

# The Influence of Parenting Styles on Students' Learning Interest at MA Al-Huda, Gorontalo City, 2025/2026 Academic Year

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## ABSTRACT

The significance of learning interest as a prerequisite for academic success serves as the driving force behind this study. However, there are currently few studies that explicitly examine the relationship between parenting styles and learning interests in the context of madrasahs, particularly in Islamic Religious Education courses. Thus, for the academic year 2025–2026, this study intends to examine the connection between parenting practices and students' enthusiasm in learning at MA Al-Huda Kota Gorontalo. This study employs an ex post facto correlational design and a quantitative methodology. A random selection procedure was used to select 112 respondents from the 156 students who comprised the research population. A Likert-scale questionnaire that had undergone validity and reliability testing was used to collect the data, and Pearson correlation and simple linear regression were used for analysis. The study's findings show that parenting style and students' motivation in learning are positively and statistically significantly correlated, albeit the correlation is weak ( $r = 0.232$ ). Parenting style's 5.4% contribution to learning interest is likewise regarded as modest, suggesting that the majority of learning interest is impacted by variables not included in this study. In addition to enhancing research in the setting of madrasahs and Islamic Religious Education, this study makes theoretical advances by claiming that parenting style is a contextual factor related to learning interest but not a dominant factor. Practically speaking, the study's findings highlight how crucial it is for family parenting practices and the educational setting to work together to boost students' enthusiasm for learning.

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## 1. INTRODUCTION

Education constitutes the fundamental basis for the development of human capital characterized by fidelity, moral integrity, intellectual prowess, and competitive ability [1]. This is in accordance with Law Number 20 of 2003 on the National Education System,

which states that education is a deliberate and systematic endeavor aimed at the optimal development of students' potential across spiritual, intellectual, emotional, and social dimensions [2]. Consequently, the efficacy of education is influenced not solely by the instructional methodologies employed within academic institutions but equally by the familial context, which serves as the primary and foundational educational setting for children [3].

In this framework, the family plays a pivotal role in shaping learners' personality, disposition, and academic motivation. Caregivers, as the foremost educators in the familial setting, significantly shape a child's developmental trajectory through the parenting methodologies they employ [4]. Parenting patterns are forms of interaction between parents and children that include communication, setting rules, supervision, and emotional support [5], [6]. Theoretically, Baumrind classifies parenting patterns into three main types: authoritarian, authoritative (democratic), and permissive, each with distinct impacts on children's psychological and academic development [7].

In line with the aforementioned theoretical frameworks, numerous empirical studies have demonstrated that parental engagement strategies significantly impact learners' enthusiasm and motivation for educational pursuits. Research by Jeynes et al. [8] shows that positive parental involvement correlates with increased student motivation and academic achievement. In addition, Malau et al. [9] found that learning interest and self-regulation are enhanced by authoritative parenting. Choi et al. likewise reported similar results. Choi et al. [10], who stressed the significance of parental emotional support in fostering favorable attitudes about education. Furthermore, Piquart & Fischer's meta-analysis [11] demonstrates that whereas dysfunctional parenting typically has a detrimental impact on learning interest, warm and responsive parenting is consistently linked to students' academic engagement [12].

However, most of these studies still focus on learning achievement as the main variable, while learning interest as an initial psychological factor that determines academic success has not been studied in depth, especially in the context of madrasahs. Furthermore, research on the connection between learning interest and parenting styles in the context of Islamic Religious Education (PAI) in eastern Indonesia, such as Gorontalo, remains relatively limited. In fact, the community's social, cultural, and religious characteristics can influence the patterns of interaction between parents and children in the educational process. This indicates a research gap that warrants further exploration.

From an Islamic perspective, parents' responsibility for their children's education is emphasized in the Qur'an, particularly in Surah An-Nisa, verse 9, which highlights the importance of preparing a generation that is strong physically, mentally, and spiritually. These values reflect the importance of nurturing with love, exemplary behavior, and accountability for forming children's personalities and areas of interest in learning.

