

PARENTING STYLES AND QUR'ANIC LEARNING MOTIVATION: BRIDGING FAMILY ROLES AND STUDENT ACHIEVEMENT

Agustian¹, Listian Indriyani Achmad^{2*}

¹ Pelita Bangsa University, Indonesia

² Pelita Bangsa University, Indonesia

*Corresponding Author: listian.achmad@pelitabangsa.ac.id

ABSTRACT

Children are a trust that must be honored and granted their rights, particularly the right to education, with parents serving as the child's first educators. This study aims to analyze the relationship between parenting styles and students' motivation in learning the Qur'an. Using a quantitative approach with a descriptive-correlational method, the study involved 38 fifth-grade students of SD Islam Salman Al Farisi Bekasi and their parents. Purposive sampling was applied, along with validity and reliability testing of the instruments. Results showed: 1) Parenting style was classified as moderately democratic (mean = 87.84), 2) Students' motivation in learning the Qur'an was categorized as moderate with dominant extrinsic motivation (mean = 64.76), and 3) A very strong correlation was found between parenting style and learning motivation ($r = 0.825$; $R^2 = 68.1\%$). These findings highlight the vital role of parental involvement in fostering children's motivation to learn the Qur'an from an early age within the family environment.

Keywords: parenting style, learning motivation, qur'anic education

INTRODUCTION

A survey conducted by the Indonesian Ministry of Religious Affairs (Kemenag) in 2023 revealed that 38.49% of Muslims in Indonesia have not yet mastered Qur'anic literacy, and only 44.57% are able to read it properly with basic tajwid (pronunciation rules). This survey involved 10,347 respondents selected through a multi-stage random sampling method, with a 96% confidence level. The research was conducted by the Directorate of Islamic Religious Education and Development (Penais), in collaboration with the National Research and Innovation Agency (BRIN) and the Islamic and Social Research Institute (LK3P UI) from July 1 to July 30, 2023.

Previously, a 2018 study by PTIQ Jakarta found that 60–70% of Indonesian Muslims were still unable to read the Qur'an (PTIQ Jakarta, 2018). Similarly, data from the Indonesian Mosque Council (DMI) in 2022 reported that 65% of Indonesian Muslims were unable to read the Qur'an.

Another study conducted between 2019 and 2020 at the Indonesia University of Education (UPI) aimed to assess Qur'anic reading ability among students enrolled in Islamic education courses. Among 2,729 students, only 29% were able to read the Qur'an, while the remaining 71% had not yet acquired that skill (Anwar & Udin, 2021).

A 2019 study conducted at State Islamic Universities (UINs) across Indonesia revealed that the national average for students' Qur'anic literacy was at a moderate level. However, several UINs reported low levels due to inadequate Qur'anic education prior to university admission (Jaeni, 2019).

Overall, these findings highlight the fact that many Indonesian Muslims still struggle with proper Qur'anic literacy. The low literacy rate reinforces the urgency of early religious education. Factors such as students' low motivation during school years and insufficient parental involvement contribute significantly to this issue. Al Maududi, Mujahidin, and Hafidhuddin (2014) emphasized that “many parents are more concerned if their children cannot master mathematics or English rather than being unable to read the

Qur'an." This perspective affirms the Arabic proverb *al-ummu madrasatul ula* (a mother is the first school), underlining the vital role of early Qur'anic education within the family.

The family is a foundational institution formed by husband and wife to create physical and emotional happiness and well-being (Djamarah & Bahri, 2014). Since parents are the first figures known to the child, the family becomes the child's primary educational environment where guidance, affection, and love from parents significantly influence the child's psychological, social, and spiritual development (Kamali & Nawawi, 2023).

Children receive their foundational education within the family, while schools act as a continuation of that initial instruction. Therefore, the family plays a crucial and strategic role in imparting basic religious values (Rochanah, 2017). In essence, children are entrusted beings whose rights to education must be upheld, regardless of their social status, race, religion, or nationality. Education enables children to develop their potential, realize their aspirations, and contribute to national and religious progress (Central Government, 2002, 2024).

