

The Influence of Parenting Patterns and Teacher Personality on Learning Motivation of Children At Sondakan State Elementary School

Alfian Edofeyuda^{1,*}, Murfiah Dewi Wulandari¹

^{1,2} Faculty of Teacher Training and Education, Universitas Muhammadiyah Surakarta, Surakarta, Indonesia

* Corresponding author: a220210029@student.ums.ac.id

Abstract

Purpose: This study aims to explore the influence of parenting patterns and teacher personality on student learning motivation at SD Negeri Sondakan. The primary objective is to determine the extent to which these two factors affect student motivation in an elementary school setting.

Methodology: This research employed a quantitative approach with a survey design. A total of 200 students from SD Negeri Sondakan participated as respondents. Data were collected through questionnaires covering three main variables: learning motivation, parenting patterns, and teacher personality. Descriptive statistical analysis was conducted to provide an overview of the data, while multiple linear regression analysis was used to examine the effect of each independent variable on the dependent variable.

Results: The results of the multiple linear regression analysis revealed that both parenting patterns and teacher personality had a positive and significant effect on student learning motivation. The regression coefficient for parenting patterns was 0.532, and for teacher personality, it was 0.761. Teacher personality was found to have a stronger influence on student motivation than parenting patterns.

Applications/Originality/Value: This study highlights the critical role of teacher personality in fostering student motivation in the classroom. It underscores the importance of quality teacher-student interactions and calls for strong collaboration between parents and teachers to build an optimal learning environment. The findings offer valuable insights for educational practitioners aiming to enhance student engagement and academic performance in elementary schools.

Introduction

Education is an important element in a person's life, which indirectly affects the future of the individual and society (Urhahne & Wijnia, 2023). At the elementary school level, learning motivation is very important because it directly affects the intellectual and emotional development of students (Darbani & Atapour, 2023). Students' learning motivation is often influenced by various external influences, especially parenting patterns and teacher characteristics (Fan, 2023). The situation at Elementary School Sondakan shows a gap in students' learning motivation, which affects academic achievement and involvement in the educational process.

Parenting patterns greatly affect the development of children's character and learning motivation (Denarti & Damayanti, 2023). According to data from the Ministry of Education and Culture, more than 40% of students in Indonesia experience learning obstacles due to lack of parental attention at home (Kementerian Pendidikan dan Kebudayaan Republik Indonesia, 2022). This phenomenon also occurs at SDN Sondakan, where several students show decreased learning motivation due to inadequate parenting practices (Kamaruddin et al., 2023).

The majority of parents in this school have diverse educational and professional backgrounds, so their parenting approaches to their children also vary (Asare et al., 2024). In addition to parenting styles, teachers' personalities also influence students' learning motivation (Nurhayati, 2021). Educators who have good character tend to create a conducive learning atmosphere, thereby increasing students' motivation to learn (Ummah & Aini, 2022). Conversely, educators who fail to engage students constructively can reduce their interest in learning (Meijer & Foster, 2023).

Survey data from the Education Office in 2023 showed that more than 30% of elementary school children in Surakarta experienced a lack of learning motivation, which was caused by a lack of positive emotional relationships with their teachers (Dinas Pendidikan Surakarta, 2023). SDN Sondakan was chosen as the research location because of its status as a public school that shows significant social diversity in Surakarta (Zahid Hussain et al., 2024). The dominant student demographic at SDN Sondakan comes from the lower middle economic strata, where parents usually prioritize work over

their children's education (Wati et al., 2023). Initial observations revealed that many teachers exhibited conventional teaching styles and failed to adopt a personalized approach to students, which led to a decrease in students' desire to learn.

In the realm of parenting, parents at SDN Sondakan use a variety of methodologies, including authoritative, permissive, and authoritarian styles. Previous research has shown that these approaches have varying impacts on students' learning motivation. Authoritarian parenting usually fosters greater learning motivation due to the balance between control and support, but permissive parenting can lead to reduced discipline in student learning.

Students' learning motivation at SDN Sondakan varies greatly. The 2023 school achievement report showed that around 45% of students showed a strong interest in learning, while the remaining 55% needed further motivation to increase their learning engagement (Survei Motivasi Belajar Siswa di Surakarta, 2023). The level of learning motivation directly affects student performance, with motivated students generally achieving higher grades compared to less motivated students (Liu et al., 2022). This suggests that increasing learning motivation requires focused efforts to improve the quality of education at this institution (Cahyono et al., 2024).

