

PARENTAL MOTIVATION IN IMPROVING STUDENT ACHIEVEMENT AT FOUNDATION FOR EDUCATION AND SCHOOLING OF EVANGELICAL CHURCHES SENTANI MIDDLE SCHOOL JUNIOR LEVEL

Noira Yoman¹, Herry Wahyudi Susanto²
University of Science and Technology Jayapura^{1,2}
e-mail: yomannoira@gmail.com

ABSTRAK

Penelitian ini bertujuan menganalisis sejauh mana motivasi orang tua berkontribusi terhadap peningkatan prestasi belajar siswa pada Sekolah Menengah Pertama di bawah naungan Yayasan Pendidikan dan Persekolahan Gereja Injili Papua Sentani. Beberapa siswa masih menunjukkan capaian akademik yang rendah meskipun program pembelajaran telah berjalan optimal, sehingga muncul dugaan bahwa faktor eksternal seperti motivasi dan keterlibatan orang tua memiliki pengaruh terhadap keberhasilan belajar anak. Penelitian ini menggunakan pendekatan kuantitatif dengan desain korelasional, melibatkan 48 siswa kelas VIII sebagai sampel. Data dikumpulkan melalui kuesioner yang telah diuji validitas dan reliabilitasnya, kemudian dianalisis menggunakan korelasi Pearson. Hasil penelitian menunjukkan adanya hubungan positif dan kuat antara motivasi orang tua dan prestasi belajar siswa dengan koefisien $r = 0,70$. Temuan ini menunjukkan bahwa semakin tinggi dukungan dan dorongan yang diberikan orang tua, semakin baik pencapaian akademik siswa. Secara keseluruhan, penelitian menegaskan pentingnya peran aktif orang tua dalam memberikan bimbingan, pengawasan, dan apresiasi terhadap proses belajar, terutama pada konteks sekolah berbasis keagamaan di Papua. Hasil ini juga menjadi dasar bagi sekolah untuk memperkuat kemitraan dengan orang tua melalui program pendampingan belajar yang lebih terstruktur di rumah.

Kata Kunci: *Motivasi Orang Tua, Prestasi Siswa, Sekolah Menengah*

ABSTRACT

This study aims to analyze the extent to which parental motivation contributes to improving students' academic achievement at a Junior High School under the Evangelical Church Education and Schooling Foundation of Papua Sentani. Several students continue to display low academic performance despite the school's learning programs running effectively, suggesting that external factors such as parental motivation and involvement may influence students' learning success. This research employs a quantitative approach with a correlational design, involving 48 eighth-grade students as the sample. Data were collected using a questionnaire that had undergone validity and reliability testing, and were analyzed using the Pearson correlation technique. The results indicate a positive and strong relationship between parental motivation and students' academic achievement, with a correlation coefficient of $r = 0.70$. These findings show that higher levels of parental support and encouragement correspond with better academic outcomes. Overall, the study highlights the essential role of active parental involvement in providing guidance, supervision, and appreciation for students' learning processes, particularly within the context of a faith-based school in Papua. The findings also serve as a foundation for the school to strengthen partnerships with parents through more structured home-based learning support programs.

Keywords: *Parental Motivation, Student Achievement, Junior High School*

INTRODUCTION

Education serves as the primary means of developing high-quality and competitive human resources. Through education, individuals are able to enhance their intellectual, moral, and social potential, enabling them to contribute to national development (Hasan et al., 2023). Ideally, all students should have access to quality learning opportunities and demonstrate strong academic achievement. However, empirical conditions in various regions of Indonesia, including Papua, indicate that some students still exhibit low learning outcomes even though schools have implemented standard learning programs. The gap between these ideal expectations and real conditions is generally influenced by various environmental factors, particularly the family environment. The role of parents is not limited to fulfilling economic needs but also includes providing psychological and motivational support, which is crucial for fostering children's learning enthusiasm (Puspita et al., 2024). Thus, parents hold a moral responsibility to cultivate learning motivation, offer attention, and create a conducive home environment to support their children's educational success.

