was 1.996. So Ho 2 was rejected and Ha 2 was accepted. This means that there is an influence of parental parenting through emotional intelligence on learning motivation significantly. This shows that the higher the parenting style through emotional intelligence, the higher the motivation to learn in children it is getting taller as well.

The research conducted by Kur'ani is one of the strong evidence between the relationship between parenting style carried out by parents and emotional intelligence which has a positive and significant influence on learning motivation in students. The result of his presentation was that the relationship between parental parenting style has a significant influence on learning motivation for students. Emotional intelligence has an influence on learning motivation in students. The relationship between parenting and emotional intelligence has a significant influence on learning motivation in children in Pontianak (Kur'ani, 2019).

The research conducted by Fatmawati also strengthens the relationship between parenting and emotional intelligence which influences learning motivation for students. The result of his presentation is that the spirit of learning or motivation to learn is needed in the child's learning process, good parenting will have a positive impact on the spirit of learning in students. . Controlled emotional intelligence will have a positive impact on the spirit of learning in students. A good relationship between parenting and emotional intelligence has a good impact on the spirit of learning in children (Fatmawati, 2022).

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Based on the results of the parenting style t test (x), with the self-regulation moderator variable (z2), it is known that the significance value is  $0.00 < 0.05$ , and the tcal value is  $7.547 >$  the table value is 1.996. So Ho 3 was rejected and Ha 3 was accepted. This means that there is an influence of parental parenting through self-regulation on learning motivation significantly. This shows that the higher the parenting style through self-regulation, the higher the motivation to learn.

The results of the influence of parental parenting on learning motivation through self-regulation are strengthened by research conducted by Gusti. The results of the study are that parental parenting has a significant influence on learning motivation in students. Parenting through self-regulation has a positive influence on learning motivation in students (Titah, 2021).

The research conducted by Nuperawati also strengthens the influence of parenting through self-regulation on learning motivation with the research title The Relationship Between Parenting through Self-Regulation on Student Learning Motivation in Nganjuk. The result of his presentation was that parental parenting style has an influence on children's motivation to learn. Parental parenting through self-regulation has a significant influence on learning motivation in students in Nganjuk (Nuperawati, 2020).

## Conclusion

Parenting style has a significant influence on the development of students. Parenting has an impact and influence on the motivation to learn in students. Emotional intelligence and self-awareness are able to help develop potential in a person. It is hoped that the next researcher will be able to develop and dig deeper related to more specific parenting styles.

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