Self-directed learning interest is an individual's tendency to feel interested, enjoy, and actively engage in the learning process. According to Schiefele [13], learning interest is related to affective, cognitive, and motivational aspects that influence the quality of student engagement. High learning interest will encourage students to learn independently and continuously, while low learning interest can hinder the process of achieving optimal

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learning outcomes. Numerous internal and external factors affect learning interest, and parenting patterns are among the most determining external factors [9].

Based on initial observations at MA Al-Huda in Gorontalo City, variations in students' interest in learning Islamic Education (PAI) were found. Some students showed high enthusiasm, while others were passive and less motivated. This disorder is thought to be connected to variations in the parenting styles used by parents in the home. Therefore, an investigation is needed to empirically and contextually explain this relationship. Based on this description, the following is the research question for this study: How is the relationship between parenting patterns and students' interest in learning at MA Al-Huda in Gorontalo City?

This study aims to determine the prevalent parenting styles, assess the relationship between parenting styles and students' learning interests, and discuss the consequences of these patterns for learning Islamic Religious Education. It is anticipated that this study will make theoretical contributions to the field of Islamic educational psychology research, as well as practical benefits for madrasa administrators, parents, and teachers in developing guidance strategies to improve students' interest in learning and character development.

## 2. METHOD

This study employs a quantitative methodology with an *ex post facto* correlational design, a causal-associative investigation conducted after the occurrence of an event or incident. Djafar et al. [14] examined the connection between pupils' enthusiasm in learning and parenting styles. A correlational design was chosen because this study does not manipulate variables, but rather examines the relationship between variables as they occur naturally. The study was conducted at MA Al-Huda in Gorontalo City during the 2025–2026 Academic Year. A sample of 112 respondents was selected from the 156 students who comprised the research population through simple random sampling, using Slovin's formula at a 5% error rate.

Parenting styles are the independent variable (X) and learning interest is the dependent variable (Y) in this study. A closed-ended questionnaire with a four-point Likert scale was used to collect data. The parenting pattern instrument includes authoritarian, authoritative, and permissive dimensions, while the learning interest instrument includes indicators of enjoyment, interest, attention, and student involvement. Documentation methods were also employed as supplementary information.

The validity and reliability of the research instruments were examined prior to their usage. The Pearson Product-Moment correlation method was used for the validity test, while Cronbach's Alpha coefficient with a minimum threshold of 0.70 was used for the reliability test. According to the test results, all instrument items met the requirements for validity and reliability, making them appropriate for use in collecting research data. The researcher initially received formal approval from the madrasah in accordance with study ethics. Before completing the questionnaire, respondents were informed of the study's goal and asked to provide informed consent. This study also ensures the confidentiality of respondent data by not including personal identities (anonymity) and using the data solely for academic purposes.

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Questionnaires were given to respondents directly as part of the data collection process. Prior to analysis, the acquired data were verified for completeness. Descriptive analysis, the Kolmogorov-Smirnov normalcy test, and the F test for linearity were the phases of data analysis. Furthermore, Simple linear regression analysis was used to test hypotheses. In this study, simple linear regression is used to estimate the contribution of the independent variable to the dependent variable within a statistical relationship framework, rather than as a causal conclusion, and to ascertain the direction and strength of the relationship between parenting practices and students' learning interest. The t-test and F-test were used to assess the relationship's significance at a significance level of 0.05, and the coefficient of determination was employed to ascertain how much variable X contributed to variable Y. SPSS version 16.0 was used to help with the complete data analysis process.

### 3. RESULTS

This study involved 112 student respondents at MA Al-Huda Kota Gorontalo. A Likert scale questionnaire measuring two primary variables—parenting style (X) and learning interest (Y)—was used to collect data. The validity and reliability of the research tools were examined prior to the primary analysis. According to the test results, every statement item for both variables was deemed valid and reliable, qualifying them for use in the research.

