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Analysis of the Role of Teacher's Parenting Styles on Student Learning Motivation at State Vocational Schools in Surakarta

Fika Adin Laila¹, Dwi Maryono^{2*}, Dwi Esti Wardani³

¹Department of Software and Game Development, Faculty of Teacher Training and Education, Universitas Sebelas Maret, Indonesia

^{2*}Department of Informatics and Computer Engineering Education, Faculty of Teacher Training and Education, Universitas Sebelas Maret, Indonesia

³Department of Software and Game Development, SMK Negeri 5 Surakarta, Indonesia

Email: fikaadinlaila@gmail.com,

dwimaryono@staff.uns.ac.id, dwie.estee@gmail.com

ABSTRACT

The motivation of students to learn is greatly influenced by their teachers. Teachers are significant figures in the classroom who can uplift and mentor students. The parenting and teaching styles of educators can foster an atmosphere that encourages students to become motivated learners. A spirit of learning can be fostered by teachers who can offer constructive criticism, offer challenges that are appropriate for their student's abilities, and pay attention to each student's personal growth. The purpose of this research is to ascertain how teacher parenting influences students' motivation to learn. Teachers and students are the study's subjects, and a qualitative descriptive method is being used. Three methods were employed to acquire the data: observation, interviews, and documentation. Data analysis used descriptive qualitative data analysis. The results of the study show that the dominant teacher parenting in motivating student learning is democratic parenting. This parenting style emphasizes open communication, giving freedom of expression, and instilling positive values in students. Democratic parenting can increase student learning motivation because it can make students feel valued, recognized, and in control of themselves. In addition, democratic parenting can also shape students' positive characteristics, such as discipline, independence, and communication. These positive characteristics can support students in learning and achieving maximum achievement.

Keywords: Learning Motivation, Parenting Style Teacher, Student Relationships, Teacher Role.

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INTRODUCTION

In the age of globalization, education requires teachers to play a crucial role in enhancing the quality of learning and motivating

students to learn. As stated by Syah et al., (2017), learning motivation is affected by various internal and external factors. Internal factors are those that come from within the person and take the shape of their goals, attitudes, personalities, experiences, and level of education. External variables are those that originate from without the person, including social and non-social

settings, educational resources, and physical surroundings (Mustaghfirin, 2022). The effectiveness of learning depends not only on how the content is presented, depends not only on the teacher's skill in recognizing and addressing students' motivation to learn. As per Tambalo et al., (2014), motivation drives individuals to engage in activities to accomplish objectives. If students are driven and have a strong desire to learn, they will succeed (Fauzi, et al., 2022). Pupils that are motivated to learn will influence their classroom experiences and yield the best outcomes.

According to the findings from the outcomes of learning observations at SMK in Surakarta, it indicates that students in classes A, B, and C have varying levels of learning motivations, specifically low, medium, and high. This is evident during the process of learning, as certain pupils display a lower level of interest in the learning process. Some kids choose to disrupt their buddies and disregard the teacher's instruction. When assigned assignments by the teacher, students frequently occupy themselves to avoid completing the tasks promptly. There are a few students who are not as eager to attend lessons. The teacher's position has a significant impact on students' motivation, engagement, and excitement in classroom learning, as stated by Arianti (2019). Therefore, it may be said that instructors must inspire their pupils to learn (Permatasari, et al., 2018). Adopting the appropriate parenting style is one method to do this. The same teacher taught database learning in classes A, B, and C, but the students' motivation varied throughout the three classes. The teacher adapted their approach to the three

classes based on the students' traits and preferences.

Teacher parenting refers to the approach or conduct of teachers when they connect with students (Mukhtar, 2020). The teacher's role in parenting can impact students' motivation to learn, which is a crucial aspect of academic success. Student learning motivation may differ based on personal traits, such as hobbies, abilities, self-assurance, and objectives. Thus, educators should employ parenting techniques that are suitable for the diverse motivational traits of pupils.

A teacher's role in parenting can impact students' learning habits in school (Slameto, 2010). Because as educators, they play the function of facilitators, helping students participate in activities that support the learning process (Setyowati, et al., 2018). Teacher parenting can be categorized into three types: authoritarian, permissive, and democratic (Adawiah, 2017). These three categories of teacher parenting can impact how teachers interact with pupils, including delivering praise, criticism, assistance, punishment, or feedback. These various approaches by professors can impact how students see themselves, their instructors, and their academic subjects. These student beliefs can impact student motivation to learn, both in a positive and bad way. An effective teacher-student relationship is one of the aspects that might enhance student motivation to learn. An effective teacher-student relationship is marked by trust, respect, communication, and teamwork. An effective teacher-student connection can help pupils feel appreciated, assisted, and comprehended by their

teachers. An effective teacher-student connection can also enhance students' curiosity, involvement, and success in learning. Thus, it is crucial for educators to establish positive connections with children through appropriate parenting methods.