Teacher personality plays an important role in fostering a supportive environment (Altun, 2023). Educators with friendly, patient, and receptive dispositions are generally more adept at fostering emotional connections with students, thereby increasing students' desire to learn (Liu et al., 2022). A survey conducted in Surakarta revealed that nearly 60% of students reported increased learning motivation when they had teachers who showed concern and provided positive reinforcement (Survei Motivasi Belajar Siswa di Surakarta, 2023). This suggests that teacher character can influence students' learning interests.

The selection of SDN Sondakan was based on the school's difficulty in maintaining student engagement, especially in classes with a large student population. The presence of many students in one class can prevent teachers from giving adequate attention to each student, thus affecting differences in students' learning motivation levels. This study aims to determine the extent to which parenting styles and teacher personalities influence students' learning motivation.

According to Fitri & Masyithoh (2023) Parenting patterns have positive and negative impacts on students' learning motivation. In line with research by Panjaitan et al., (2023) and Averina & Widagda (2021) that parenting patterns have a significant effect on students' learning motivation. However, in contrast to research conducted by Yuliasuti et al, (2020) which showed that the results of the study showed no significant effect of parenting patterns on the learning motivation of class VII students of SMP Kristen 2 Salatiga, with parenting patterns only having an effect of 3.9% with Sig 0.097 > 0.050 on learning motivation. While the remaining 96.1% is influenced by other factors not examined in this study.

According to Yulianti (2019) Teacher personality refers to personal characteristics that shape the way teachers interact with students and influence their teaching style. In line with research conducted by Suryani (2023) and Mudianah et al., (2023) that teacher personality influences learning motivation. However, in contrast to research conducted by Hasan (2020), the results of the study showed that teacher personality did not have a significant effect on learning motivation, so one way to increase student learning motivation is to improve teacher personality competencies. This study aims to determine and identify the influence of parenting patterns and teacher personality on learning motivation of students at Sondakan Elementary School.

Parenting style is the way parents educate and guide their children in everyday life, which can include aspects such as discipline, communication, attention, and providing examples of behavior. According to there are four common parenting styles, namely authoritarian, permissive, authoritative, and neglectful parenting. Each parenting style has a different effect on child development, including learning motivation (Kartikasari et al., 2023). Authoritative parenting that is balanced between regulation and freedom, for example, has been shown to increase intrinsic motivation in students. Supportive and responsive parenting can increase children's learning motivation because it creates a safe and supportive environment for development. Conversely, parenting that is too strict or lacks attention can hinder the development of students' learning motivation. This shows that parenting plays an important role in influencing students' attitudes and behavior in learning (Wang, 2023).

Teacher Personality reflects a person's ability to exhibit wisdom, stability, maturity, authority, serve as a role model for students, and possess noble character. Teacher personality is a personal aspect essential for fulfilling the role of a good educator. It includes the ability to understand oneself, accept oneself, guide oneself, and realize one's potential optimally. Teacher personality competence encompasses various skills and abilities, including responsibility, honesty, discipline, and other positive character traits. Teacher personality is one of the most important elements in education, as teachers are often role models for students. With a good personality, a teacher not only imparts knowledge but also shapes the character and attitudes of students (Syah et al., 2024).

Learning Motivation is the internal drive that encourages an individual to actively participate in the learning process and achieve educational goals. Intrinsic factors, such as the desire to understand, explore, and achieve personal success, play a significant role, as do extrinsic factors, such as rewards, punishments, or recognition from the social environment. Psychological aspects, including perceptions of the importance of learning, belief in one's abilities, and expectations for desired outcomes, greatly influence the level of engagement and perseverance in learning. Additionally, learning motivation is also affected by emotional aspects, such as interest and satisfaction, as well as social support, including family roles, peer interactions, and teacher responses. Having clear, relevant, and challenging learning goals is an important element that can strengthen students' motivation to learn (Irawan et al., 2024).

Parenting styles have a significant influence on students' learning motivation, where supportive and responsive parenting enhances motivation, while overly strict or inattentive parenting tends to hinder it (Wang, 2023). Parenting styles significantly affect students' learning motivation. Children who receive good parenting tend to have higher learning motivation (Putri et al., 2023). In line with the research conducted by Nugroho et al. (2023), parenting styles have a significant positive effect on students' learning motivation, where good parenting can increase learning motivation, while suboptimal parenting can decrease it. Similarly, research by Lexin Yuan (2023) found that good parenting has a positive and significant influence on learning motivation among university students at private institutions. Based on the study of the theory, the hypothesis developed is:

H1: Parenting style has a significant effect on the learning motivation of students at SD Negeri Sondakan.