#### 3.1. Analysis Prerequisite Test

##### 1. Normality Test

Finding out if the residual values are regularly distributed is the goal of the normality test. The Kolmogorov-Smirnov test was computed in this study using SPSS as part of the normality investigation. The table below displays the normalcy test results:

Table 1. Normality Test Output

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		112
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	14.12019994
Most Extreme Differences	Absolute	.067
	Positive	.067
	Negative	-.043
Test Statistic		.067
Asymp. Sig. (2-tailed)		.200 <sup>c,d</sup>
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		
d. This is a lower bound of the true significance.		

It is clear from the preceding table that the study data are regularly distributed when the Asymp. Sig (2-tailed) significance value is  $0.200 > 0.05$  (a). This is also supported by

the Standardized Residual Plot, which resembles a diagonal line as shown in the following image:

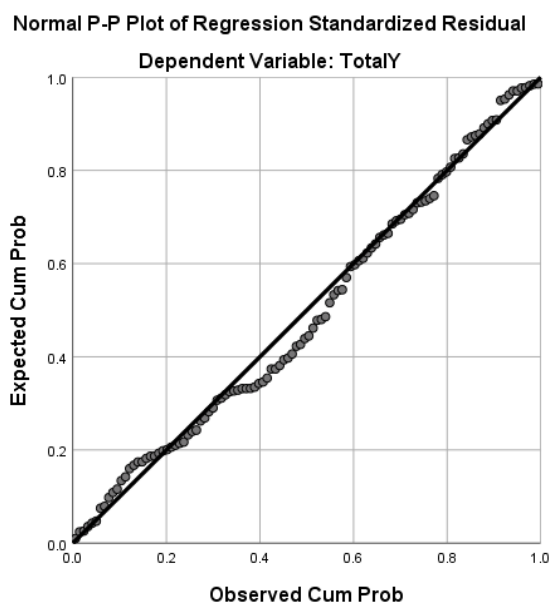


Figure 1. Plot Standardized Residual

## 2. Linearity Test

Finding the kind of relationship between the independent and dependent variables is the goal of the linearity test. The linearity assessment findings are displayed in the table below:

Table 2. Linearity Test Output

ANOVA Table			Sum of Squares	Df	Mean Square	F	Sig.
	(Combined)		7335.245	28	261.973	1.355	.146
TotalY * TotalX	Between Groups	Linearity Deviation from Linearity	1255.306	1	1255.306	6.491	.013
	Within Groups		6079.939	27	225.183	1.164	.294
	Within Groups		16051.246	83	193.389		
	Total		23386.491	111			

The linearity test demonstrates that variables X and Y have a linear relationship. (Deviation Sig. = 0.294 > 0.05). Therefore, the analysis can be continued.

## 3. Results of Correlation and Regression Analysis

Parenting styles and students' interest in learning are related, according to Pearson's correlation. In the meantime, within the context of statistical relationships, a simple linear regression analysis is performed to examine the trend of the relationship and the contribution of variable X to Y.

Table 3. Summary of Regression and Correlation Analysis Results

Model Summary <sup>b</sup>					
Model	R	R Square	Adjusted R-Square	Std. Error of the Estimate	Durbin-Watson
1	.232 <sup>a</sup>	.054	.045	14.18424	1.597

a. Predictors: (Constant), TotalX

b. Dependent Variable: TotalY

Table 3 shows that the correlation coefficient (*r*) value is 0.232, indicating a low level of link between parenting styles and learning interest. This number suggests a weakly favorable association. Parenting practices only account for 5.4% of the variation in students' learning motivation, with other factors outside of this study influencing the remaining 94.6%, according to the coefficient of determination (*R*<sup>2</sup>) value of 0.054. This demonstrates that parenting styles have a negligible impact on this study.

Table 4. Significance Test Results (ANOVA)

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1255.306	1	1255.306	6.239	.014 <sup>b</sup>
	Residual	22131.185	110	201.193		
	Total	23386.491	111			

a. Dependent Variable: Total Y

b. Predictors: (Constant), Total X

Table 4 shows that there is a statistically significant link between the two variables, with a significance value of  $0.014 < 0.05$ .