According to Mohammad Takdir Ilahi (2013) in his book *Quantum Parenting: Kiat Sukses Membesarkan Anak Secara Efektif dan Cerdas* ("Quantum Parenting: A Guide to Raising Children Effectively and Intelligently"), "The most critical moment influencing a child's spiritual belief is the instillation of religious principles within the family." To achieve a harmonious and loving family (*sakinah, mawaddah, wa rahmah*), Islamic education within the family is essential. Islam teaches that a Muslim family is a cohesive social unit that functions in accordance with the commands and will of Allah SWT (Waston & Rois, 2017).

The early years of a child's life are ideal for developing religious habits such as prayer, Qur'anic recitation, and devotion to parents. When instilled consistently, these habits foster strong moral character. Therefore, parents, teachers, religious leaders, and community figures play a significant role in nurturing positive religious routines (Nata, 2012).

It is the duty of parents to provide religious education to their children. A hadith of the Prophet states that every child is born in a state of *fitrah* (pure nature), and it is the parents' role that determines the religious direction of their devotion to the Creator (Parinduri et al., 2022). Thus, parents' religious aspirations greatly influence their children's religious observance (Nurfalah, 2014).

A child's religious development is significantly shaped by early life experiences within the family. Therefore, parental involvement in religious education is paramount, as parenting style plays a major role in shaping a child's faith, personality, and future success (Harahap et al., 2022). Consequently, parenting style serves as the most effective approach for parents to fulfill their educational responsibilities (Hasni, 2021).

As the closest educators to their children, parents have a crucial role in nurturing, educating, and guiding them. The chosen parenting style greatly influences children's development. Although encouraging children to study is important, inappropriate parenting can reduce their motivation to learn the Qur'an. Therefore, parents—who spend the most time with their children—carry the responsibility and trust to provide spiritual guidance, particularly in Qur'anic learning.

Allah SWT emphasizes the immense responsibility of parents in educating their children, as stated in the Qur'an:

يَا أَيُّهَا الَّذِينَ آمَنُوا قُوا أَنْفُسَكُمْ وَأَهْلِيكُمْ نَارًا وَقُودُهَا النَّاسُ وَالْحِجَارَةُ عَلَيْهَا مَلَائِكَةٌ غِلَاطٌ شِدَادٌ لَا يَعْصُونَ اللَّهَ مَا أَمَرَهُمْ وَيَفْعَلُونَ مَا يُؤْمَرُونَ

"O you who have believed, protect yourselves and your families from a Fire whose fuel is people and stones, over which are [appointed] angels, harsh and severe; they do not disobey Allah in what He commands them but do what they are commanded." (QS. At-Tahrim [66]: 6) (Ministry of Religious Affairs, 2011a)

At SD Islam Salman Al Farisi, there are still students who struggle with reading and memorizing the Qur'an. At this educational level, students are expected to be proficient in reading the Qur'an and memorizing several chapters. One factor believed to be strongly related to this issue is parenting style. Parents' busy schedules as workers or traders limit their ability to accompany their children, which in turn reduces the children's motivation to study. Therefore, research on the relationship between parenting styles and students' learning motivation is essential to strengthen parental roles in supporting Qur'anic education and improving students' learning outcomes.

METHOD

This study employed a quantitative approach (Sugiyono, 2013) using a descriptive-correlational method, which aims to systematically, factually, and accurately describe facts and the relationships between the phenomena being studied (Waruwu, 2023). This method was also supported by field research, conducted directly at the site where the phenomena occurred (Sutrisno, 2004).

The population serves as the basis for drawing research conclusions (Pabundu, 2006). The population in this study consisted of fifth-grade students at SD Islam Salman Al Farisi, Bekasi. Given the relatively small size of the population, this study used a total sampling technique, where the entire population was taken as the sample (Sugiyono, 2010).

Sampling was conducted using purposive sampling based on specific criteria, namely students who were actively engaged and parents who were willing to complete the questionnaire. Thus, the research subjects consisted of 38 students and their respective parents.