At the junior high school level, learning motivation becomes an essential factor determining students' academic achievement. The Self-Determination Theory proposed by Wang et al. (2019) highlights that intrinsic motivation emerges from the need for competence, autonomy, and social relatedness. The family environment is the first system capable of fulfilling these three needs. Therefore, emotional support, appreciation, and parental supervision play an important role in building children's learning motivation (Toga et al., 2024). When students feel cared for and valued, they tend to develop stronger perseverance and responsibility in the learning process. Previous studies have shown a significant relationship between parental involvement and learning outcomes. Subarno (2019) found that parents' emotional and academic involvement influences students' learning readiness. Yarmayani and Afrila (2018) revealed that parental attention and support positively impact students' learning motivation. Damanik (2019) also demonstrated that learning motivation mediates the effect of parental involvement on academic achievement among elementary school students. Overall, these findings reinforce the view that parental support is a fundamental basis for children's academic success.

Nevertheless, a research gap remains in the context of education in Papua. Most previous studies were conducted in urban areas or regions with relatively stable social conditions. There is still a limited number of studies specifically examining how parental motivation affects student achievement within the Papuan context an environment characterized by geographical challenges, limited educational facilities, and diverse socio-cultural conditions (Salehuddin et al., 2023). This highlights the urgent need for more contextualized research. In addition, schools under the Yayasan Pendidikan dan Persekolahan Gereja Injili Papua Sentani implement a religious-based educational approach that places strong emphasis on spiritual character formation. The religious values embedded in the school system encourage students to view learning as part of worship and service. This aligns with Bronfenbrenner's ecological theory, which, according to Alfiansyah (2019), positions the family and school as microsystems that mutually influence a child's development. Parenting style also plays a role in shaping students' learning motivation. Yuzarion et al. (2023) found that parental and peer social support indirectly affects academic achievement through learning motivation. Thamrin et al. (2024) further emphasized that structured parental involvement can enhance the effectiveness of the educational process and positively influence learning outcomes.

Based on the above explanation, the novelty of this study lies in its focus on examining the role of parental motivation in influencing student academic achievement within the context

of religious-based education in Papua a region with unique cultural, geographical, and spiritual characteristics. This research provides empirical contributions toward understanding how parental motivation operates within an educational system shaped by distinct local conditions. The findings are expected to serve as a basis for schools and local governments in designing more contextual and effective school-parent partnership programs. Thus, this study aims to answer the question: To what extent does parental motivation influence the academic achievement of students at the Junior High School of the Yayasan Pendidikan dan Persekolahan Gereja Injili Papua Sentani?

RESEARCH METHOD

This study applied a quantitative approach with a correlational design to examine the relationship between parental motivation and students' academic achievement. The design was selected because it allows the researcher to analyze the degree of association between variables without introducing any intervention. The population consisted of 68 eighth-grade students, from which 48 students were selected as the sample using purposive sampling. The sample was determined based on the completeness of academic records and students' active participation in learning activities.

The research instrument consisted of a closed-ended questionnaire using a five-point Likert scale, arranged into two sections that measured parental motivation and academic achievement. Each section included several statements constructed according to predetermined indicators to ensure alignment with the variables under study. The instrument underwent expert validation and empirical testing with students outside the main sample to confirm the accuracy and clarity of the items. Reliability testing was also conducted to ensure the consistency of the measurement results.

Data were collected by distributing the questionnaires to 48 respondents in the classroom, and students were instructed to complete them independently to maintain objectivity. Once the data were gathered, they were analyzed through descriptive statistics to describe score tendencies and inferential analysis using Pearson correlation with the support of statistical software. A significance level of 5 percent was used to determine whether the relationship between variables was statistically meaningful. Throughout the process, research ethics were upheld by obtaining formal approval from the school and securing consent from both students and their parents.

RESULT AND DISCUSSION

Result

The data collected from 48 eighth-grade students describe the distribution of parental motivation scores and academic achievement scores. Before presenting the numerical summary, it is important to outline that the descriptive analysis focuses on the mean, standard deviation, and classification of each variable. These results are organized in a single table to provide a clear overview without repetition. The complete descriptive statistics can be seen in Table 1, which summarizes both variables in a concise format.

Table 1. Descriptive Statistics of Variables

| Variable | N | Mean | SD | Category |
|--------------------------------|----------|-------------|-----------|-----------------|
| Parental Motivation | 48 | 4.36 | 0.52 | High |
| Students' Academic Achievement | 48 | 4.28 | 0.47 | Good |

After examining the numerical summary, the next step is to present the correlation between parental motivation and academic achievement. The correlation results are displayed in Table 2, which contains the coefficient value and significance level used to determine the existence of a statistical relationship. This table is provided to clearly show the numerical outcome of the analysis without interpretation. Details of the correlation values are shown in Table 2.