The teacher's personality also has a major influence on students' learning motivation. According to personality, it can be divided into five main dimensions, namely: openness to experience, awareness, extroversion, agreement, and neuroticism. Teacher personality, especially the dimensions of openness and extroversion, plays a role in creating a positive atmosphere in the classroom and motivating students to be more active in learning (Parveen et al., 2024). Research conducted by shows that teachers with more open and friendly personalities tend to be able to increase student motivation. Teachers who have positive personalities can create good relationships with students, which ultimately increases students' interest and motivation to learn (Halim et al., 2023). In line with the research conducted by Halim et al. (2023), teacher personality has a significant positive effect on students' learning motivation. Students are more motivated to learn English when the teacher has a positive personality, such as being friendly, organized, cheerful, creative, patient, and possessing good teaching skills/abilities. Based on this study, the hypothesis developed is:

H2: Teacher personality has a significant effect on student learning motivation at SD Negeri Sondakan.

Framework of thinking

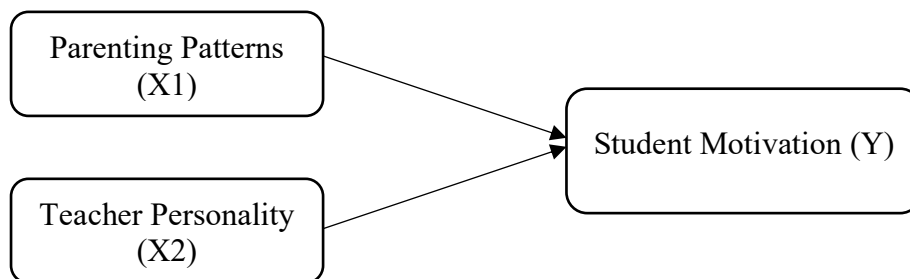


Figure 1. Thinking framework

Caption :

→ : Having a partial relationship.

Research Variables:

X1 : Parenting Pattern

X2 : Teacher Personality

Y : Student Motivation

Method

Participants

Participants in this study were 200 students in grades 4, 5, and 6 at Sondakan Elementary School, Surakarta, Indonesia. Of the total participants, there were 103 male students and 97 female students.

Measures

This study used a questionnaire and a learning motivation scale designed to measure the influence of parenting styles and teacher personality on students' learning motivation. The parenting style questionnaire refers to Baumrind's parenting style theory which consists of three types of parenting styles: authoritative, authoritarian, and permissive (Simangunsong & Sihotang, 2022). This scale measures students' perceptions of their parents' parenting styles through statements that reflect the characteristics of each parenting style.

Meanwhile, teacher personality was assessed using an instrument based on the Big Five Personality Traits, including dimensions of openness, conscientiousness, extroversion, agreeableness, and emotional stability (Karuniawati Hasanah et

al., 2022). Each dimension contains a number of statements that describe certain personality characteristics, and students are asked to rate how well these characteristics match their teacher's personality.

To measure learning motivation, the Learning Motivation Scale (SMB) was used, which consists of several aspects such as willingness to learn, involvement in class, and efforts made by students in solving academic problems. Each student's response to each questionnaire item was scored between 1 (not appropriate) and 5 (very appropriate), with higher scores indicating higher learning motivation.

Prosedure

This study uses a quantitative approach to examine the influence of parenting patterns and teacher personality on students' learning motivation. The study was conducted at Sondakan Elementary School, Surakarta, Indonesia, for two months, from October to November 2024. The data source was obtained from a research sample consisting of 200 respondents, namely students in grades 4, 5, and 6 at the school.

Data collection was carried out by distributing questionnaires using a Likert scale, which were distributed directly at the research location. This questionnaire aims to measure students' attitudes, opinions, and perceptions of parenting patterns, teacher personality, and their learning motivation. The sampling technique used was a non-probability sampling technique with an incidental sampling type. This means that the sample is selected based on coincidence or whoever is available and meets the criteria at that time (Sugiyono, 2017).