This study included two main variables: the independent variable and the dependent variable. The independent variable (X) was parenting style, classified into three types: authoritarian, authoritative/democratic, and permissive, based on Baumrind's theory (1971). The dependent variable (Y) was students' learning motivation, which was measured through several indicators including interest, persistence, effort, and attitudes toward learning the Qur'an.

To obtain accurate data, the researcher used a Likert scale-based questionnaire as the primary instrument (Sugiyono, 2014), which was distributed either independently through online forms or directly under the researcher's supervision (Nasution, 2008). In addition, documentation was used to collect information from written and visual sources, such as records, books, and other media relevant to the research variables (Arikunto, 2013). Optional interviews were also conducted to complement and deepen the findings from the quantitative approach.

Validity testing was performed to ensure that the research instruments truly measured what they were intended to measure, using Pearson's product-moment correlation between the item scores and the total score (Sugiyono, 2016). Reliability testing was conducted to assess the consistency and stability of the instruments using Cronbach's Alpha formula (Sugiyono, 2014).

The data analysis process began with preliminary analysis, involving data collection from parents and fifth-grade students at SD Islam Salman Al Farisi, Bekasi, related to parenting styles and motivation to learn the Qur'an. Data were obtained using a Likert scale questionnaire with four response options, applicable to both positive and negative statements (the latter being reverse-scored). After data collection, processing was conducted by compiling frequency distribution tables, calculating the mean, standard deviation, and assessing data quality.

The next step was assumption testing, which included a normality test to ensure that the data distribution was normal (Nasrum, 2018), and a linearity test to determine whether the relationship between variable X (parenting style) and variable Y (learning motivation) was linear (Priyatno, 2013).

Normality was tested using both visual methods (histograms and Q-Q plots) and statistical methods (Kolmogorov–Smirnov and Shapiro–Wilk tests). Linearity was tested using ANOVA, with the relationship considered linear if the p-value of the deviation from linearity was greater than 0.05 (Ghozali, 2018).

In the final stage of analysis, the Pearson product-moment correlation test was used to measure the strength of the relationship between variables X and Y. If the correlation was found to be significant, a simple linear regression analysis was conducted as a supplementary analysis—not to imply causation, but to determine the extent of parenting style’s contribution to students’ learning motivation. In addition, the coefficient of determination (R^2) was calculated to assess how much variance in students’ motivation to learn the Qur’an could be explained by parenting style.

This analytical process also included hypothesis testing to examine the validity of the research questions. The analyses were conducted using Microsoft Excel and SPSS version 26. The final outcomes of these analyses served as the basis for drawing conclusions regarding the relationship between parenting styles and students' motivation in learning the Qur’an.

RESULTS AND DISCUSSION

There were 24 valid items for variable X (parenting style), with each item having a total correlation greater than 0.320. For variable Y (students’ motivation to learn the Qur'an), 20 valid items were identified, also with total correlations exceeding 0.320.

Table 1. Reliability Statistics

Cronbach's Alpha	N of Items
.901	25
.831	20

The reliability coefficient for the parenting style instrument was $r_{11} = 0.901$, and for the student motivation instrument, $r_{11} = 0.831$. Both values exceed the critical r-value (0.320), indicating that the instruments are reliable, with a high level of consistency and stability.

Table 2. Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Parenting style	38	66.00	100.00	87.8421	8.50604
Motivation to learn the Qur'an	38	44.00	77.00	64.7632	7.46319
Valid N (listwise)	38				

Source: Processed secondary data (SPSS 26 output).

The descriptive statistical analysis showed the following:

- Parenting Style (Variable X): minimum score = 66, maximum = 100, mean = 87.84, standard deviation = 8.506.
- Motivation to Learn the Qur'an (Variable Y): minimum score = 44, maximum = 77, mean = 64.76, standard deviation = 7.463.