Table 5. Regression Coefficient

Coefficients <sup>a</sup>							
Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
1 (Constant)	52.372	11.237		4.661	.000	30.102	74.642
TotalX	.468	.187	.232	2.498	.014	.097	.839

a. Dependent Variable: Total Y

Based on Table 5, the regression equation obtained is:

$$\hat{Y} = a + bX$$

$$\hat{Y} = 52.372 + 0.468 * [Variabel X]$$

This equation shows a positive relationship, where an increase in parenting style scores is associated with an increase in learning interest scores. However, this conclusion simply characterizes a statistical association, not a causal relationship, in accordance with the correlational research design. Based on the analysis results above, it can be formulated that:

1. Parenting styles and students' enthusiasm in learning are positively and statistically significantly correlated.
2. The strength of the relationship is classified as low ( $r = 0.232$ ).
3. Parenting styles' impact on children's desire in learn is also weak ( $R^2 = 0,054$ ).

These findings indicate that parenting patterns are related to learning interest, but they are not the main factor in explaining the variation in students' interest in learning.

#### **4. DISCUSSION**

The study's findings indicate that parenting practices and pupils' motivation in learning are positively and statistically significantly correlated. However, the correlation coefficient ( $r = 0.232$ ) indicates a weak association, and the determination coefficient ( $R^2 = 0.054$ ) indicates that parenting styles explain only a small portion of the variation in learning interest. These findings confirm that although there is a correlation between the two variables, the relationship is neither strong nor dominant in the context of this analysis. This is comparable to the results of Sabilla et al. [15] at SMK N 9 Padang, where the contribution of parenting styles to learning interest was only 25% and categorized as low.

These results are consistent with studies conducted at SMPN 15 Bekasi City, on parenting styles and students' learning preferences, which show that parenting patterns contribute to students' learning interests, although the influence is still influenced by various other factors outside the family [16]. In addition, research on students at SDN 1 Gamping also shows that psychological factors and the learning environment interact in shape students' interest and learning outcomes [17]. This low correlation is also influenced by how the parenting pattern shapes basic personality; if the parenting pattern is not harmonious, negative emotions will be expressed in students' learning attitudes [18].

Analytically, the low strength of this relationship can be understood through a multidimensional perspective in educational psychology, which views learning interest as a complex construct influenced by the interaction of various factors. The low  $R^2$  value indicates that as much as 94.6% of the variance in learning interest is due to factors other than parental upbringing patterns. Muliani & Arusman [19] illustrate how students' interest in lessons is greatly influenced by both external and internal elements, such as the community atmosphere and sentiments of delight and attention. Furthermore, educators' strategies in creating a conducive school environment have also been proven crucial in optimizing students' learning motivation [20].

Thus, the parenting style in this study is more appropriately positioned as a contextual factor related to learning interest rather than as the main determining factor. Research on the connection between parenting practices and students' enthusiasm in learning activities supports this viewpoint, which states that learning success is not only determined by parenting style, but also by the school environment and student involvement in the learning process [21]. Iliza & Hanif [22] add that learning motivation also heavily depends on the creative and innovative learning strategies implemented by teachers in the classroom.

Compared to previous research, these findings indicate a difference in the strength of the relationship. The study by Malau et al. [9] shows that students' enthusiasm in

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studying and self-control are positively correlated with authoritative parenting. This is in line with Jeynes [8]'s findings, which, through his meta-analysis, showed that parental involvement is significantly associated with increased student academic engagement. In addition, Pinquart dan Fischer [11] also found that responsive and supportive parenting styles are consistently related to academic engagement.

However, Putri's research [23] at MTs. Darul Ilmi actually found a strong relationship between authoritarian parenting and learning interest, indicating that in certain contexts, strict parental supervision can foster a high interest in learning. This contrasts with the general theory that states democratic parenting is more ideal, as found by Wibowo & Oktafira [24], who showed that democratic parenting is more effective in shaping students' disciplined character. This difference indicates that social and institutional contexts play an important role. Shodiq et al. [25] emphasized that parental involvement, through emotional support and home learning facilities, is highly determinative of learning outcomes for upper-secondary students. In the madrasah environment, the synergy between religious parenting at home and a religious atmosphere at school is likely stronger [26]. Family and school education have functions that complement each other in shaping a child's character.