The research instrument in the form of a questionnaire was distributed to respondents to obtain data on the influence of parenting patterns and teacher personality on student learning motivation. Data analysis was carried out using the multiple linear regression method with the help of IBM SPSS version 23, which aims to measure the influence of the two independent variables on the dependent variable, namely student learning motivation (Sekaran and Bougie, 2020).

Intervention

The research intervention involves one main stages, namely the stage of distributing questionnaires to students. In the first stage, researcher will distribute questionnaires to students to obtain initial data on parenting patterns, teacher personality, and their learning motivation. This questionnaire will be used to measure students' perceptions of the two independent variables studied, namely parenting patterns and teacher personality, and to obtain an overview of the level of student learning motivation.

Data collection will be carried out twice: first, by distributing questionnaires at the beginning of the study to measure learning motivation, parenting patterns, and teacher personality; and second, after the intervention is implemented, by distributing the same questionnaire to measure changes that occur in these variables. The researcher will analyze the data from the questionnaire to see the influence of parenting patterns and teacher personality on student learning motivation. In the data collection process, the researcher will distribute questionnaires directly to students without any special training for teachers or parents. The researcher will not provide training, but will only distribute research instruments to respondents to obtain the required data.

Data Analysis

The data in this study were analyzed using the SPSS statistical program. First, a descriptive statistical analysis was conducted to describe the variables of student learning motivation based on parenting patterns and external variables. Second, to test the hypothesis in this study, multiple linear regression analysis was used.

Result and Discussion

Validity Test

The validity test is used to determine whether the research instrument is valid or not. It is considered valid if the questions on the questionnaire can measure something that the questionnaire is intended to measure. The significance test is conducted by comparing the calculated r value with the table r value for the degree of freedom (df) = n-2, where n is the sample size (Ramadhan et al., 2024).

Table 1. Validity test

Variables	Item	rhitung	Rtabel	Information
Parenting Patterns (X1)	X1.1	0,765	0,138	Valid
	X1.2	0,774	0,138	Valid
	X1.3	0,765	0,138	Valid
	X1.4	0,765	0,138	Valid
	X1.5	0,162	0,138	Valid

	X1.6	0,765	0,138	Valid
	X1.7	0,774	0,138	Valid
	X1.8	0,765	0,138	Valid
	X1.9	0,765	0,138	Valid
	X2.1	0,765	0,138	Valid
	X2.2	0,820	0,138	Valid
	X2.3	0,162	0,138	Valid
	X2.4	0,144	0,138	Valid
	X2.5	0,201	0,138	Valid
	X2.6	0,765	0,138	Valid
Teacher	X2.7	0,765	0,138	Valid
Personality	X2.8	0,162	0,138	Valid
(X2)	X2.9	0,765	0,138	Valid
	X2.10	0,744	0,138	Valid
	X2.11	0,765	0,138	Valid
	X2.12	0,820	0,138	Valid
	X2.13	0,765	0,138	Valid
	X2.14	0,144	0,138	Valid
	X2.15	0,201	0,138	Valid
	Y.1	0,765	0,138	Valid
	Y.2	0,765	0,138	Valid
Motivation to	Y.3	0,346	0,138	Valid
learn (Y)	Y.4	0,765	0,138	Valid
	Y.5	0,346	0,138	Valid
	Y.6	0,345	0,138	Valid

Based on the table above, it is known that there are 9 statements representing Parenting Styles, 15 questions representing Teacher Personality, and 6 questions representing Student Motivation. In this study, all statements for the independent variables (parenting styles and teacher personality) and the dependent variable (students' learning motivation) are considered valid, based on the criteria for the value of $r_{count} > r_{table}$ which is 0,1388. Therefore, it can be concluded that all 30 statements are valid.

Reliability Test

This reliability test is used to assess whether the measurement tool, in this case, the questionnaire, shows consistency and whether the research results have good quality. According to Sukmawati et al. (2023), the items that are valid in a validity test will be determined for reliability based on the criterion that if the Cronbach's Alpha value is greater than 0,70, the questions are considered reliable. Below are the results of the reliability testing in this study:

Table 2. Reliability test

Variable	Cronbach's Alpha	Standart	Information
Parenting Patterns (X1)	0,768	0,70	Reliable
Teacher Personality (X2)	0,740	0,70	Reliable
Motivation to learn (Y)	0,719	0,70	Reliable

From the data above, it can be seen that the Cronbach's Alpha value for the parenting style variable is 0,768, for teacher personality it is 0,740, and for students' learning motivation, it is 0,719. Since each variable has a Cronbach's Alpha value greater than 0,70, it can be concluded that the indicators used are reliable. After conducting the reliability test, the results show a high reliability coefficient. A high reliability coefficient is defined as a value between 0,60 and 0,80 (Arikunto, 2013). Therefore, the instrument meets the criteria for use in this research.