Table 3. Distribusi Frekuensi Skor Data X dan Y

Parenting Style		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	66-71	2	5.3	5.3	5.3
	72-77	3	7.9	7.9	13.2
	78-83	4	10.5	10.5	23.7
	84-89	13	34.2	34.2	57.9
	90-95	8	21.1	21.1	78.9
	96-100	8	21.1	21.1	100.0
	Total	38	100.0	100.0	

Table 4. Quality Assessment of Variable X (Parenting Style)

Mean	Interval	Quality	Criteria Results
87,84	> 100,57	Very Good	Moderate
	92,05 - 100,57	Good	
	83,55 - 92,05	Moderate	
	75,04 - 83,55	Poor	
	< 75,04	Very Poor	

The majority of respondents scored between 84–89 on the parenting style scale (13 respondents or 34.2%), while the lowest range was 66–71 (2 respondents or 5.3%). With a mean score of 87.84, parenting style falls within the "moderate" category (interval: 83.55–92.05). The distribution of responses indicates a fairly good and consistent quality, aligned with the study's expectations.

Table 5. Students' Motivation in Learning the Qur'an

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	44-49	1	2.6	2.6	2.6
	50-55	4	10.5	10.5	13.2
	56-61	8	21.1	21.1	34.2
	62-67	11	28.9	28.9	63.2
	68-72	10	26.3	26.3	89.5
	73-77	4	10.5	10.5	100.0
	Total	38	100.0	100.0	

Table 6. Quality Assessment of Variable Y (Students' Motivation in Learning the Qur'an)

Mean	Interval	Quality	Criteria Results
64,76	> 75,99	Very Good	Moderate
	68,53 - 75,99	Good	
	61,07 - 68,53	Moderate	
	53,61 - 61,07	Poor	
	< 53,61	Very Poor	

Regarding students' motivation to learn the Qur'an, the most frequent score range was 62–67 (11 respondents or 28.9%), while the least frequent was 44–49 (1 respondent or 2.6%). The mean score of 64.76 places this variable within the "moderate" category (interval: 61.07–68.53). The data distribution shows a reasonably good and consistent quality in line with the research expectations.

Normality Analysis for Variable X (Parenting Style)

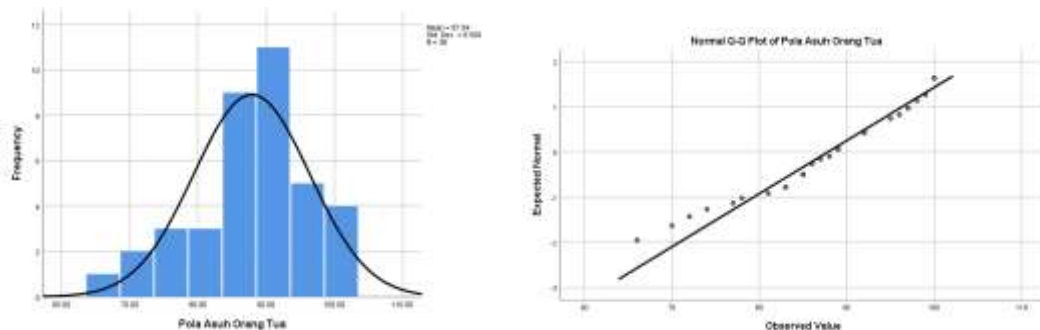


Table 7. Tests of Normality of Parenty Style

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Parenting Style	.132	38	.091	.947	38	.069
a. Lilliefors Significance Correction						

Normality Analysis for Variable Y (Students' Motivation in Learning the Qur'an)

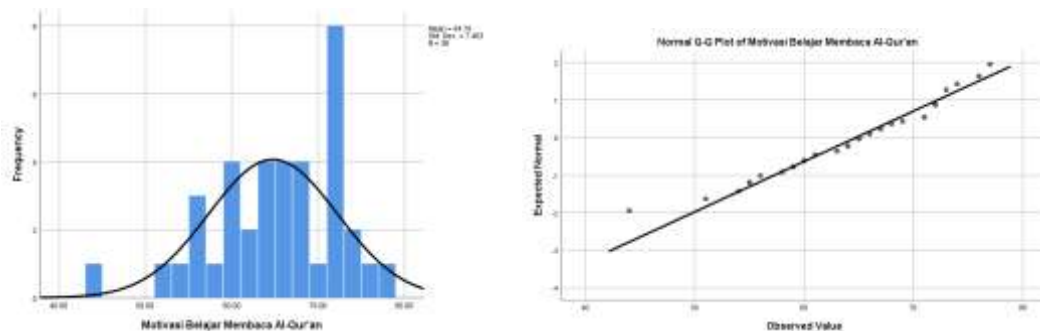


Table 8. Tests of Normality of Students' Motivation in Learning the Qur'an

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Students' Motivation in Learning the Qur'an	.114	38	.200*	.962	38	.220
*. This is a lower bound of the true significance.						
a. Lilliefors Significance Correction						