This study arose from a strong desire to examine the impact of teacher parenting on student motivation to learn, as well as to identify the specific approach to teacher parenting employed by instructors at SMK Negeri in Surakarta. According to a prior study conducted by Fadhilah et al., (2019), it was found that pupils have varying motives in learning when different parenting styles are used. Furthermore, a study conducted by Masni (2017), provides compelling evidence that connects democratic parenting with student potential and creativity. This research suggests the need to address the gap in our understanding. The presence of the issue of insufficient study at SMK Negeri in Surakarta about the influence of teacher parenting on student learning motivation is the reason for choosing this topic. This study intends to investigate the influence of teacher parenting on student motivation to learn at school, as described in the background. To sum up, the research results indicated that the way teachers interact with students has a notable impact on their drive to learn. Employing suitable teaching approaches that cater to the many motivational traits of students can enhance their learning motivation.

RESEARCH METHODS

The research approach employed in this study is descriptive qualitative analysis.

Qualitative research methods are research approaches that generate descriptive data in the form of written or spoken words from individuals or observed behavior (Abdussamad & Sik, 2021). Qualitative research seeks to preserve the structure and substance of human behavior and examine its characteristics, rather than transforming it into numerical values.

This study is conducted at a state vocational school in Surakarta, with the research period spanning from October 2023 to December 2023. The variables observed in this study are as follows: The impact of teacher parenting on the learning motivation of 11th-grade students in the Software and Game Development study program, specifically in the Database topic.

The individuals involved in this research were students from class XI PPLG A, XI PPLG B, XI PPLG C, and one of the PPLG teachers at the state vocational school in Surakarta. The information about the participants is described in table 1.

Gender	Quantity
Male	99
Female	9
Total	108

Table 1.1 Detail of participants

The subjects were selected via purposive sampling. Purposive sampling, as defined by Sugiyono (2015), is a sampling method that takes specific factors into account to decide the number of samples to be analyzed based on desired criteria. Teachers were chosen using purposive sampling because they possess teaching expertise and comprehension of student

motivation. Meanwhile, the choice of students in class XI PPLG B, XI PPLG A, and XI PPLG C was made since these classes possess qualities that are appropriate for the study.

The methods used to acquire data in this study involved observing, conducting interviews, and documenting information. Observation is a research technique that involves observing and systematically documenting symptoms that manifest on the subject of study (Muliawan, 2014). In this study, the method employed was direct observation, followed by the subsequent steps of data collecting, processing, and in-depth data analysis. The author employed this approach to directly gather data on student motivation and teacher parenting in order to inspire pupils. By conducting this observation, we will obtain the real data. An observation took place when practicing studying.

Following the observation, the researcher proceeded to interview the teacher. An interview is a way of collecting data by directly asking questions to the individual involved. This technique is employed as a tool to further explore the data (Arikunto, 2010). The interview was carried out to gather information on the learning drive of eleventh-grade students in the database topic. The researcher also interviewed the mentor teacher to gather information on:

- The approach to parenting used in the classroom
- Attempts to enhance student motivation
- And the influence of classmates on student motivation.

The researcher used a method called a deep structured interview. To obtain data and information that are unquestionably accurate from the source. The interview was carried out by immediately posing a series of questions.

Following the interview, the researcher carried out paperwork. Documentation refers to written information that researchers use as additional data in their research. That consists of information regarding the school's history, vision and mission, student activities, and other details. The researcher gathers documentation in the form of pictures of the learning and teaching process, the interview process, and written material such as the school's organisational structure, and amenities and infrastructure.

RESULTS OF RESEARCH AND DISCUSSION

Education that benefits student is education that can maximize their potential. This cannot be disconnected from the supervision and assistance of the teacher. The appropriate parenting style of the teacher can assist children in learning more efficiently. This aligns with (Dhanurendri & Kuspriyanto, 2018) which suggests that the appropriate parenting style of the teacher can result in enhanced learning results. The teacher plays a crucial role in education at school, as they have an impact on pupils' intellectual development and ethical values.

The instructor plays a part in the execution of parenting for students. Parenting involves the advice provided by teachers to students (Mukhtar, 2020). In this situation, the teacher teaches and directs the pupils'

personality based on their own traits. There are three types of parenting styles that teachers use with students: authoritarian, permissive, and Democratic. This is designed to meet the needs of various students.

