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IMPLEMENTATION OF PARENTING STYLE IN INCREASING STUDENTS' LEARNING MOTIVATION AT TKQ AL-MAGHFIROH CENTER

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ABSTRACT

One of the most important factors in increasing the learning motivation of early childhood students is parental parenting. Because in this phase, children need attention and continuous guidance from parents so that their interest and enthusiasm for learning can continue to develop. This study aims to analyze the application of parental parenting in an effort to increase the learning motivation of students aged 5–6 years at TKQ Al-Maghfiroh Center Karawang. This study uses a qualitative approach with a case study design. The research subjects include parents, educators, and students. Data collection techniques are carried out by observation, interviews, and documentation. The data obtained was analyzed using the Miles and Huberman model which includes the stages of data reduction, data presentation, and conclusion drawn. Students' motivation to learn was assessed using indicators of learning motivation, involvement in the learning process, and social interaction skills. The findings of the study show that democratic and permissive parenting is the most widely used by parents. Democratic parenting has proven to be the most effective parenting style in increasing students' motivation to learn. This is shown through mentoring during learning, open communication between parents and children, and the application of rules accompanied by explanations. Students who are raised with democratic parenting tend to be more independent, active in learning activities, and able to establish positive social interactions. On the other hand, the application of permissive and authoritarian parenting has a negative impact on children's learning motivation. On the other hand, this has a bad impact on children's learning motivation. Therefore, cooperation between individuals and educators is needed to increase students' motivation to learn. For both individuals and educators to work together in order to increase students' motivation to learn.

Keywords: *Parenting, Learning Motivation, Early Childhood*

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INTRODUCTION

Family is the beginning of education that has an important role in shaping children's character, attitudes, and learning motivations. The family is the first educational environment that has an important role in shaping children's character, attitudes, and learning motivation. Parenting and the form of interaction between parents and children are the main foundation for children's cognitive, emotional, and social development, especially at an early age, known as the golden developmental period. At this stage, children need emotional support, examples, and learning opportunities from the family environment[1]. Parenting and the types of interactions carried out by parents are the main foundation for children's cognitive, emotional, and social development, especially at an early age which is referred to as the golden developmental period. At this stage, children urgently need emotional support, examples, and learning opportunities provided sequentially from their family environment. At this stage, children are in dire need of emotional support, exemplary, and learning opportunities provided sequentially from their family environment.

A number of research findings show that parental parenting has an influence on early childhood motivation to learn. Parental parenting has an impact on early childhood learning motivation. The application of the right parenting style can create a supportive learning environment, increase children's confidence, and foster interest and readiness to participate in learning activities.[2] On the other hand, inappropriate parenting, such as excessive application of authoritarian or permissive parenting, has the potential to cause low discipline, lack of independence, and decreased children's motivation to learn.[3]

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[1] D Erwan Effendi, "The Role of the Family in Early Childhood Education," *Journal of Education and Counseling* 5 (2023): 5076–80.

[2] Rahma, S. A., Ikhsan, A. P. P., & Yemima, D. (2024). The impact of parental neglect on children's emotional regulation. *Journal of Psychology*, *1*(4), 18.

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[3] Alfitri, N., Khasanah, I. A., Ifada, R. A., & Ariesmansyah, A. (2025). Innovation in Digitization of Complaint Services at the Bandung City Women's Empowerment and Child Protection Office (DP3A). *PAMARENDA: Public Administration and Government Journal*, *4*(3), 406–415.

[4]Ramadani, L., Kardi, J., Ismail, N. K., Samaun, S. S., & Hamzah, N. (2025). Exploring the Integration of Digital Media in Islamic Early Childhood Education: Evidence from Kindergartens in Pontianak City. *Al-Athfal: Journal of Child Education*, *11*(1), 35–47.

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Facts on the ground show that not all parents can implement parenting as best as possible. Due to time limitations, busy work, and lack of understanding of parenting that is appropriate to the child's developmental stage are the most important factors. In Karawang Regency, childcare is still a concern, which stems from the reluctance of parents to support their children's learning activities at home. This situation has a negative impact on children's learning behavior and motivation in the school environment.[4]

According to Baumrind, parenting can be classified into three main types, namely, democratic, permissive, and authoritarian. Among the three, democratic parenting is the most effective because it combines discipline, two-way communication, and emotional support for children. According to recent research, children exposed to democratic policies tend to have higher levels of motivation to learn, positive attitudes towards learning, and better self-regulation skills.[5]

Several previous studies have examined the relationship between parental parenting and early childhood learning motivation. The following presentation aims to identify similarities and differences between previous research and current research, as well as show the novelty of this research.