Normality Test

The normality test is used to examine whether the regression model, the dependent variable, and the independent variables are normally distributed. The regression model is considered to be normally distributed if the probability value from the One Sample Kolmogorov-Smirnov Test is greater than 0,05, or if the p-value $> 0,05$ (Usmadi, 2020).

Table 3. Normality Test

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual	
N		200	
Normal Parameters ^{a,b}	Mean	.0000000	
	Std. Deviation	1.76256783	
Most Extreme Differences	Absolute	.056	
	Positive	.047	
	Negative	-.056	
Test Statistic		.056	
Asymp. Sig. (2-tailed) ^c		.200 ^d	
Monte Carlo Sig. (2-tailed) ^e	Sig.	.131	
	99% Confidence Interval	Lower Bound	.122
		Upper Bound	.139

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

e. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 2000000.

The results of the One-Sample Kolmogorov-Smirnov Test show that the residual distribution in the regression model meets the normality assumption. With an Asymp. Sig. (2-tailed) value of 0,200, which is greater than 0,05, the residual data is considered normally distributed, indicating no significant deviation from a normal distribution in the model's residuals. The normality parameters indicate a mean value of 0.0000000 and a standard deviation of 1,76256783. The test statistic value is 0,056, with a 99% Monte Carlo confidence interval ranging from 0,122 to 0,139, further supporting the normality assumption for this model.

Multicollinearity Test

The multicollinearity test aims to examine whether there is a correlation between the independent variables in the regression model. The results of this test are obtained from the tolerance and VIF (Variance Inflation Factor) values. If the tolerance value is greater than 0,10 and the VIF is less than 10, it indicates that multicollinearity does not occur in the regression model (Budi et al., 2024).

Below are the results of the multicollinearity test for this study:

Table 4. Multicollinearity test results

Variable	Tolerance	VIF	Information
Parenting Patterns (X1)	0,741	1,285	No Multicollinearity Detected
Teacher Personality (X2)	0,719	1,451	No Multicollinearity Detected

Based on the table above, it can be seen that the tolerance values for the independent variables (parenting style and teacher personality) are greater than 0.10, and the VIF values for all independent variables are less than 10. Therefore, it can be concluded that there is no multicollinearity issue in the research model, meaning no correlation has been found between the independent variables (parenting style and teacher personality).

Heteroscedasticity Test

According to Suhartawan et al. (2024), the heteroscedasticity test is used to examine whether there is a disparity in the variance of residuals from one observation to another in a regression model. The heteroscedasticity test can be performed using the Spearman's Rank Correlation Test. If the significance value of the correlation result is less than 0,05, the regression equation is considered to exhibit heteroscedasticity. Conversely, if the significance value of the correlation result is greater than 0,05, the equation does not show heteroscedasticity, or it is non-heteroscedastic.

Below are the results of the heteroscedasticity test for this study:

Table 5. Heteroscedasticity Test Results

Variable	Significance Value (Sig. 2-tailed)	Information
Parenting Patterns (X1)	0,805	No Heteroscedasticity Detected

Teacher Personality (X2) 0,798

No Heteroscedasticity Detected

Based on the output results in Table 7, the 2-tailed significance value of the independent variables (parenting style and teacher personality) shows residual values greater than 0,05. Therefore, it can be concluded that the residual variance in the regression model of this study is homogeneous, meaning that the regression model does not exhibit heteroscedasticity for any of the research variables.

Coefficient of Determination Test (R2)

Table 6. Coefficient of Determination Test (R2) Results

Model Summary ^b					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	,858 ^a	,736	,732	1,085	,858 ^a

a. Predictors: (Constant), Kepribadian Guru, Pola Asuh Orang Tua
b. Dependent Variable: Motivasi Belajar

The results of the regression test in the Model Summary table show that the R value is 0,858, which indicates a positive relationship between the independent variables (Teacher Personality and Parenting Patterns) and the dependent variable (Learning Motivation) although not too strong. The R Square value of 0,736 indicates that the two independent variables are able to explain 73,6% of the variation in Learning Motivation, while the rest is influenced by other factors not included in the model. The Adjusted R Square value of 0,732 indicates an adjustment to the number of variables in the model. The standard error of 1,085 indicates an estimate of the prediction error in this model, and the Durbin-Watson value of 0,858 indicates that there is no significant autocorrelation between the residuals in the model.