According to the findings from observing and interviewing, the following information was gathered: The teacher in class B applies an authoritative parenting style, which is marked by firm rules, strong consequences, teachers exerting a significant amount of control, and limited acceptance. This aligns with the findings of Taib et al., (2020) which suggests that authoritarian parenting is a type of parenting that prioritizes students' adhering to the teacher's desires in all aspects. The application of teacher parenting in class B tends to have a strong influence on the learning process, providing orders that students are expected to obey, and seldom allowing students the chance to voice their ideas or ask questions. Teachers in class B frequently offer negative feedback and hold students accountable when they fail to fulfill the teacher's expectations or standards. Students are required to comply and should not resist for any reason, or they may face consequences. This implementation is being done because it is a bit challenging to manage the kids' behavior in that class.

The instructor in class A practices permissive parenting, which is marked by a high level of freedom, a lack of regulations and consequences, and frequent communication between teachers and pupils. This aligns with a study conducted by Wibowo and Gunawan (2015), which suggests that permissive parenting is a style of parenting where teachers allow

pupils to independently engage in their activities. Permissive parenting tends to provide explanations while making rules. Teachers will offer minimal emotional assistance with high tolerance and limited authority.

In class A, teachers typically display adaptability and acceptance toward student behavior, grant students trust and autonomy, and frequently offer praise or acknowledgment. Teachers in class A seldom intervene or guide pupils when they encounter challenges or obstacles in learning. This is designed to allow students to express themselves and encourage creativity in learning without breaking any rules or ethical standards as students.

The teacher in class C applies a style of parenting called democratic parenting, which involves finding a balance between allowing freedom and setting boundaries, establishing clear and fair rules and consequences, and maintaining effective communication between instructors and students. In class C, teachers often engage students in the learning process, offer equitable chances for student participation, discussion, and collaboration, and provide suitable supervision and support. In class C, teachers frequently offer helpful and encouraging feedback to students to enhance their achievement and performance.

The application of the democratic parenting style is capable of giving utmost focus to students' learning process, beginning from instilling good habits to offering direct learning support, such as teachers accompanying students during their learning and continuously providing motivation. Teachers also consistently offer support to students, thereby enhancing their

motivation to learn. The teacher's approach to parenting is closely linked to the process of socialization and interaction in individuals. This aligns with the viewpoint expressed by (Putro, et al., 2020) that a well-established interaction pattern fosters a positive atmosphere and positively influences student development. If educators and learners establish positive connections and encourage pupils to maintain enthusiasm in engaging in educational tasks. This hypothesis highlights that the adoption of democratic parenting might have a positive impact on students about the learning process.

According to studies in the field, adopting democratic parenting to students can encourage them to have a strong enthusiasm for learning. This is because it can positively influence students by providing support and promoting excellent habits. This is based on the findings of (Nadhifah, et al., 2021).

A strong level of student motivation to learn can fulfill the criteria in the indicators of learning motivation, as stated by (Sardiman, 2011), which include: (a) Being persistent when facing tasks, (b) Being resilient when facing difficulties, (c) Showing interest in various problems, (d) Preferring to work independently, (e) Not getting easily bored with assigned tasks, (f) Being able to pay attention to their own opinions, (g) Not easily giving up on their beliefs, (h) Enjoying finding and solving problems.

CONCLUSIONS AND SUGGESTIONS

Conclusion

From the results, it can be inferred that the parenting styles of teachers play a significant

effect in motivating kids at SMK Negeri in Surakarta. Authoritative parenting approaches implemented by teachers in class B have a tendency to decrease student motivation, since pupils feel pressured, fearful, and uneasy in the learning process. Lenient parenting styles implemented by teachers in class A have a tendency to enhance student motivation, as kids feel unrestricted, self-assured, and content in their learning. Nevertheless, lenient parenting approaches can also result in adverse effects, such as a deficiency in pupils' sense of responsibility, discipline, and consistency in their learning. Teachers in class C who utilize democratic parenting approaches are likely to be effective in boosting student motivation, as students feel appreciated, treated with respect, and supported in their learning. Democratic parenting approaches can also influence favorable attitudes, social abilities, and intellectual abilities in students' education.

Suggestion

For teachers, it is important to enhance the effectiveness of parenting approaches used during the teaching process, in order to encourage pupils to engage in learning with greater dedication and enthusiasm. Teachers also must offer assistance, direction, and constructive comments to students, and acknowledge the hard work and accomplishments of students.

For students, it is important to recognize the significance of having desire to learn to achieve academic and career goals in the future. Students should also aim to cultivate autonomy, accountability, and self-assurance in their study,

and adhere to the parenting approaches provided by teachers.

For future researchers, individuals might further enhance this research by utilizing alternative approaches, such as experiments or case studies, to acquire more accurate and dependable outcomes. Subsequent researchers may additionally incorporate additional characteristics associated with teacher parenting styles and student learning motivation, such as learning preferences, areas of interest, abilities, or other variables that may impact kids' academic achievement.

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