No.	Research and Year	Title	Key Results	Differences
1.	Abidin & Asy'ari[6]	Increasing Adversity and Motivation for Children's Learning Through Parenting	Parental parenting plays an important role in increasing children's adversity (fighting power) and learning motivation, as well as contributing to academic and non-academic achievement.	The study emphasizes the variable of *adversity* or children's fighting power. This research focuses on the implementation of parenting to increase the learning motivation of children aged 5–6 years through

[6] Ratno Abidin and Asyari Asy'ari, "Increasing Adversity and Learning Motivation of Children through Parenting," *Journal of Obsession: Journal of Early Childhood Education* 7, no. 6 (2023): 7060–72.

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				indicators of independence, activeness, and social interaction.
2.	Putri, Ramadhani, Wati, & Isnanda[7]	The Relationship Between Parenting Patterns on Children's Learning Motivation	There is a relationship between parental parenting and children's learning motivation.	The study examines the relationship between variables in general. This study uses a qualitative approach of a case study at TKQ Al-Maghfiroh Center Karawang and examines in depth the application of democratic, permissive, and authoritarian parenting.
3.	Düsseldorf[8]	Parenting Patterns on Early Childhood Learning Motivation 4–6 Years	Parental parenting influences early childhood learning motivation.	Dudu's research discusses the influence of parenting in general on children aged 4–6 years. This research is more specific to children aged 5–6 years, the location of faith-based TKQ in Karawang, and

[7] Jamilah Lasendri Eka Putri et al., "The Relationship Between Parenting Patterns on Children's Learning Motivation," *JLEL: Journal Of Language Education and Literacy* 1, no. 1 (2023): 18–24.
[8] "PARENTING STYLE ON EARLY CHILDHOOD LEARNING MOTIVATION 4-6 YEARS," *Ark: Journal of Christian Theology, Mission and Education* 1, no. 2 (2024): 105–18.

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				relates parenting to the cooperation of parents and educators.
4.	Putri & Rahmi [9]	The Role of Family in Increasing Children's Learning Motivation After Online Learning	Family plays an important role in increasing children's motivation to learn after the online learning period.	The research is set in the context of post-online learning. This research is not limited to the post-online situation, but examines daily parenting in supporting children's learning motivation in TKQ.
5.	Al Umairi, Sidiq, & Karim [10]	Collaboration on the Role of Parents and Teachers in Early Childhood Learning during the COVID-19 Pandemic	Collaboration between parents and teachers is important in supporting early childhood learning, especially during the COVID-19 pandemic.	The research focuses on parent-teacher collaboration during the pandemic. This study places parenting as the main variable and explores its impact on students' learning motivation under normal learning conditions.

[9] Suci Mulia Putri and Alfi Rahmi, "The Role of Family in Increasing Children's Learning Motivation After Online Learning," *Education: Journal of Education* 2, no. 1 (2023): 1–13.
[10] Mushab Al Umairi, Adelia Miranti Sidiq, and Aim Abdul Karim, "COLLABORATION BETWEEN PARENTS AND TEACHERS IN EARLY CHILDHOOD LEARNING DURING THE COVID-19 PANDEMIC," *Thufuli: Scientific Journal of Early Childhood Islamic Education* 4, no. 2 (2022): 27–46.

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Based on the results of initial observations at TKQ Al-Maghfiroh Karawang, it was found that most of the parents are still not optimal in terms of encouraging the learning of children aged five to six years. This can be seen from the lack of assistance for learning at home, the lack of communication between parents and teachers, and the lack of focus and enthusiasm for learning in the classroom. In addition, research on the implementation of parenting to increase motivation in early childhood learning in faith-based educational institutions is still very limited.