F Test (Simultaneous)

Table 9. F Test (Simultaneous) results

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	438.996	2	219.498	54.495	.000 ^b
	Residual	793.484	197	4.028		
	Total	1232.480	199			

a. Dependent Variable: Motivasi Belajar
b. Predictors: (Constant), Kepribadian Guru, Pola Asuh Orang Tua

The results of the ANOVA test show that the regression model consisting of independent variables (Teacher Personality and Parenting Pattern) significantly affects the dependent variable (Learning Motivation). The F value of 54,495 with a significance value (Sig.) of 0,000 indicates that this model is significant at a 95% confidence level (because the Sig. value < 0,05). This means that the hypothesis that Teacher Personality and Parenting Pattern have an influence on Learning Motivation can be accepted. The Sum of Squares value for the regression of 438,996 indicates variability that can be explained by the model, while the Residual Sum of Squares value of 793,484 indicates variability that cannot be explained by the model.

T-Test (Partial)

Table 10. T-Test (Partial) results

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	19.859	1.689		11.759	.000
	Pola Asuh Orang Tua	.532	.038	.818	13.950	.000
	Kepribadian Guru	.761	.0151	0.642	5.025	.000

a. Dependent Variable: Motivasi Belajar

The results of the linear regression test show that both independent variables, Parenting Pattern and Teacher Personality, have a significant effect on students' Learning Motivation. The regression coefficient for Parenting Pattern is

0,532 with a t value of 13,950 and Sig. 0,000, which means that the effect is positive and significant. Meanwhile, Teacher Personality has a regression coefficient of 0,761, a t value of 5,025, and Sig. 0,000, indicating that its effect is also positive and significant. Based on the standardized beta value, Parenting Pattern (0,818) has a stronger effect than Teacher Personality (0,642) on Learning Motivation. This model shows that an increase in both independent variables will significantly increase students' Learning Motivation.

Multiple Linear Regression Test

Based on the results of the multiple regression test provided, the regression equation that can be written is as follows:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + e$$

With:

- Y is the dependent variable (learning motivation),
- X1 is the Parenting Pattern variable,
- X2 is the Teacher Personality variable (e.g. other relevant factors in the study),
- α is a constant,
- β_1 and β_2 are the regression coefficients of each independent variable.

$$Y = 19,859 + 0,532X_1 + 0,761X_2 + e$$

Based on the data provided, the resulting multiple regression equation is:

1. Constant Value (α): The constant value of 19,859 indicates that if all independent variables (Parental Parenting Pattern and Teacher Personality) are zero, then the value of student learning motivation is 19,859. This shows the basic value of learning motivation without any influence from the two variables.
2. Parenting Pattern (X1): The regression coefficient of 0,532 indicates a positive influence between Parenting Pattern and Learning Motivation. This means that every 1 unit increase in the Parenting Pattern variable will increase Learning Motivation by 0,532 units, assuming the Teacher Personality variable remains constant. The t value of 13,950 and the significance level of 0,000 indicate that this influence is very significant.
3. Teacher Personality (X2): The regression coefficient of 0,761 indicates a positive influence between Teacher Personality and Learning Motivation. This means that every 1 unit increase in the Teacher Personality variable will increase Learning Motivation by 0,761 units, assuming the Parenting Pattern variable remains constant. The t value of 5,025 and the significance level of 0,000 also indicate that this influence is very significant.

Overall, the results of this multiple regression test indicate that both independent variables, namely Parenting Patterns and Teacher Personality, have a positive and significant influence on student Learning Motivation. However, the contribution of Teacher Personality is slightly greater than Parenting Patterns based on the regression coefficient value.

Discussion

The Influence of Parenting Patterns (X1) on Learning Motivation (Y)

The study shows that parenting patterns have a significant effect on students' learning motivation at SD Negeri Sondakan. This is evidenced by the variable of parenting patterns having a value of $t_{\text{(count)}} > t_{\text{(table)}}$, which is $13,950 > 1,972$, with a significance level of $0,000 < 0,05$. Thus, H_0 is rejected and H_a is accepted, which means that parenting patterns have a significant positive effect on students' learning motivation. These results indicate that the better the parenting patterns, the more it will increase students' learning motivation.