The normality test results indicated significance values greater than 0.05, meaning that the data for both Parenting Style and Students' Motivation to Learn the Qur'an were normally distributed, thereby meeting the assumptions required for parametric statistical analysis.

Linearity Test between Variables X and Y

The linearity test was conducted to determine whether the relationship between the independent and dependent variables was linear. A significance value (p-value) for deviation from linearity greater than 0.05 indicates a linear relationship; otherwise, the relationship is non-linear.

Table 9. ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Y * X	Between Groups	(Combined)	1816.261	19	95.593	7.034	.000
		Linearity	1403.816	1	1403.816	103.303	.000
		Deviation from Linearity	412.446	18	22.914	1.686	.139
	Within Groups		244.607	18	13.589		
	Total		2060.868	37			

The test results revealed that the relationship between variable X and variable Y was linear (Sig. > 0.05), which justified the use of regression analysis.

Table 10. Pearson Product-Moment Correlation Test

Correlations			
		Parenting Style	Students' Motivation in Learning the Qur'an
Parenting Style	Pearson Correlation	1	.825**
	Sig. (2-tailed)		.000
	N	38	38
Students' Motivation in Learning the Qur'an	Pearson Correlation	.825**	1
	Sig. (2-tailed)	.000	
	N	38	38
**. Correlation is significant at the 0.01 level (2-tailed).			

Table 11. Interpretation of Correlation Coefficient

Correlation Coefficient (r)	Interpretation
0,00 – 0,199	Very Weak / No Correlation
0,20 – 0,399	Weak Correlation
0,40 – 0,599	Moderate Correlation
0,60 – 0,799	Strong Correlation
0,80 – 1,00	Very Strong Correlation

Source: Sugiyono (2006:214)

The results of the Pearson correlation analysis indicated a very strong positive relationship between parenting style and students' motivation to learn the Qur'an ($r = 0.825$), which falls within the "very strong" correlation category (range: 0.81–1.00). The positive correlation implies that the better the parenting style,

the higher the students' motivation. The significance value of $0.000 < 0.05$ confirms that this relationship is statistically significant, meaning that the observed correlation is not due to chance, but rather reflects a real and meaningful association between the variables.

A coefficient of determination (R^2) test was then conducted to measure the extent to which the independent variable influenced the dependent variable. The R Square value from the Model Summary table represents the contribution of the independent variable in explaining the variance in the dependent variable (Ghozali, 2018).

Table 12. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.825 ^a	.681	.672	4.272
a. Predictors: (Constant), Parenting Style				

The R^2 value of 0.681 indicates that 68.1% of the variance in students' motivation to learn the Qur'an is explained by parenting style, while the remaining 31.9% is influenced by other factors not examined in this study, such as the learning environment, teacher roles, or peer influence.

CONCLUSION

The research conducted on fifth-grade students at SD Islam Salman Al Farisi, Bekasi, indicated that parenting style was categorized as moderate and tended to be democratic, with a mean score of 87.84. Meanwhile, students' motivation to learn the Qur'an was also in the moderate category and predominantly extrinsic in nature, with a mean score of 64.76. The results of the Pearson product-moment correlation analysis revealed a very strong relationship between parenting style and students' learning motivation ($r = 0.825$), indicating that the hypothesis is accepted. Furthermore, the coefficient of determination showed that parenting style contributes 68.1% to students' motivation to learn the Qur'an, while the remaining 31.9% is influenced by other factors outside the scope of this study, such as the learning environment, teacher roles, or peer influence.

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