RESEARCH METHODS

Thisstudy uses a qualitative approach with case studies that aim to gain an in-depth understanding of how parents apply parenting to increase the learning motivation of students aged 5-6 years. This research was conducted at TKQ Al-Maghfiroh Center Karawang from January to March 2025. The subjects of this study include parents, educators, and students in the 2025–2026 school year. The selection of subjects used a purposive sampling technique with the consideration that parents and educators have direct involvement in the parenting and learning process, while students directly feel the influence of parenting on their learning motivation.[11]

The research data consisted of primary data and secondary data. Primary data was obtained through observation and interview activities, while secondary data was collected through documentation in the form of school data, student development records, and documentation of learning activities. Data collection was carried out through observation, semi-structured interviews, and documentation .[12] Observation was used to observe how students learned during the learning process. Interviews were conducted with parents and educators to obtain information about the parenting styles applied, learning assistance, motivation, and forms of cooperation between parents and the school. Documentation was used as supporting data to strengthen the results of observations and interviews.

The research instrument is the researcher as the main instrument (human instrument) supported by observation sheets and interview guidelines.[13] The observation sheet is used to observe students' learning motivation which is described into three main assessments, namely learning independence, activeness in learning

[11] Niam, M. F., Rumahlewang, E., Umiyati, H., Dewi, N. P. S., Atiningsih, S., Haryati, T., Magfiroh, I. S., Anggraini, R. I., Mamengko, R. P., & Fathin, S. (2024). *Qualitative research methods*.
[12] Arikunto, S. (2013). Research Procedure of a Pre-Clinical Approach. *Rineka Cipta*.
[13] Lexy, J. M. (2019). *DMA "Qualitative Research Methodology (Revised Edition). PT. Remaja Rosda Karya."*

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activities, and positive social interaction, This statement is in accordance with the indicators used in the research on increasing the learning motivation of children aged 5-6 years, namely the ability to do assignments without assistance, complete assignments, dare to answer questions, pay attention to the teacher's explanations, and actively ask questions[14].

The assessment of learning independence is carried out based on the ability of students to complete tasks independently, choose learning aids, complete assignments, and show confidence. Students' activeness in learning is observed from their involvement in learning activities, the courage to ask or answer questions, and always follow the direction of the educator. The observation assessment uses a dichotomous scale, namely yes and no. Yes and no. The social action of students is observed through the ability to communicate, work together, and help each other with peers. This is in line with research that shows that group learning can encourage children's social skills through cooperation, communication, and mutual help[15].

The interview guidelines for parents aim to find out the application of parenting at home, forms of learning assistance, providing rules and motivation, communication with educators, and obstacles faced in supporting children's learning motivation. Meanwhile, interviews with educators aim to obtain information about students' learning behavior in the classroom, the relationship between parenting and children's learning motivation, the level of student participation, and cooperation between educators and parents. Interview data is used as part of the source to increase the validity of research data. Data analysis is carried out using the Miles and Huberman model, which consists of data reduction, data presentation, and conclusion drawn.[16] The analysis process is carried out continuously from data collection until findings are obtained that can illustrate the implementation of parenting in increasing students' learning motivation.

[14] Dian Fatmawati, Siti Wahyuningsih, and Anjar Fitrianingtyas, "Increasing the Learning Motivation of Children Aged 5-6 Years Through Mockup Activities," *Kumara Scholar* 12, no. 4 (2024): 401–8.
[15] Lisya Nur Aini et al., "Fun and Meaningful Learning Strategies for Early Childhood," *JURNAL TILA (Tarbiyah Islamiyah Lil Athfaal)* 5, no. 2 (2025): 614–22.
[16] Ridder, H.-G. (2014). *Qualitative Data Analysis. A Methods Sourcebook 3rd Edition*. JSTOR.

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RESULTS AND DISCUSSION

The results of the study show that the implementation of parental parenting at TKQ Al-Maghfiroh Center Karawang is diverse, and the most widely applied by parents is democratic and permissive parenting. Democratic parenting can be seen from the involvement of parents in accompanying children to study at home, the application of rules accompanied by explanations, and good two-way communication between parents and children. This parenting style encourages children to have independent learning, be active in learning activities, and be able to establish positive social interactions with peers. The results of this study are in line with research that shows that democratic parenting has a positive effect on early childhood social development, especially in aspects of self-confidence, communication skills, and independence[17]. On the other hand, permissive parenting is seen as providing broad learning freedom without adequate supervision and assistance. This condition is generally caused by parents' limited time due to busy work. As a result, some children show unstable learning motivation, easily lose focus, and need more intensive guidance from educators at school. Other studies have also found that children who are nurtured in a permissive manner tend to be less able to concentrate and are easily distracted during learning activities. This condition can occur because permissive parenting is characterized by unlimited freedom, minimal rules, and loose supervision, so that children lack the structure to develop discipline and responsibility[18].

