
Unraveling The Impact Of Teacher Competence And Parenting Styles On Student Motivation At MA Nw Kotaraja, East Lombok, NTB

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Abstract

Motivation and learning have a mutually influencing relationship in the educational context. Teacher competence and parenting patterns emerge as key factors that can influence students' learning motivation, which ultimately affects the quality of their learning outcomes. This quantitative research aims to analyze the direct impact of teacher competence and parenting patterns on student learning motivation at MA NW Kotaraja, East Lombok, NTB. Through the use of questionnaires as data collection instruments and multiple linear regression analysis, the research results show that teachers' understanding of subject matter and their ability to convey it effectively has a positive impact on student learning motivation. Furthermore, supportive parenting styles, providing emotional support, and providing positive encouragement also have a significant influence on students' learning motivation. These results highlight the important role of teachers and parents in forming a motivating learning environment, which in turn can improve the quality of learning and student learning outcomes at MA NW Kotaraja

Keywords

Learning Motivation; Learning Competence; Parenting; Education.

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1. PENDAHULUAN

Education involves a deliberate and organized endeavor with the goal of establishing the best possible conditions for learning. These conditions are carefully designed to enable students to actively cultivate their abilities across different facets of life. The main focus of this definition is the development of spiritual strength, self-control, personality formation, increasing intelligence, strengthening noble morals, and developing the skills needed to make positive contributions to oneself, society, nation and state (Ichsan & Hasiyanto, 2021). An optimal learning environment should encourage students not only to understand academic material, but also to gain spiritual wisdom, self-control abilities and strong morals. Education is directed at forming individuals who have intelligence in understanding themselves and others, and have social skills that support life in society. Moreover, Kamara (2019); Darmawan and Mardikaningsih (2022) refer to education as a means of developing noble morals which become the moral foundation in everyday interactions. Education is not just about conveying facts and information, but also about forming students' character and



morality (Avci, 2017; Al Mursyidi & Darmawan, 2023). It is a platform for the development of strong ethical values, which guide students in living lives with integrity and responsibility. Therefore, education does not create individuals who are intellectually intelligent, but also creates individuals who have noble character (Firmansyah & Darmawan, 2023; Masnawati et al., 2023; Dena & Darmawan, 2024).

Madrasah Aliyah (MA) is an upper secondary level educational institution in the Islamic education system in Indonesia. Madrasah Aliyah is equivalent to a Senior High School (SMA) in the national education system, but with an approach that better integrates Islamic values into the curriculum (Nursikin, 2022). In contrast to state schools, Madrasah Aliyah places special emphasis on Islamic religious education and Islamic culture. As an Islamic educational institution, Madrasah Aliyah also plays a role in shaping students' morals in accordance with Islamic values (Idris & Usman, 2019).

Learning motivation is the main element that encourages students to be actively involved in the learning process (Melati et al., 2023). When students feel enthusiastic and eager to learn, they are more likely to take advantage of the learning opportunities provided. Learning motivation does not only cover academic aspects, but also concerns the moral development and emotional intelligence of students (Muis & Santosa, 2022). Motivation can stem from a range of sources, including aspirations for success and genuine curiosity about the topic at hand, a sense of responsibility towards oneself, and support from a conducive learning environment (Baeten et al., 2010; Mardikaningsih & Darmawan, 2021; Berger & Girardet, 2021; Haqiqi & Darmawan, 2024). The importance of learning motivation in education can be seen as the main key in achieving broad educational goals, namely creating individuals who are empowered, have noble character, and can make a positive contribution to society (Yani, 2023). Therefore, teachers and educational institutions have an important role in creating an environment that triggers student learning motivation through innovative teaching methods, relevant learning, and recognition of student achievements (Mardikaningsih, 2014; HD & Darmawan, 2023; Yakubova, 2023; Putra & Darmawan, 2024; Stumbrienė et al., 2024). Students' learning motivation needs can be more effective in forming a generation of quality and potential (Sari et al., 2020; Yulianto & Darmawan, 2024).