Table 2. Pearson Correlation Results

| Variable 1 | Variable 2 | r | Sig. (2-tailed) |
|---------------------|--------------------------------|----------|------------------------|
| Parental Motivation | Students' Academic Achievement | 0.70 | 0.000 |

In addition to the tables, the results also include a graphic illustration that summarizes the percentage distribution of the types of parental motivation reported by the students. This graphic is presented to visually complement the descriptive data and to show the variation within the motivational categories measured in the questionnaire. The distribution for each type of motivation is illustrated in Figure 1, which presents the proportions for praise, assignment monitoring, study time guidance, and academic assistance. The graphic is placed below to provide a clearer visualization of the distribution.

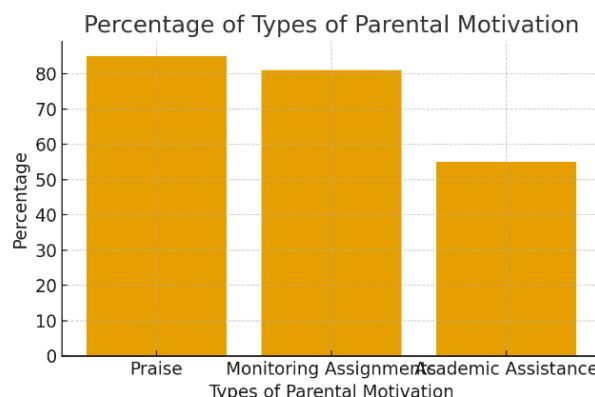


Figure 1. Percentage of Types of Parental Motivation

After displaying the graphic, the distribution of parental motivation can be observed more clearly through the visual proportions provided. The graphic allows readers to identify the relative frequency of each support category without duplicating the numerical details found in the tables. It also serves as a complement to the descriptive summary by offering an alternative presentation format. With the inclusion of this visual, the presentation of findings concludes with the required numerical and graphical outputs without extending into interpretation.

Discussion

The findings of this study indicate that parental motivation has a strong and positive relationship with students' academic achievement, reflecting the meaningful role of family support in shaping learning outcomes. The correlation coefficient obtained shows that parental involvement is not merely an additional factor but an important component contributing to students' academic consistency. This result aligns with the interpretation that the more consistent and structured the support provided by parents, the more likely students are to

demonstrate improved academic performance. Based on these findings, it becomes clear that parental motivation functions as one of the core external conditions influencing students' academic success.

This relationship can be best understood through the lens of Self-Determination Theory, which positions parental support as a key external factor that facilitates internalization processes within students. According to Wang et al. (2019), the fulfillment of basic psychological needs autonomy, competence, and relatedness strengthens intrinsic motivation, and these needs are influenced by the quality of parental guidance and encouragement. When parents provide emotional encouragement, positive feedback, and recognition of achievement, students tend to feel more motivated and confident in facing academic tasks. Emotional and moral support from parents can therefore have a greater impact on sustaining learning motivation than direct academic assistance alone, as also noted by Nurhayati and Rondonuwu (2023). Supporting theories such as Baumrind's parenting style and Bronfenbrenner's ecological systems theory further contextualize this relationship by emphasizing the influence of the home environment, yet these frameworks function as complementary perspectives rather than the central theoretical anchor of this study.

The results of this research are reinforced by previous empirical findings that highlight the positive influence of parental involvement on students' academic achievement. Fatimaningrum (2022) found a positive correlation between parental involvement and students' academic performance ($r = 0.251$), demonstrating that stronger parental engagement is consistently associated with higher learning outcomes. Similarly, Yuzarion et al. (2023) reported that parental emotional involvement significantly influences children's academic readiness, while Setyawati (2023) showed that parental involvement increases student participation, which subsequently strengthens academic achievement. These studies collectively support the conclusion that parental motivation and involvement play a meaningful and consistent role in shaping students' academic performance across different contexts.

Within the context of the school where this study was conducted, parental support appears to hold particular significance due to the cultural and social characteristics of the community. As described by Alfiansyah (2019), interactions within the microsystem such as family and school serve as the most immediate influences on students' development, and this framework reflects local realities observed in this study. At Junior High School Sentani, strong family bonds and a school environment rooted in religious values elevate the relevance of parental support for students' learning motivation. The cultural norms in Papua, characterized by collectivist values, moral expectations, and community-based parenting practices, likely enhance the motivational impact of parental encouragement, making the strong correlation observed in this study both contextually and culturally meaningful.