This research was conducted in a madrasah environment with strong religious characteristics, where the Islamic Education learning process is not only oriented towards cognitive aspects but also towards the formation of attitudes and values. In this context, the role of teachers, learning methods, and the religious atmosphere in the school are likely to be more dominant in shaping learning interest than the direct influence of parental upbringing at home. This is relevant to research on parental responsibility for children's education, which emphasizes that family education and school education have complementary functions in shaping children's character and learning motivation [27].

Furthermore, these findings can also be explained by a theoretical approach that holds that the influence of family on learning outcomes is often indirect. Saqr et al. [12] showed that the relationship between learning outcomes and parenting styles is typically mediated by variables such as learning motivation, student engagement, and school support. Meanwhile, Halimudin [28] in his research found that learning interest itself contributes 36.5% to academic achievement, which is often triggered by how parenting patterns are applied at home. If parents provide appropriate parenting, learning interests will naturally grow, ultimately enhancing academic performance. Setiawan et al. [17] also showed that, because learning interest is influenced by a variety of internal and environmental factors, there is frequently little association between parenting styles and learning interest.

In addition, the study's findings suggest that parenting styles may differ in their efficacy depending on cultural and religious contexts. In societies with strong religious values, such as in a madrasah environment, the religious norms and practices applied in schools can become a more dominant factor in shaping students' attitudes and learning interests. This reinforces the argument that generalizations about findings on parenting patterns must take into account the socio-cultural context underlying them. The research by

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Tulfauziah et al. [27] also highlights the significant role that religious values have in shaping children's learning practices in both the home and the classroom.

Although the relationship is classified as low, the statistical significance indicates that parenting patterns still have a connection with learning interest. This suggests that supportive, communicative, and responsive parenting practices remain relevant in supporting children's learning and development. However, these results also convey an important message: interventions to increase learning interest cannot focus solely on the family; they need to take a more holistic approach. These results confirm the findings of Alfian et al. [21], which assert that collaboration among the home, school, and social environment is necessary to raise pupils' engagement and interest in learning.

This study has several limitations that need to be considered. First, the use of self-report instruments can introduce respondent subjectivity bias in assessing parenting styles and learning interests. Second, since only one madrasah was used for this study, the findings cannot yet be broadly applied. Third, this study has not included other variables that theoretically have a greater contribution to learning interest, such as intrinsic motivation, learning quality, and the school environment.

Based on these limitations, it is advised that more research be done to create a more complete model that includes mediating or moderating factors such as student involvement and learning motivation. Furthermore, a more thorough, contextually informed understanding of the relationship between parenting styles and learning interests can be obtained by expanding the sample breadth and using mixed-methods approaches. Thus, the findings of this study highlight the significance of comprehending learning interest as a multifaceted phenomenon that calls for a more thorough analytical approach, in addition to providing an empirical review of the relationship between parenting styles and learning interest.

## **5. CONCLUSION**

This study demonstrates that while parental styles do not predominate, they do correlate positively with students' motivation in learn. This confirms that complex, interacting factors influence learning interest. Theoretically, this study reinforces educational psychology research on parenting patterns as contextual factors related to learning interest, and it enriches the literature in the context of madrasahs and Islamic Religious Education. In practice, these findings imply that parents need to apply supportive and responsive parenting practices, while educators need to create engaging and interactive learning experiences so that students' learning interests can develop optimally.

The use of self-report data in this study has limitations, including potential bias, as well as a research scope limited to one school. Therefore, future research is recommended to include other more comprehensive variables, use diverse methodological approaches, and involve a larger sample. Thus, this research underscores the significance of a holistic, cooperative approach across family, school, and the environment in enhancing students' learning interest and provides practical benefits for the community, especially parents and educators.

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