The proficiency of teachers plays a crucial role in establishing an educational setting that inspires, assists, and emboldens students (Priani & Ismiyati, 2020). The teacher's ability to manage learning well can create an interesting and motivating

learning environment. Teacher competency reflects their ability to distribute knowledge clearly that meets students' needs effectively (Arifin et al., 2017; Dewi, 2018; Imanuddin & Darmawan, 2024). This competency acts as an incentive for students to understand and apply the knowledge taught (Pianda, 2018). By having a deep understanding of the subject matter, teachers can convey information clearly and understand students' individual needs. This ability creates a sense of relevance in learning, making students more involved and motivated to dig deeper into the material being taught (Putra et al., 2017). The use of creative and diverse learning methods by teachers not only makes learning more interesting, but also pays attention to differences in students' learning styles (Purwanti et al., 2014; Dewantara et al., 2021; Masnawati et al., 2022; Rizal & Darmawan, 2024). This creates opportunities for each student to find a learning approach that suits their preferences which ultimately can increase learning motivation (Mardikaningsih & Hariani, 2016). This provides students with a deeper learning experience and can improve memory and understanding of the material. The significance of teacher competence in enhancing the quality of student motivation for learning cannot be overstated. Competent teachers not only teach to convey information, but also inspire and provide support to students to achieve their maximum potential (Masrurroh et al., 2022; Masnawati & Hariani, 2023). Thus, teacher competence is not just mastery of material, but also interpersonal skills, sensitivity to student needs, and the ability to create a positive learning environment.

One of the factors that influences learning motivation is the family, in this case the parenting style of parents (Harianti & Amin, 2016). The application of parenting styles can influence students' learning habits both at home and at school (Fitriyah & Darmawan, 2024). Because parents are the first and main teachers for children (Ambarita et al., 2021). As parents, you should provide provisions for your children to form a quality future generation. This includes giving praise for academic achievements, supporting extracurricular activities, and showing interest in their children's educational development. In an environment like this, students feel supported and motivated to explore their learning interests (Laili & Darmawan, 2024). The attitude of parents who are open and always make time will help children understand that they are always changing, and will also help children increase their enthusiasm for learning. With support and understanding from parents, children feel motivated to optimize their thinking potential at school (Murdoko, 2017). Children will maximize their cognitive potential in school and consistently strive to complete their school assignments accurately. Unsupportive parenting patterns can affect

students' self-perception and self-confidence, resulting in an inability to maintain students' learning motivation (Respati et al., 2006; Nengseh & Darmawan, 2024). Inappropriate support from poor parenting can create a learning environment that is not conducive. Students experiencing a lack of support may ultimately see a decline in their motivation to learn. Therefore, parental parenting creates a positive and supportive learning environment for students (Putra, 2023).

Teacher competency is one of the key elements in the learning process which plays an important role in shaping students' learning experiences. The teacher's deep understanding of the subject matter, ability to convey information effectively, and active involvement in learning create a strong basis for motivating students. Therefore, this research aims to reveal the impact of teacher competence and parenting patterns on student learning motivation at MA NW Kotaraja, East Lombok, NTB. By understanding the important role of teacher competence and the role of parents, it is hoped that educational strategies can be developed to increase student motivation and learning achievement at MA NW Kotaraja

2. METODE

This study will employ a quantitative methodology as its primary approach to investigate and quantify the influence of teacher competence and parenting styles on student motivation to learn. The selection of this method was driven by the aim to comprehensively and tangibly illustrate the interrelations among variables, thereby gaining further insights into the factors affecting learning motivation.

The research will encompass all students attending MA NW Kotaraja East Lombok NTB, amounting to 367 students. Specifically, the sample for the study will consist of 100 students from the twelfth-grade class. The sampling will be conducted randomly during data collection, with questionnaires distributed to all respondents. The variables involved in this research are:

1. Teacher competence (X.1) encompasses interpersonal abilities, innovative teaching approaches, and the capability to establish meaningful connections with students' experiences (Febriana, 2021). As per Hutomo et al. (2012), teacher competence encompasses mastery of subject matter, pedagogical skills, classroom management, and interaction with students.

2. Parenting style (X.2) pertains to the approach and interaction of parents in nurturing, guiding, and influencing children's growth (Viandari & Susilawati, 2019). Its key components include parental engagement, parenting practices, communication and emotional assistance, and participation in instilling values and ethical principles

(Lembong et al., 2015).

3. Student learning motivation (Y) represents an intrinsic force that propels individuals to pursue learning and attain academic objectives (Sidabutar, 2020). Izzah and Sukmawati (2022) characterize learning motivation as an internal impetus that drives students to accomplish learning objectives, surmount challenges, and enhance academic performance. Akmal et al. (2015) suggest that indicators of this variable include interest in the subject matter, self-assurance, active engagement, appreciation of learning outcomes, and a sense of accountability for the learning process.