The findings of this study show that the relationship between the parenting style applied at home and the learning process at school has a significant influence on students' learning motivation. Children who receive learning assistance from their parents tend to show a more positive learning attitude compared to children who do not receive this support. These findings are in line with the parenting theory put forward by Diana Baumrind, which distinguishes authoritarian, permissive, and democratic/authoritative parenting. Democratic parenting, which balances warmth, communication, supervision, and the granting of freedom, tends to encourage children to be more independent, disciplined, and motivated in learning[19].

[17] Fitria Kartika, Sri Ridanti, and Khoirunnisa Batubara, "The Influence of Parenting on the Social Development of Early Childhood Aged 4-6 Years at Aisyiyah Kindergarten Bantan," *Cerlang Journal PG PAUD* 2, no. 1 (2025): 1–8.
[18] Susilo Hadiputra, Dian Septi Nur Afifah, and Muhammad Anasrulloh, "The Influence of Parental Parenting, Learning Environment, and Teacher's Teaching Methods on Students' Learning Interests," *Pendas: Scientific Journal of Basic Education* 10, no. 03 (2025): 328–39.
[19] Nadiya Eka Pratiwi, "Literature Review: The Influence of Parental Parenting on Pre-School Readiness for Pre-School Children (3-5 Years)" (Universitas Brawijaya, 2021).

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In addition, the participation of parents in supporting the child's learning process is relevant to the perspective *of Self-Determination Theory* put forward by Deci and Ryan. This theory explains that the optimization of intrinsic motivation in children is influenced by the fulfillment of three basic psychological needs, namely autonomy, competence, and connectedness. In this regard, parental assistance that is carried out in a supportive, warm, and non-coercive manner can help children build a positive perception of their abilities, feel acceptance and emotional support, and develop independence in managing and accounting for their learning process[20].

1. Supporting Factors in Increasing Early Childhood Students' Learning Motivation

The supporting factors for the learning motivation of early childhood students consist of internal factors and external factors. Internal factors include the physical and psychological condition of the child, such as health, mental readiness, and confidence level. Children who are in good physical condition and get the fulfillment of basic needs, including nutritional intake and adequate rest time, tend to have higher enthusiasm and readiness to learn.

External factors include the role of parents, educators, and the school environment. Parents as the first educator have an important role in building children's learning habits through learning assistance, motivation, and exemplary positive attitudes towards the learning process. Educators also play an important role by creating a pleasant learning atmosphere, applying varied learning methods, and establishing warm and communicative interactions with students.

In addition, a safe, conducive, and religious school environment also supports increasing students' learning motivation. Structured learning, the use of interesting learning media, and positive social relationships between students strengthen children's involvement in the learning process.

2. Inhibiting Factors in Increasing Early Childhood Students' Learning Motivation

In addition to supporting factors, this study also identified a number of inhibiting factors in increasing the learning motivation of early childhood students. Internal factors include children's less than optimal physical condition, fatigue, and limited ability to concentrate. These conditions have an impact on the low enthusiasm of children in participating in learning activities.

External factors include limited parental time in accompanying children to

[20] Maria Novensia Tia, Rosa Mustika Bulor, and Wens Nagul, "The Effect of Parental Support on the Learning Achievement of Junior High School Students," *Kalam Cendekia: A Scientific Journal of Education* 13, no. 3 (2025).

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learn, the implementation of inconsistent parenting, and the influence of the environment outside the school. Parents' busyness causes learning assistance at home not to run optimally, so that children do not get reinforcement of learning habits that have been built at school.