The results of this study illustrate that parenting patterns have an important influence in shaping students' enthusiasm and desire to learn. Active involvement of parents in children's education, such as providing tutoring at home, motivating children to achieve, and showing concern for children's learning progress, are factors that encourage students to be more motivated in learning. Thus, the role of positive parenting patterns has a real impact on students' learning motivation.

The results of this study are in line with research conducted by Averina & Widagda (2021), which found that parenting patterns have a significant effect on elementary school students' learning motivation. Parents who apply democratic parenting patterns tend to be able to increase children's learning motivation more effectively. In addition, research by Fitri & Masyithoh (2023) also shows that parenting patterns contribute to increasing learning motivation through emotional and academic support.

The Influence of Teacher Personality (X2) on Learning Motivation (Y)

The study shows that teacher personality has a significant effect on student learning motivation at SD Negeri Sondakan. This is evidenced by the teacher personality variable having a value of $t_{\text{(count)}} > t_{\text{(table)}}$, which is $5,025 > 1,972$, with a

significance level of $0,000 < 0,05$. Thus, H_0 is rejected and H_a is accepted, which means that teacher personality has a significant positive effect on student learning motivation. These results indicate that the better the teacher's personality, the more it will increase student learning motivation.

The results of this study indicate that teachers who have positive personalities, such as being friendly, patient, and attentive to students' needs, are able to create a pleasant and supportive learning atmosphere. Teachers with these personalities tend to motivate students to study harder and feel more comfortable expressing opinions or asking questions in class. Thus, a good teacher personality contributes to increasing students' learning motivation.

The results of this study are in line with research conducted by Suryani (2023), which found that teacher personality has a significant effect on students' learning motivation through a humanistic learning approach that is oriented towards students' needs. Another study by Sukmawati & Tarmizi (2024) also revealed that teachers who show empathy and personal attention are able to increase students' learning motivation in class.

The Simultaneous Influence of Parenting Patterns and Teacher Personality on Learning Motivation (Y)

The results of the simultaneous test showed that parenting patterns and teacher personality together had a significant effect on students' learning motivation. This is evidenced by the value of $F_{(count)} > F_{(table)}$, which is $54,495 > 3,047$, with a significance level of $0,000 < 0,05$. Thus, H_0 is rejected and H_a is accepted, which means that the two independent variables simultaneously have a significant positive effect on student learning motivation.

The results of this study indicate that parenting patterns and teacher personality complement each other in shaping student learning motivation. Parenting patterns provide support from the family side, while teacher personality creates a conducive learning environment at school. The combination of the two provides a synergistic effect that can significantly increase student learning motivation.

This study supports the findings of Kamaruddin et al., (2023), which show that the role of parents and teachers can simultaneously improve learning outcomes by increasing student motivation. These results are also consistent with research conducted by Febriani et al., (2023), which found that the interaction between parental support and teacher approaches has a strong influence on the enthusiasm for learning of elementary school students.

Limitations

This study has several limitations. First, the number of respondents was limited to 200 students from Sondakan Elementary School, so the results of the study cannot be generalized to students outside the population. Second, the use of questionnaires as a research instrument focused more on quantitative measurements and did not explore qualitative aspects, such as students' emotional experiences and the dynamics of the relationship between parents and teachers. Third, this study was only conducted in one school with certain characteristics, such as students' socio-economic background, which could affect the external validity of the research results. In addition, other factors such as peer influence, school policies, and the use of educational technology were not analyzed, although they may also influence students' learning motivation.

Conclusion

The results of this study indicate that parenting patterns and teacher personality have a significant effect on students' learning motivation at Sondakan Elementary School. Positive parenting patterns from parents, such as emotional support and attention to children's educational needs, contribute to increased learning motivation. Meanwhile, inspiring teacher personalities, such as patience, communicativeness, and empathy, can also encourage students' enthusiasm to learn better. This conclusion emphasizes the importance of collaboration between parents and teachers in creating a conducive learning environment for students. Recommendations from this study include increasing parental involvement in supporting learning at home, developing teachers' interpersonal competencies, and providing school facilities that support students' learning motivation.

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