Data gathering for this study will involve conducting a survey utilizing a questionnaire. The questionnaire was structured to encompass various inquiries centered around three primary variables: teacher competence, parental parenting styles, and their impact on student learning motivation at MA NW Kotaraja East Lombok NTB. Each question will employ a Likert scale with a rating spectrum from one to five, where one signifies strong disagreement and five signifies strong agreement.

In this study, data analysis involves employing sophisticated statistical techniques, particularly regression analysis, to assess the influence of teacher competence and parenting styles on student learning motivation. The purpose of utilizing regression analysis is to quantify the degree to which an independent variable can affect the dependent variable and determine the significance of this impact. The data analysis process includes conducting statistical assessments such as validity and reliability tests to ensure the accuracy and consistency of the collected data

3. HASIL DAN PEMBAHASAN

The questionnaire was distributed via Google Form to class XII students, with a total sample size of 100 students. From the total sample, there were 83 respondents who responded to this research. This means that as many as 83 students from class XII provided responses or answers to the questionnaire that had been distributed.

Validity tests were conducted to assess the accuracy of the data in this study. The validity assessment focused on two independent variables, teacher competence, and parental parenting styles, as well as one dependent variable, learning motivation. During the validity testing phase, all questionnaire statements were deemed acceptable, with item correlation values exceeding 0.3 after adjustments. This shows that all statements in the questionnaire have a significant relationship with the variables being measured, and the item correlation value obtained after correction exceeds the threshold of 0.3. These results indicate that the measurement instrument

used in this research can be considered valid.

Reliability testing using Cronbach's alpha with a value limit above 0.6 has been carried out. Teacher competency (X1) shows a Cronbach's alpha value of 0.971, parenting style (variable X2) reaches 0.919, and learning motivation (Y variable) shows a Cronbach's alpha value of 0.969. These values far exceed the threshold of 0.6 which is an indicator of a good level of reliability. Reliability measurements, which were evaluated through tests on the three research variables, confirmed the reliability of all the variables involved.

Table 1. ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3449.044	2	1724.522	72.392	.000 ^b
	Residual	1905.751	80	23.822		
	Total	5354.795	82			

The F-test is conducted as a simultaneous examination to assess the combined impact of the independent variables on the dependent variable. In this study, the results of the F-test reveal that the F-count value reached 72.392, with a significance level of 0.000. Since the probability value is less than 0.05, it can be inferred that the regression equation holds considerable significance. Thus, these results suggest that factors such as teacher competence and parental parenting collectively play a significant role in influencing student learning motivation at MA NW Kotaraja, East Lombok, NTB.

Table 2. Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.803 ^a	.644	.635	4.88077

The subsequent step involves utilizing the coefficient of determination to analyze the degree to which the research variables can elucidate variances in the dependent variable. The R value obtained in this study was 0.803, while the R Square value was recorded at 0.644. These results indicate that around 64.4% of the variation in learning motivation can be explained by teacher competence and parenting patterns in MA NW Kotaraja, East Lombok, NTB. The remaining 35.6% of the variation was influenced by other factors not included in this study. Thus, the coefficient of determination provides an idea of how much the independent variable contributes to the variation in the

dependent variable in this research.

Table 3. Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	13.891	2.953		4.705	.000
	X1	2.234	.630	.305	3.545	.001
	X2	3.459	.520	.574	6.656	.000

The multiple linear regression test is a process for evaluating the influence between one dependent variable (learning motivation) and two or more independent variables (teacher competency and parenting style). The results of this research produce a regression model $Y = 13.891 + 2.234X1 + 3.459X2$. From this model, it can be concluded that if the teacher competency score (X1) and parental parenting style (X2) are both zero, then the predicted learning motivation score (Y) will be around 13.891. This regression model provides an overview of the extent to which the independent variables can influence the dependent variable.

The t test (hypothesis test) is the next step in multiple linear regression analysis. The results of the t test showed significance for teacher competency with a value of 0.001 and parenting patterns for MA NW Kotaraja East Lombok NTB students with a significant value of 0.000. With a significance of less than 0.05, it can be concluded that teacher competence and parental parenting significantly contribute to the learning motivation of MA NW Kotaraja East Lombok NTB students. Furthermore, the coefficient value is greater for parenting patterns (3.459) compared to teacher competence (2.234) indicating that parenting patterns have a more dominant influence on the formation of learning motivation.