3. Discussion

This discussion focused on the types of parental parenting found in the study and its relationship with increasing the learning motivation of early childhood students. Based on the results of the study, the most dominant parenting style applied by parents of students at TKQ Al-Maghfiroh Center Karawang is democratic parenting, followed by permissive parenting, and to a more limited extent authoritarian parenting.

Democratic parenting emphasizes the balance between rules and freedom for children. Parents set clear boundaries, but still provide opportunities for children to express their opinions, explore, and learn independently. The results of the study show that children raised with democratic parenting tend to have higher learning motivation, which is reflected in independence in completing tasks, active participation in learning, and the ability to interact positively with peers. These findings are in line with Baumrind's theory that democratic parenting can encourage the development of responsibility, self-control, and intrinsic motivation of children. [21]

In contrast, permissive parenting is characterized by a lack of rules and supervision from parents. In this study, permissive parenting is generally applied by parents who have limited time due to work demands. Children are given wide freedom without consistent learning assistance. Although this parenting has the potential to develop children's creativity, the results show that students who are nurtured in a permissive manner tend to have unstable learning motivation, lack discipline, and require more intensive direction from educators at school. This is in line with the opinion that low parental control and involvement can have an impact on decreasing early childhood focus and learning motivation. [22]

In addition, authoritarian parenting was also found even though it was small. This parenting style is characterized by the application of strict rules without being accompanied by two-way communication. Children are required to obey parental orders without being given space to express opinions. The results of the study show

[21] Baumrind, D. (2013). The influence of parenting style on adolescent competence and substance use. In *Adolescents and Their Families* (pp. 22–61). Routledge.
[22] Darpi, C. (2024). The Effect of Gadget Use on Early Childhood Development from a Parent's Perspective. *Golden Age: Journal of Early Childhood Education*, *8*(1), 129–136.

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that children who are raised with authoritarian parenting tend to have low self-confidence, be passive in learning activities, and show extrinsic learning motivation, namely learning because of punitive encouragement or demands from parents. These findings strengthen the opinion that the application of authoritarian parenting can predominantly hinder the development of children's learning motivation. [23]

Thus, the results of this study confirm that democratic parenting is the most effective parenting style in increasing the learning motivation of early childhood students. The success of the implementation of democratic parenting is supported by emotional support, warm communication, and active involvement of parents in the child's learning process.[24] In addition, these findings show the importance of continuous collaboration between parents and educators in aligning parenting at home with learning strategies at school so that children's learning motivation can develop optimally. [25]

CONCLUSION

Based on the results of the research on the implementation of parental parenting in increasing the learning motivation of students aged 5-6 years at TKQ Al-Maghfiroh Center Karawang, several conclusions can be drawn as follows:

1. Parental parenting has an important role in increasing the learning motivation of early childhood students, especially in forming learning independence, active participation in learning, and children's ability to interact positively in the school environment.
2. Democratic parenting is the most widely applied parenting style and has proven to be the most effective in increasing students' motivation to learn. This parenting style is shown through regular learning assistance, open communication between parents and children, the application of rules accompanied by explanations, and positive emotional support.

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[25] Al Umairi, M., Sidiq, A. M., & Karim, A. A. (2022). Collaboration on the role of parents and teachers in early childhood learning during the COVID-19 pandemic. *Thufuli: Scientific Journal of Early Childhood Islamic Education*, *4*(2), 27–46.

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3. Students who are raised with a democratic upbringing tend to have higher learning motivation, confidence, are able to complete tasks independently, and are active in participating in learning activities in the classroom.
4. Permissive and authoritarian parenting were also found in this study, although the number was smaller. Permissive parenting causes children's motivation to learn less stable due to the lack of supervision and learning assistance at home, while authoritarian parenting has an impact on low learning motivation that comes from within the child and lack of confidence.
5. Factors that support the increase in students' learning motivation include the good physical and psychological condition of the child, parental involvement in the learning process, the role of communicative educators, and a safe, conducive, and religious school environment.
6. Inhibiting factors in increasing the learning motivation of early childhood students include limited parental time in accompanying children, lack of consistency in the implementation of parenting, suboptimal physical condition of children, and unsupervised use of gadgets.
7. Increasing the learning motivation of early childhood students can be optimally achieved if democratic parenting is applied consistently and supported by continuous cooperation between parents and educators in harmonizing parenting at home with the learning process at school

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