The implications of this study suggest the importance of strengthening collaboration between schools and parents to optimize students' academic progress. Emotional, moral, and spiritual support from parents, as noted in the findings, can enhance internal motivation such as responsibility, confidence, and perseverance, which in turn contribute to improved academic outcomes. However, several limitations must be considered, including the reliance on self-reported data from students, which may introduce perceptual bias, and the use of a single-school sample that limits the generalizability of the findings. As highlighted by Mauliddya and Rustam (2019), perceptual uniformity among students in religious-based and homogeneous communities may also contribute to the strength of the correlation. Future research is therefore encouraged to incorporate multiple data sources, broader sampling, and additional variables such as socioeconomic status or home learning resources to explore the conditions under which parental motivation exerts stronger or weaker effects.

CONCLUSION

The findings of this study affirm that parental motivation is a key factor influencing students' academic achievement at the Junior High School of the Evangelical Church Education and Schooling Foundation of Papua Sentani. Rather than functioning merely as external encouragement, parental motivation strengthens students' internal drive by providing emotional, moral, and spiritual reinforcement that nurtures their sense of responsibility, confidence, and persistence. Through the lens of Self-Determination Theory, these forms of support help fulfill students' basic psychological needs, thereby contributing to the development of more consistent learning behavior. This interpretation confirms the compatibility between the study's objectives and its results, showing that parental motivation plays a central role in shaping students' academic engagement.

The cultural and religious setting of Papua further contributes to the explanatory power of these findings. Strong family relationships and value-based practices create a microsystem that reinforces the internalization of learning motivation, as described in ecological perspectives on development. In this environment, parental involvement extends beyond academic assistance and becomes intertwined with moral and spiritual guidance that shapes students' discipline and long-term learning orientation. These contextual dynamics demonstrate that parental motivation operates effectively within a value-rich educational ecosystem, providing theoretical insight into how cultural and environmental factors strengthen the impact of family support.

In addition to its conceptual contribution, this study offers practical implications for strengthening collaboration between home and school. Schools can enhance students' academic resilience by developing structured communication systems, parenting programs, and joint monitoring practices that ensure continuity of support across learning environments. Future research can expand this work by incorporating perspectives from parents and teachers, exploring moderating variables such as parenting style or home learning resources, and examining broader cultural contexts through comparative or mixed-methods designs. Such efforts will allow for a deeper understanding of how parental motivation functions across diverse educational settings and how it can be optimized to improve student achievement more sustainably.

REFERENCES

Alfiansyah, H. R. (2019). The role of parental involvement towards the students' learning motivation. *Lentera Pendidikan: Jurnal Ilmu Tarbiyah dan Keguruan*, 22(2), 276–283. <https://doi.org/10.24252/lp.2019v22n2i9>

Damanik, B. E. (2019). Pengaruh fasilitas dan lingkungan belajar terhadap motivasi belajar. *Publikasi Pendidikan*, 9(1), 46–55. <https://doi.org/10.26858/publikan.v9i1.7739>

Erdem, C., & Kaya, M. (2020). A meta-analysis of the effect of parental involvement on students' academic achievement. *Journal of Learning for Development*, 7(3), 367–383. <https://eric.ed.gov/?id=EJ1280652>

Fatimaningrum, A. S. (2022). Parental involvement and academic achievement: A meta-analysis. *Psychological Research and Intervention*, 4(2), 57–67. <https://doi.org/10.21831/pri.v4i2.45507>

Hasan, M., Tabroni, I., Ramadhan, M., Dahliana, B., Arisah, N., Trisnawati, S. N. I., Megavity, R., Supatminingsih, T., Sudirman, Khasanah, U., Bara, A. B., Machsun, M., Prihartini, N., Trustisari, H., Assang, M., Inanna, & Tannarong, Y. (2023). Dasar –