The results of the analysis show that teacher competence has a significant influence on the learning motivation of MA NW Kotaraja East Lombok NTB students. This finding is in line with research conducted by Sukrapi et al. (2014); Yanti and Darmawan (2016); Priani and Ismiyati (2020); Latif and Darmawan (2024). This competency includes mastery of subject matter, the ability to convey information appropriately, and the ability to adapt to students' learning styles. Competent teachers can create a conducive learning environment, build positive relationships with students, and provide the encouragement needed to increase their learning motivation (Syaparuddin et al., 2020; Juliya & Herlambang, 2021).

Teacher competency is the basis for students to feel connected to the subject

matter and feel supported to achieve higher academic achievements (Darmawan, 2014). Therefore, efforts to increase teacher competency are not just human resource development, however, they also serve as a strategy to enhance the quality of learning and boost student motivation to learn (Saraswati et al., 2014). Recognizing the crucial role of teacher competence in enhancing student motivation to learn, educational institutions can create in-depth and sustainable training programs to improve the quality of education. This not only empowers teachers as more effective learning facilitators, but also creates a strong foundation for motivating students and pushing them towards academic and personal success (Darmawan, 2024).

The results of statistical analysis show that parental parenting variables have a strong influence on student learning motivation at MA NW Kotaraja East Lombok NTB. The findings are in line with research conducted by Gonida and Urdan (2007); Hoang (2007); Harianti and Amin (2016); Septiani et al. (2021); Umroh and Darmawan (2024) stated that parents' parenting styles, especially positive ones, play an important role in shaping students' learning motivation. Positive parenting reflects healthy and happy family relationships, creating an environment where children feel supported, appreciated and loved.

Parenting patterns that create a positive environment at home can provide strong encouragement for children to feel motivated in their learning (Fatmawati et al., 2022; Irawan & Darmawan, 2023). Children who grow up in a family environment that provides emotional support and positive encouragement tend to have high learning motivation. Parental support and positive presence create a solid foundation for students' development, giving them the self-confidence and self-assurance necessary to achieve high academic achievement (Nikmarijal, 2020; Ya'lu & Darmawan, 2024). Children who feel supported by good parenting will tend to develop a sense of responsibility for their learning and be more motivated to achieve good results. Thus, these findings have important implications for educational institutions and parents. The important role of parents in shaping students' learning motivation is clear, and actively involving parents in their child's educational process is very important. Joint efforts between educational institutions and families to ensure the implementation of positive parenting styles can create a strong foundation for student learning motivation at MA NW Kotaraja, East Lombok, NTB, and has the potential to improve student academic achievement and welfare.

4. SIMPULAN

Teacher competency and parental parenting are two key factors that have a positive influence on student learning motivation. High teacher competency, including expertise in delivering material, listening to student needs, and creating a positive classroom atmosphere, can provide a significant boost to student learning motivation. Students tend to be more motivated and involved in the learning process when they feel supported by competent teachers. On the other hand, positive parenting styles also play an important role. A family environment that is supportive, encouraging, and responsive to children's learning needs can create a stable foundation for student motivation. Positive parenting not only creates a sense of security and emotional support, but also stimulates an intrinsic passion for learning.

As a suggestion, to increase student learning motivation at MA NW Kotaraja, East Lombok, NTB, strategic steps can be taken with a focus on increasing teacher competency and empowering parents. First, it is necessary to carry out continuous professional training and development programs for teachers in schools. This training may include innovative teaching strategies, effective classroom management, and the application of motivating approach methods. By increasing teacher competence, it is hoped that they can have a positive impact on students' enthusiasm for learning

Furthermore, educational institutions must work together with students' parents. It is necessary to hold outreach activities and discussions that provide parents with an understanding of the importance of positive parenting in supporting their children's learning motivation. Inviting parent participation in developing a motivating learning environment can also improve the quality of education at home. Family education programs and involving parents in their children's learning process can be effective steps to create synergy between the school environment and the family environment. Through this joint effort, it is hoped that an educational ecosystem can be created that supports and stimulates student learning motivation. Parental involvement will create positive emotional support, while increasing teacher competence will provide a more motivating learning experience in the school environment. In this way, it is hoped that MA NW Kotaraja can build a solid foundation for future student development, creating a generation that is enthusiastic and accomplished

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