| Dasar | Ilmu | Pendidikan | Penerbit | Tahta | Media. |
|--|------|------------|----------|-------|--------|
| https://tahtamedia.co.id/index.php/issj/article/view/26 | | | | | |
| Li, L., Peng, Z., Lu, L., Liao, H., & Li, H. (2020). Peer relationships, self-efficacy, academic motivation, and mathematics achievement in Zhuang adolescents: A moderated mediation model. <i>Children and Youth Services Review</i> , 118, 105358. https://doi.org/10.1016/j.childyouth.2020.105358 | | | | | |
| Mauliddya, S. A., & Rustam, A. (2019). Peran dukungan sosial orang tua terhadap prestasi akademis melalui mediasi motivasi belajar intrinsik. <i>Gadjah Mada Journal of Psychology (GamaJoP)</i> , 5(2), 166–177. https://doi.org/10.22146/gamajop.50570 | | | | | |
| Nurhayati, & Rondonuwu, R. J. (2023). The relationship between parental involvement and students' academic achievement. <i>J-Simbol: Jurnal Magister Pendidikan Bahasa dan Sastra Indonesia</i> , 11(1), 43–53. https://doi.org/10.23960/J-Simbol/v11i1.2023.06 | | | | | |
| Prihantini & Jimmi Hasmar. (2024). The Impact of School and Parent Collaboration in Curriculum Implementation in Elementary School Education. <i>Jurnal Ilmiah Sekolah Dasar</i> , 8(3), 510–521. https://doi.org/10.23887/jisd.v8i3.69770 | | | | | |
| Puspita, R., Waroh, S., & Gusmaneli. (2024). Peran dukungan orang tua dalam meningkatkan motivasi belajar siswa pendidikan menengah. <i>Journal Educational Research and Development</i> , 1(2), 51–63. https://doi.org/10.62379/jerd.v1i2.41 | | | | | |
| Salehuddin, S., Oruh, S., Agustang, A., & Maswati, R. (2023). Inklusi pendidikan dan dinamika kebudayaan lokal di Papua. <i>Edu Sociata: Jurnal Pendidikan Sosiologi</i> , 6(2), 1413–1424. https://jurnal.stkipbima.ac.id/index.php/ES/article/view/1718 | | | | | |
| Setyawati, P. (2023). Pengaruh perhatian orang tua dan motivasi belajar terhadap prestasi belajar siswa kelas VI Sekolah Dasar se-Kapanewon Kretek. <i>Elementary School: Jurnal Pendidikan dan Pembelajaran Ke-SD-an</i> , 10(1), 78–84. https://doi.org/10.31316/esjurnal.v10i1.4115 | | | | | |
| Subarno, A. (2019). Pengaruh gaya mengajar guru dan perhatian orang tua terhadap motivasi belajar siswa di SMK Batik 1 Surakarta. <i>JIKAP (Jurnal Informasi dan Komunikasi Administrasi Perkantoran)</i> , 3(4), 31–39. https://jurnal.uns.ac.id/JIKAP/article/view/35511 | | | | | |
| Thamrin, P. A., Putri, A. G. L., Nugroho, M. N. S., & Mutmainna. (2024). The influence of parental involvement in educational management on the academic achievement of students at SMA IT Al-Izzah. <i>Journal of Quality Assurance in Islamic Education (JQAIE)</i> , 4(2), 82–94. https://doi.org/10.47945/jqaie.v4i2.1625 | | | | | |
| Toga, E., Laili, R. N., & Nashir, M. (2024). Hubungan pola asuh orang tua dengan motivasi belajar siswa sekolah dasar. <i>Jurnal Basicedu</i> , 7(6), 4033–4044. https://doi.org/10.31004/basicedu.v7i6.6285 | | | | | |
| Wang, C. K. J., Liu, W. C., Kee, Y. H., & Chian, L. K. (2019). Competence, autonomy, and relatedness in the classroom: Understanding students' motivational processes using the self-determination theory. <i>Helion</i> , 5(7), e01983. https://doi.org/10.1016/j.heliyon.2019.e01983 | | | | | |
| Yarmayani, A., & Afrila, D. (2018). Analisis faktor lingkungan belajar yang mempengaruhi hasil belajar siswa. <i>Jurnal Ilmiah Dikdaya</i> , 8(1), 135–149. http://dx.doi.org/10.33087/dikdaya.v8i1.95 | | | | | |
| Yuzarion, Prasetya, A. F., & Alfaiz. (2023). Kontribusi dukungan orangtua dan dukungan teman terhadap self regulated learning di SLTA AB Yogyakarta. <i>Psyche 165 Journal</i> , 16(4), 294–303. https://doi.org/10.35134/psyche165.v16i4.293 | | | | | |